

# BILC Conference Report

**BILC**  
**78**



**SHAPE**

BUREAU FOR INTERNATIONAL LANGUAGE CO-ORDINATION

Report on Annual Conference held at SHAPE  
from 3-7 July 1978.

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List of Delegates

Belgium

Comdt W Cranshoff  
Dr F Van Passel

Canada

Lt Col C A Taschereau  
Mr M P Rangongo  
Mr W Popyuk  
Mr R Lapointe  
Dr A Cote

France

Lt Col D de Gouvello  
Comdt Pasquier

Germany

Fran I von Herzenberg  
Mr H Liley

Italy

Major I Lottici

Netherlands

Lt Col K Helder

Portugal

Col C A Guimaraes da Costa

United Kingdom

Gp Capt A G Duguid  
Lt Col O B Taylor  
Sqn Ldr D W Green  
Mr A McL Rutherford

Shape

Mr D H Ellis  
Mr M G Aston  
Ms M J Platteau

United States

Col S L Stapleton  
Dr J C Hutchinson  
Mr P de Lespinois  
Mr D H Mebane  
Mr E A Brandes  
Dr J R Frith  
Mr A S Gau  
Mr P Boet

BILC Secretariat

Col G A G Wortlehook (Chairman)  
Maj P K Govett (Secretary)  
Mr G G Worrall (Asst Secretary)

In attendance  
(as observers)

Col A Ozkin (Turkey)  
Cdr D Stavropoulos (Greece)  
Major D Williams (BAOR)  
Sqn Ldr E P Vivash (RAF(G))

### Addresses

Prof Marie Jeanne de Vriendt : "English for special purposes"

Prof Raymond Renard : "History and present trends of  
audio-visual structuro-global approach"

The presentations by Prof Marie-Jeanne de Vriendt and Prof Raymond Renard of the University of Mons Interpreting School are not reproduced here. Transcriptions are available upon request from the Language Training Centre, SHAPE, B7010 Belgium. Below is a short bibliography supplied by Prof Renard on 'SGAV' and the verbo-tonal system.

### Bibliographie sur la methodologie SGAV et le systeme verbo-tonal

Les ouvrages ci-après peuvent être obtenus en s'adressant aux Editions Didier:

- GUBERINA, P, "La méthode audio-visuelle sturcturo-globale",  
RPA, 1, 1965, 35-64
- LANDERCY, A, RENARD, R, Eléments de Phonétique, Didier, CIPA,  
1977, pp 214
- RENARD, R, Initiation phonétique à l'usage des professeurs de langues,  
Didier, CIPA, 1975, pp 32
- RENARD, R, La méthodologie SGAV d'enseignement des langues : une  
problématique d'apprentissage de la parole, Didier, 1976, pp 96
- RENARD, R, Introduction à la méthode verbo-tonale de correction  
phonétique, Didier, 1971, pp 124
- RENARD, R, Introduction to the verbo-tonal method of phonetic  
correction, translated by Bernadette Morris, Didier, 1975,  
pp 126
- RENARD, R, VAN VLASSELAER, J-J, Foreign Language Teaching with  
an integrated methodology. The structuro-global audio-visual  
methodology, Didier, 1976, pp 112.

ADDRESS

Dr. Peter J M Groot  
(University of Utrecht, Holland)

Operationalising Threshold Level for English

(Summary)

In the sixties a certain disillusion with the "new approaches" to modern language teaching led us to a reappraisal of the principles underlying the methods and materials used.

Main criticism: the target language was taught too much from a linguistic point of view which resulted on the part of the students in a disappointing functional command of the language and hence loss of motivation.

Conclusion: a (descriptive) linguistic description of the target language was an inadequate basis for teaching students to use that language as a means of communication. For this communicative competence knowledge of linguistic rules should be complemented by familiarity with rules governing the use of the language as a means of communication. In "Notional Syllabuses" (O.U.P. 1976) D. A. Wilkins deals with the implications of this "notional/functional" approach to syllabus design. A Council of Europe committee applied these ideas in the context of a European unit/credit system for modern language learning by adults resulting a.o. in J.A. van Ek's "The Threshold Level for English". This can be seen as a possible implementation of a notional/functional grammar, others being "Un Niveau seuil", and the Italian and Spanish versions.

In this talk no discussion of the theoretical framework of the notional/functional grammar nor its application in Threshold Level. Just a report on the development of a "Specimen Test for Threshold Level English". Basis for the construction of this test: the behavioral and linguistic specifications listed in the T-level document. Sampling first from the notional/functional domain and second from the linguistic domain i.e. the verbal implementation given in T-level to the selected notions and functions.

Problem: a certain discrepancy esp. for the receptive skills between the behavioral and the linguistic specifications (e.g. how can one read a brochure with a command of not more than 1500 words?). Possible solutions:

- achievement test sampling the linguistic corpus.
- achievement/proficiency test sampling the linguistic and the behavioral domain, thus containing "outsiders".

The present specimen test which was developed after several try-outs and extensive discussion in the Council of Europe Evaluation Committee and which will be available from September 1978 onwards is an achievement test containing authentic language material which has been edited down to T-level linguistic specifications. Other tests will be developed using different techniques and containing stimulus material from outside T-level. Together with existing standardised tests, these will be used for validation purposes.

## ADDRESS

Mr Brendan J Carroll  
(Consultant, English Language Division, British Council)

A model for specifying communicative competence, with special reference to testing.

### 1. INTRODUCTION

A central problem in the measurement of human, and animal, behaviour has always been how to carry out rigorous testing and to isolate the relevant factors in a situation without at the same time depriving the subject under examination of his normal behavioural repertoire. In language testing, as an example of this dilemma, our problem has been: how to isolate and test relevant micro-elements of language and yet keep intact the essential features of communicative behaviour. Unless we can maintain these features, we may well find that rigorous language testing can tell us little about the subject under examination which is not trivial. In assessing any fragments of his linguistic behaviour, we must at the same time understand the subject as a communicating person. The more we dissect a butterfly for close examination, the less chance does it have of surviving as a functioning organism.

In Language testing we have seen this basic dilemma lying behind the extended controversy about the relative value of discrete and integrative test formats: about macro- and micro-, about holistic and atomistic analysis; about the teaching and testing of "language" and the teaching and testing of "communication skills".

For example, I have been on overseas testing consultancies where I have heard it said, on the one hand, that ordinary language proficiency tests are irrelevant for assessing the progress of students on courses centring on the teaching of communication skills; on the other hand, that a functional analysis may well be testing the academic or occupational skills concerned, but are not really testing language. What is the solution to this language testing dilemma?

Let us first look at some of the literature on the subject. In 1970, Jakobovitz maintained that performance on discrete - item language tests did not necessarily reflect the ability to make use of the language for communicative purposes, thus concluding that discrete-item language tests are unlikely to be a good measure of communicative performance. He goes on to stress the need for the specification of communication goals in such a way that test performance will reveal how far an individual is able to meet those goals. Tests, he says, would also have to draw on the specification of various levels of proficiency for those language users whose standards of mastery fall short of the specified target level performance.

More recently my colleague, John Munby, has maintained that the specification of the content of a syllabus, or test, can only take place after prior and necessary work has been done on communicative needs. If this work has not been done, it cannot be logically possible to ascertain whether, or to what extent, the test specification will be appropriate to its purpose. He also warns against getting down to the specification of language items before specifying the communicative skills or functions of which the language should be a realisation. He also believes it to be a misunderstanding of communicative needs when aspects of either pedagogy or logistics are treated as variables

in defining a learner's communicative needs. Such considerations as teacher attitude or financial resources become operative only after the specification of what the learner needs to know, and become constraints on the achievement of goals.

In 1975, Clark defined language proficiency tests as measurement procedures aimed at determining a testee's ability to receive or transmit linguistic information for some pragmatically useful purpose in a real-life setting. He puts proficiency testing into two major categories -- direct and indirect tests, direct tests consisting of "work sample" items, indirect tests containing surrogate tasks either of a quasi-realistic type (such as picture description) or of an unrealistic type (such as multiple-choice sentence tests).

Having outlined our basic dilemma and presented some views on it, as they relate to language testing, I will next go on to describe the approach I have been developing to resolve it, the basis of which approach is to derive my tests from as thorough an analysis as possible of the specific needs of specific language users (which I label -- "needs-oriented" communicative competence testing) and to link as systematically as possible the assessment contributions of micro-skill items and macro-communicative-activity items in a two-tier testing strategy.

## 2. THREE PHASES IN COMMUNICATIVE COMPETENCE TESTING

2.1 I will first establish a framework for my exposition by outlining the three phases I have defined for setting up my testing, or rather feedback, system. These three phases are: the design, development and operation of the tests. I think the most significant feature of this system has been the amount of time which has been expended on specifying the communicative needs of our learners; indeed the use of the specification model is the most significant feature of the system and has far-reaching implications for the subsequent development and operational phases. (Illustration -- Annex A).

### 2.2 DESIGN PHASE

Our working document for this initial design phase is taken from John Munby's book, "Communicative Syllabus Design". (to be published shortly by C.U.P.). This book describes a model which requires the specification of the learner's identity followed by a clear and extended statement of a series of inputs which will enable us to construct a profile of his communicative needs from which we can make a syllabus (and ultimately test) content specification. (Illustration -- Annex B).

The profile of the needs of the selected participant is then processed into a test content specification via the selection of language skills and/or socio-semantic units, the details of which I shall go into in our later study group sessions, and which are exemplified in separate specifications contained in the specifications "Blue Book" for the ELTS. (English Language Testing Service).

### 2.3 THE TEST DEVELOPMENT PHASE

Once the communicative needs analysis has been made, we are in a position to start developing our test items; and we have to start examining more closely the special constraints which the actual test situation will exert on the use of our test content specification. We will have an inventory of perhaps 8 events, each with 4 or 5 component activities which will then be realised in terms of 100 or so language skills and/or socio-semantic units.

We should also have a broad idea of the level of language skills of our potential participants and a specification of the target levels below which an individual will be unable to communicate effectively in the target communicative situation.

(a) Our major devices for test development at present are the "Source Book" and "Source Tape". We have, for example, selected fruitful texts from text books and journals in Technology, Life Sciences, Social Studies and Medicine and devised question booklets which test the specified Study, Writing and Dialogue skills using either multiple-choice techniques or rating scales to assess the participant's performance.

(b) THE TWO-TIER TESTING MODEL

The considerations we discussed in our introduction can now be brought to bear on our test construction as we remember our basic polarity -- the functional pole and the language realisation pole, both related as elements along the communication axis. The first two-tier model, which I call the Static model, is the one we are using for the placement tests in the new ELTS. (Illustration -- Annex C).

The second two-tier model, I call the progressive model and its use is appropriate to both the initial placement of course participants and the subsequent monitoring of their progress. (as in S.Arabia prog) Illustration -- Annex D.

(c) The base of our two-tier model in each case consists of a more conventional, non-disciplinary, language-based and norm-referenced type of test; and we can go back again to the criticism that language-based tests of this kind are irrelevant to the exercise of communicative skills. (Illustration Annex E).

2.4 TEST OPERATION PHASE

All our ingenious specification and test development procedures are useless unless the product -- the test system itself -- is able to guide us in making the decisions we want to make about our participant's communicative skills. I do not mean just the "carrot and stick" features of the typical certificate or proficiency examination, or the usual end-of-term test which have become part of semi-religious ritual of institutional language teaching, but the management decisions which a good feedback instrument allows us to make about our courses. I will illustrate such decisions in three ways, by:

The progress polygon,

describe The performance grid, and

The progress estimate chart.

Illustrations -- Annexes F, G & H.

3. APPLICATIONS TO NATO

So far, I have been dealing with procedures and instruments we have been developing in a number of academic and training contexts which have been the concern of the British Council in Britain Europe, Africa the Middle-East and elsewhere. I would like to conclude this talk by relating our insights to problems which I imagine might be facing NATO bodies.



(a) My first point, and one which must now be clear from the tenor of my paper, must be that we should have (or make) a systematic and detailed communication needs analysis of typical participants of the present and future language courses. To this extent, the problem is similar to the one which faced us last year when we made CNAs of six types of participant on academic and training courses in Britain; and which we tackled, I hope, in a systematic way - incidentally in the teeth of opposition from certain quarters who had little sympathy with the way we "fiddled around" with fancy details instead of "getting down" to producing the actual tests. I think I can now say that I would not recommend any test development which skimmed the essential first, design, phase of our system, whatever the pressures exerted to do so.

(b) Secondly, I would make a particular point of accurately assessing the target levels needed for adequate job performance, so that our targets would be neither so high nor so low as to produce an ineffectual or an uneconomic specification of test content.

(c) I would also like to ensure that the specification of test content would be applied equally to test and syllabus development thus avoiding the wasteful dichotomy of proficiency and achievement testing.

(d) I would guess that there would be, in the NATO set-up, particular design features to be considered, such as:

- conflict between NATO staff members' roles which would make the specification of socio-semantic units of particular importance. Such conflict is more likely to occur in a military hierarchy than in our academic settings - students don't say "Sir", or stand to attention nowadays; The dominance - cohesiveness dimensions will thus require special attention in specifying social relationships.

- the multi-language context of NATO will also be a significant feature, and it may be necessary to discover which language(s) our participants are likely to need in given activities. One interesting possibility is that elements of the same communicative specification could be applied to any of several languages. (ref: Council of Europe levels eg: Trim 1977).

- the final special consideration I would guess to be of importance in NATO is the lack of tolerance of error in certain contexts; this is in a way reminiscent of the medical specifications we have done where communication errors in, say, the operating theatre or the pharmacy could have immediate drastic results.

#### 4. SUMMARY AND CONCLUSION

I will refer again to the main points of my thesis.

- 1 First, the central dilemma of the measurement of behaviour: how to tease out the significant features of behaviour without destroying what is essential to it, (the "Butterfly" syndrome).
- 2 The reconciling in test design of the communicative and linguistic types of test item, one, macro-criterion - reformed, job specific, communication-based, innovatory; and two micro-norm-referenced, less job-specific, language-based, conventional tests, so as to optimise the relevance and comparability, the acceptability and economy required for effective testing.

- 3 The use of test results as a positive management instrument for course development in initiating, maintaining and terminating language training.
- 4 The possibilities say in applying a model, developed elsewhere, to the particular needs of the NATO context.

I hope to follow-up these points in greater detail in the Study Group sessions later on.

COMMUNICATIVE COMPETENCE TESTING

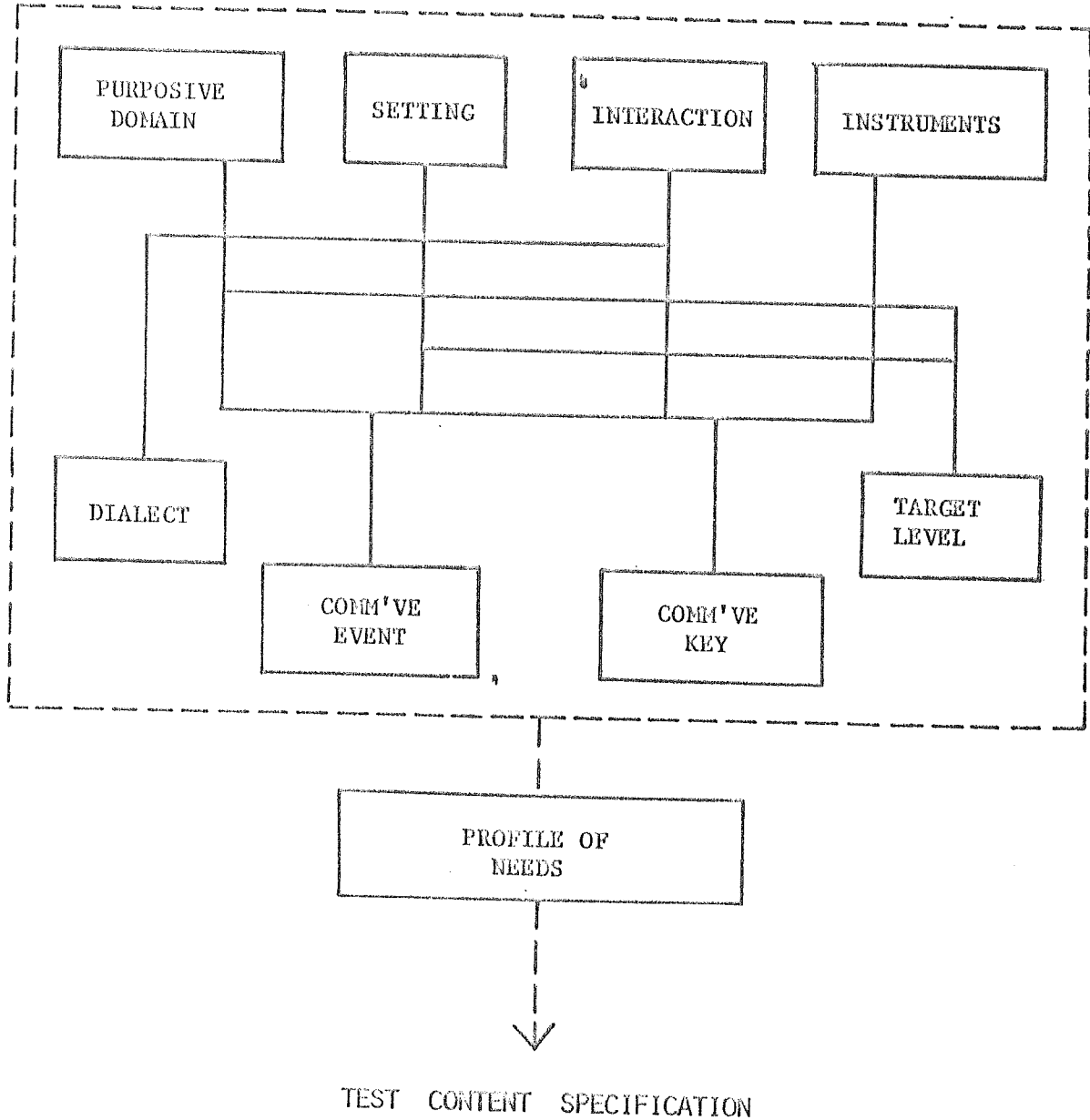
(NEEDS-ORIENTED)

- |     |                             |                                 |
|-----|-----------------------------|---------------------------------|
| I   | <u>DESIGN PHASE</u>         | 1. PARTICIPANT DESCRIPTION      |
|     |                             | 2. COMMUNICATIVE NEEDS ANALYSIS |
|     |                             | 3. TEST CONTENT SPECIFICATION   |
| II  | II <u>DEVELOPMENT PHASE</u> | 4. TEST REALISATION (RACE)      |
|     |                             | 5. TEST APPLICATION             |
|     |                             | 6. ANALYSIS, VALIDATION         |
| III | <u>OPERATIONAL PHASE</u>    | 7. FEEDBACK SYSTEM              |
|     |                             | 8. TEST REVISION                |

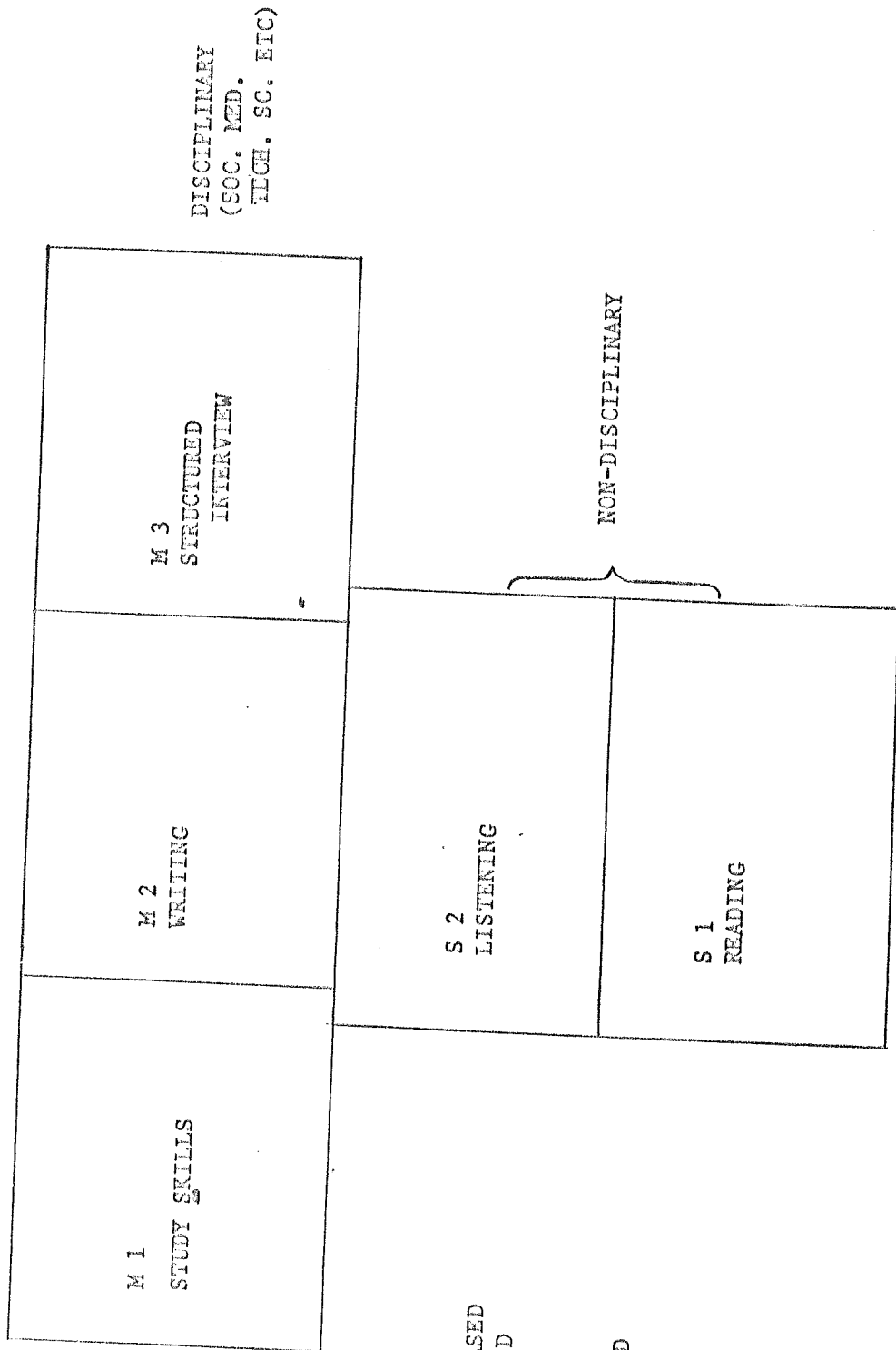
\* Feedback Instrument Features

- |                   |   |                        |
|-------------------|---|------------------------|
| R - Relevance     | } | market orientation     |
| A - Acceptability |   |                        |
| C - Comparability | } | instrument orientation |
| E - Economy       |   |                        |

COMMUNICATIVE NEEDS PROFILE



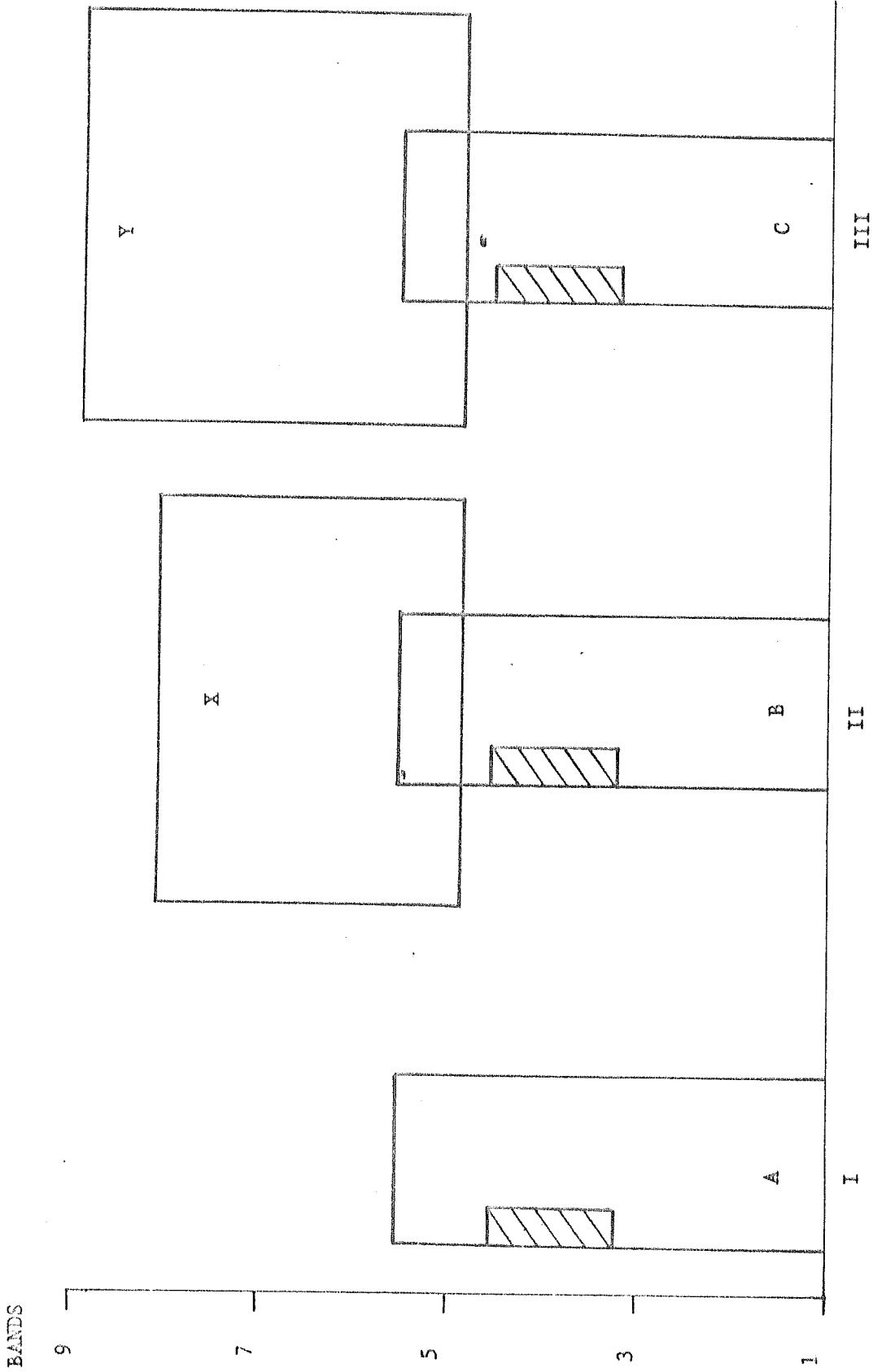
TWO-TIER TESTING MODEL (STATIC)



M = MODULAR PHASE.  
COMMUNICATION BASED  
CRITERION - REF'D

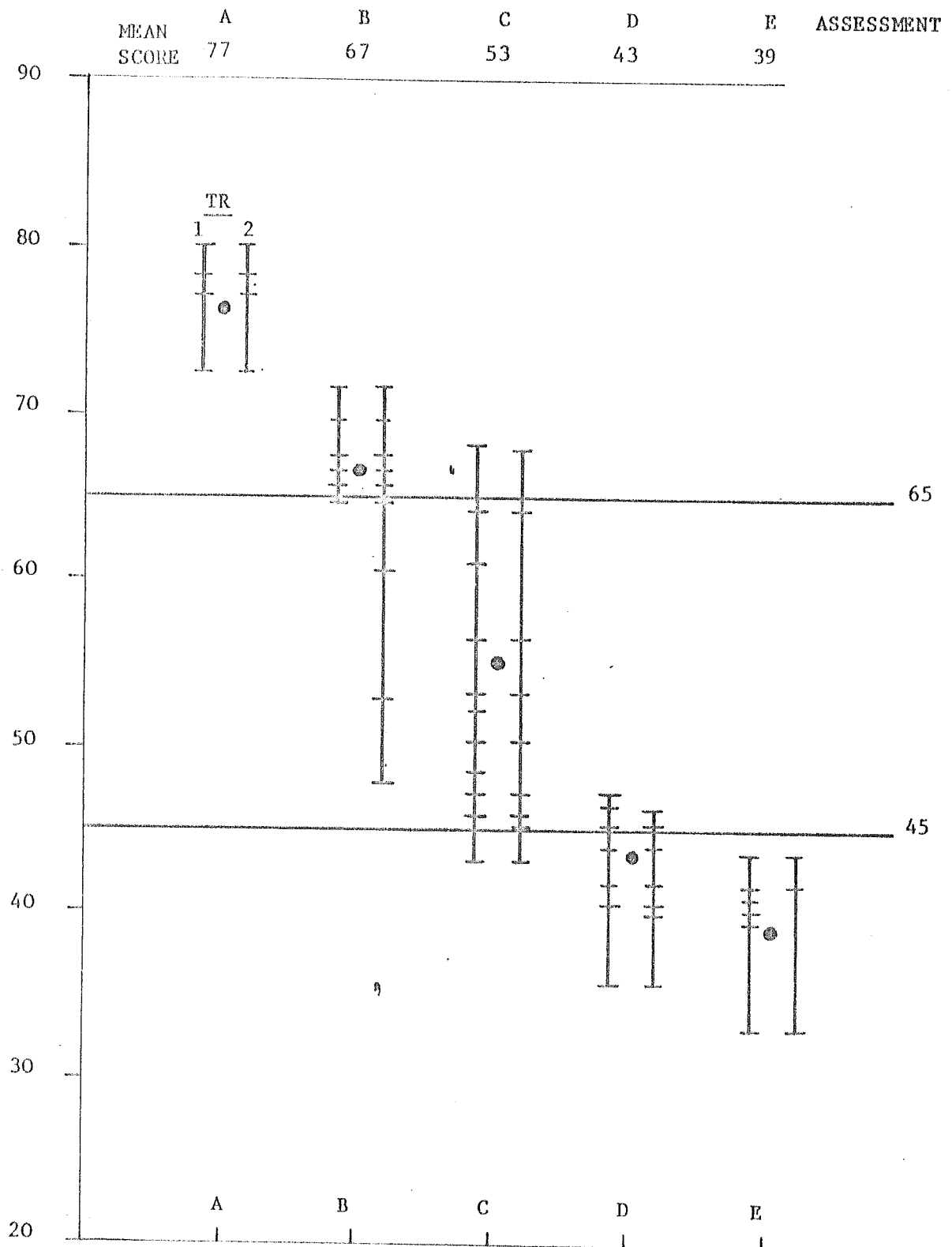
S = SCREENING PHASE  
LANGUAGE FOCUSED  
NORM - REF'D

TWO-TIER TESTING MODEL (PROGRESSIVE)



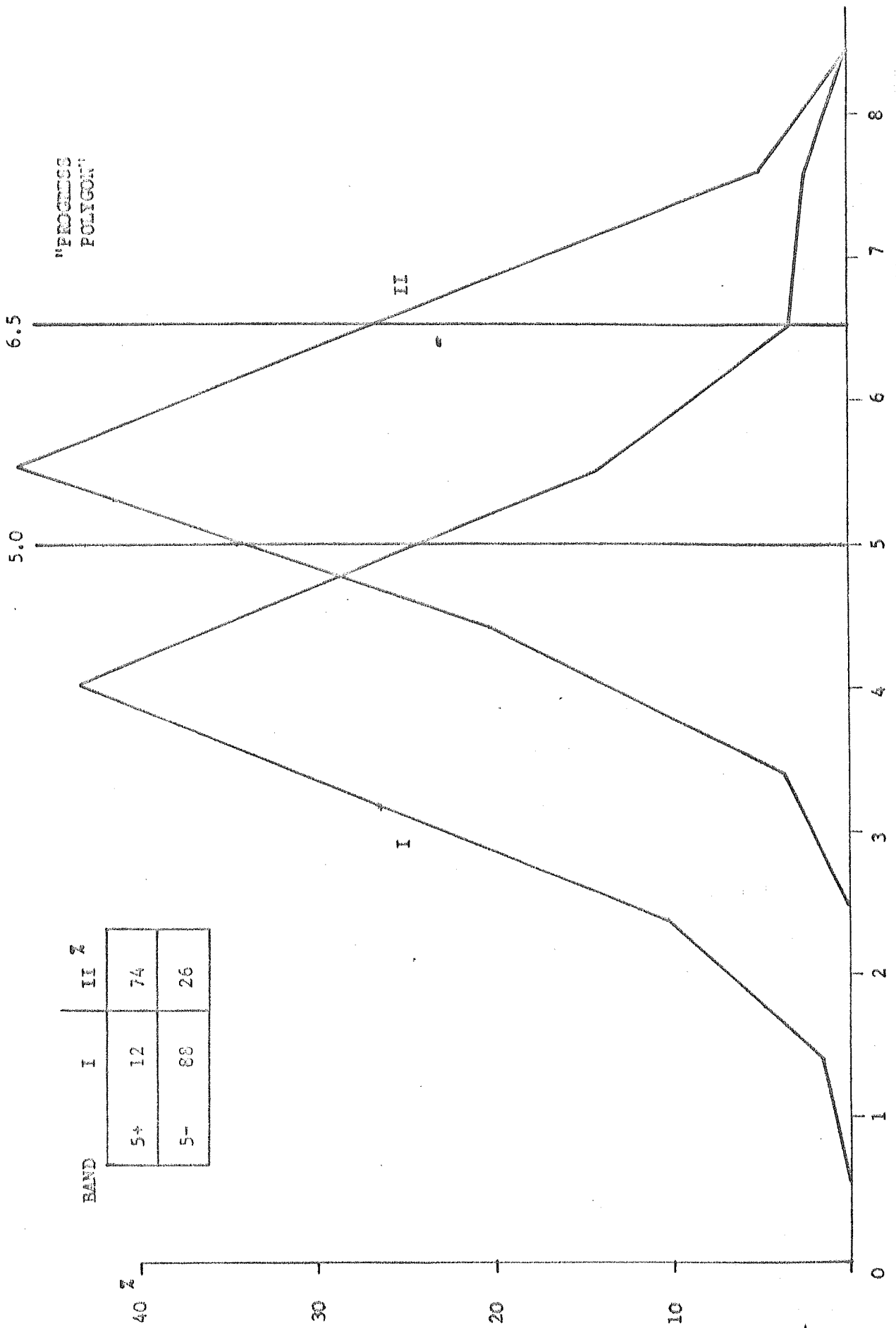
ABC = BASIC TESTS, EQUIVALENT FORM; L-FOCUSSED; NORM - REF'D

XY SEESTER TESTS, COM-FOCUSSED; CRITERION - REF'D (FILMS, LECS, NOTES...)



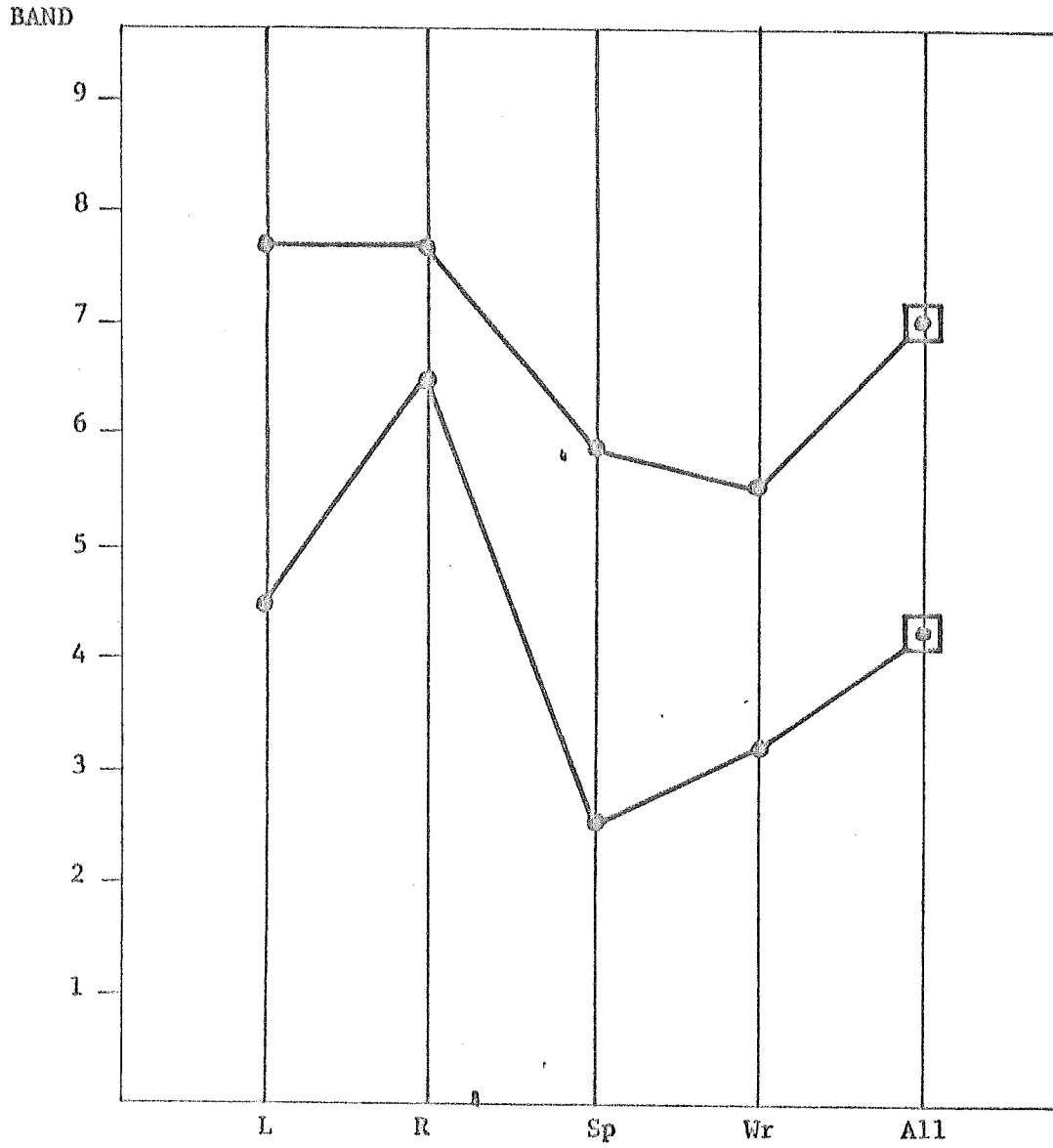
LANGUAGE COMPETENCE ASSESSMENTS

"A" = COPES V. WELL ..... "E" = CANNOT COPE



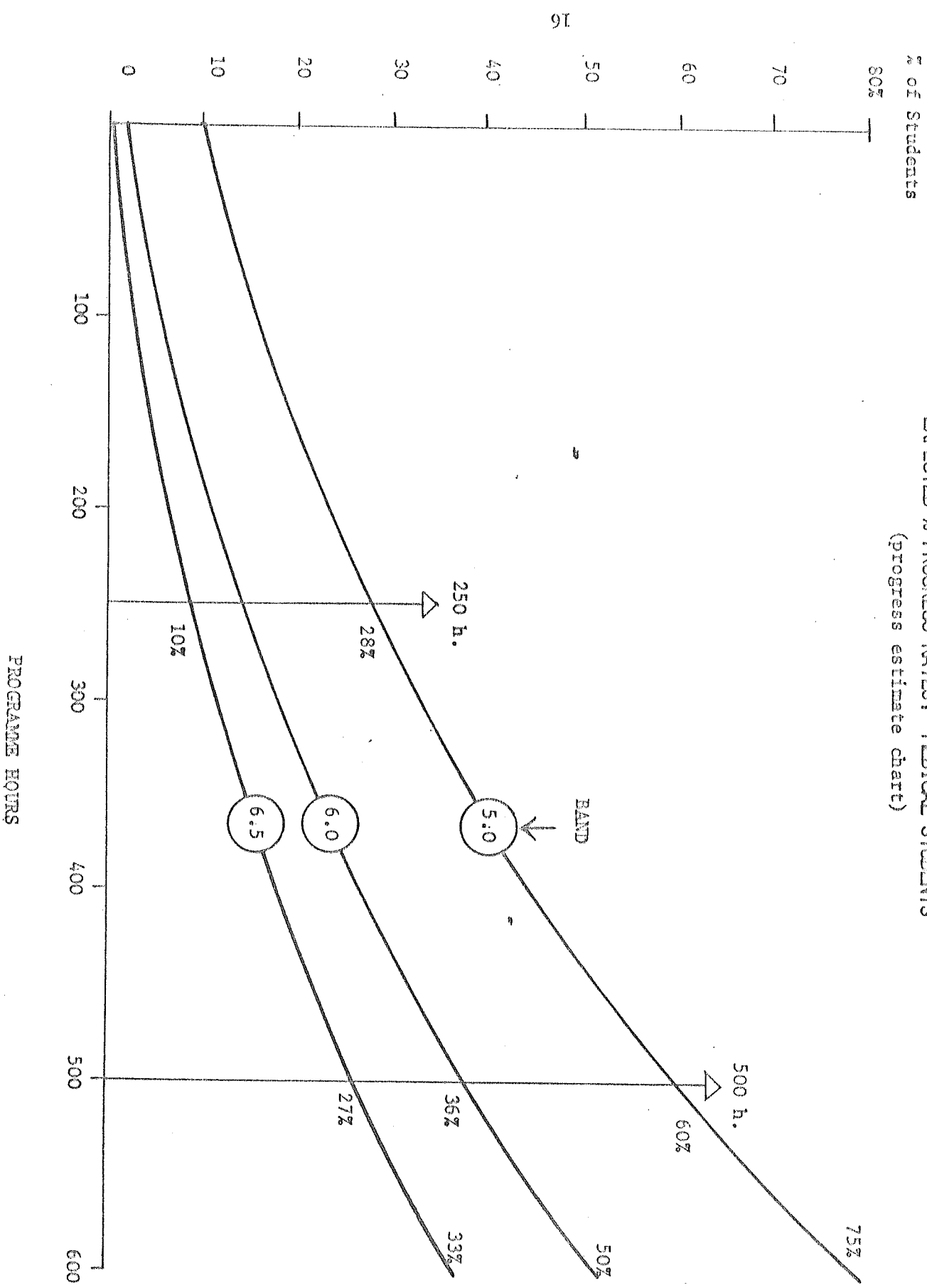


### JOB - PERFORMANCE GRID



————— MEDICAL COURSE TARGET LEVEL  
————— 'P' COMPETENCE LEVEL

### EXPECTED % PROGRESS RATES, MEDICAL STUDENTS (progress estimate chart)



## ADDRESS

Christopher Yates (English Language Training Development Unit (ELTDU) Oxford, England)

### Languages for Special Purposes - Course Development

NOTE: The full text of Mr Yates's presentation is not reproduced here but a verbatim transcription is available, upon request to the Language Training Centre, 7010 SHAPE, Belgium.

Much of the presentation referred to the ELTDU's work with the Swedish firm Aktiebolaget Svenska Kullager fabriken (SKF), in particular the Stages of Attainment Scale and Test Battery. Details of this material mentioned in the summary notes below are available from the ELTDU, Oxford, England.

1. Origin: SKF group feeling lack of
  - a) Common standards throughout group
  - b) Lack of definition of training objectives
  - c) Lack of means of assessing training
  - d) Lack of information for managers on ability of employees to function in English
2. Research: Analysis of all activities carried out by management employees throughout group
3. The Material: Consists of
  - a) A breakdown, on an 8 point scale of these basic activities
  - b) each activity is broken down into different degrees of language competence to carry out those activities, where A is beginner and H approximates to native speaker
4. Use of Scale: This section primarily for managers. Can be used for:
  - a) setting training objectives (blunt & fine)
  - b) recruitment
  - c) job analysis
5. Outline syllabus:
  - a) primarily for teacher, to show him the minimum that needs to be taught, to bring employee from one stage to another.
6. Test Battery:
  - a) Pre-Selection Test, primarily for forming groups; also for testing employees or prospective employees where rough assessment of present position on Scale needs to be known. Test consists of sections on Reading, Writing, Listening/Speaking
  - b) Stage Tests: primarily for use at end of training period to assess whether S have reached the objectives.  
3 Tests: C (covering stages B,C,D)  
E (covering stages D,E,F)  
G (covering stages F,G,H)  
Each test consists of Reading, Writing, Listening, Speaking.

## ADDRESS

Ms Danielle Reulen

(University of Louvain)

"Certificaat Nederlands als Vreemde Taal"

(Precis)

### 1. Bref historique

- septembre 1973 : groupe de travail fut créé
- groupe s'inspira des :
  - . Committee for Out of School Education and Cultural Development du Conseil de l'Europe
  - . Deutscher Volkshochschulverband
  - . Goethe-Institut
  - . British Council
  - . Foreign Service Institute
  - . Defense Language Institute, Washington D.C.
- examens d'essai : janvier 1976
- lers examens officiels : mai 1977
- 2nds examens officiels : avril 1978

### 2. Niveaux prévus (décrits plus explicitement dans la brochure "Het Certificaat Nederlands als Vreemde Taal, I")

2.1. Elementaire : le seul qui fonctionne a l'heure actuelle:but : se débrouiller convenablement dans les besoins de la vie quotidienne (non-professionnelle)

#### 2.1.1. Taxonomie générale de la communication :

- A. compréhension a l'audition :
  - orientation dans l'espace
  - orientation dans le temps
  - orientation sociale
  - indications de mesures
  - compréhension de modèles d'intonations
- B. compréhension a la lecture :  
compréhension de messages écrits, simples, dont le contenu est le même que sous A.
- C. production orale :
  - orientation dans l'espace
  - orientation dans le temps
  - orientation sociale
  - demander un renseignement quant à la quantité, la distance, le prix...
  - demander pour un service
- D. production écrite :  
pouvoir écrire des messages simples à l'aide d'un dictionnaire

2.1.2. Lexique : 740 mots  
356 mots : listes de fréquence (listes basées sur langages écrits et oraux)

384 mots : "jugés" indispensables pour pouvoir réaliser les buts fixes sous 2.1.1. (ex : kilo, noms de jours ...)

2.1.3. Structures : définies à partir de la valence des verbes et basées également sur la fréquence.

2.2. Base : en élaboration

2.2.1. Taxonomie générale de la communication :

A. compréhension à l'audition :

- suivre une conversation à propos de sujets quotidiens, les interlocuteurs tenant compte de la présence d'un "non-native"
- suivre une émission à la radio ou télévision, un documentaire par ex.
- comprendre les informations à la radio ou télévision
- comprendre un interlocuteur au téléphone.

B. compréhension à la lecture.

- comprendre un dialogue contemporain (pièce de théâtre, script) avec l'aide systématique du dictionnaire
- comprendre un texte de fiction (ex : roman) avec l'aide systématique du dictionnaire
- comprendre un texte de non-fiction (ex: article de journal) à propos d'un sujet connu avec l'aide systématique du dictionnaire.

C. production orale

- participer à une conversation à propos de sujets quotidiens
- parler de soi-même de façon exhaustive
- parler d'un sujet dans sa sphère d'intérêt

D. production écrite

- écrire une lettre non-formelle sans l'aide d'un dictionnaire
- écrire une lettre formelle avec dictionnaire

2.2.2. Lexique : en élaboration

2.2.3. Structures : en élaboration

2.3. Avancé

1.3.1. Taxonomie générale de la communication :

A. compréhension à l'audition :

- suivre une conversation normale entre "natives"
- suivre une conversation à accent légèrement régional
- suivre couramment des débats à la radio et télévision
- suivre des conversations téléphoniques et des programmes de radio brouillés

B. compréhension à la lecture

- comprendre un texte de fiction (ex : roman) avec l'aide accidentelle d'un dictionnaire
- comprendre un article de journal ou de revue (pas de langage technique spécialisé) avec l'aide accidentelle d'un dictionnaire.

C. production orale

- participer aisément à une conversation

- participer à un débat

D. production écrite

- rédiger un document formel (commentaire, rapport)  
sans faute gênante
- mettre ses idées, sans faute gênante, sur papier.

3. Examens

- essai : janvier 1976
- lers examens officiels : mai 1977  
72 candidats au total
- 2nds examens : avril 1978  
215 candidats au total

4. Correction des examens

- 4.1. compréhension à la lecture et à l'audition : système de  
choix multiple  
correction rapide  
calcul de la moyenne chaque année
- 4.2. production écrite :  
correction sur base de 2 critères  
- compréhension : critère échec / réussite  
- pourcentage d'erreurs
- 4.3. production orale :  
correction sur base de 3 critères  
- compréhension : critère échec / réussite  
- rythme et fluency  
- pourcentage d'erreurs

5. Questions

## ADDRESS

Dr COTE (University of Ottawa)

### MODEL FOR A LEARNER

#### CENTRED INSTRUCTION PROGRAM

In October of 1976 it was decided to investigate the possibility of modifying current approaches to the teaching of French as a second language at ELFC st. Jean. The objective was to increase student productivity and satisfaction.

A consultant was retained and required to develop a model which would allow for the modification of ongoing teaching practices. It was also required that the model be suitable for an anticipated increase in the number of students involved when ELFC moves to its new quarters.

A teaching-learning model which requires the student to take charge of a significant portion of his learning was developed and tested on two occasions. The results are gratifying. Allow me to describe the salient features of the model and to comment on some aspects of each.

The model is designed to encourage optimal exploitation of the milieu. It structures learning activities during regular class hours as well as during extra-curricular hours. It is intended to provide situations wherein the student is regularly faced with varied opportunities to hear and use the target language.

#### Annex A.

The illustration shows a Type A day in the PIF (Programme Intensif de Francais). You will note that formal classroom time (CF) has been reduced to 4 hours per day. To compensate for the shorter classroom instruction hours the day includes a self study period (PAF) where the classroom instructors serve as major resource. The teacher-student ration in the PAF is one of the most vital and productive aspects of the model. During this period students receive individualized instruction in those aspects of language which are of particular concern to them. Since classroom teachers also serve as PAF resource teachers, they are singularly well equipped to appreciate the strengths and weaknesses of each student. The PAF allows each student to proceed at his own rate. The results are invariably positive. In fact teachers report that they are able to exceed the expected number of lessons to be taught in spite of the 2 hour decrease in regular formal classroom time.

A sports and recreation activity (ASRAM) is also included as a compulsory part of the programme. Students are provided with vocabulary skills appropriate to the sport in question and the presence of a monitor encourages them to use their new found language skills. The ASRAM has proven to be of great value in the development of "esprit de corps". Its success along the language acquisition is more difficult to assess. However, ASRAM appears to be attaining one of the model's objectives which aims at providing students with diverse experiences in the target language.

A type A day closes with personal study (PEP) which requires students to devote a minimum of 2 hours to study. Every effort is made to ensure that help will be available for those who require it. In fact most of the students return to their classroom to complete PEP. The presence of tutors coupled with a systematization of homework practises so that student loads are uniform ensures that PEP serves as an integral part of the programme.

## Annex B

As the illustration shows a type B day does not include PEP. It is replaced by a programme of extra-curricular activities (ETC). There are two types of ETC. The intra-mural type involves students in a wide variety of activities ranging from workshops on ceramics, folklore, Quebec traditions, weaving, and fencing to film discussion groups. These activities are undertaken at the school and resource persons from the community are brought to the students. Students with unusual hobbies are also encouraged to prepare workshops for their colleagues. Those presentations which involve students in a vigorous exchange are very well received. ETC activities go a long way towards making students feel confident in the use of their newly acquired language skills. A typical comment is "I understood everything! I can't believe it!"

However, the intra-mural ETC were overshadowed by the challenge of the off-base activities which comprise the extra-mural ETC. In these types of activities students were enrolled in night courses offered by post-secondary institutions in St. Jean. The courses required at least one night of attendance. They were conducted in French exclusively and they covered a wide range of topics.

Some of the courses taken were: horticulture, human relations, painting, hand weaving, social dancing, interior decorating, ceramics, photography, folklore and child development. Students were encouraged to take courses which were likely to give them an opportunity for frequent verbal exchanges. The ones mentioned proved to be most effective in that respect. An added, and hoped for, by-product resulted when students were invited to socialize with their new classmates. It should be noted that only those students who were adjudged to have sufficient proficiency to profit from extra-mural courses were obliged to attend. Those not so designated were involved only with intra-mural ETC. The ETC programmes are generally acknowledged to be both interesting and effective. The benefits accruing seem to justify the relatively low cost of course registration.

## Annex C

The illustration shows a type C day; where students are away from the school for the entire day. ECVALs are scheduled to occur at approximately 3 week intervals. These activities as such are not new, since they have long been used to provide a little incentive motivation for students. They also allow them to valve - off a little of the pressure created by language courses. However, in the current model ECVALs are so structured that they produce some of the most significant target language experiences encountered by the students. Students prepare extensively for the ECVAL and upon their return a thorough debriefing of their experiences constitutes the major part of the classroom exchange for several days. The ECVAL places students in real life situations selected by a pedagogical team as being most likely to involve students in meaningful dialogue with persons carrying on a variety of occupations. Some of those reflect unique aspects of French -Canadian culture. Due to the elaborate preparations made by the students and the judicious selection of experiences by the pedagogical team the ECVALs have proven to be a resounding success.

As you might conclude students are kept extremely busy. A normal work week usually involves a minimum of 44 hours of intensive but varied work in the target language. Some effort was made to include 6 hours of compulsory work per week-end. However, this notion met with some resistance and proved



to be difficult to monitor. Accordingly, that aspect of the original model was declared to be optional. Students are frequently encouraged to involve themselves in some target language activity each weekend. Those staying on base invariably do so. Those going home on weekends are thought to be somewhat less diligent.

In summary, the model provides the following:

Less formal classroom time.

Individualized instruction.

Student responsibility for structuring part of their learning experiences.

Structured contact with the target language outside formal classroom situations.

Increased opportunities to speak and hear the target language.

Variety in teaching and learning approaches which motivate teachers and students alike to be more productive.

### RESULTS

This section provides the results observed when the model was implemented. Before describing the progress made by students it seems appropriate to briefly describe the reactions of the teachers involved in the PIF. All teachers involved volunteered. They were encouraged to be innovative and eclectic in their teaching without neglecting their commitment to the Dialogue Canada method. There was unanimous approval of the model's staffing plan which requires 2 teachers per class of 8 students rather than the usual ration of 1 1/2 teachers per class of 8 students. The increased teacher-student ration was necessary in order to ensure adequate individualization of instruction during the PAF. It would appear that the increased productivity of the students would allow this higher teacher-student ratio to be seen to be cost effective.

An unexpected result of the staffing plan was that teachers became involved in planning their teaching activities as a team. This type of activity has been rare in the past because of the rotational nature of teaching assignments. The increase in professional contact and exchange between teachers and their supervisors is reported to be extremely rewarding. All the teachers involved in the programme claim to be very pleased with the opportunities offered for professional growth and development. Many report that the PIF gave them an opportunity for professional fulfilment which they had not expected to find in a language teaching role. All were extremely satisfied with the programme and anxious to continue with it. The effect on teacher morale and motivation was striking. Absenteeism declined significantly. If the model provided nothing more than an opportunity for teachers to be challenged by the work and excited about their participation it might be said to be doing enough. Happily it does a good deal more as the results of student performance attest.

Students were very satisfied with the programme. The consensus was that the programme was excellent although demanding.

(figure 1)

Figure 1 shows that the mean progress made by the PIF group exceeds the mean progress made by the FFC group by 23% on skill A.

(figure 2)

Figure 2 shows that the mean progress made by the PIF group exceeds the mean progress made by the FFC group by 45% on skill B.

(figure 3)

Figure 3 shows that the mean progress made by the PIF group exceeds the mean progress made by the FFC group by 13% on skill C.

(figure 4)

Figure 4 shows that the mean progress made by the PIF group exceeds the mean progress made by the FFC group by 5% on skill D.

The results just shown are encouraging. They represent the most conservative approach to the analysis of our data. A somewhat more audacious analysis which involves small samples of PIF individuals matched with norm groups of FFC individual on aptitude and initial proficiency levels allows for the presentation of more spectacular results.

(figure 5)

Figure 5 shows that the mean progress made by PIF students exceeds the mean progress made by FFC students by 106% on skill A.

(figure 6)

Figure 6 shows that the mean progress made by PIF students exceeds the mean progress made by FFC students by 58% on skill B.

(figure 7)

Figure 7 shows that the mean progress made by PIF students exceeds the mean progress made by FFC students by 13% on skill C.

(figure 8)

Figure 8 shows that the mean progress made by PIF students exceeds the mean progress made by FFC students by 6% on skill D.

Obviously the model's greatest strength lies in its capacity to provide learning experience which significantly enhance productivity in the aural-oral abilities. Students exposed to the programme appear to become much more effective in their use of the spoken language.

It should be noted that the programme is currently scheduled to be in effect for an 18 week period and that comparisons reported are made on the basis of data gathered during the 14th week of an 18 week course. Available data suggests that student progress in abilities C and D is greatly accelerated in the last 4 weeks. Projection would suggest that the PIF students would significantly outperform the FFC students at the 18 week mark, if the latter group was exposed to that length of course.

The model appears to be successful in the important dimensions of teacher-student productivity and perhaps just as importantly in the dimensions of teacher-student motivation and satisfaction.

FIGURE 1.

Comparison of FFC and PIF

GROUPS WITH SAME INITIAL MEAN

PROFICIENCY LEVELS.

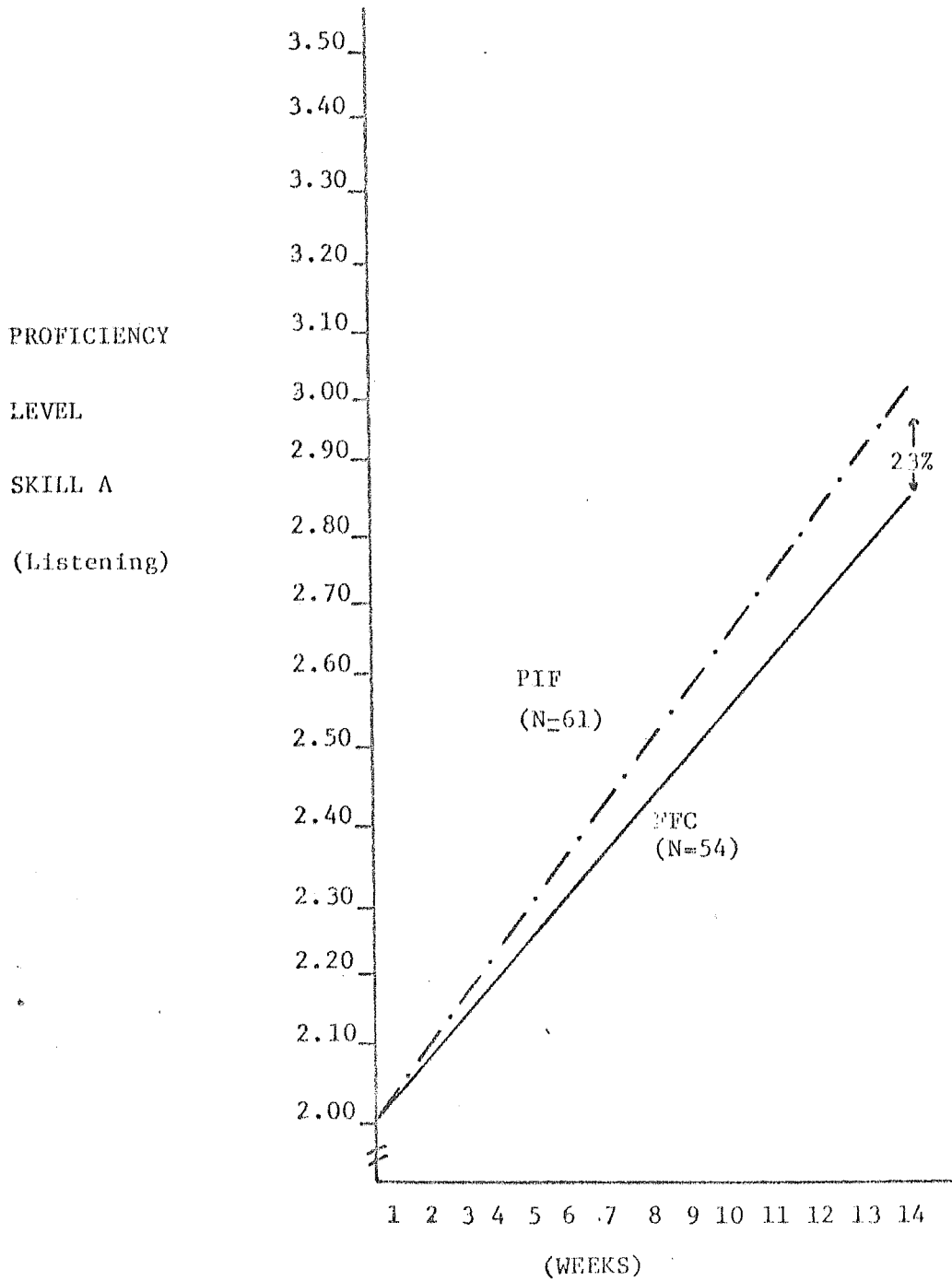


FIGURE 2.

Comparison of FFC and PIF

GROUPS WITH SAME INITIAL  
MEAN PROFICIENCY LEVELS

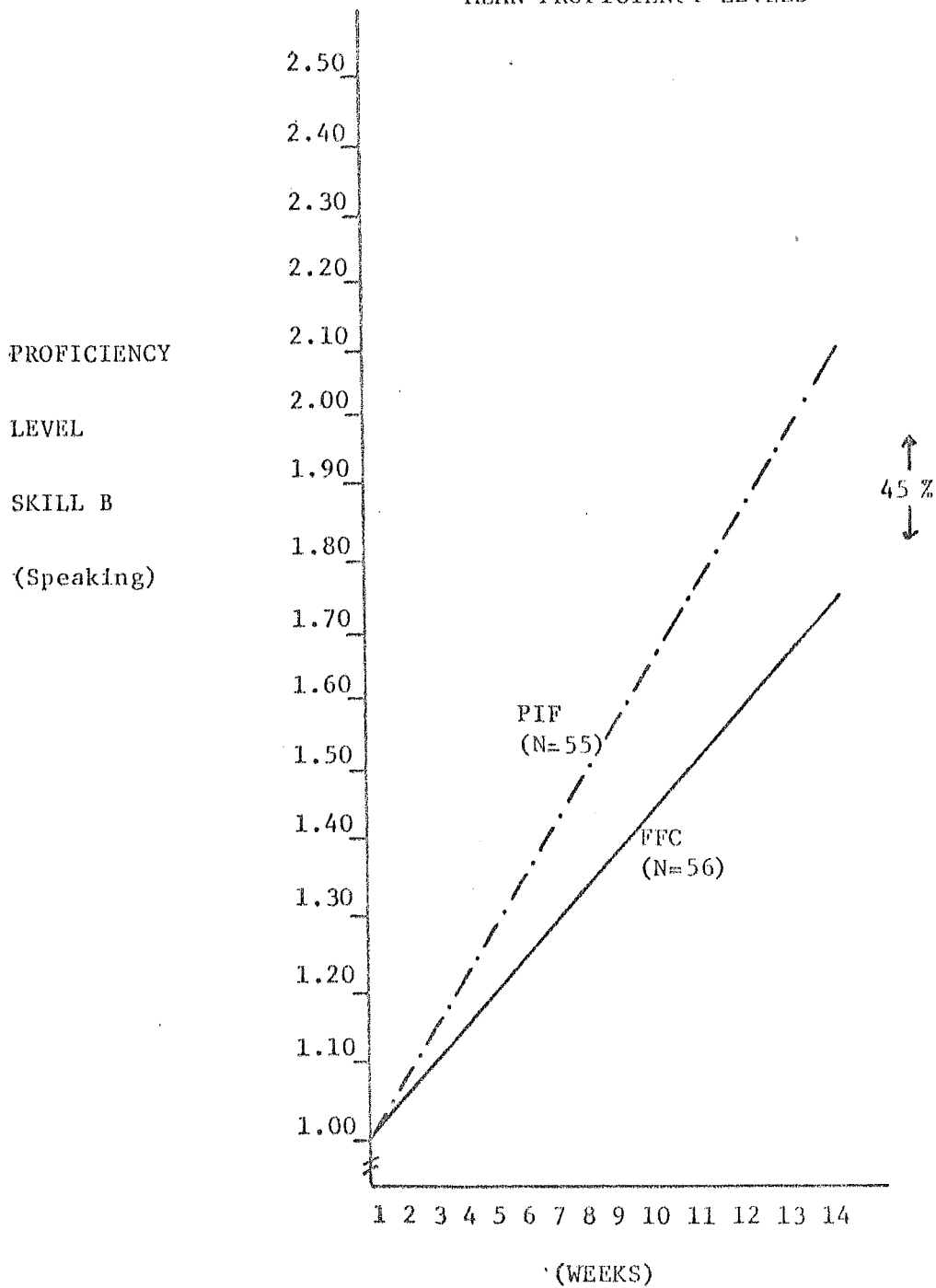


FIGURE 3.

Comparison of FFC and PIF  
GROUPS WITH SAME INITIAL  
MEAN PROFICIENCY LEVELS

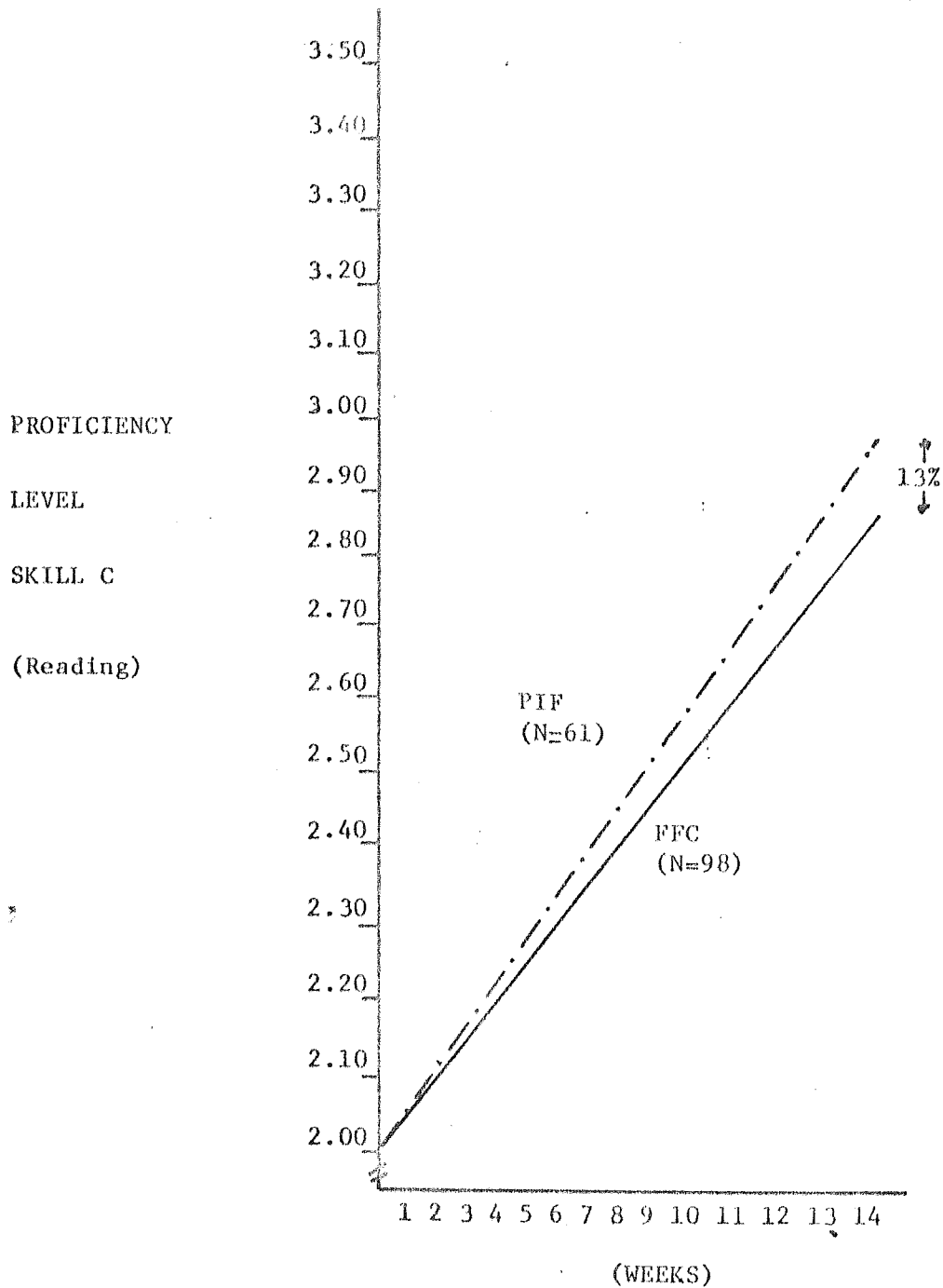


FIGURE 4.

Comparison of FFC and PIF  
GROUPS WITH SAME INITIAL  
MEAN PROFICIENCY LEVELS

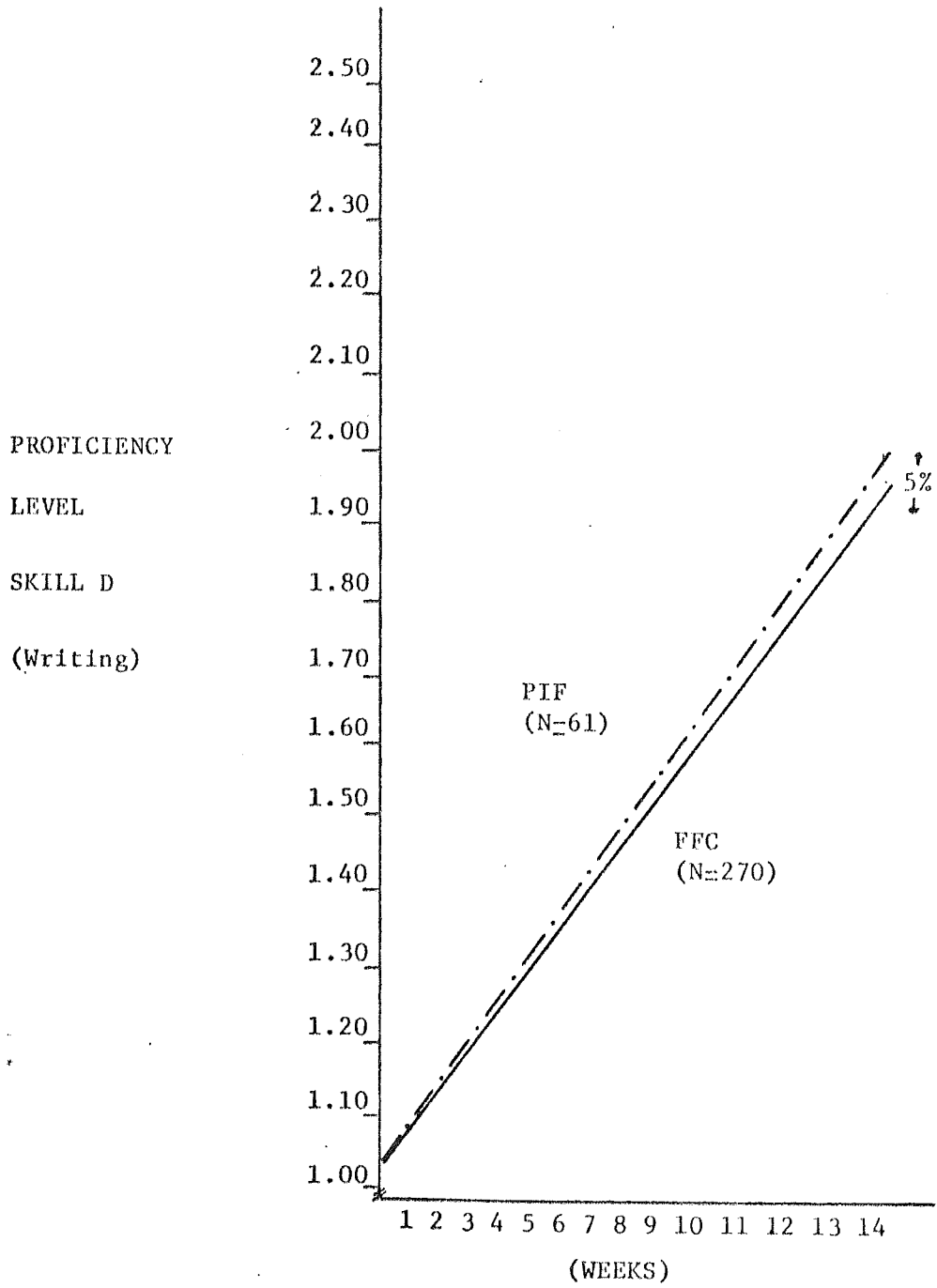


FIGURE 5  
COMPARISON OF MATCHED GROUPS  
of PIF and FFC

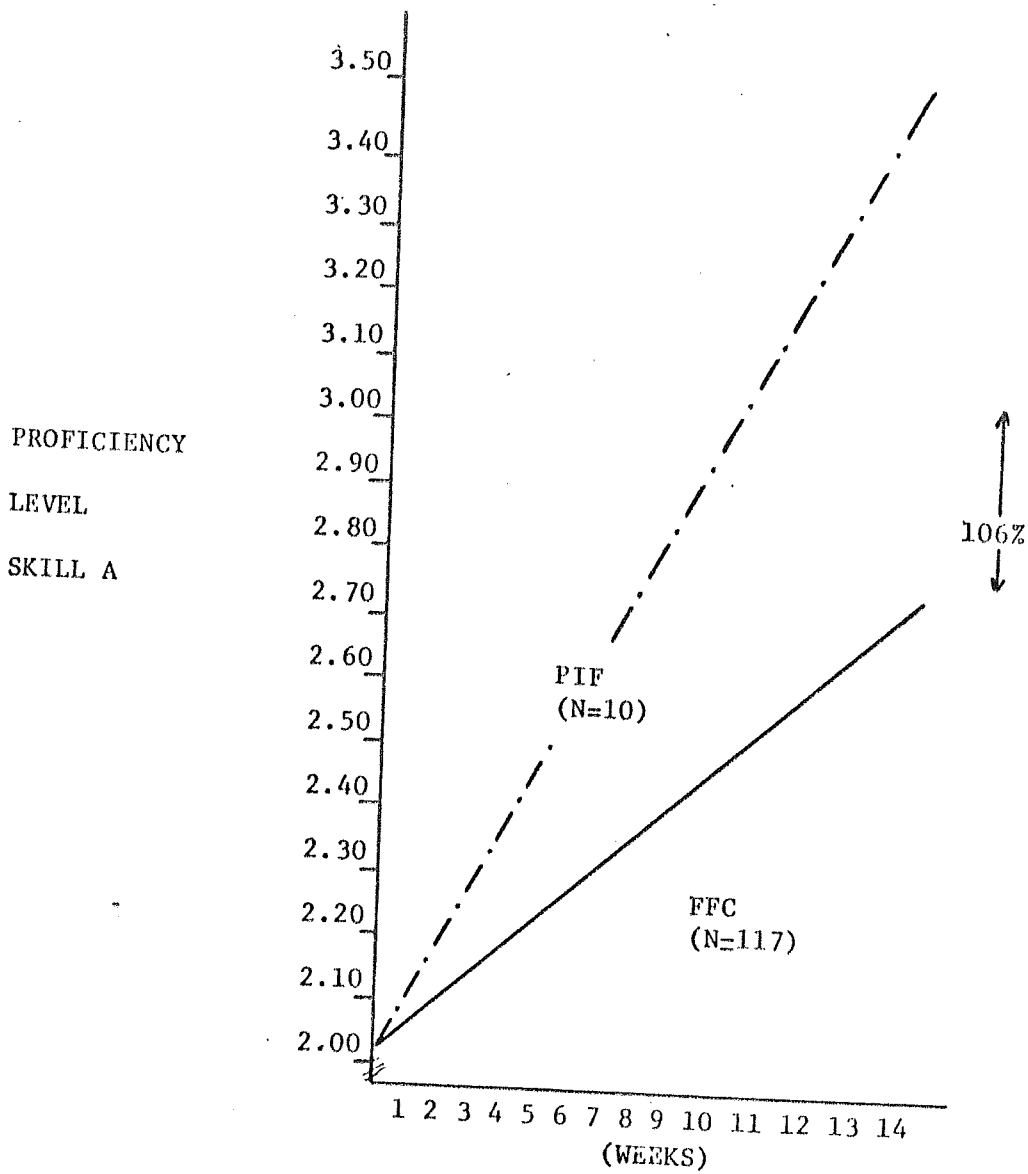


FIGURE 6.

COMPARISON OF MATCHED GROUPS  
of PIF and FFC

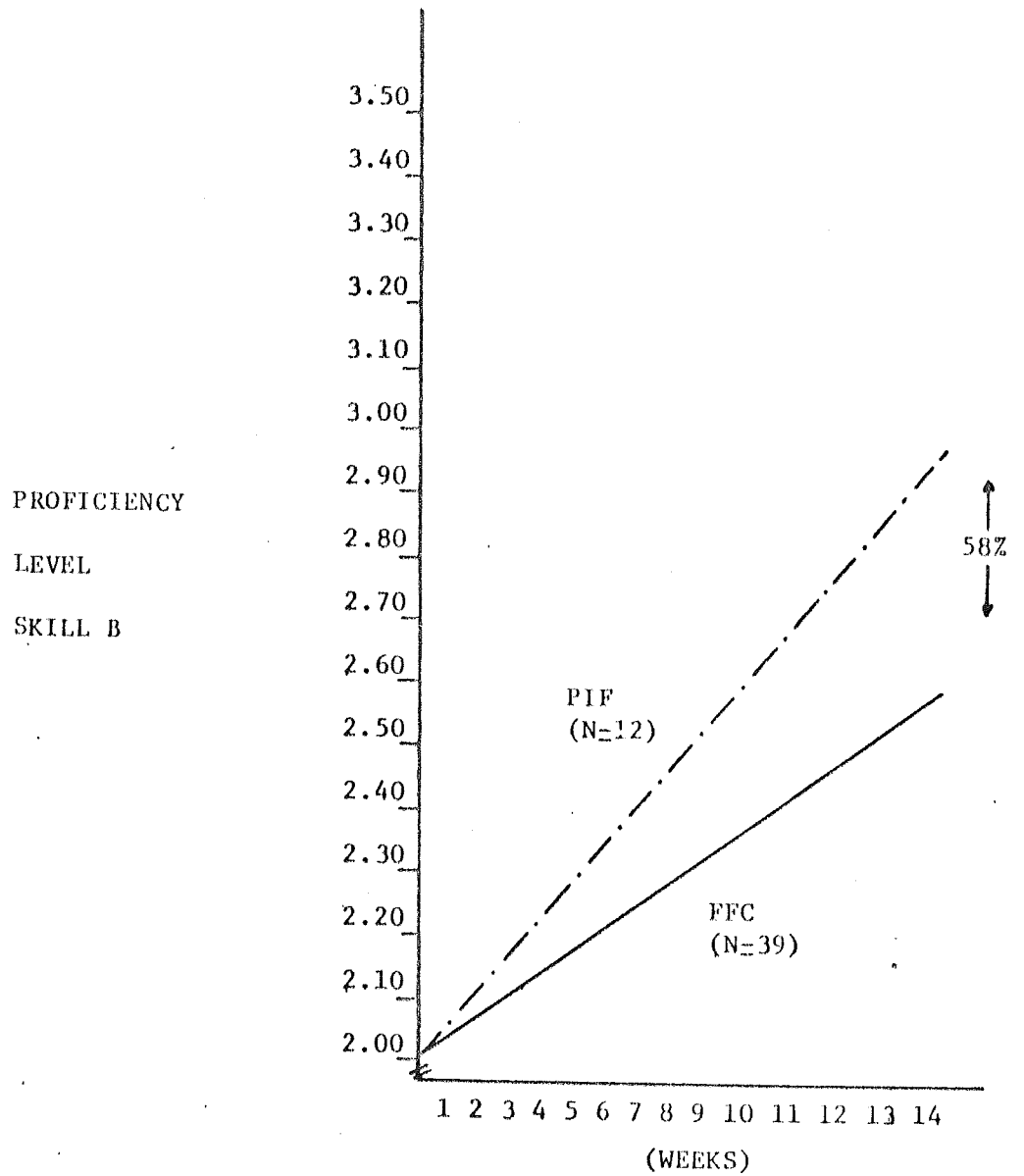




FIGURE 7

COMPARISON OF MATCHED GROUPS

of PIF and FFC

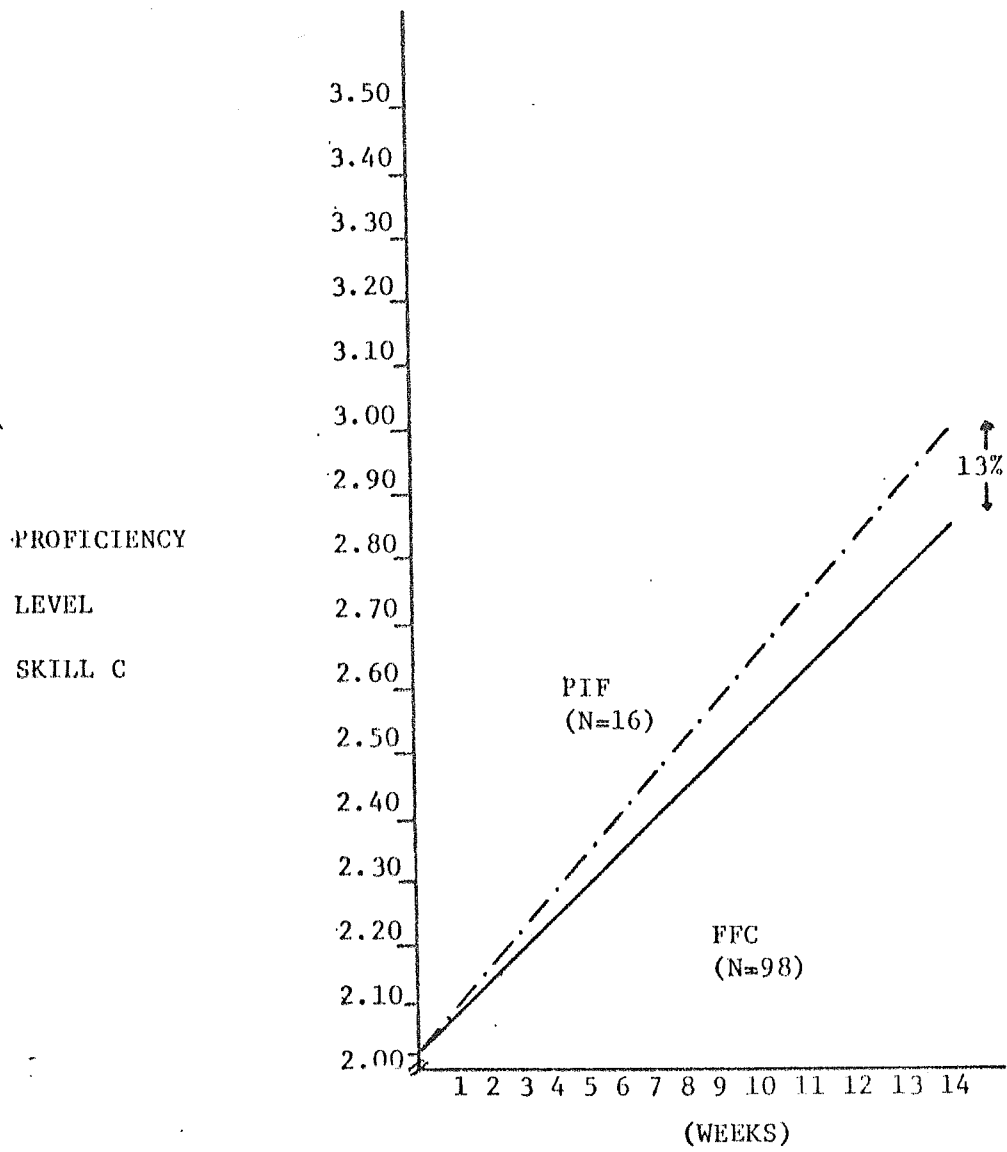
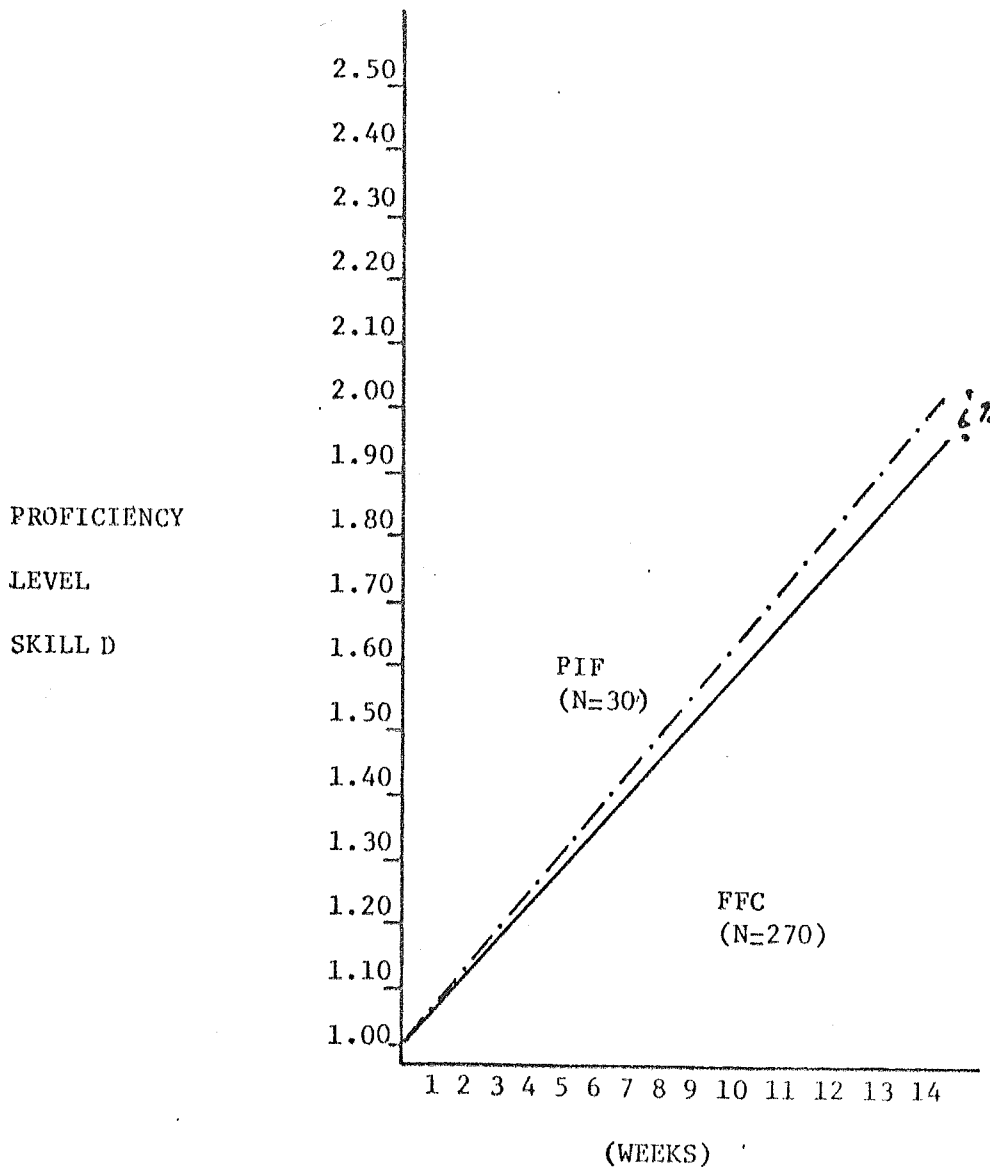


FIGURE 8  
COMPARISON OF MATCHED GROUPS  
of PIF and FFC



## STUDY GROUP REPORT

(Syndicates 1 and 2)

"A Model for Specifying and Testing Communicative Competence in the NATO context".

The Study Group's work was based on the applicability of the presentation of Mr Brendan Carroll of the British Council and the discussion centered on the interpretation and implementation of the guidance given in the British Council's document "Specifications for an English Language Testing Service" which incidentally was based on John Munby's dissertation and forthcoming book entitled "Communicative Syllabus Design", to appear shortly from the Cambridge University Press.

The Group's objective was to explore Munby's approach as expounded in the British Council's document on the specification of communicative needs and test content. This approach provides a system for identifying and organising detailed information about the communicative needs of people who will be living and/or working in a foreign language environment. The system provides the practical tool which up to now has been lacking in language training for applying the principles of what is called by some "Objective Training" or "Training by Objectives" or "Job Oriented Training" or "Criterion-referenced Instruction" or "Instructional Systems Design and Development" or "Instructional Technology". There are many names for the system we are talking about. Thus it will now be more feasible to elaborate a comprehensive needs analysis for communicative competence.

Although the British Council document pertains specifically to English for Specific Purposes the system is equally applicable to any other language for any sufficiently well defined purpose. There's one fine point of distinction between the term "English for Special Purposes" or "Language for Special Purposes" and "Language for Specific Purposes". In fact, this is one of John Munby's distinctions which is an even finer look or finer grain approach to the problem.

Apart from the two main purposes of providing reference material for writing a course or constructing a test, this approach could also be used to obtain an indication of the relevance and/or effectiveness of existing courses and/or tests.

Additionally, the effect on the learner should be highly increased motivation when he or she realizes that the trainers have taken a hard look at the job that he or she will be doing, and the conditions in which he or she will live and have designed a course appropriate to his or her needs.

As a management instrument, tests derived from this kind of thorough needs analysis should assure managers in a much more accurate manner that students have indeed achieved the objectives for which the training was provided.

(For practical reasons, the footnotes to this report, which were read out at the conference, are not reproduced here. They contained references to the British Council documents under discussion).

## STUDY GROUP REPORT

(Syndicate 3)

### LANGUAGE COURSES FOR SPECIAL PURPOSES

OBJECTIVE: Devise specialized blocks of instruction to meet job-related language training requirements caused by operational communication gaps.

CIRCUMSTANCES UNDER WHICH SUCH REQUIREMENTS ARE PLACED ON THE LANGUAGE SPECIALISTS (ie task analysts, course designers, and course developers) usually are as follows:

- a. The requirement is given in the vaguest of terms, eg "Prepare me a 25-hour course that will make my people operational in English in on the job situations in which they find themselves".
- b. The sources of data are not readily available, because of security classification, or because of a lack of task inventories for the jobs involved.
- c. Job incumbents and their superiors are not prepared to have task analysts pry into the jobs involved.
- d. The officials are reluctant to devote the minimum time required to meet the training objectives.
- e. The officials and the job incumbent themselves have an unclear or erroneous perception of their communication needs, eg they may think that a small or a sizeable specialized terminology count that has been learned by heart or can be used as reference is the answer to the problem. There is, for example, an 88-word artillery forward observer terminology list that some claim is the key to many ills.
- f. The officials wait until a serious communication crisis has developed, before asking for technical assistance and they then expect that the solution to the problem (the specialized block of instruction) be delivered in record time, eg "I have a problem. I expect that new program to be in operation in a month".
- g. In addition to the above constraints, funds for course developments and implementation are either not readily available or are insufficient, or both.

### RECOMMENDATIONS:

- a. The officials with the communication problem must be helped in understanding what is involved in a cost-effective task analysis/course design/course development/training effort, in terms of time, money, work, and full cooperation between the job incumbents and their superiors and the language specialists.
- b. The officials must be convinced to commit themselves to fully support every step of the project, once it has been initiated.

c. The language specialists must stay in close contact with the officials concerned and enlist their assistance and that of the staffs throughout the development of the project.

d. The guidance provided to us by Mr Yates is greatly appreciated, as it reflects considerable thinking about the problem on hand and as it includes the fruit of extensive experience in the business world. It is felt, however, that we, in our NATO military context, must go far beyond what he and his associates have undertaken. Specifically, we must develop our materials in close coordination with the intended users and his allied counterparts and we must field test both criterion reference tests and training modules, as they are drafted.

e. A systems approach must be used by the language specialists, so as to provide a logical sequencing of development operations and so as to provide for growing banks of reusable data at each step of the developmental process which can be used by other allied language organisations.

f. The officials, their personnel concerned with the job or jobs, and the language specialists must coordinate their efforts at each step of the following developmental process:

(1) Define the job performance requirements by means of on-site task analyses that include:

(a) A review and analysis of all available data sources, eg specialized publications, field and training manuals, job descriptions, existing glossaries and phrase books, etc.

(b) On-site observation and recording of individuals at work.

(c) Interviews of the job incumbents, their allied counterparts and other subject matter experts.

(d) Consider whether there are any special circumstances which make necessary the inclusion in the course of material not directly related to the specific job performance requirements (for example to take account of motivation of the students, or of the social environment in which they live and work).

(2) Identify the training requirements, that is the job performance requirements less the entry level performance.

(3) Define the training objectives from the training requirements.

(4) Define the course objectives.

(5) Develop the criterion test items from the course objectives.

(6) Design the instructional materials so that the students can pass the criterion reference tests. This involves:

(a) Selection of the content (decide whether the inclusion of basic grammar is needed).

(b) Determination of the sequencing of the materials.

- (c) Selection of the media.
  - (d) Selection of the methodology.
  - (e) Listing of the necessary study references.
  - (f) Writing of the introduction.
- (7) Validate the instruction through:
- (a) Developmental testing of parts of the material during the course writing with 2 to 4 subject matter experts (to include allied counterparts).
  - (b) Field testing the whole course with one or two groups.
- (8) Full implementation of the program.
- (9) Follow up with critique sheets filled out by the students and the instructors and with on-site observations of the course in progress.
- (10) Revise the course when necessary by following the steps just outlined.

IN CONCLUSION, training materials for teaching language for special purposes must not be developed in isolation by one or more language specialists. To foster interoperability, these materials must be developed in close coordination with the intended users and their allied counterparts, using the services of subject matter experts (one's own and the allied counterparts) at every step of the developmental process.

## Report of the BILC Working Group on Testing 1977-1978

### BACKGROUND

1. The descriptions of language proficiency levels adopted by BILC in 1973-74 were formally ratified by all NATO member nations and issued as STANAG 6001 in October 1976. Paragraph 2 of this agreement sets out the commitment of those nations which signed and specifies the uses to which the table of language proficiency levels will be put (Enclosure 1).
2. It has always been recognised that the levels themselves are of limited value without appropriate measuring instruments (tests). BILC, as proponent of the levels, has therefore been looking into this aspect at successive conferences since the levels were adopted.
3. Ideally a complete battery of specially developed tests in the 4 skills with cut-off scores for the different levels is called for. Multiple forms of such tests would be needed and should be periodically replaced to reduce the risk of compromise. Proper test security and administration procedures would be essential.
4. In the absence of such a testing system a provisional solution has been to look at existing tests which might be used in relation to the levels of STANAG 6001.
5. Testing has been a theme of discussion at all BILC Conference since 1974. A Group set up at the 1976 conference met in March 1977. It drafted guidelines to be used in screening national tests submitted for use with the levels. (See para. 7 below). The most recent Working Group is that set up at the 1977 Conference; its work is the subject of the present report.

### DEFINITION OF OBJECTIVES

6. The Working Group found it necessary to clarify its mandate. Although the report of the Steering Committee meeting at the 1977 Conference is correct in reporting a discussion on a full testing design and study, the Working Group members unanimously agreed that the terms of reference were far too broad. The group could only, at least initially, attempt the more limited objective of identifying cut-off scores for the tests submitted (Canadian and US tests in the receptive skills in English) against the STANAG levels.
7. The Working Group also went back to the report of the March 77 meeting. This report was discussed at the Steering Committee of the 1977 Conference. The Group would recommend that the title of Annex B be reworded: "Guidelines for the screening of tests to measure NATO Language Levels" (Enclosure 2) as the term "Specifications" would seem too binding.
8. It is unfortunate that the term "validation" has been used. It is stressed that there is no intention to re-validate tests that are submitted for the cut-off scores against the NATO levels. Such tests, by the very fact that they will have been screened using the guidelines referred to above, will already have undergone reliability and validation studies in the country of their origin. The task of the Working Group will be to produce cut-off scores for these tests against the STANAG levels in an international environment.



## WORKING GROUP ACTIVITIES 1977-78

9. The Group has not been able to meet once with all members. Coordination has had to be effected between the few meetings that could be held with one or more of the Group.

10. Following is a record of the meetings:

- a. SHAPE LTC (LTC); B Spr A Oct 77 SHAPE
- b. LTC; Can; B Spr A Feb 78 SHAPE
- c. LTC; B Spr A May 78 Hürth
- d. LTC; Can June 78 Ottawa; St Jean
- e. LTC; US June 78 Lackland; Monterey

11. At enclosure 3 is a report of the meeting held in February 78 in SHAPE. The models referred to have been developed in draft form but are still under discussion.

## CONCLUSIONS TO DISCUSSIONS 1977-78

12. It has become increasingly apparent that a single study, such as that proposed in the Group's report of the February meeting (Encl.3), would not be adequate to determine reliable cut-off scores against the STANAG. Such information is generally obtained from a series of test trials with feedback from the testees, supervisors and teachers.

13. As a consequence the Working Group considers it preferable to conduct a series of test trials over a period of time and with a variety of students. Information on cut-off scores will emerge as candidates are followed up on their jobs and/or in language training. Canada and the United States have agreed to continue to make their tests available to the LTC for this purpose. Any cut-off scores will naturally be subject to continued refinement.

14. The LTC already has some data from test trials that have been made over the last few years. These preliminary data show positive correlations between the tests submitted and external criteria used by the LTC SHAPE. They also point the way to possible cut-off scores.

## RECOMMENDATIONS

15. That the Canadian and US tests reviewed by the BILC Working Groups to date be formally identified to NATO as being appropriate for use in relation to STANAG 6001.

16. That NATO be advised that provisional cut-off scores for these tests against STANAG 6001 are currently under study in SHAPE and can be made available on request.

17. That other BILC member nations be invited to submit tests to the Working Group on Testing for screening against Enclosure 2. (Annex B to the WG Report March 1977).

18. That, for the full implementation of STANAG 6001, BILC outline to NATO a testing system necessary for the effective implementation of the Agreement. The testing system outline would be shown as an integral part of a complete approach to language training and testing. The drafting of this outline will be the first task of the Standing Group referred to in Para 19 below.

19. That the Working Group set up at the 1977 conference be transformed into a Standing Group on Testing for STANAG 6001. The Group's composition will be determined by the BILC Steering Committee.

NATO UNCLASSIFIED  
Agreed English/French texts

STANAG 6001  
NAVY/ARMY/AIR

NATO STANDARDIZATION AGREEMENT

STANAG)

LANGUAGE PROFICIENCY LEVELS

Annex A: Table of Language Proficiency Levels  
Related Documents: None

AIM

1. The aim of this agreement is to provide the NATO Forces with a table describing language proficiency levels.

AGREEMENT

2. Participating nations agree to adopt the table of language proficiency levels for the purpose of:

- a. Meeting language requirements for international staff appointments.
- b. Comparing national standards through a standardized table.
- c. Recording and reporting, in international correspondence, measures of language proficiency (if necessary by conversion from national standards).

GENERAL

3. The descriptions at Annex A give detailed definitions of the proficiency levels in the commonly recognized language skills: oral proficiency (listening and speaking) and written proficiency (reading and writing).

PROFICIENCY LEVELS

4. The proficiency skills are broken down into five levels coded 1 through 5. In general terms, skills may be defined as follows:

- Level 1 Elementary
- Level 2 Fair (Limited working)
- Level 3 Good (Minimum professional)
- Level 4 Very good (Full professional)
- Level 5 Excellent (Native/bilingual)

Code 0 indicates there is no significant or practical proficiency in the skill concerned.

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LANGUAGE PROFICIENCY PROFILE

5. Language proficiency will be recorded with a profile of 4 digits indicating the specific skills in the following order:

Skill A (US:L) Listening NOTE: 1  
Skill B (US:S) Speaking  
Skill C (US:R) Reading  
Skill D (US:W) Writing

6. This number of 4 digits will be preceded by the code letters SLP (PLS in French) which is to indicate that the profile shown is the Standardized (S) Language (L) Profile (P):  
(Example: SLP 3321 means level 3 in listening, level 3 in speaking, level 2 in reading and level 1 in writing).

IMPLEMENTATION OF THE AGREEMENT

7. This STANAG will be considered implemented when a nation has issued the necessary orders/instructions to adopt the table and to put into effect the procedures detailed in this agreement.

NOTE 1 - The Code letters (US:..) is for the use of the United States

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TABLE OF LANGUAGE PROFICIENCY LEVELS

ORAL PROFICIENCY

SKILLS

Level	A (US:L) LISTENING	B (US:S) SPEAKING
0 -	No practical proficiency	No practical proficiency
<u>1 - Elementary</u>		
<p><u>Vocabulary:</u> Adequate for routine courtesy and minimum practical needs related to travelling, obtaining food and lodging, giving simple directions, asking for assistance.</p>		
<p><u>Listening comprehension:</u> Adequate for very simple short sentences in face-to-face situations. May require much repetition and a slow rate of speech. Fails in situations where there is noise or other interference.</p>		<p><u>Grammar and pronunciation:</u> Errors are frequent and may often cause misunderstanding.</p> <p><u>Fluency:</u> Adequate for memorised courtesy expressions and common utterances. Otherwise lacking.</p>
<u>2 - Fair (Limited Working)</u>		
<p><u>Vocabulary:</u> Adequate for simple social and routine job needs as giving instructions and discussing projects within very familiar subject-matter fields. Word-meanings often unknown, but quickly learned.</p>		
<p><u>Listening comprehension:</u> Dependable in face-to-face communication within well-known subject-matter fields and in common social contexts. Sometimes requires rewording or slowing of conversational speed. Incomplete in the presence of noise or other interference. Seldom adequate to follow a conversation between two native speakers.</p>		<p><u>Grammar and pronunciation:</u> Meaning is accurately expressed in simple sentences. Circumlocution often needed to avoid complex grammar. Foreign-sounding pronunciation very noticeable but usually does not interfere with intelligibility.</p> <p><u>Fluency:</u> Often impaired by hesitation and groping for words.</p>

SKILLS

Level	A (US:L LISTENING)	B (US:S) SPEAKING		
	<p><u>3 - Good (Minimum Professional)</u></p> <p><u>Vocabulary:</u> Adequate for all practical and social conversations and for professional discussions in a known field.</p> <table border="0"> <tr> <td data-bbox="284 533 743 857"> <p><u>Listening comprehension:</u> Adequate to follow radio broadcasts, speech conversations between two educated native speakers in the standard language. Details and regional or dialectic forms may be missed, but general meaning is correctly interpreted.</p> </td> <td data-bbox="743 533 1377 969"> <p><u>Grammar and pronunciation:</u> Full range of basic structures well understood, and complex structures used. Mistakes sometimes occur, but meaning accurately conveyed. Pronunciation recognizably foreign but never interferes with intelligibility.</p> <p><u>Fluency:</u> Rarely impaired by hesitations. Flow of speech is maintained by circumlocution when necessary. There is no groping for words.</p> </td> </tr> </table>		<p><u>Listening comprehension:</u> Adequate to follow radio broadcasts, speech conversations between two educated native speakers in the standard language. Details and regional or dialectic forms may be missed, but general meaning is correctly interpreted.</p>	<p><u>Grammar and pronunciation:</u> Full range of basic structures well understood, and complex structures used. Mistakes sometimes occur, but meaning accurately conveyed. Pronunciation recognizably foreign but never interferes with intelligibility.</p> <p><u>Fluency:</u> Rarely impaired by hesitations. Flow of speech is maintained by circumlocution when necessary. There is no groping for words.</p>
<p><u>Listening comprehension:</u> Adequate to follow radio broadcasts, speech conversations between two educated native speakers in the standard language. Details and regional or dialectic forms may be missed, but general meaning is correctly interpreted.</p>	<p><u>Grammar and pronunciation:</u> Full range of basic structures well understood, and complex structures used. Mistakes sometimes occur, but meaning accurately conveyed. Pronunciation recognizably foreign but never interferes with intelligibility.</p> <p><u>Fluency:</u> Rarely impaired by hesitations. Flow of speech is maintained by circumlocution when necessary. There is no groping for words.</p>			
	<p><u>4 - Very Good (Full Professional)</u></p> <p><u>Vocabulary:</u> Broad, precise, and appropriate to the subject and the occasion.</p> <table border="0"> <tr> <td data-bbox="284 1182 743 1473"> <p><u>Listening comprehension:</u> Adequate for all educated standard speech in any situation. Undisturbed by noise or interference in moderate amount. May occasionally have difficulty with colloquial or regional dialect variations.</p> </td> <td data-bbox="743 1182 1377 1496"> <p><u>Grammar and pronunciation:</u> Errors seldom occur, and do not interfere with accurate expression of meaning. Non-native speaker pronunciation does not interfere with intelligibility.</p> <p><u>Fluency:</u> Similar to native fluency in known subject fields. Easy for a native speaker to listen to.</p> </td> </tr> </table> <p><u>NOTE:</u> This level reflects extensive experience using the language in an environment where it is the primary means of communication.</p>		<p><u>Listening comprehension:</u> Adequate for all educated standard speech in any situation. Undisturbed by noise or interference in moderate amount. May occasionally have difficulty with colloquial or regional dialect variations.</p>	<p><u>Grammar and pronunciation:</u> Errors seldom occur, and do not interfere with accurate expression of meaning. Non-native speaker pronunciation does not interfere with intelligibility.</p> <p><u>Fluency:</u> Similar to native fluency in known subject fields. Easy for a native speaker to listen to.</p>
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	<p><u>5 - Excellent (Native/bilingual)</u></p> <p>In all criteria of language proficiency, completely equal to a native speaker of the language. This level of proficiency is not achieved by training, and cannot normally be attained except by natives who have been educated through the secondary level in indigenous schools.</p>			

WRITTEN PROFICIENCY

SKILLS

Level	C (US:R) READING COMPREHENSION	D (US:W) WRITING
0 -	No practical proficiency	No practical proficiency
1 -	<p><u>Elementary</u></p> <p>Adequate for street signs, public directions, names on buildings, and elementary lesson material. In languages written by alphabet or syllabary, adequate to spell out unknown words and approximate their pronunciation in order to ask a native speaker the meaning.</p>	<p>Has sufficient control of the writing system to meet limited practical needs. Can produce all symbols in an alphabetic or syllabic writing system. Can write numbers and dates, his own name and nationality, addresses, etc. Otherwise ability to write is limited to simple lists of common items or a few short sentences. Spelling may be erratic.</p>
2 -	<p><u>Fair (Limited working)</u></p> <p>Adequate for intermediate lesson material and simple colloquial texts such as children's books. Requires extensive use of dictionary to read short news items. Written material seldom fully understood without translation.</p>	<p>Can draft routine social correspondence and meet limited professional needs. Is familiar with the mechanics of the writing system, except in character systems where ability is limited to a small stock of high-frequency items. Makes frequent errors in spelling, style and writing conventions. Able to write simple notes and draft routine social and limited office messages. Material normally requires editing by a more highly proficient writer.</p>
3 -	<p><u>Good (Minimum professional)</u></p> <p>Adequate for standard text materials and most technical material in a known professional field; with moderate use of dictionary, adequate for most news items about social, political, economic and military matters. Information is obtained from written material without translation.</p>	<p>Can draft official correspondence and reports in a special field. Control of structure, spelling, and vocabulary is adequate to convey his message accurately, but style may be quite foreign. All formal writing needs to be edited by an educated native.</p>

SKILLS

Level	C (US:R) READING COMPREHENSION	D (US:W) WRITING
	<p>4 - <u>Very Good (Full professional)</u></p> <p>Adequate to read easily and with minimal use of dictionaries, styles of the language occurring in books, magazines and newspapers written for an audience educated to the level of a high school graduate. Adequate to read technical and abstract material in known professional fields.</p> <p><u>NOTE:</u> This level reflects extensive experience using the language in an environment where it is the primary means of communication.</p>	<p>Can draft all levels of prose pertinent to professional needs. Control of structure, vocabulary, and spelling is broad and precise; sense of style is nearly native. Errors are rare and do not interfere with understanding. Nevertheless, drafts or official correspondence and documents need to be edited by an educated native.</p>
	<p>5 - <u>Excellent (Native/bilingual)</u></p> <p>In all criteria of language proficiency, completely equal to a native speaker of the language. This level of proficiency is not achieved by training, and cannot normally be attained except by natives who have been educated through the secondary level in indigenous schools.</p>	

"GUIDELINES FOR THE SCREENING OF TESTS  
TO MEASURE NATO LANGUAGE LEVELS"

GENERAL

1. Language. Any proposed test should have Test Instructions written in both English and French. Sample items should be provided in the target language. The items and item instructions of the test itself should be in the target language only. Any writing by the candidate should be in the target language of the test.
2. Standardization. The test should have been standardized by the sponsor country in accordance with normally accepted professional procedures and standards (e.g. item analysis, reliability, validity and norming studies).
3. Linguistic Content. The test should not contain an imbalance of items which are specific to a particular region or culture.

ADMINISTRABILITY

4. Length of Test. Not to exceed 50 minutes per skill (including instructions).
5. Equipment. No elaborate equipment. (Paper and pencil and tape/cassette players should suffice).
6. Size of Groups. The test should be capable of being administered to individuals or groups under uniform physical conditions.
7. Scoring. The test should be capable of being easily and quickly marked by a non-linguist.



WORKING GROUP ON TESTING

1. A meeting was held on 2-3 February 1978 in the Language Training Centre, SHAPE, Belgium. Were present:
- a. Canada: Lt Col Alex Taschereau Director Language Training  
Mr Percy Rangongo Advisor Directorate Language Training
  - b. Germany: Mr Harry Liley Studiengruppe Englisch Bundessprachenamt (B Sp A)
  - c. SHAPE : Mr David Ellis Head Language Training  
Mr Michael Aston Principal Teacher of English  
Ms Mary Jane Farren Administrator/Teacher Language Circle (\*)  
Ms Sally Petrequin Teacher of English (\*)
- (\*) part of discussions only
2. It was agreed that:
- a. The mandate given to the Group at the 1977 BILC Conference could not be realistically completed with presently available resources. All that could be accomplished in the near future was a norming of available tests on a SHAPE population. (Quite clearly this would not involve revalidation of existing tests; the present aim is to establish cut-off scores for the STANAG 6001 levels on results obtained by SHAPE personnel sitting the tests submitted for trial).
  - b. Whilst the ultimate goal is norming of tests for all 4 language skills in both official NATO languages (English and French), the present study will be limited to tests in the receptive skills (Listening and Reading) in the English language.
  - c. The two models proposed below for use as a criterion in rating candidates in listening and reading comprehension will be circulated in their final form to the Working Group members for comment and approval prior to test trials.
  - d. READING COMPREHENSION
    - (1) Tests New forms - different to those already used experimentally in SHAPE - will need to be provided by Canada and the US. (As the US ECL test measures both listening and reading comprehension, the results on the test will be normed separately against the ratings obtained for each skill).
    - (2) Design (of criterion) 3 texts in English each followed by approximately 8 written questions in the mother tongue of the candidate; answers to be given in the mother tongue (to avoid interference with other language skills). The questions will be so worded as to probe the candidate's understanding of the texts. (B Sp A will try to provide first models by 3 March measuring the sub-skills discussed at the meeting).

(3) Procedures The candidates will be given a time limit (30 minutes was suggested). The raters will be personnel whose mother tongue is that of the candidates. As far as possible the scoring system of the questions will be objective, allowing one acceptable answer. The scripts will be retained. Administration will be in SHAPE. Details on times etc will be provided with the final forms.

(4) Population 40 candidates per level, from levels 1 to 4 inclusive. (The present study will be used to discriminate between levels 0 to 4 inclusive but not beyond 4, a refinement probably never required in SHAPE).

(5) Norming to give recommended cut-off scores for the tests against the criterion-ratings will be carried out by Canada. Canadian answer sheets will therefore be used for both tests (as for the pre-trials in 1977).

e. LISTENING COMPREHENSION

The Group discussed at length the difficulties in developing a criterion for rating this skill; resources do not allow face-to-face interviews with 160 candidates concurrent with the administration of the tests. However it was felt that the model proposed below would be sufficient for obtaining cut-off scores.

(1) Tests - same comments as for Reading Comprehension (RC) above (d(1))

(2) Design (of criterion) : Supervisor ratings - by questionnaire. Canada has offered to send existing questionnaires used by supervisors/instructors which will be used as models for producing final forms for the study. (The LTC SHAPE may also experiment with some self-assessment forms but these will not be used for the ratings in the norming study).

(3) Procedures The raters - supervisors or office colleagues - will be assembled for briefing instructions in the use of the questionnaires. The questionnaires will be processed by the LTC and kept on file.

(4)(5) (Population and norming) See d(4) and (5) above.

3. A projected time-frame for the Working Group, for guidance only,  
is:

Deadline

3 March	- Comments on/approval of design (in particular from DLI, not at the meeting) First models from B Sp A on Reading Comprehension (d(2) above) / Questionnaires in from Canada (e(2))
31 March	Circulation of models to Working Group for approval
1 May	Final approval to design and reception of new test forms from Canada + US
May	Translation and preparation in SHAPE
5 June	Trials can begin.

## RAPPORT NATIONAL

### FRANCE

Trois mesures importantes ont été prises en 1977 pour valoriser l'étude des langues étrangères dans l'armée de terre française.

Ce rapport comprendra donc trois parties correspondant chacune à une de ces trois mesures :

- 1ère partie : Création d'un groupe de travail sur l'enseignement des langues.
- 2ème partie : Relance de la formation pédagogique des instructeurs de langues.
- 3ème partie : Homologation des certificats militaires de langues.

\*  
\* \*

#### I/ - CREATION D'UN GROUPE DE TRAVAIL SUR L'ENSEIGNEMENT DES LANGUES -

Soucieux de faciliter le rayonnement de la pensée militaire française et de mieux informer les pays étrangers sur l'organisation et les réalisations de l'armée française, le Chef d'Etat-Major de l'Armée de Terre a décidé, en novembre 1977, de reconsidérer l'ensemble du problème de l'enseignement des langues étrangères dans l'armée de terre.

A cet effet, a été créé un groupe de travail, présidé par le Colonel Commandant le Centre de langues et études étrangères militaires. Ce groupe est composé d'une douzaine d'officiers, représentant les organismes d'état-major et les grandes unités.

La mission de ce groupe de travail est de redéfinir une politique de l'enseignement des langues.

Il s'agit en particulier de proposer des mesures concrètes pour résoudre les problèmes suivants :

#### 1/ - Comment obtenir que la majorité des officiers connaissent et pratiquent une langue courante ?

Dans l'armée française la dénomination de langue courante est réservée aux langues étrangères les plus enseignées en France c'est-à-dire : l'anglais, l'allemand, l'espagnol, l'italien et le portugais.

.../...

Toutes les autres langues sont dites "langues rares", ce qui signifie, peu pratiquées et peu enseignées en France.

2/ - Comment disposer en permanence d'interprètes qualifiés pour des missions de haut niveau ?

L'armée de terre possède, certes, de bons linguistes, titulaires du certificat militaire du 3ème degré, aptes à assurer des missions d'interprétation d'accompagnement mais elle ne peut les utiliser pour certaines missions de haut niveau qui exigent des qualités d'interprète professionnel.

3/ - Comment former et perfectionner rapidement dans une langue les personnels destinés à tenir un poste à l'étranger ?

Il n'existe pas actuellement pour ces personnels une formation linguistique spécifique.

4/ - Comment former les personnels militaires destinés à enseigner les langues dans les écoles militaires et les garnisons ?

Des problèmes importants se posent actuellement dans le domaine de l'enseignement des langues dans l'armée de terre, en raison du manque d'instructeurs suffisamment qualifiés.

5/ - Quelles sont les techniques modernes d'enseignement des langues qui peuvent être appliquées dans l'armée de terre ?

C'est le problème permanent de la recherche de la meilleure pédagogie possible.

Avant d'aborder l'étude directe de ces problèmes il a été jugé nécessaire d'effectuer un premier travail d'étude afin de partir de données concrètes et claires.

Au cours d'une première phase le travail de groupe a donc consisté à définir la situation actuelle de l'enseignement des langues.

Trois sous-groupes ont été constitués et ont reçu respectivement les tâches suivantes :

1er sous-groupe : étudier les besoins quantitatifs en personnels linguistes de différentes catégories et dans les différentes langues.

2ème sous-groupe : apprécier, par rapport aux besoins qualitatifs la valeur du système d'enseignement des langues, actuellement en vigueur (certificats militaires, brevets et diplômes techniques, épreuves de langues dans les concours et examens militaires).

3ème sous-groupe : évaluer, par rapport au système d'enseignement actuellement en vigueur, l'efficacité des méthodes d'enseignement utilisées.

.../...

Les résultats de ces travaux ont été présentés en séance plénière à l'ensemble des membres du groupe de travail vers la fin avril et ceux-ci ont entamé la 2ème phase qui doit aboutir aux propositions concrètes à soumettre au Chef d'Etat-Major à la fin de 1978.

J'espère lors du prochain rapport national avoir la satisfaction de vous exposer les résultats obtenus et les décisions prises.

## II/ - LA RELANCE DE LA FORMATION PEDAGOGIQUE DES INSTRUCTEURS DE LANGUES --

Avant même la création du groupe de travail dont je viens de parler le Général Commandant les Ecoles de l'armée de terre s'était soucie de la qualification pédagogique des instructeurs de langues.

L'enseignement des langues dans les Ecoles et les unités de l'armée de terre est assuré, principalement, par des cadres, officiers ou sous-officiers, titulaires de certificats militaires de langues. Ces personnels sont de bons linguistes mais ne possèdent pas toujours, faute de formation spécialisée, l'aptitude à enseigner et les cadres responsables de l'enseignement se trouvent toujours confrontés à de grandes difficultés d'ordre pédagogique.

Un certain nombre de jeunes linguistes du contingent appelés sont employés pendant leur service national, certes, comme professeurs de langues, mais ils ne possèdent pas les connaissances militaires nécessaires à la préparation aux examens militaires.

Trois solutions ont été envisagées :

1ère solution : introduire une épreuve d'aptitude pédagogique dans les examens du 3ème degré des certificats militaires de langues.

2ème solution : créer un certificat militaire pédagogique spécifique.

3ème solution : organiser un stage annuel de pédagogie pour les personnels affectés dans les Ecoles comme instructeurs de langues et pour ceux chargés des cours de langues dans les garnisons.

Dès septembre 1977, ont eu lieu au C.L.E.E.M. non pas un stage réel mais deux journées pédagogiques auxquelles ont participé 12 instructeurs et responsables de cours des principales Ecoles militaires et des Régions militaires.

L'ensemble de ces deux journées a été considéré comme une expérience en vue de rechercher en commun les besoins des enseignants et de déterminer dans ses grandes lignes le programme du premier véritable stage d'une semaine qui se déroulera en septembre 1978.

.../...

Il n'est pas opportun d'entrer dans le détail du déroulement de ces deux journées. Ce qui est important par contre, c'est de considérer les enseignements tirés de ces deux journées dont il sera tenu compte pour le stage de 1970.

1/ - le stage prévu est ressenti par tous comme une nécessité impérieuse.

2/ - le nombre de participants ne pouvant dépasser une quinzaine, les stagiaires doivent être des représentants qualifiés des Ecoles et des Régions militaires (1 par Ecole et par Région militaire) aptes à retransmettre à leur tour aux autres instructeurs les enseignements tirés du stage,

3/ - des séances pratiques, supports de discussion doivent être organisées, les participants pouvant jouer eux-mêmes le rôle d'élèves si nécessaire.

4/ - la collaboration de professeurs civils doit être recherchée afin de poursuivre et même d'accroître l'apport des expériences personnelles.

5/ - le stage doit comporter des visites d'Ecoles ou de Centres de langues pour permettre la découverte de méthodes nouvelles et de procédés originaux.

6/ - des séances d'utilisation pratique d'aides pédagogiques (vu-graph, lanterne, film, magnétophone, magnétoscope) doivent être prévues dans l'emploi du temps.

7/ - un temps plus important doit être consacré aux travaux de groupe.

8/ - l'emploi du temps doit être moins dense qu'en 1977 pour éviter la saturation des esprits.

C'est donc sur ces bases que s'organise actuellement le stage de septembre 1978.

Les conférences du B.I.L.C. sont, en ce domaine, une aide précieuse en raison des découvertes que permet la confrontation des expériences dans les forces armées des différents pays membres.

### III/ - L'HOMOLOGATION DES CERTIFICATS MILITAIRES DE LANGUES -

Au sein du Ministère de la Défense existe un organisme appelé "Mission de la Formation Professionnelle et de la Promotion Sociale".

Cet organisme a été chargé d'étudier, en liaison avec le C.L.E.E.M., la possibilité de faire homologuer par une commission nationale spécialisée les certificats militaires de langues étrangères.

.../...

Qu'est-ce-que : homologuer un diplôme et quel est l'intérêt de cette homologation ?

Homologuer un diplôme, c'est le situer officiellement dans une liste de six niveaux retenus à l'échelon national et choisis selon les emplois qu'ils permettent de tenir.

Le rôle et, par voie de conséquence, l'intérêt de l'homologation est de permettre à tout titulaire d'un titre ou d'un diplôme ou d'un certificat homologué, de faire valoir sa capacité auprès de son actuel ou futur employeur civil.

En se référant à la liste des six niveaux, cet employeur peut en effet situer immédiatement la valeur du diplôme présenté et donc la qualification qu'il représente.

Il est à noter que l'homologation n'est pas une équivalence. En effet, on ne peut établir des équivalences entre des diplômes que s'ils sont rigoureusement "superposables". Ainsi, tous les diplômes militaires ne peuvent être admis en équivalence avec des diplômes civils.

Pour chaque degré de certificat militaire et pour chaque langue il est nécessaire de constituer un dossier qui permettra à la Commission nationale d'admettre l'homologation et de fixer le niveau auquel cette homologation sera accordée.

Voici les six niveaux tels qu'ils sont définis à l'échelon national (cf. Annexe I).

Voici les certificats militaires actuels (cf. Annex 2).

Une étude préliminaire a déjà permis d'envisager à quel niveau pourrait être accordé l'homologation.

La Commission nationale en décidera en temps opportun.

L'homologation est une mesure qui valorisera à l'échelon national les certificats militaires de langues. Elle créera ainsi une motivation supplémentaire à l'étude des langues dans l'armée ce dont nous ne pouvons que nous rejouir.

Dans ce rapport national il est surtout fait état des travaux en cours. Il serait prématuré d'exposer les résultats partiels obtenus. Je souhaite pouvoir l'année prochaine prolonger ce compte rendu déjà bien long en vous apportant des résultats en accord avec nos espoirs.



ANNEXE 1

NOMENCLATURE INTERMINISTERIELLE  
DES NIVEAUX DE FORMATION

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NIVEAUX	CORRESPONDANT A :
I - II	Formation égale ou supérieure a la licence ou Ecole d'ingénieurs
III	Formation du niveau Brevet Technique Supérieur ou Institut Universitaire de Technologie ou 1er cycle de l'Enseignement Supérieur -
IV	Formation du niveau baccalauréat technique ou brevet de technicien -
V	Formation du niveau Brevet d'Etudes Professionnelles (B.E.P.) ou Certificat d'Aptitudes Professionnelles (C.A.P.) ou Certificat de Formation Professionnelle des Adultes (C.F.P.A. 1er degre)
V bis	Formation courte d'environ 1 an en vue d'obtenir un C.A.P.
VI	Formation ne dépassant pas la fin de la scolarité obligatoire.

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ANNEXE 2

CERTIFICATS MILITAIRES DE LANGUE ECRITE

- 1er degré : aptitude à traduire la presse quotidienne -
- 2ème degré : aptitude à traduire la presse militaire non spécialisée -
- 3ème degré : aptitude à traduire un texte militaire spécialisé (scientifique, technique ou économique) -

CERTIFICATS MILITAIRES DE LANGUE PARLEE

- 1er degré : aptitude à suivre une conversation de la vie quotidienne et à y participer -
- 2ème degré : aptitude à soutenir une conversation orientée sur un sujet militaire -
- 3ème degré : aptitude à interpréter une discussion portant sur un sujet général ou particulier du domaine civil ou militaire -

## NATIONAL REPORT

### ITALY

#### (PRECIS)

1. Italian Armed Forces' personnel need to know foreign languages for several purposes, the most important of which are the following:

- appointments in integrated NATO Commands;
- attendance in courses abroad.

For the above mentioned activities, English is the main requested language.

2. Linguistic training:

a. For personnel assigned to NATO integrated commands:

Italian military personnel appointed to NATO integrated commands don't attend any "ad hoc" English language course, but they are chosen among Officers and NCOs who have a language proficiency level correspondent to the one requested by the job descriptions.

National language proficiency levels are three, that is, 1st, 2nd and 3rd.

Third degree may be considered equivalent, as a maximum, in the most optimistic case, to level four of the STANAG 6001 (Of course most of the Officers and NCOs don't have any (or nearly any) experience, so the proficiency is, as you can guess, too theoretical.

The Officers' and NCOs' language knowledge may result from:

- the participation in basic courses organised by the Armed Forces:
- private courses by civilian schools or even from individual initiative.

In any case the proficiency level of the above mentioned personnel is tested by means of the administration of "National Test".

The test is compulsory at the end of basic courses developed by the Services, and meanwhile is optional for self-taught persons.

b. For personnel designated to attend courses abroad.

In most cases the formative process of personnel designated to attend courses abroad doesn't differ from that previously outlined at para a for people assigned to NATO integrated commands.

Recently, the need to give a more specific linguistic training to the NCOs appointed to attend professional courses of specialization in the U.S.A. for NICS requirements, has been felt.

For this personnel therefore, there has been planned:

- an "ad hoc" 6 month English language course:
- a 2 month refresher course, developed just before departure for the U.S.A.

The aforesaid activity is characterized by an intense teaching of technical phraseology.

At the end of the refresher course, a test is administered to the attendees in order to permit them to attain the English Certificate of language (ECL 70) which is the qualification that enables NCOs to attend the professional courses of specialization in the U.S.A.

## REPORT

### SHAPE LANGUAGE TRAINING CENTRE

#### 1. Language Training Programmes - General

The SHAPE Language Training Centre's (LTC) official programme offers courses for SHAPE personnel in English and French.

Since September 1977, the Centre has been running a new mandatory system of testing and training in parallel with its voluntary one.

The essential difference (besides the fact that one is mandatory) is that classes (only English, so far) in the mandatory system meet daily for up to 4 hours each day for ten weeks, whereas the voluntary classes meet 2 to 5 times for a total of 3 to 5 hours per week.

Tests to measure NATO level proficiency are administered initially to determine whether training is required (by reference to SLPs in job descriptions) or, in the case of voluntary students, for placement purposes. Results of intensive courses are extremely encouraging.

At any given time the Centre has about 300 - 350 students, about ten percent of whom are following mandatory training.

A booklet and additional notes on the courses and programmes are available on request.

The Centre is also the home of the Language Circle which organizes classes in English and French for dependents and in other languages for SHAPE personnel and dependents. Details of this fee-paying programme are also available on request.

#### 2. Testing

1977-1978 has, of course, been an important period for the Centre as it has been coordinator of the Working Group on Testing set up at the 1977 BILC Conference. We are hopeful that this year's conference will testify to the progress we feel is being made in this important area.

The Centre has also monitored an interesting testing system "OLAF" (Oral Language Aptitude Feedback System). Mr Nicolas FERGUSON, author of the test and Director of C.E.E.L. (Centre Expérimental pour l'Enseignement des Langues) Geneva, Switzerland, producers of the equipment, presented the system when it was on trial in SHAPE in January/February 1978. A report will be given to the BILC Working Group on Testing.

More recently the Centre has had on loan copies of the ELTDU's (English Language Teaching Development Unit, Oxford, England) Attainment Scale and Group Test Battery, which is under review. Mr Yates, Director of the ELTDU, will be present at the 1978 Conference, and will be prepared to talk about the scale and tests.

The British Council's approach to testing was the subject of a seminar given by Malcolm JOHNSON (one of John MUNBY's Consultancy Team in London) in Paris in March which was attended by 3 members of the LTC SHAPE. Again a representative from Consultancy Division, Mr Brendan CARROLL, will be at the 1978 Conference to talk to Delegates.

### 3. Training Courses

Seminars such as described above are considered an essential function of staff in the LTC. Apart from attending courses outside, the LTC organizes courses in SHAPE. The next such seminar is that on "Community Language Learning" which is programmed for the teachers on 5 July and will be given by Mr Alan MALEY of the British Council, Paris.

The LTC works closely with the University of Mons and the editions Didier who both organize frequent seminars and training courses on language training methods.

### 4. NATO/SHAPE Cooperation

Since May 1977 the Language programmes at the NATO Headquarters have been managed and organized from the LTC SHAPE. This joint direction is about to be proposed for formal recognition by the NATO Military Committee.

The LTC NATO is physically located in the IMS (International Military Staff) but provides training for personnel from the IS (International Staff-Civilian Staff Supporting the NATO Secretary General), the IMS, the MAS (Military Agency for Standardization) and NICSMA (the NATO Integrated Communication System Management Agency).

### 5. Implementation of NATO Language Proficiency Levels (STANAG 6001)

Delegates to the 1978 Conference will be amply briefed on this question during the week of 3 - 7 July. The agreement underpins all language training and testing in NATO HQ Brussels and SHAPE and is progressively getting down to all NATO agencies.

## NATIONAL REPORT

### UNITED KINGDOM

1. Lt Col Taylor, Commanding Officer of the Army School of Languages visited the Defence Language Institute, Foreign Language Centre at Monterey in January 1978 and spent a most valuable 2 weeks studying the training philosophy and organisation of the Institute. He subsequently visited the Foreign Service Institute School of Language Studies in Washington and had equally valuable discussions on testing and teaching methods. He would like to place on record his thanks for the great hospitality accorded to him.
2. Improving the language proficiency of personnel, both officers and men, has been the aim of Government Ministers throughout the year and as an indication of this high level interest we are pleased to report that there has been a considerable increase in the number of language annotated posts. There are now some 250 Royal Air Force posts, for example, which require Standardised Language Profiles (SLP's) of at least 2200 and the Supply and Engineering specialisations are continually requesting that language training be authorised, mainly for French and for German; there is also an increasing demand for training in other European languages such as Dutch and Italian. Delegates will be interested to hear that sponsors of posts are now well used to putting their case for language training using the levels specified in the NATO document, Stanag 6001 and, equally important, those who give financial improvement for such training are replying in the same terms. Most of their decisions, as we have indicated, are favourable.
3. This increase in full-time language training has been accompanied by measures intended to persuade personnel to study languages voluntarily. It is recognised, again at Ministerial level, that far too many of our men do not acquire even a rudimentary knowledge of German and this after a 3 years posting to the country; all 3 services are now encouraging a greater number of those serving in the armed forces and their families to learn a second language.
4. We have a long established system for making monetary awards to servicemen who pass the Colloquial, Linguist and Interpreter level examinations, equating to SLP's 2200, 3333 and 4343/4444 and we are trying to persuade those who hold the purse-strings to allow us to increase both the value and number of these awards. There are warm spells in our financial climate which lead us to hope that we will be successful in our efforts but the warm spells, as with our English weather, are all too rare.

## NATIONAL REPORT

### DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER (DLIELC)

#### INTRODUCTION

1. The Defense Language Program of the United States was redefined and described in the new Department of Defense Directive of 2 August 1977, Number 5160.41. Basically, the directive assigns the operational and technical control of the Defense Foreign Language Program to the Defense Language Institute Foreign Language Center (DLIFLC) at Monterey, California and the Defense English Language Program to the Defense Language Institute English Language Center (DLIELC) at Lackland Air Force Base in San Antonio, Texas.
2. Executive agent responsibility for the Defense English Language Program was transferred from the Army to the Air Force in 1976. DLIFLC remains under the Army. This change does not preclude the close professional exchange of ideas, contacts, and activities previously maintained between DLIELC and DLIFLC.

#### ENGLISH LANGUAGE TRAINING ACTIVITIES

1. Continental United States (CONUS)
  - a. DLIELC had an average student load of approximately 2,000 foreign military trainees in 1977 and a similar projected student load of 2,000 for 1978.
  - b. New pre-elementary textbooks were added to the American Language Course (ALC) in use at DLIELC in order to facilitate instruction for students who have had little or no previous knowledge of English. Instructor Texts provide a lesson-by-lesson outline of objectives, teaching approach, use of media, and methodologies. In addition, DLIELC is currently developing a variety of activities and exercises to be incorporated into the ALC for the purpose of improving student reading comprehension.
  - c. Language laboratory tapes are being revised to include activities for the development of all skills - listening, speaking, reading, and writing - through the use of multi media. Students are thus given the opportunity to participate in a variety of challenging activities. Student learning is accountable through submission of work upon completion of each tape activity. The use of this approach has been tested and proven to be more effective than the basic aural/oral approach.
  - d. Consistent with DLIELC's ultimate objective to provide general as well as specialized communicative skills, the Specialized Terminology texts of the ALC are also being updated and rearranged under a modular concept, mostly in weekly blocks of instruction. The module concept will allow the interchanging of related modules among the different specialized courses of the ALC to better fit particular military specialty needs of the students. A module on basic engines, for example, can be used to teach Air Force engine repairmen, pilots, and navigators. The modular concept is not only cost-effective in course development savings, but also allows for wider and better selection of course materials by subject matter experts.



e. Professionalism of the DLIELC staff and faculty was enhanced by the TESOL guest lecture series and by the availability of tuition assistance for college and university courses in linguistics, English as second language, tests and measurements, and other related fields. Three professional papers developed by DLIELC staff members were delivered at the Twelfth Annual Convention of the TESOL organization in April 1978.

f. Since the transfer of function from the Army to the Air Force, DLIELC has the responsibility for the Nonresident English Language Training Program. Under this program, a course of instruction for English Language training is operated by Service/Agency installations, active duty commanders, and reserve duty commanders for non-English speaking US personnel and indigenous DOD employees in CONUS and OCONUS. DLIELC exercises technical control which entails the authority to approve language training methodologies, instructor qualifications, texts, materials and media, course content based on approved objectives, tests, and test procedures for non-resident programs.

## 2. Overseas Training Activities

a. The English Language Training programs in some 20 foreign countries supported by the Defense Language Institute are slowly moving toward self-sufficiency with the training and retention of a cadre of professional managers and instructors. Many of these individuals received initial training in the United States, and periodically return to CONUS for refresher training.

b. The renewed emphasis on cross-cultural awareness and avoidance of cultural shock brought about the addition of a block of instruction on cross-cultural awareness. Instruction on cross-cultural awareness has proven to be a great benefit to instructor, supervisory, and management personnel in facilitating the teaching of English as a Second Language to students studying in the US where they are surrounded by a culture which is quite often different from their own. Similar benefits have been derived from the cross-cultural awareness course by professional personnel going overseas on a short or long term assignment.

## NATIONAL REPORT

### DLIFLC - U. S. A.

1. The Department of Defense Directive on the Defense Language Program, which is DLIFLC'S "charter", was significantly revised in 1977. The Defense Foreign Language Program was assigned to the Defense Language Institute. Foreign Language Center (DLIFLC), Presidio of Monterey, California and the Defense English Language Program was assigned to the Defense Language Institute, English Language Center (DLIELC), Lackland Air Force Base, San Antonio, Texas. Executive Agent for DLIFLC is Army and for DLIELC is Air Force with each having a separate primary functional sponsor at Assistant Secretary of Defense level. Final policy for both programs comes from the Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistics). The Directive calls for five year planning with annual updates. The new Joint Regulations which implement the Directive are being published during the summer of 1978. As a result, both training requirements and training development requirements are now collected, refined, and approved in a much more orderly manner. Approval of DLIFLC's new Training Development Five Year Plan is based on refinements recommended by the various user agencies at the Annual Program Review Conference held in May and will result in a more efficient and stabilized program of instructional system development with appropriate resources. This will allow DLIFLC to design new courses based on the concept of a continuum of training. This includes several types of courses: Headstart, Gateway, Common Core Basic, Refresher/Maintenance, Training Extension Course (TEC), and Continuation.
2. During 1977 the U. S. Army Training and Doctrine Command (TRADOC) abolished the position of Educational Advisor in all 23 schools. This resulted in abolishment of the Office of Academic Advisor and the subsequent reassignment of Dr Joseph C. Hutchinson to the position of Director of Training Development.
3. A series of budget and manpower restrictions during 1977 and early 1978 have eased somewhat based on recognition of increasing student inputs, of the unique nature of DLIFLC and its mission, and the approval of the Training Development Five Year Plan. A few languages have been discontinued, and enrollments -- and therefore, faculty -- have risen in some languages and decreased in others. There has also been an increasing demand for exportable language materials for non-resident programs.
4. Recent agreements with DLIFLC's major user agency have resulted in new Terminal Learning Objectives which will include decreasing technical military content in most language courses and increasing basic language content as well as contemporary cultural aspects of the countries involved. This reinforces our plan for designing common core courses which will also contain a final specialized phase for the special needs of a wide variety of user

agencies. Our job/task analysis activities have also continued to increase as we seek to determine these needs on a more systematic basis. One such activity includes a contract for development of a system for deriving language objectives from a variety of military occupational specialties.

5. A new system of performance evaluation of instructors and course developers based on behaviorally-anchored task analysis and observation was developed and implemented. Another project on the job/task analysis of instructor duties in non-resident language programs was conducted as part of an effort to develop an exportable instructor training course. Faculty and staff training in criterion referenced instruction has continued.

6. DLIFLC has spent many months in developing a large self-study report with broad participation of faculty, staff, and students to submit to the Accrediting Commission on Community and Junior Colleges of the West Association of Schools and Colleges. An evaluation team from the Commission will visit DLIFLC in October in order to recommend whether or not DLIFLC should receive fully accredited status from the Commission.

7. In November 1977, DLIFLC was host for over one hundred foreign language teachers from schools and colleges throughout the U. S. for a one day workshop on the systems approach to foreign language learning as a pre-conference workshop of the American Council on the Teaching of Foreign Languages (ACTFL) which held its annual convention in San Francisco. Dr. Peter Strevens, Bell Educational Trust Director, was a guest speaker at the workshop and at the convention.

8. Plans are being made by the U.S. Government to form a Presidential Commission on Foreign Language and International Studies in accordance with a provision of the Final Act of the Helsinki Accords. Formal announcement of the establishment of the Commission is expected in the near future. DLIFLC has made a number of recommendations during the planning stages.

9. The School of Language Studies of the Foreign Service Institute, Department of State, is planning a pilot program in which the main thrust will be on exploration of how to introduce cross-cultural and non-verbal communication features into the language program. This will include additional staff competent in this new area. They are interested in knowing what other countries and language programs are doing in this area.