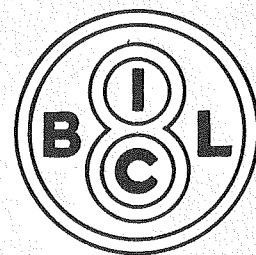
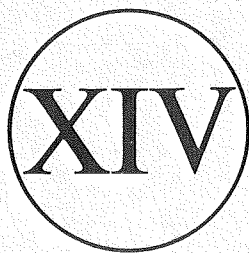


Bureau for International
Language Co-ordination

**CONFERENCE
REPORT
1980**



BUREAU FOR INTERNATIONAL LANGUAGE CO-ORDINATION

Report on the Annual Conference held at Eltham Palace, London, from 2-6 June 1980.

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LIST OF DELEGATES

Belgium

Cdt D R Filleul
Prof F Van Passel

Canada

Lt Col C A Taschereau
Lt Col R H Thompson
Mr G W Crawford
Mr J J Melady

Federal Republic of Germany

Mr F Gregory
Mr M Schwarz

France

Col J de Gouvello
Cdt D Lierville

Italy

Lt Col I Lottici

Netherlands

Lt Col K Helder

Portugal

Col M J A Maia Gonçalves

United Kingdom

Wg Cdr R A Smith
Lt Cdr (Retd) A McL Rutherford

United States

Col T G Foster III
Mr P J De Lespinois
Mr A L Szaszy

SHAPE/IMS NATO

Mr D H Ellis
Mr M G Aston

Conference Organisation

Conference Chairman	: Col C S Kirby	(Commandant, Institute of Army Education)
Steering Committee Chairman	: Lt Col G S Goodman	(Army School of Languages)
Head of Secretariat	: Lt Col J L McClean	(Institute of Army Education)
Secretariat	: Maj T Williams	(Institute of Army Education)
Secretariat	: Mr G G Worrall	(Institute of Army Education)

CONFERENCE PROGRAMME

<u>Serial</u>	<u>Sunday 1 June</u>		<u>Action</u>
1	1400 onwards	Arrivals met at Eltham Palace	Secretariat
2	1630	Tea and biscuits	Mess
3	1900 - 2100	Reception and cold buffet	Secretariat
4	2030 onwards	Cold buffet will be available on a self-help basis	Mess
<u>Monday 2 June</u>			
5	0730 - 0830	Breakfast	Mess
6	0900	Conference Chairman opens Conference	Commandant, IAE
7	0920	Welcoming Address by Director of Army Education	{ DAEd { MOD Photographer
8	0945	Conference photograph	{ Secretariat { MOD Photographer
9	1000	Administrative briefing	Secretariat
10	1020	Coffee	Mess
11	1040	Presentation: Mr Keith Johnson (Reading University): "Background to a communicative approach to language teaching". (Chairman: Wg Cdr Smith (UK))	Secretariat
12	1140	Presentation: Miss Gill Sturtridge (Reading University): "Towards a communicative methodology" (Chairman: Mr Gregory (FR Ger))	Secretariat
13	1230	Bar open	Mess
14	1300	Lunch	Mess

SerialAction

15	1400	Presentation: Mr James Arnold (Army School of Languages): "Assessing the Notional/Functional approach in the classroom" (Chairman: Lt Col de Gouvello (Fr))	Secretariat
16	1440	Syndicate Study Groups assemble	Secretariat
17	(1620-1640)	(Tea will be available during the Study Group sessions)	Mess
18	1720	Break	
19	1820	High Tea	Mess
20	1920-2130	Cocktail Party	Mess
21	2130	Bar open	{Mess {Duty Officer

Tuesday 3 June

22	0730-0830	Breakfast	Mess
23	0845	Steering Committee Meeting : 1st Session	Secretariat
24	0915	Presentation: Mr D Ellis (SHAPE): "Progress Report on the work of the BILC Standing Group on Testing and Task Analysis" (Chairman: Lt Col Lottici (It))	Secretariat
25	0945	Presentation: Mr M Schwarz (FR Germany): "The Registration and Analysis of the Language Activities and Requirements of the German Military Component in Integrated Staffs in the light of the four major language skills" (Chairman: Lt Col Taschereau (Can))	Secretariat
26	1045	Syndicate Study Groups	Secretariat
27	(1100-1120)	(Coffee will be available during the sessions)	Mess

<u>Serial</u>			<u>Action</u>
28	1230	Bar open	Mess
29	1300	Lunch	Mess
30	1400	Presentation by Canadian Delegation: "Canada's functional/notional approach to language training" (Chairman: Colonel Foster (USA))	Secretariat
31	1500	Syndicate Study Groups	Secretariat
32	(1600-1630)	(Tea will be available during the Study Group sessions)	Mess
33	1800	Break	
34	1900-2000	Scottish Dinner	(Mess (Secretariat
<u>Wednesday 4 June</u>			
35	0730-0830	Breakfast	Mess
36	0900	National Reports (x 2) Speakers to be announced. (Chairman: Lt Col Helder (Neth))	Secretariat
37	1000-1200	Syndicate Study Groups	Secretariat
	(1030-1045)	Coffee available	Mess
38	1200	Break	Mess
39	1215	Coach departs for Canterbury (Packed lunches en route)	Secretariat
40	1415	Arrive Canterbury. Commence tour	Secretariat
41	1700	Depart Canterbury for visit to London hostelries (5-minute stop at Eltham on return route)	Secretariat
42	2300	Return to Eltham from London (near Tower Bridge)	Secretariat

<u>Serial</u>	<u>Thursday 5 June</u>		<u>Action</u>
43	0730-0830	Breakfast	Mess
44	0900	Presentation: Mr Alan Moys on the work of CILT (Chairman: Lt Cdr Rutherford (UK))	Secretariat
45	0930	Presentation: Mr Bob Dodd on the work of the British Council English Language Division (Chairman: Lt Cdr Rutherford (UK))	Secretariat
46	1000	Presentation: Mr J L M Trim on the work of the Council of Europe since 1977 (Chairman: Prof Van Passel (Bel))	Secretariat
47	1100	Syndicate Study Groups	Secretariat
48	(1100-1130)	Coffee available	Mess
49	1100	Book display opens in Rotunda and continues until 1500 hours	Secretariat Mess
50	1230	Bar open	Mess
51	1300	Lunch	Mess
52	1400	Syndicate Study Group Report Writing	Secretariat
53	1500	Steering Committee Meeting	Secretariat
54	1800	Break	
55	1930	Pre-Dinner Drinks (May be purchased as required)	Mess
56	2000	BILC Dinner in Great Hall	Mess
<u>Friday 6 June</u>			
57	0730-0830	Breakfast	Mess
58	0930	Reports or Presentation: Speakers to be announced (Chairman: Mr D Ellis (SHAPE))	Secretariat
59	1030	Coffee	Mess
60	1100	Syndicate Study Groups Report and Discussions	Secretariat

<u>Serial</u>			<u>Action</u>
61	1230	Bar open	Mess
62	1300	Lunch	Mess
63	1400	Syndicate Study Group. Reports and Discussions	Secretariat
64	1500	Steering Committee Chairman (Lt Col Goodman (UK)) reports	Secretariat
65	1530	Closing address	Commandant
66	1600	Conference disperses	Secretariat

PRESENTATION

Mr Keith Johnson
(University of Reading)

BACKGROUND TO A COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

(Summary)

The discontent which led to the development of a new approach to language teaching began in the 1960s. In this decade teachers and applied linguists became dissatisfied with the emphasis being given in language teaching to the 'mastery of language structure'. Such teaching resulted in students who though having a good grasp of the language's grammar, were unable to use their knowledge to communicative purpose.

The Council of Europe was concerned with this problem on the level of syllabus design, and attempted to develop a framework for language teaching which would take account not only of the structures which a student would need, but also of the communicative purposes to which he would want to put the language. D.A. Wilkins, one of the Council of Europe's team of experts, developed two types of category which could be used for the purposes of syllabus design, and which would take communicative needs into account. These categories were known as the 'semantico-grammatical' (roughly equivalent to what in everyday parlance we would call 'concepts'); and 'functional' (the 'uses' to which we put language). A type of syllabus which specifies 'semantico-grammatical' and 'functional' categories has come to be known as a 'notional syllabus'. Notional syllabuses lead to materials each unit of which deals with a concept or use of the language, teaching the student how to express it in the foreign language.

The semantico-grammatical and functional categories it is felt important to teach are identified by a process of needs analysis. The framework for needs analysis was also developed by the Council of Europe and by R Richterich in particular. In this process the syllabus designer looks at the situations in which the learner will wish to use the foreign language and this leads him to a specification of the conceptual and functional areas it will be most beneficial to teach a group of students.

In the past few years much attention has been given to precise needs analyses and to the development of notional teaching programmes. Recently, however, interest has begun to focus on questions of methodology in the realisation that a syllabus, however thoroughly it is produced, must be supported by an adequate methodology. Efforts have therefore been made to develop a 'communicative methodology'; one, that is, which attempts to practise communication in the classroom rather than simply grammatical accuracy.

The next speaker outlines some characteristics which such a methodology would have.

PRESENTATION

Miss Gill Sturtridge
(University of Reading)

Towards a Communicative Methodology (Summary)

In this session I considered a communicative approach and functional materials. "Functional" is basically a term applicable to the organisation of a syllabus while "communicative" in the sense I am using it here, refers to techniques of practice and exploitation. The use of one does not necessarily imply the other. It is possible to adopt a communicative approach to a structurally organised course and it is equally possible to teach functionally organised materials in a way which is not "communicative".

Communicative activities are those activities in which there is meaningful communication, ie there is an information gap between the people involved. In real life we rarely ask questions to which we already know the answers, but in class, questions are often asked to which the answers are obvious, and they are asked to give language practice. The classic example is the teacher requesting Student 1 to ask Student 2 the colour of the shirt he is wearing when both of them can see he is wearing a blue one. Such exercises are tolerated by the learners as being part of the language learning game, but it is possible for the teacher to devise exercises where there is an information gap to be filled and where the answer is not predictable.

Now if we see language teaching in the traditional three phases of presentation (in whatever form), practice and exploitation, then controlled communicative activities are appropriate at the practice stage and relatively uncontrolled communicative activities at the exploitation stage. An example of controlled practice would be the Opinion Poll type of exercise. The learners take an opinion poll of the class on, for example, their likes and dislikes from a list of drinks such as beer, whisky, wine, coke, milk and coffee. In doing this they repeat both question and answer many times and come up with some interesting 'statistics' about the class as a whole. This information can be used for further practice. This activity is communicative in that the speakers are asking questions to get information that they need to complete their opinion poll. It is a task which involves speaking, listening and taking notes and it involves the learners themselves. The exercise uses the obvious information gap -- that provided by the learners themselves as each differs in his likes and dislikes.

In other exercises the information gap can be created by using cards or giving different students access to different information through a variety of devices. Such activities give the learner the opportunity to use whatever language he has communicatively. The communicative approach is derived from a consideration of real use of language and is seeking activities that will provide something like the 'real' use of language within the constraints of the foreign language classroom.

PRESENTATION

Mr James Arnold
(Army School of Languages, Beaconsfield)

Assessing the Notional/Functional Approach in the Classroom

This talk is on my work with the Overseas English Course, in the English Language Wing, at the Army School of Languages.

In the past in the English Language Wing the materials used have tended to be either structure-based, often with little attention paid to the context where a structure may be used, or wholly authentic. The only concession made to the fact the students were not British, was that the instructor would move at a slower pace. No one had succeeded in identifying in a systematic way the communicative needs of the students.

To define terms very briefly, if we examine the sentences

'He had a headache
He had a cigarette
He had a car'

we see that while the language form is similar the sentences may be divided according to notion. Functions are broadly the reason why we speak: eg to agree, to disagree, to complain etc. With course design, the obvious problem in identifying the reasons why students will want to speak, is that language is in its nature unpredictable. Functional courses work well in, for example, Industrial Language Training. Workers in a factory are all in the same setting and need English for roughly the same purposes.

How appropriate is the functional approach for the Overseas English course? 'Communicative Syllabus Design' by John Munby contains a 'communicative needs processor'. I shall apply his headings to the students in an attempt to draw up a Profile of their needs. The participants in the course are of varying age, nationality, educational background and level of English. The purposive domain varies, depending on whether the students are returning to their country or remaining here for further training. In spite of the fact that all are soldiers, jobs and training courses differ widely. However, all students share a 'social survival' need on arrival in this country. The settings in which the students will need English may be very different from that of the classroom. Munby's other headings, interaction instrumentality, dialect (do we try to predict the non-standard forms the student may encounter?) and target level should all be considered. The conclusions to be drawn are that with students with varied needs, the processor's value is only as a check list, but that its value as a check list is considerable.

Leaving Munby aside, we can still make the course 'functional'. We can ensure that we work from texts (and topics and language functions) to structures, and not vice-versa. The texts need not deal exclusively with army training. If we focus too much on the 'specific purposes' of 'English for specific purposes' we are in danger of destroying motivation in students. Having covered basic items such as the rank structure in the British Army and the infantry soldier and his weapons, I consider topics and themes which I have found likely to stimulate interest: for example - vehicles (including the private motor car), women in the army, urban terrorism and US/USSR relations since 1945.

Lessons on the theme 'the vehicle' can be made 'meaningful' at a very simple level. We can show a slide of an APC ('Is it a tank?' 'No, it isn't') and a slide of a Chieftain ('Is it a tank?' 'Yes, it is'). Compare, from structure-based materials: 'Is Bill a man?' 'Yes, he is'. We can move from descriptions of vehicles, to instructions on how to drive them, the rules of the road, and narratives; for example an account of a dangerous drive. Finally (because we wish to move from the concrete to the abstract and not vice-versa) we can have a discussion on the role of the tank in modern warfare.

(The talk concluded with extracts from 'The Scorpion' to give an indication as to how well military training films can be adapted for use in functional language training.)

PRESENTATION

Mr D H Ellis
(SHAPE/IMS-NATO)

Progress Report on the Work of the BILC Standing Group on
Testing and Task Analysis

(Summary)

Mr David ELLIS, Head of Language Training for SHAPE and the IMS NATO and Chairman of the Standing Group on Task Analysis and Testing (SGTT), made a brief presentation. He talked briefly through the SGTT report and emphasized the following points:

1. The report reflected the collective thinking of the SGTT members and was a technical proposal for full implementation of STANAG 6001.
2. Although STANAG 6001 has led to a radical improvement in communications between national and NATO Agencies and its positive impact has been felt, in particular at SHAPE Headquarters, where standards of language proficiency of newcomers have risen since the Agreement was introduced, the Group felt much more could be done to standardize language profiles against job categories and to provide testing and training specifications in line with STANAG 6001.
3. The Standardized Language Profile (SLP) is the interface where NATO and national authorities' respective responsibilities meet; if the SLP is stated in greater detail and consistently throughout NATO according to job category, significant improvements can be expected in manpower placement and training.
4. The gap between actual and target language level of personnel posted to NATO could be bridged more effectively if testers and trainers were in possession of the above information (para 3) which, a spokesman from the Military Agency for Standardization has suggested, could be issued as an Allied Administrative Publication (AAP), supplementing STANAG 6001.

Mr Ellis wished to place on record his gratitude to the Group members and in particular the Chairman of BILC for their work and participation.

PRESENTATION

Mr Michel P M Schwarz

(Bundessprachenamt)

L'analyse des besoins langagiers

The Registration and Analysis of the Language Activities and Requirements of the German Military Component in Integrated Staffs in the Light of the Four Major Language Skills

Tout projet sérieux comporte aujourd'hui 1/3 de science, 1/3 d'informatique et 1/3 d'observation à quoi il faut ajouter, je pense, un quatrième tiers, le 1/3 d'intuition, non opérationnalisable, bien entendu.

Je tâcherai de combiner au mieux et le plus succinctement possible ces quatre tiers dans les quelques 20 minutes que je me suis fixées pour mon exposé.

1. D'abord le 1/3 de science.

1.1. Après s'être acharné sur les "meilleures" méthodes d'enseignement des langues (voir le tableau 1) (rappelez-vous la querelle entre les partisans de la méthode dite directe, ceux de la méthode structuro globale, ceux de la méthode traditionnelle etc ..). Les spécialistes de l'enseignement des langues se sont attaqués à la théorie de la formulation des objectifs (cf. les études de B. Bloom) puis aux contenus de ces objectifs eux-mêmes. Après s'être donc querellé à propos du "Comment enseigner?" on s'est mis à se quereller sur le "Quoi enseigner". Les objectifs dans leur cadre taxonomique devaient-ils être grammaticaux, situationnels, behavioraux, fonctionnels/notionnels...? Qu'est-ce qu'un curriculum? Quelle forme doit avoir un curriculum digne de ce nom?

Toutes ces querelles sont, à mon avis, futiles et inutiles parce qu'on a mis la charrue avant les boeufs. Avant de savoir quoi et comment enseigner il faudrait en effet répondre à la double question suivante: "Pourquoi enseigner quelque chose? "C.à.d. "Pourquoi enseigner quoi?"

C'est à cette question que nous nous efforçons de répondre, à l'Office fédéral des Langues de la RFA, dans le cadre d'un groupe de travail dont je suis le rapporteur.

1.2. Notre but est d'analyser directement les besoins langagiers réels liés à un poste donné, ceci afin de nous permettre de concevoir des curricula (c.à.d. des objectifs d'enseignement structurés) à caractère pragmatique et didactique fondé. Il est clair qu'une telle analyse pourra de même être un des éléments de réflexion qui aideront à fixer dans le cadre des 4 habiletés langagières qui est le nôtre, conformément donc à STANAG 6001, les niveaux c.à.d. les PLS (Profil langagier standard) de façon réaliste et pragmatique. Les résultats de cette analyse devraient de plus permettre aux collègues concernés de travailler par priorités et de rédiger, pour les diverses catégories de personnel qui veulent bien faire appel à nous, des modules d'enseignement et d'apprentissage (autodidactes ou non) qui collent à la réalité, donc à forte "face validity" ainsi que des tests et des examens spécifiques ou du moins partiellement spécifiques (voir le tableau 2). Si l'analyse des besoins est vraiment voulue, c'est donc l'ensemble qui peut et doit être repensé - les objectifs, la méthode, et le contrôle des performances - et l'on comprend aisément les réticences et appréhensions qui surgissent à tous les niveaux de décision. Prenons comme exemple le testage: Pouvons-nous continuer à vouloir des tests et des examens de rendement généraux qui s'orientent aux quatre habiletés langagières fondamentales en général - et nous savons qu'on peut tout y fourrer-ou voulons-nous compléter ces tests généraux par habiletés langagières par des parties spécifiques conformément à ce que nous révèle l'analyse des besoins? Cette question primordiale d'orientation générale me semble digne de plus d'attention et de considération que l'examen, avouons-le, peu compliqué, quoique impressionnant pour le novice, de ce qui compose l'analyse statistique des items! Eh un mot est-il justifié actuellement de vouloir "foncer" et de rédiger coûte que coûte une batterie de tests pour les habiletés langagières en général, sans plus se permettre de s'interroger sur la validité interne des épreuves préparées pour des populations aux besoins divers? La reliabilité d'une épreuve ne doit, à mon avis, en aucun cas prendre le pas sur la validité et ce n'est pas parce que "ça fonctionne" que c'est bon!

2. Permettez-moi maintenant d'aborder mon tiers d'informatique.

2.1. Après nous être entendus sur l'instrument d'analyse des besoins (interview, analyse de la définition des postes, questionnaire), ainsi que sur la conception générale des types de besoins langagiers que nous voulions connaître (voir le tableau 3) - ce stade de réflexion nous a pris beaucoup de temps, principalement, me semble-t-il, à cause de l'hétérogénéité du niveau d'information des membres du groupe concerné, corps enseignant compris - la rédaction de notre questionnaire n'a plus été qu'un travail de patience et d'application (Nous nous sommes décidés pour le questionnaire surtout pour des raisons d'économie et de validité à un moment donné.)

Notre questionnaire comporte quatre parties : La première, une partie d'intérêt général, s'intéresse spécialement à la personne qui remplit le dit questionnaire, c.à.d., par exemple, à l'arme à laquelle il appartient, à sa profession, à son grade, à son niveau de connaissance en langue française ou anglaise, à son PLS propre, au PLS identifié pour le poste occupé, s'il y a un, etc... La deuxième partie du questionnaire nous permet de découvrir les sujets, c.à.d. les thèmes qui font l'objet de l'emploi de la langue étrangère (voir le tableau 4) alors que la troisième partie analyse les activités langagières c.à.d. la manière dont ces sujets, ces thèmes, sont utilisés dans le cadre des quatre principales habiletés langagières (voir le tableau 5).

La dernière partie du questionnaire n'est pas structurée de sorte à permettre les commentaires personnels concernant l'enseignement/apprentissage des langues étrangères.

Après avoir évalué notre questionnaire quant à sa clarté et quant aux possibilités d'analyse automatique à l'aide d'un ordinateur, nous l'avons appliqué à près de 800 militaires allemands travaillant dans des services intégrés de l'OTAN. Le traitement automatique des données a été achevé il y a une dizaine de jours au centre de calcul du ministère de la défense à Bonn et les derniers résultats me sont parvenus, juste avant mon départ pour Londres.

2.2. Qu'avons-nous demandé à l'ordinateur et quelles réponses nous a-t-il données?

2.2.1. Après avoir identifié dans nos questionnaires, ceci avec l'aide de nos collègues militaires, 12 groupes représentatifs de métiers ou d'occupations, chiffre réaliste si l'on songe à nos possibilités d'enseignement, puisque nous ne pouvons offrir des centaines de cours différents, et après avoir tenu compte de la division importante entre officiers et non officiers, nous avons procédé d'une part au calcul général des fréquences et d'autre part aux recoupements suivants qui sont d'un intérêt plus évident:

2.2.1.1. Pour ce qui est des indications générales concernant la population ayant rempli le questionnaire nous avons par exemple mis en regard:

- l'arme et le grade (voir le tableau 6)
- l'arme et la répartition plus générale en officiers / non officiers
- l'arme et la profession / occupation (voir le tableau 7)
- Le grade et la profession / occupation
- la profession et le groupe des officiers / non officiers par garnison

2.2.1.2. Pour ce qui est des sujets/thèmes nous les avons mis en relation

d'une part avec la profession / occupation
et d'autre part avec la profession / occupation sous l'angle officiers/
non officiers

2.2.1.3. Nous avons par ailleurs dans un troisième temps relié d'abord les quatre habiletés fondamentales (sous l'aspect des activités langagières qui les composent) et les professions / occupations, puis ces mêmes activités langagières et les professions / occupations / officiers / non officiers.

2.2.2. Voici à titre d'exemples quelques résultats concrets obtenus

2.2.2.1. Indications générales

- fréquence de participation des diverses professions (voir le tableau 8)
- Ampleur des groupes officiers (235) non officiers (581)
- participation d'après la garnison
- ...

2.2.2.2. Profil langagier

Prenons, à titre d'exemple seulement, le profil langagier du groupe des transmissions en général

- en terme de sujets / thèmes (voir le tableau 9)
- en terme d'activités langagières dans le cadre des 4 habiletés langagières (voir le tableau 10)

Considérons maintenant le profil langagier des officiers des transmissions

- en terme de sujets / contenus (voir le tableau 11)
- en terme d'activités langagières dans le cadre des 4 habiletés langagières (voir le tableau 12)

et comparons ce profil avec le profil langagier des non officiers des transmissions

- en terme de sujets / contenus (voir le tableau 13)
- en terme d'activités langagières dans le cadre des 4 habiletés (voir le tableau 14)

3. Je voudrais terminer mon exposé par le dernier tiers, celui de l'observation.

Les résultats fournis par notre enquête se doivent d'être complétés, révisés et rendus praticables, c.à.d. adaptés aux contingences, par l'observation sur place. Cette observation nous permettra de remplir de vie le cadre à la fois précis et grossier que nous avons obtenu en ce sens qu'elle nous permettra d'ajouter aux besoins langagiers (language requirements) exprimés en termes de sujets / thèmes et d'activités langagières dans le cadre des principales habiletés langagières les fonctions et les notions (par exemple : informer au téléphone) comprises dans les situations langagières (par exemple : un subalterne informe un supérieur au téléphone en général à propos de ...).

C'est donc la situation langagière qui à mon avis déterminera les notions, les fonctions et les moyens linguistiques nécessaires à la maîtrise de l'acte de communication langagière global. Un syllabus qui se basera directement sur notre analyse des besoins ne sera donc ni grammatical, ni notionnel/fonctionnel. Il sera communicatif, et c'est là son unique ambition.

Ce troisième tiers d'observation se doit, à mon avis, être décentralisé, d'une part pour avoir le feed-back nécessaire et d'autre part pour impliquer les enseignants. Vous savez tous que ce qui se fait sans eux est vite considéré comme fait contre

eux! Cette partie est encore à l'étude et je compte beaucoup sur l'expérience que nous pourrons peut-être acquérir dans le cadre du projet pilote (JSSG/Euro-training) qui fait l'objet de discussions au Steering Committee.

Je terminerai en souhaitant ne pas avoir manqué dans l'orientation générale de notre projet de mon quatrième tiers, c.à.d. d'intuition, de sorte que notre recherche, par sa clarté et sa simplicité voulue, puisse le plus rapidement possible déboucher à tous les niveaux sur un travail motivant et réaliste.

Je vous remercie pour votre attention.

Sciences de l' éducation : Développement

1. Comment enseigner ?

- La méthodologie
- Les média

2. Quoi enseigner ?

- Objectifs (grammaticaux / situationnels, fonctionnels / notionnels)
- Curriculum

3. Pourquoi enseigner quoi ?

Analyse des besoins

Examen des performances requises

Réalité : Enseignement / apprentissage

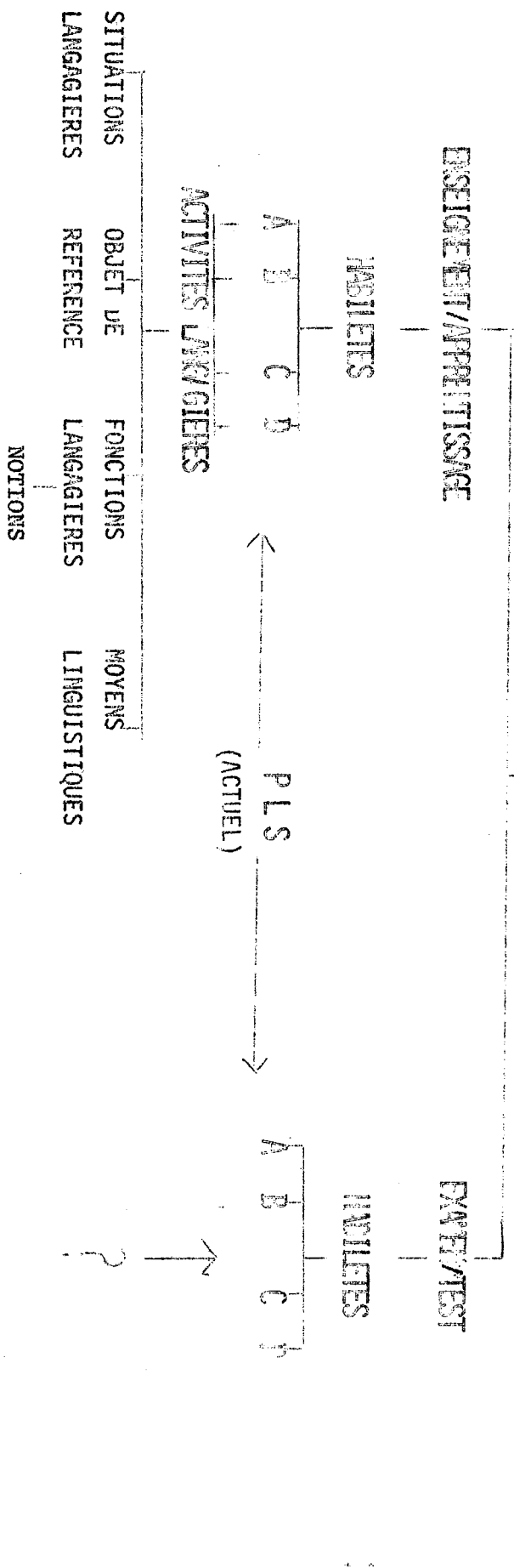
1. Objectifs

2. Méthode / média

3. Contrôle des performances requises

~~Analyse
des
besoins~~

P L S ET APPRENTISSAGE DES LANGUES



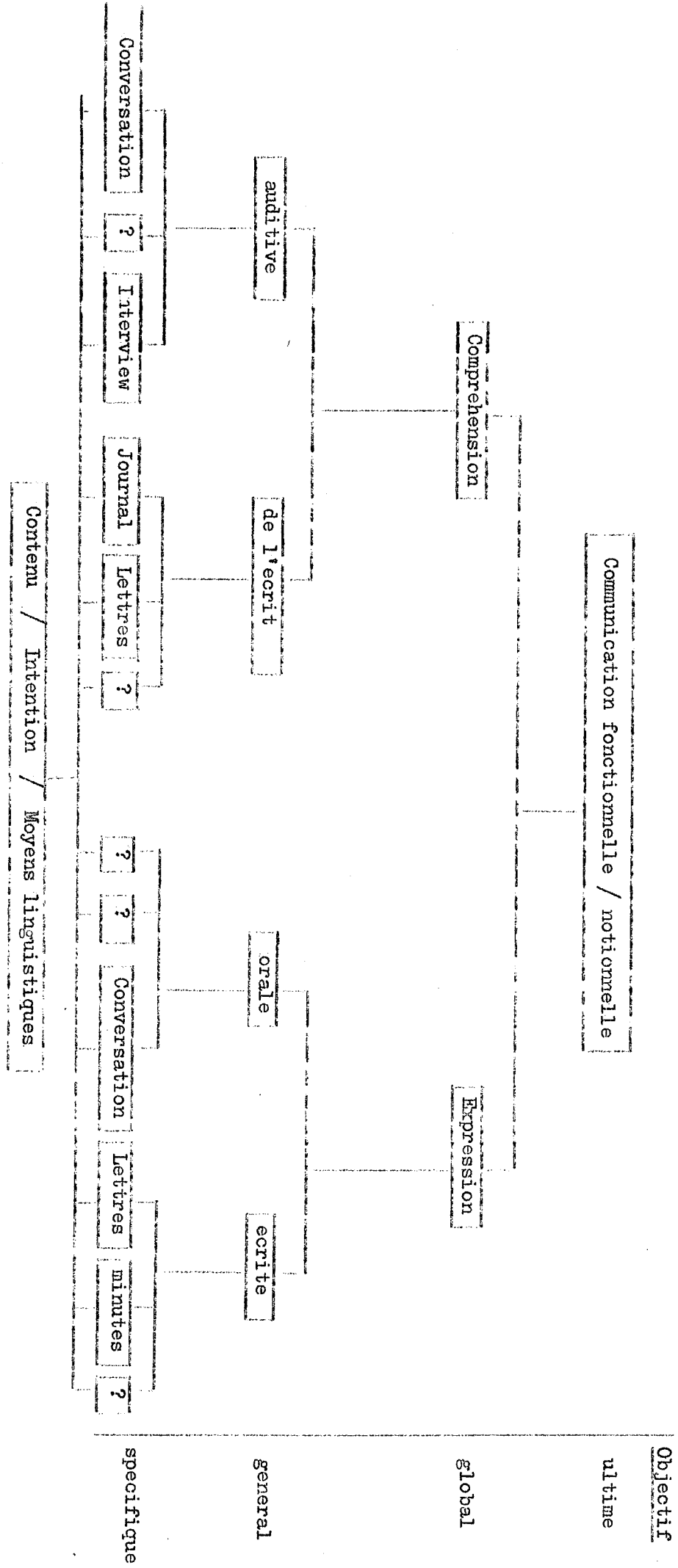
A - ENTENDRE ET COMPRENDRE
 B - PRODUCTION ORALE

C - LIRE ET COMPRENDRE
 D - PRODUCTION ECRITE

PLS - PROFIL LANGAGIER STANDARD
 - EN ANGLAIS ET ALLEMAND : SLP

M.Sch

Taxonomie des objectifs / analyse des besoins



M. Sch.

Extraits de l'analyse des besoins langagiers de
l'Office fédéral des langues, Hurth 1978-79-80

- Traduction -

() Sur quels thèmes voudriez-vous que l'enseignement/
apprentissage des langues étrangères mette l'accent?

		1	2	3	
	très important				
	important				
	beaucoup moins important				
031	tactique				81
032	technique				82
033	logistique				83
034	travaux de secrétariat				84
035	administration				85
036	politique				86
037	économie				87
038	justice				88
039	us et coutumes				89

- Traduction -

() En PRODUCTION ORALE (langues étrangères) j'exerce les
ACTIVITES LANGAGIERES suivantes :

	très important	1		
	beaucoup moins important	2		
053	<i>Briefing/rapport (préparé)</i>			
	anglais		<input type="checkbox"/>	116
	français		<input type="checkbox"/>	117
054	<i>Bref exposé (non préparé)</i>			
	anglais		<input type="checkbox"/>	118
	français		<input type="checkbox"/>	119
055	<i>Résumer des informations et les rapporter</i>			
	anglais		<input type="checkbox"/>	120
	français		<input type="checkbox"/>	121
056	<i>Présider des discussions spécialisées</i>			
	anglais		<input type="checkbox"/>	122
	français		<input type="checkbox"/>	123
057	<i>Participer à des discussions spécialisées</i>			
	anglais		<input type="checkbox"/>	124
	français		<input type="checkbox"/>	125
058	<i>Téléphoner</i>			
	anglais		<input type="checkbox"/>	126
	français		<input type="checkbox"/>	127
059	<i>Donner des ordres/directives</i>			
	anglais		<input type="checkbox"/>	128
	français		<input type="checkbox"/>	129
060	<i>Expliquer des faits</i>			
	anglais		<input type="checkbox"/>	130
	français		<input type="checkbox"/>	131

Formation en langues étrangères

05/23/80

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File Noname (Creation date = 05/23/80)

G R O S S T A B U L A T I O N B Y

V001 Arme

by V004 Grades

Page 1 of 1

V001	Arme	V004					ROW TOTAL
		hommes de troupe	Sous-Officiers	Adjutants	Officiers	Officiers d'état-major	
COUNT							
ROW PCT							
COL PCT							
TOT PCT							
1	Armée de terre	142	88	77	28	110	445
		31.9	19.8	17.3	6.3	24.7	59.1
		68.6	46.1	63.1	50.9	61.8	
		18.9	11.7	10.2	3.7	14.6	
2	Marine	0	4	1	3	7	15
		0.0	26.7	6.7	20.0	46.7	2.0
		0.0	2.1	0.8	5.5	3.9	
		0.0	0.5	0.1	0.4	0.9	
3	Armée de l'air	65	99	44	24	61	293
		22.2	33.8	15.0	8.2	20.8	38.9
		31.4	51.8	16.1	43.6	34.3	
		8.6	13.1	5.8	3.2	8.1	
COLUMN TOTAL		207	191	122	55	178	753
TOTAL		27.5	25.4	16.2	7.3	23.6	100.0

Formation en langues étrangères

05/23/80

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File Noname (Creation date = 05/23/80)

C R O S S T A B U L A T I O N B Y

V001 Arme

by V099 Profession/occupation

page 1 of 2

COUNT	Police	Service de Santé	Renseignements	Genie	G1-S1	G2-S2	G3-S3	G4-S4	Infomatique	Chauffeurs	ROW TOTAL	
ROW PCT	COL PCT	POP PCT	001	002	003	004	005	006	007	008	009	010

1 Armée de terre

39	8.8	97.5	5.2	5	0	22	20	114	76	18	7	46	445
	1.1	100.0	0.7	0.0	0.0	4.9	4.5	25.6	17.1	4.0	1.6	10.3	59.1
	0.0	0.0	0.0	0.0	0.0	57.9	2.7	63.0	69.7	64.3	63.6	65.7	
	0.0	0.0	0.0	0.0	0.0	2.9	2.7	15.1	10.1	2.4	0.9	6.1	

2 Marine

1	6.7	2.5	0.1	0	0	0	1	6	4	1	0	0	15
	0.0	0.0	0.0	0.0	0.0	0.0	6.7	40.0	26.7	6.7	0.0	0.0	2.0
	0.0	0.0	0.0	0.0	0.0	0.0	2.8	3.3	3.7	3.6	0.0	0.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.8	0.5	0.1	0.0	0.0	

3 Armée de l'air

0	0.0	0.0	0.0	0	21	16	15	61	29	9	4	24	293
	0.0	0.0	0.0	0.0	7.2	5.5	5.1	20.8	9.9	3.1	1.4	8.2	38.9
	0.0	0.0	0.0	0.0	100.0	42.1	41.7	33.7	26.6	32.1	36.4	34.3	
	0.0	0.0	0.0	0.0	2.8	2.1	2.0	8.1	3.9	1.2	0.5	3.2	

40	5.3	0.7	2.8	21	38	36	181	109	28	11	70	753
	0.7	2.8	5.0	4.8	24.0	14.5	3.7	1.5	9.3	100.0		

(Continued)

Formation en langues étrangères

File Noname (Creation Date = 05/19/80)

V099 Profession / Occupation

Category Label	Code	Absolute Freq	Relative Freq (PCT)	Adjusted Freq (PCT)	Cum Freq (PCT)
Police militaire	001	40	5.3	5.3	5.3
Service de santé	002	5	0.7	0.7	5.0
Renseignements	003	21	2.8	2.8	8.8
Génie	004	38	5.0	5.0	13.8
G1 - S1	005	36	4.8	4.8	18.6
G2 - S2	006	181	24.0	24.0	42.6
G3 - S3	007	109	14.5	14.5	57.1
G4 - S4	008	28	3.7	3.7	60.8
Informatique	009	11	1.5	1.5	62.3
Chauffeurs	010	70	9.3	9.3	71.6
Ouvriers	011	63	8.4	8.4	79.9
Transmissions	012	151	20.1	20.1	100.0
	Total	753	100.0	100.0	

Valid cases 753 missing cases 0

Analyse des besoins langagiers (Traduction)
 Groupe allemand, services intégrés Ici : Transmissions

T H E M E S

Pourcentage de réponses correctes au questionnaire

THEMES	très important / important	total	beaucoup moins important	Rang
Practique (141)	17.7	45.4	54.6	8.
Technique (148)	51.4	83.2	16.9	1.
Logistique (141)	11.3	58.1	41.8	6.
Travaux de secrétariat (142)	33.1	69.7	30.3	3.
Administration (142)	21.8	58.4	41.5	5.
Politique (140)	14.3	61.4	38.6	4.
Economie (140)	10.0	57.1	42.9	7.
Justice (139)	7.9	27.3	72.7	9.
Us et coutumes (144)	36.1	79.2	20.8	2.

Analyse des besoins langagiers (Traduction)

10

Groupe allemand, services intégrés

Ici: Transmissions

Activités langagières exercées, compréhension auditive, anglais

Pourcentage de réponses correctes au questionnaire.

Activités langagières Compréhension auditive de :	très important	beaucoup moins important	Rang
Conférence (146)	77.4	22.6	3.
Informations de la radio (140)	27.1	72.9	7.
Films d'apprentissage (136)	48.5	51.5	6.
Ordres - directives (150)	94.0	6.0	2.
Appel téléphonique (150)	98.7	1.3	1.
Discussions (146)	76.7	23.3	5.
Conversations de tous les jours (149)	77.2	22.8	4.

Mai 1980

Analyse des besoins langagiers (Traduction)

Groupe allemand, services intégrés

Ici :

Transmissions (Officiers)

THEMES

Pourcentage de réponses correctes au questionnaire

THEME	très important / important	total	beaucoup moins important	Rang
Tactique (36)	47.2	88.9	11.1	3.
Technique (37)	45.9	94.5	5.4	2.
Logistique (35)	8.6	62.9	37.1	5.
Travaux de Secrétariat (37)	51.4	94.6	5.4	1.
Administration (36)	13.9	44.5	55.6	7.
Politique (35)	5.7	60.0	40.0	6.
Economie (35)	0.0	37.1	62.9	8.
Justice (35)	0.0	5.7	94.3	9.
Us et coutumes (38)	15.8	81.6	10.5	4.

Mai 1980

Analyse des besoins langagiers (Traduction)

Groupe allemand, services intégrés Ici : Transmissions (Officiers)
 Activités langagières exercées, compréhension auditive, anglais
 Pourcentage de réponses correctes au questionnaire

Activités langagières Compréhension auditive de :	très important	beaucoup moins important	Rang
Conférence (38)	94.7	5.3	3.
Informations de la radio (36)	27.8	72.2	6.
Films d'apprentissage (34)	50.0	50.0	5.
Ordres directives (39)	97.4	2.6	2.
Appel téléphonique (38)	100.0	0.0	1.
Discussions (38)	100.0	0.0	1.
Conversations de tous les jours (38)	65.8	34.2	4.

Mai 1980

Analyse des besoins langagiers (Traduction)

13

Groupe allemand, services intégrés

Ici :

Transmissions (non officiers)

THEMES

Pourcentage de réponses correctes au questionnaire.

THEME	très important / important	total	beaucoup moins important	Rang
Tactique (105)	7.6	30.5	69.5	9.
Technique (111)	53.2	79.3	20.7	1.
Logistique (106)	12.3	56.6	43.4	7.
Travaux de secrétariat (105)	26.7	61.0	39.0	6.
Administration (106)	24.5	63.2	36.8	4.
Politique (105)	17.1	61.9	38.1	5.
Economie (105)	13.3	63.8	36.2	3.
Justice (104)	10.6	34.6	65.4	8.
Us et coutumes (113)	40.7	73.4	23.0	2.

Analyse des besoins langagiers (Traduction)

Groupe allemand, services intégrés Ici: Transmissions (non officiers)
Activités langagières exercées, compréhension auditive, anglais
 Pourcentage de réponses correctes au questionnaire.

Activités langagières	Compréhension auditive de :	très important	beaucoup moins important	Rang
Conférence (108)		71.3	28.7	4.
Informations de la radio (104)		26.9	73.1	7.
Films d'apprentissage (102)		48.0	52.0	6.
Ordres - directives (112)		92.9	7.1	2.
Appel téléphonique (112)		98.2	1.8	1.
Discussions (108)		68.5	31.5	5.
Conversations de tous les jours (111)		81.1	18.9	3.

Mai 1980

PRESENTATION

Mr J J Melady

(Senior Staff Officer Language Training, Canadian Forces' Training System)

Staff Training Relative to the Functional Approach to Curriculum and Instruction

"Functional" - A Definition

1. If curriculum and instruction become more "functional", it follows that so should the orientation in staff training. For staff in the Canadian Forces Language Training Programme, this training will be conducted at Ecole des langues des Forces canadiennes (ELFC) St-Jean, P.Q, on a national basis.
2. When speaking of "functional" relative to staff training, this implies training staff to meet student language requirements to function:
 - a. in general language situations
 - b. in specific work situations

Le besoin d'équilibre

3. Historiquement dans le domaine de la formation linguistique, chaque époque a souligné l'importance de choses différentes - tantôt le programme d'enseignement, les méthodes d'enseignement et à d'autres moments l'étudiant ou le professeur. Très souvent l'accent a été mis uniquement sur un de ces éléments. Ce qui importe c'est d'accentuer l'équilibre entre ces éléments et le professeur et de lui donner sa formation en conséquence.

The Staff

4. The typical teacher in our programme holds a BA degree, receives financial remuneration accordingly, teaches 4 hours daily, is dynamic, youthful in outlook, is creative and open to innovation. In addition to the Foreign Language staff, the English/French mix is approximately 50/50 as is the male/female.

Training Conducted for the Functional Approach

5. To date our training in terms of "functional" has consisted of:
 - a. Training sessions on techniques of group animation to develop student communicative competence vice parrot-like performance in drill situations. By meeting their language requirements, the aim is to equip students to function more spontaneously in various general language situations.
 - b. Training sessions for teacher identification of job-oriented language requirements with a class of students plus appropriate follow-up techniques.

System requirements

6. Once the curriculum becomes more developed and the staff training

section at ELFC St-Jean is staffed, this concept will be attached on a system-wide basis for staff training relative to the functional approach for specific job requirements.

Conclusions

7. In conclusion, for us staff training in relation to the "functional" approach has involved training staff to meet students' language requirements for general communicative competence and for specialized on-the-job situations.

Recommendations

8. Relative to specialized language requirements, however, in curriculum and instruction, I would recommend the following:

a. That staff training in this regard not be over-emphasized to the disadvantage of general communicative competence. Balance is required. Work-related language training is not the complete answer.

b. That if the emphasis in curriculum and instruction is on general communicative competence and linguistic work requirements, a similar emphasis be adopted for staff training and that there be a strong link between curriculum developers, programme managers for implementation and staff trainers.

c. That we avoid the pitfall of emphasizing uniquely the job-oriented functional dimension whether in curriculum, instruction, testing or staff training and that the focus rather be on training staff for the total teaching/learning process.

PRESENTATION

Mr Alan Moys
(CILT)

The Work of CILT

(Summary)

1. Introduction

In the present climate of severe public expenditure economies, CILT's funding by government has been under review. While the future of the Centre is reasonably assured, it will be necessary to find an increasing proportion of CILT's budget from other sources than central government. As part of a general review of the Centre's work, the Director is considering the development of new services to industry, to government, and to public bodies.

2. Constitution and Aims

The Centre was established in 1966 to collect and coordinate information about all aspects of modern languages and their teaching and to make this information available for the benefit of education in Britain. CILT is maintained as a national centre by annual grants from the Department of Education and Science, the Scottish Education Department and the Department of Education for Northern Ireland. Registered as an independent charitable educational foundation, it is controlled by a Board of Governors appointed by the Secretaries of State and widely representative of education in Britain.

With nineteen staff, CILT serves both teaching and research. Advice on language teaching and materials is available for French, German, Italian, Russian, Spanish and English for speakers of other languages within Britain. Enquiries about less commonly taught languages are also dealt with, and are referred if necessary to sources outside the Centre. Information about research into any language, including English, is provided by CILT. Enquiries about the teaching of English overseas, however, and to overseas students in Britain, should be addressed to the British Council, 10 Spring Gardens, London SW1A 2BN; telephone: 01-930 8466 ext. 2728.

The Centre maintains liaison and cooperation with professional associations and teachers' organisations in Britain which are concerned with languages. Through its research information service it has international links, especially with other European countries.

3. Language Teaching Library

The Language Teaching Library, a reference library maintained jointly with the British Council, is open to all concerned with the study, learning and teaching of languages. There is working space for about forty people.

At present the library holds about 25,000 volumes, providing international coverage of particular languages, general and applied linguistics, aspects of teacher training, language testing, examinations, research, psychology, teaching technology and methodology. Examples of all teaching materials currently available in Britain for French, German, Italian, Russian and Spanish are held, and there is a collection for English as a foreign language for most countries overseas; these include non-book materials. Many short bibliographies are available.

The library subscribes to some 400 British and overseas periodicals. Language Teaching & Linguistics: Abstracts, the joint British Council/CILT quarterly journal published by Cambridge University Press, is based on scrutiny of these periodicals. For further information see CILT Services Paper 3.

Audio-visual holdings comprise representative samples of about 1,000 courses or sets of teaching materials: cassettes, tapes, film-strips, slides, 8mm film loops, OHP transparencies, video-cassettes, etc. Viewing and listening facilities are available.

Other resources and services include: specimens of language tests; an international index of organisations; a calendar of forthcoming conferences and short courses; Council of Europe papers on language teaching; reviews of audio-visual teaching materials; examination syllabuses and papers; bibliographic assistance; photocopier.

4. Research Register

Europe

By agreement with the Council of Europe, the Centre coordinates a European register of research in progress on linguistics and relevant aspects of psychology, sociology and education, as well as on particular languages. This service is maintained through liaison with designated national agencies; agencies have been nominated (by their governments) in Cyprus, Denmark, Finland, France, the Federal Republic of Germany, Ireland, the Netherlands, Switzerland and Turkey. They gather information which they contribute to the register, Language and language teaching: current research in Europe, (unpublished typescript), and CILT provides a copy of the register to each national agency. (For its availability in Britain, see below). Extracts appear in Language Teaching & Linguistics: Abstracts ('Current research supplement').

Britain

CILT maintains a register of research in progress in Britain, within the context of the European register. Language and language teaching: current research in Britain (compiled by CILT and published by Longman; latest edition 1975-77, is supplemented by the British section of Current research in Europe, which contains new project entries that will appear in the next published edition of the British register. The European register may be consulted in the Language Teaching Library and in libraries/centres in Aberdeen, Belfast, Bristol, Cardiff, Edinburgh, Keele, Manchester, Newcastle upon Tyne, Nottingham, Slough and York (list obtainable from CILT). Dissemination of information in other European countries is the responsibility of national agencies. Individual requests for information about work on specific subjects can be dealt with. A short questionnaire for reporting new projects is supplied on request. For further information see CILT Services Paper 4.

Research and development proposals

The Centre can assist researchers in Britain to frame proposals for submission to appropriate funding agencies.

5. National Congress on Languages in Education (NCLE)

The Centre provides the secretariat for the National Congress on Languages in Education, a standing body established in 1976 by a number of professional organisations to provide for continuous discussion and formulation of recommendations on matters affecting language and languages in education. For further information see NCLE publicity leaflet.

6. Publications

Publications represent a major element in CILT's national and international dissemination of information about language teaching. Publications vary, from short information guides, selected reading lists, and bibliographies, to monographs, reports, edited collections of materials, and other titles in book form. All titles are supplied by mail-order, and subscription schemes are available.

7. Further information

Members of the conference requiring further information should contact John Trim or Alan Moys, at the Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP:
Telephone: 01-839 2626/9.

PRESENTATION

Mr Bob Dodd
(The British Council)

The English Language Division of the British Council

The British Council, Britain's Main agency for cultural diplomacy and educational aid, was set up in 1934. In 1940 it received a Royal Charter charging it with the tasks of promoting the use of English abroad and developing close links with other countries. It organizes English teaching directly through its own centres or institutes in some countries and indirectly by supplying British teachers, advisers, or consultants to institutions abroad. It administers scientific and educational aid programmes, runs libraries, encourages sales of British books, arranges art events, sends specialist visitors abroad, and looks after various categories of overseas visitors and students in Britain. Its head office is at 10 Spring Gardens, London SW1A 2BN.

As a non-governmental body supported mainly by public funds (coming chiefly through the Foreign and Commonwealth Office and the Overseas Development Administration) the Council enjoys considerable, but not total, freedom: the Government decides in which countries, and on what scale, the Council will work; the Council itself decides, according to the demands and circumstances of each country in which it is represented, what kind of work it will do, and how it will do it.

In London, the Council operates through Divisions (some based on geographical regions and others on particular functions), each under a Controller. Divisions are typically subdivided into Departments, each under a Director.

In the interests of greater economy and efficiency, the English Language Division has just been reorganised. It now comprises two Departments (each with a Director) and two Units (each with a Head).

The English Language Management Department manages and monitors the Council's direct teaching operations, helps to administer the KELT (Key English Language Teaching) Scheme on behalf of the Overseas Development Administration, and coordinates the Council's country programmes in English language teaching. It works closely with the regional Departments concerned.

The English Language Services Department conducts a few intensive courses for specially designated groups of adult students from overseas, develops teaching materials, sends members of its own staff abroad to conduct courses or workshops for teachers of English, to advise on ELT projects and programmes, and to serve as consultants on the design of language tests, courses, or syllabuses, and on pedagogical applications of educational technology. This Department has also assumed responsibility for compiling and editing ELT Documents.

Serving both Departments are the English Language Testing Service Development Liaison Unit and the Central Information Unit.

The ELTSLU has cooperated with the University of Cambridge Local Examinations Syndicate to develop a test battery designed to meet the individual needs of overseas students who wish to study in Britain and who need to provide evidence of their proficiency in English. Test results are intended to yield a clear indication of each candidate's level of communicative performance in English, which can then be compared with language requirements specific to the candidate's chosen course of study or training. The first (general) part of the test assesses basic skills of reading and usage (40 minutes) and listening comprehension (30 minutes) needed for any course of study. The second (modular) part tests the special skills needed for various kinds of courses in Life Sciences, Medicine, Physical Sciences, Social Studies, or Technology. A general academic module is available for use when a candidate's special subject lies outside the main test areas or overlaps several of them. The second part assesses

study skills (55 minutes) and writing (40 minutes) and includes an oral interview (10 minutes). Candidates take one of a number of possible combinations of the five sub-tests. The test may last from $1\frac{1}{2}$ to 3 hours, according to which options are taken. Fuller details can be obtained from Mr G M Lambert, UCLES, Syndicate Buildings, 17 Harvey Road, Cambridge, CBI 2EU.

The Central Information Unit (ELD) is part of the British Council's new Central Information Service, which will increasingly benefit from recent advances in information science and computer technology in collecting, collating, storing, retrieving and disseminating the information needed to improve the Council's internal efficiency and its capacity to respond to external requests and inquiries. Among the tasks transferred to the CIU from the former English Teaching Information Centre is that of compiling and of annually revising Academic Courses in Great Britain Relevant to the Teaching of English to Speakers of Other Languages, a much-used list giving details of courses (other than vacation courses) available at British universities and colleges.

Questions about these fields of activity are best addressed to the Director of the Department or to the Head of the Unit immediately concerned. If it is not initially clear which Department of Unit is likely to be 'immediately concerned', correspondence addressed to the Controller, English Language Division, will be quickly passed on to whoever can most expeditiously deal with it. Orders for most British Council publications or requests for catalogues are best sent to the Printing and Publishing Department, The British Council, 65 Davies Street, London W1Y 2AA. The Cultural Attaché at the British Embassy in Washington DC, the British High Commission in Ottawa, and British Council Representatives or Regional Directors in other countries represented at the BILC Conference are the best local sources of information and advice.

The postal address of the Centre for Information on Language Teaching and Research, at 20 Carlton House Terrace, London SW1Y 5AP, conceals the fact that CILT and the British Council's English Language Division, with the Language Teaching Library which they jointly manage, are housed in the same building (in British Council terms, the West Block of 10 Spring Gardens). Cooperation between CILT and ELD, always close, extends to joint sponsorship of the quarterly Language Teaching and Linguistics: Abstracts, published by the Cambridge University Press, and of the series of Specialised Bibliographies on languages and language-teaching obtainable in or from the Library.

This outline of ELD's new structure is necessarily incomplete. The Council still maintains close relations with relevant university departments, with other centres of learning and research, with the Department of Education and Science, with the Association of Recognised English Language Schools, the Federation of English Language Course Organisations, the Royal Society of Arts, and many other bodies concerned with language teaching and linguistics. It is still well equipped to offer information and advice on ELT methods and materials, and has accumulated a rich store of varied experience in teaching English for specific purposes. The disappearance of the familiar acronym ETIC implies not so much a loss as a redistribution of the tasks which ETIC used to perform. Many of the personalities who have risen to prominence in academic, commercial, or independent sectors of the ELT profession acquired their formative experience through the British Council, which, through the range and variety of its overseas involvement in English language teaching, continues to pioneer imaginative innovations, to consolidate earlier successes, and to offer career opportunities of particular value to specialists with a strong interest in and commitment to the teaching of English to speakers of other languages.

PRESENTATION

Mr J L M Trim
(Director, CILT)

The Work of the Council of Europe in Modern Languages since 1977

The current modern language programme of the Council for Cultural Co-operation of the Council of Europe, with which I have been closely involved, was initiated in 1971. It has been a great pleasure and honour for me to have been invited on three occasions in 1974, 77 and now again in 1980, to report to BILC on the progress of this work. In 1974 I was able to speak only in a programmatic way of a framework of ideas and an approach. We wanted to bring language learners, teachers and planners to see themselves as planners in learner-centred, needs-based systems development.

In each case we should work from the need of the learner to be able to communicate in particular ways for particular purposes in particular situations, and to formulate explicit learning objectives setting out in some detail what he would need to be able to do with languages in those situations, what concepts he would need to express and, consequently what linguistic resources he would need for the purpose.

We termed this approach 'functional-notional'. In pursuit of these communicative objectives we should need to develop appropriate materials and methods, as well as means of assessment and evaluation to monitor the success of the learner and hence of the system.

By 1977 we could point to Jan van Ek's 'Threshold Level' and 'Un Niveau-Seuil' produced by a team at CREDIF under the direction of Daniel Coste, in which a framework of language functions, or categories of speech acts was set out in a systematic way, together with a classification of concepts, whether general notions of entities and relations in space and time or specific notions tied to the detailed concrete realities of situations and happenings. We could show, in an organised way, the wealth of resources, even at a modest level, that a language places at the disposal of its speakers for performing these functions and expressing these notions. We could offer another basis than structural progression from 'elementary' to 'advanced', for discussing priorities and orderings of language learning objectives.

In 1980, we can now point to a series of applications and extensions of the same basic ideas, leading to the publication of a series of basic documents which can be used by planners, teachers and even learners themselves, as they face the task of finding solutions to learning problems. René Richterich and Jean-Louis Chancerel's "Identifying the Needs of Adults Learning a Foreign Language" shows a considerable deepening and broadening of the concept of needs analysis to embrace not only the parallel categorisation of the parameters of language use and language study, but the establishment of the needs, motivations, characteristics and resources of all parties to the learning process - learners, teachers, planners and course designers, as well as the institutions that organise them and the social agencies that maintain those institutions. In this was 'needs analysis' can avoid falling into a utopianism which all too easily leads to disillusion and a conservative reaction.

With regard to the specification of objectives, the 'Threshold Level' concept has been applied to an increasing range of languages. The 'Nivel Umbral' for Spanish has now been published, the German 'Kontaktschwelle' is in its final form and now being printed, 'Livello Soglia' for Italian is approaching completion. Work is under way for a Danish version, and a team

is being constituted for a Dutch equivalent. A Swedish version exists in draft for use with migrants. The Council of Europe has no responsibility for languages outside its own area, but a recent UNESCO meeting on the promotion of less widely taught European languages has recommended the extension of the same principles to them.

At the same time the concept of language learning objectives is being further developed. The 'Threshold Level' objectives concentrated on face to face interaction in speech. The principles of a communicative approach to written language have been developed by a CREDIF team in 'L'ecrit et les écrits'. We have to envisage not only the development of the learner as communicator and as learner, but also the effect of learning on his personal and social development. Learning to communicate involves not only having an organised body of linguistic resources at one's disposal but also being able to use them to control the tactical and strategic development of goal-directed social interaction as well as to construct and react to coherent discourse. Development as a learner means acquiring study skills gaining awareness of the nature of one's own nature, situation, resources, potentialities and goals. In this way the learner can be brought progressively to self-reliance and maturity, so that when teaching stops learning can continue. Henri Holec's study on 'Autonomy and Foreign Language Learning' points the way forward, as does Mats Oskarsson's 'Approaches to Self-Assessment in Foreign Language Learning'.

The principles developed in the Project have been put into practice in a wide variety of contexts. In general adult education in the home country the work of the Deutscher Volkshochschulverband has been increasingly closely related to that of the Project. The Eurocentres have applied all aspects of systems development to their teaching in Bournemouth. The multimedia English language programme 'Follow Me' in Germany was conceived within the Project and represents a considerable step forward in bringing large independent institutions together into a learning partnership. In the vocational field, programmes along the lines of the Project have been developed for the Austrian hotel industry, the training of hairdressers in Denmark, of EEC Personnel in Brussels, of in-service training in the automobile industry in Germany. Experiments in the teaching of the language of the host country to migrants are under way in Sweden, France, Germany and UK. A needs analysis of students in polytechnics is being conducted in UK. In the military field, you have been studying the very thorough use of functional-notional concepts made by Development and Evaluation Associates Inc of Syracuse for the Defense Language Institute Foreign Language Centre in English, Spanish, Chinese and Russian.

As a result of the successful application of these concepts with adult learners, Dr van Ek and the CREDIF team were commissioned to produce adaptations of 'Threshold Level' and 'Un Niveau-Seuil' for use in schools. Louis Porcher has also produced a paper on the concept of 'needs analysis' in a school setting. Experiments are under way in 17 of the 22 member countries of the CCC and a very successful interaction network has been set up. Visits have so far been made to experiments in England, Germany, Finland, Eire and Portugal. In UK almost 50 teacher groups in different parts of the country have been using Council of Europe documents or closely related approaches to renew language teaching in the early years of the secondary schooling with a remarkable effect on the motivation of learner and teachers.

The fruitfulness of the functional-notional concepts and techniques and the developing practice of partnership in systems development reveals itself in the wealth of practical applications and the dynamic evolution of the field. The present Project will be completed in 1981, when a Final Report embodying its results will be put before a major inter-governmental conference in Strasbourg for evaluation. It will then be for member governments and the CCC to consider the nature of follow-up action and the goals of the next medium term action.

NATIONAL REPORT

BELGIUM

1. Developing objectives, test-criteria and certificates.

In 1978 at Mons, Danielle Reulen, staff-member of the research group reported on the survival level. Between 78 and 80 an intermediate level was tackled. In the field of functions, research was carried on (a) with notions necessary to understand the radio news (b) the weather forecasts, (c) the understanding of general articles in newspapers. Frequency lists with 1800, 2400, 3000 items were computerised; 500 samples of the three interest fields were typed out and both inventories compared. The result was that none of the three lists covered less than 70% and not more than 71% of the tokens. It was decided then to restrict the national list to 1800 items and to search for teaching methods of the heuristic type in order to give learners the ability to master the 30% items in the news not covered by the lists. The testing group in its turn admitted as many as 15% "unknown" tokens in the tests for the certificate. The results of the 1980-control group are not known yet.

(Stanag 3)

2. Experiment with a control group to master the news from radio and paper.

- a. The target population : 80 students from Portugal, Spain, France, Italy having had between 60 - 100 hours of instruction before the experiment.
- b. Objectives of the experiment : Test an autonomous learning with the help of radio, taperecorder, dictionaries. Specific purpose : the daily news.
- c. Time allotment : 30 minutes a day for the news broadcast, 20 minutes a day for the press review on the radio, 30 minutes a day for an article. Twenty consecutive days on an individual basis. Help from peers and teachers, when asked, was accepted.
- d. Results : Each day after each period of 30 minutes a control sheet with ten questions was handed out to control the personal work. At the end of the period 76/80 students rated 9 out of 10 questions.
- e. Conclusion. Autonomous learning is possible when external control techniques keep track of the student involvement.
- f. Implementation. From September 1979 the method was applied in the military academy with the same good results.

3. Experiment with specific purposes (October 1979 - June 1980)

Introduction: The war museum is within 5 minutes walk from the class - rooms. It was decided to have the cadets study weapons, etc of their force in order to motivate them for the profession and have them handle the language as a tool instead of as a target in itself.

a. Target population. Cadets in their first year between 18 and 25 years of age; background: about 400 hours previous instruction in the target language.

b. Objectives. Knowledge of the specific language of their respective forces (tanks, planes etc). Motivate young cadets for their future profession. Implement an individual learning system.

c. Method.

(1) Students attend guided tours with guides having received a strict briefing on a series of units (functions - notions).

(2) Students take notes, ask questions, write reports.

(3) Students consult documents (books, videotapes, courses of their force) on the subject of the unit and compare with their notes.

(4) Students write briefings for their fees from the other language group.

(5) Students hold briefings, etc and are subject to questioning, criticism by their peers of the other linguistic role.

d. Criterion-referenced learning takes place: they will have to do the briefing in a way acceptable to their peers from another language.

e. Results after one year. Strong motivation, rating high, fluency increased.

4. Experiments 2 and 3 combined.

With the same control group 60 minutes a week was added to allow the F-students brief comments on the news heard on D-radio, to D-students, immediately corrected by D-students and vice-versa. An underlying objective in a bilingual country with two linguistic communities without many contacts (radio, press TV) was to confront opinions and ways of selecting/presenting news. Many of them discovered for the first time divergent arguments on the same news item and thus became more aware of the problems of their peers of the other language community.

It is our belief that there are other needs than linguistic ones and new methods will be tested to reach a better understanding of other language communities.

The Belgian delegation prefers small-scale experiments, well conducted as a way of improving the language learning system.

RAPPORT NATIONAL

FRANCE

Le rapport 1980 comprend deux parties qui traitent de mesures prises par le commandement à la suite des conclusions déposées par le groupe de travail sur l'enseignement des langues (Référence: Rapport National 1979 - Paragraphe I a).

- dans la première partie sont exposés certains éléments d'une note par laquelle le commandement fixe les responsabilités des organismes de l'armée de terre intéressés au problème des linguistes.
- dans la deuxième partie est présenté un nouveau document d'information sur l'étude des langues intitulé Bulletin de Liaison du Centre de Langues et Etudes Etrangères Militaires.

I/ Responsabilités dans le domaine des langues -

Pour faire connaître la pensée militaire française, suivre les problèmes de défense dans l'ensemble du monde, coopérer avec les alliés, entretenir des relations avec les armées étrangères, assurer l'assistance technique sollicitée par des pays amis, l'armée française doit disposer de personnels possédant de bonnes connaissances linguistiques.

Le commandement vient de définir les responsabilités des organismes de l'armée de terre intéressés au problème des linguistes. Les tâches à accomplir sont nombreuses et variées. Elles peuvent être regroupées en plusieurs grandes fonctions.

1. Définition et conduite de la politique des langues
 2. Connaissance des besoins en linguistes
 3. Constitution de la ressource
- 1) Définition et conduite de la politique des langues

Le Bureau Renseignement Relations Internationales de l'Etat-Major de l'armée de terre est chargé de définir et de conduire la politique des langues dans l'armée de terre.

Il doit :

-suivre l'évolution du bilan "besoin-ressource" et procéder aux aménagements nécessaires.

-coordonner l'action des différents organismes intéressés.

Il fournit au Bureau Instruction de l'Etat-Major de l'armée de terre, responsable de la formation linguistique, les indications relatives aux objectifs à atteindre : nombre de linguistes à former, niveau de qualification à atteindre, langue à enseigner en priorité, axes d'effort.

2/ Connaissance des besoins en linguistes

Les postes à fournir en linguistes sont diversifiés. On peut les

classer en fonction de l'aptitude linguistique dominante requise des personnels.

21 - Aptitude à la compréhension de la langue écrite

Ces postes se trouvent dans les organismes de renseignement interarmées et d'Etats Majors de haut niveau.

22 - Pratique de la langue parlée

Les postes correspondants à l'aptitude "langue parlée" intéressent des personnels capables de comprendre une langue étrangère parlée et de s'exprimer oralement dans celle-ci avec aisance.

Ils appartiennent aux domaines des Relations Internationales (attachés des Forces Armées, officiers de liaison - instructeurs auprès des écoles...) et de l'Emploi (officiers de liaison auprès des Etats-Majors).

23 - Aptitude à la compréhension de la langue parlée

Il s'agit de postes correspondant à des organismes de renseignement.

24 - Aptitude au professorat

Elle est nécessaire aux personnels chargés des cours de langue dans les Ecoles et les garnisons. Ces postes relèvent de l'Instruction.

25 - Aptitude à l'Interprétariat

L'interprétariat requiert une aptitude particulière qui ne peut s'acquérir que par une formation spécialisée.

Si les besoins existent il n'y a cependant pas de poste spécifique au sein de l'armée de terre. Il est fait appel, en cas de nécessité à certains officiers linguistes et aux interprètes de réserve.

3/ Constitution de la ressource

31 - Nature de la ressource

La ressource est constituée par les différentes catégories de linguistes suivantes :

- les cadres d'active
 - o officiers et sous-officiers titulaires de certificats militaires de langues (CMI)
 - o officiers titulaires du Brevet Technique (BT) de langues étrangères ou Diplôme technique (DT)
 - o sous-officiers spécialistes du renseignement
- les personnels du contingent

Ce sont les jeunes linguistes qui pendant la durée de leur service militaire (12 mois) sont utilisés dans leur spécialité linguistique.

- les cadres de réserve
 - . IRAT : Interprètes de Réserve de l'Armée de Terre (officiers ou sous-officiers de réserve ayant choisi cette spécialité)
 - . réservistes de tout grade n'ayant pas opté pour la spécialité d'interprète mais suffisamment qualifiés comme linguistes pour être employés dans certains cas.

32 - Formation et perfectionnement de la ressource

La formation et le perfectionnement linguistiques s'adressent à :

- des personnels non destinés a priori à un emploi précis :

L'enseignement est diffusé sous forme :

- . de cours de langues dans les écoles et au sein de l'enseignement militaire supérieur.
- . de séances de préparation aux Certificats Militaires de Langues dans les garnisons
- . de devoirs par correspondance pour certaines langues rares
- . de stages occasionnels au CLEEM (initiation à l'arabe par exemple)

- b) - des personnels destinés à des emplois précis

L'enseignement est dispensé dans le cadre

- . de la branche "langue" de l'Enseignement Militaire Supérieur Scientifique et Technique (Brevet et Diplôme techniques)
- . de l'organisation de stages particuliers (le renseignement par exemple)
- . de travaux et de périodes de perfectionnement d'officiers et sous-officiers interprètes de réserve.

33 - Aide à la formation et au perfectionnement

Pour assurer la formation linguistique le commandement met en place

- . des moyens en personnels : professeurs dans les écoles; officiers chargés de cours dans les garnisons
- . des moyens matériels : méthodes, documents écrits et enregistrés, matériels audiovisuels, cabines de langues.

34 - Sanction de la formation et du perfectionnement

Les différentes étapes de la formation sont sanctionnées par:

- les coefficients donnés aux épreuves de langues dans les examens et concours
- l'attribution des Certificats Militaire de Langues
- l'attribution de points de majoration dans certains examens
- l'attribution des Brevets et Diplômes techniques
- l'attribution de certificats techniques d'opérateurs d'écoutes

II. Bulletin de liaison du Centre de Langues et Etudes Etrangères Militaires (1)

Il est apparu qu'une des premières mesures à adopter parmi celles proposées par le groupe de travail sur l'enseignement des langues était de diffuser beaucoup plus largement qu'auparavant l'information relative aux langues étrangères.

La création d'un Bulletin de Liaison répond à ce souci d' "éveiller ou de maintenir en éveil l'intérêt de tous pour les langues étrangères". Cette publication doit aussi s'efforcer d'apporter, principalement aux personnels attirés par l'étude des langues mais réduits à travailler seuls faute de cours organisés, l'aide et les renseignements utiles à leur travail solitaire" ainsi que l'exprime dans son éditorial le Général Chef d'Etat-Major de l'armée de terre.

Le bulletin no 1 qui a été diffusé en décembre 79, en 4000 exemplaires afin d'atteindre chaque unité élémentaire de l'armée de terre comporte trois parties :

Fascicule no 1 : Informations générales

Celles-ci recouvrent les informations de base sur les certificats militaires de langues indispensables à tout candidat ainsi qu'un bref exposé sur le Centre de Langues et Etudes Etrangères : ses missions, son organisation et ses moyens.

Fascicule no 2 : Informations en langues étrangères

Six sous-dossiers composent ce fascicule : un pour chacune des langues les plus étudiées dans l'armée de terre (allemand-anglais-arabe-espagnol-italien-russe).

Dans chaque sous-dossier le lecteur intéressé trouvera d'une part des conseils pour l'étude de la langue et d'autre part des textes originaux qu'il pourra "s'amuser" à traduire. Les annales des examens des années précédentes sont systématiquement incluses dans chaque sous-dossier, une traduction - exemple devant être proposée dans le Bulletin suivant.

Fascicule no 3 : Documentation et adresses utiles

Ce fascicule regroupe:

- le catalogue des productions du C.L.E.E.M. c'est à dire l'inventaire des textes écrits et enregistrés réalisés au Centre.
- la liste des méthodes de langue conseillées et employées par le C.L.E.E.M.
- une bibliographie donnant les titres d'ouvrages intéressants et les conditions de leur acquisition
- des adresses utiles (librairies -établissements cinématographiques - cours civils organisés)

- (1) Un exemplaire de ce bulletin sera remis à chaque délégué lors de la session du BILC 80

NATIONAL REPORT

DLIFLC - USA

It has been a challenging year for the DLIFLC since the 1979 BILC Conference. Faced with reductions in personnel staffing and funding and increased student enrollment, several actions have been necessary to improve organizational efficiency and re-establish priorities.

A minor reorganization currently being effected has consolidated the four language groups into three; placed all test development functions under the Directorate of Training Development; and combined the analysis functions of the Job Analysis and Standards Division with the design and development functions of the Course Development Division.

Another organizational change recommended by the report of the President's Commission for Foreign Languages and International Studies that has been approved is the establishment of an Office of the Academic Dean. The Dean will be the principal technical authority for the Defense Foreign Language Program and advise the Commandant on all academic matters.

During 1979, DLIFLC trained over 3500 students and we are experiencing an increase this year. The major languages continue to be Russian, German, Korean, Spanish, Arabic, Chinese-Mandarin, Czech, Polish, French and Italian. 92% of our students take these 10 languages. We are currently teaching 15 other languages for the remaining eight per cent.

The student load has been significantly increased principally as a result of phasing out those basic courses which stressed listening comprehension and placing all students in the four skill courses which are some 10 weeks longer in duration.

The training development effort has been reoriented and the limited capability available to support development of resident basic courses has been used to form basic course project teams for Russian, Arabic and Korean. Considerable progress has been made in writing these new courses. The new German basic course will be contracted and government furnished materials for the first two of sixteen modules are awaiting award of the contract. The Chinese-Mandarin Basic Course core materials have been under development by an interagency project in Washington, DC. This project will be completed this month and DLI will continue development of the specialized and adjunct materials that supplement this course. It is estimated that completion of this course will require from 12 to 18 months.

One of the key accomplishments which has allowed us to move forward with our resident Basic Course Development efforts was the publication of our Basic Course Design. This document outlines the general guidelines for development of the basic courses. A major characteristic is the use of situations as the prime vehicle for learning communicative skills. Additionally, functional/notional categories are used as means of linking the situation and topics to the grammatical presentations and the skill development exercises.

Training Development accomplishments in production of non-resident course materials include passing the halfway point in completion of the nine modules of the Spanish Refresher Maintenance Course, which will serve as the prototype for the family of refresher/maintenance courses to be developed. There exists, however, an immediate need for these courses in a number of languages. Yet, under our Training Development Five-Year Plan they will not be available for some time to come. To provide on a short term basis training materials for the interim period, we organized workshops using experienced military linguists and assembled from existing

materials exportable maintenance/refresher and improvement training packages in Russian, German, Korean, Chinese-Mandarin, Czech, Polish and Arabic Egyptian. These courses, called FLAMRIC, offer flexibility for self study or group study situations.

Substantial progress continues in the production of the Training Extension Courses (TEC). The Russian Training Extension Courses on Soviet Motorized Rifle Troops and Soviet Armor have been completed with the Soviet Artillery, Air Defense and Rear Services yet to be written. Similar courses on the Chinese, North Korean, East German, Czech and Mid-Eastern armies range from one-half to one-eighth completed.

Front End Analysis ranges from completed to just begun for the following projects: Panamanian and Continental Spanish Headstart Courses, French Headstart, Spanish Continuation Course and for the Polish and Czech Basic Courses.

Significant activities in the Directorate of Evaluation include test development, student attrition and external evaluation of graduates.

In the past year DLIFLC has completed Defense Language Proficiency Tests, Series II (DLPT II) in Chinese-Mandarin (using simplified characters) and Greek. DLPT II projects in German, Korean and French are currently under way and scheduled for completion within the coming year. In FY81 DLPT projects in Spanish, Czech and Persian are scheduled to begin. In addition to the above, DLIFLC developed, by contract, a Taped Oral Proficiency Test (TOPT) in Spanish, as a replacement for proficiency testing via interview. It was field tested and refined and is currently ready for field use. Additional TOPT are planned and one currently under way (Russian) will be completed in the coming year. These tests will be developed using all DLIFLC personnel and assets.

DLIFLC has traditionally experienced relatively high attrition rates (approximately 25% in FY79). These student losses are about evenly divided between academic failure (lack of aptitude or lack of effort) and administrative reasons (failure to adapt to the military service, medical, hardship and others). It is expected that the elimination of the aural (listening) comprehension courses combined with improved academic counselling and support for the student will mitigate this problem. Considerable analysis has been performed to determine course content and the period of training necessary to achieve the skill levels required for voice/intercept personnel. Based on detailed definition of terminal learning objectives and extensive field evaluations, it is evident that substantially more training is needed and, as a consequence, modifications to certain DLIFLC training programs are being planned.

A major goal at DLIFLC which we are working diligently to achieve is improvement in the quality of instruction. The program to accomplish this objective includes not only the redesign and development of resident courses referred to in the preceding discussion of our course development efforts, but as well the selection, training, retention and management of our faculty. The Primary Instructor concept which we have used for some years now is being replaced by a Team Teaching approach. This will improve teaching efficiency and effectiveness by permitting individual traits, talents and competencies of the faculty to balance one another to the benefit of all student sections. Faculty training and development programs have been redesigned and emphasis increased on successful completion of these courses. In addition, a series of interrelated initiatives

have been taken to attract and retain high quality instructors and improve employee morale. These initiatives include: new hiring standards that raise English proficiency requirements; new qualification standards; new performance standards and an increase in the number of full time permanent positions at the full performance GS-9 level.

Realization of this late initiative substantially reduces the large number of temporary employees, improving salaries, benefits and job security. The bringing to fruition of all of the initiatives of this program will have a major effect on improving the quality of instruction at DLIFLC.

NATIONAL REPORT

DLIELC - USA

The academic activities associated with the DOD English Language Program (DELP) are conducted within the Defense Language Institute English Language Center (DLIELC) by the personnel of the Academic Affairs Division. Both the resident and non-resident English language programs are supported by inhouse Curriculum Development efforts. The significant FY80 activities of each of these elements are described below.

RESIDENT TRAINING ACTIVITIES

1. The two large language training programs for Saudi Arabian Air Force and Navy basic recruits have been successfully completed. These programs commenced in 1974-75 were scheduled for completion in 1979-80. A total of approximately 2500 recruits received language training which included specialized language terminology. The majority of these individuals entered with virtually no proficiency in English; the end-of-course requirement was a 70 ECL.
2. The FY80 average in-training student load of approximately 500 trainees includes a significant increase in higher ranking officer and enlisted personnel. A significant number of **general** officers are currently attending DLIELC.
3. A five-week Language Structure Analysis Course began in December 1979. This course is for USAF personnel who have just completed basic military training and who are scheduled to enter DLIFLC for foreign language instruction. In addition to an over-view of English structure including terminology and analyses from several grammatical approaches, the students receive a week of cross-cultural lectures and discussions aimed at preparing them to accept more readily the cultural differences they will need to absorb while learning a second language. DLIELC staff who have extensive overseas experience conduct these sessions.
4. Continued emphasis has been given to cross-cultural training programs for the staff and faculty. The DLI Master Lecture Series continues to bring outstanding professionals from the academic community to DLIELC to conduct in-service training programs.

NONRESIDENT TRAINING ACTIVITIES

1. Only a small percentage of the foreign military trainees who receive technical training in the US attend DLIELC. Most of these trainees receive English language instructions at language training facilities conducted by their military services incountry. DLIELC continues to provide professional assistance and support to these ELTP. Currently, DLIELC has seven employees assigned overseas on permanent duty status in six different countries as English Language Specialists. Another seven are currently overseas on temporary duty status. DLIELC is preparing to deploy approximately 40 additional personnel overseas during the remainder of FY80. The majority of these will be classroom instructors.
2. The nonresident English language programs conducted by the services for US military personnel who have limited English proficiency have continued to expand.
3. DLIELC also exercises technical control over ELTP conducted within DOD for indigenous personnel employed by DOD elements at overseas locations. Several locations have requested technical assistance and materials during the past year.
4. DLIELC has continued to provide consultant services to the California State Department of Education in the conduct of an ELTP for the migrant student population attending middle and senior high schools in various parts of the state. The ELTP uses the American Language Course (ALC) materials. The results to date have been very good. Members of the state legislature have been promoting an expansion of this type of ELTP throughout the state based on the positive results achieved in thirty-five (35) programs.
5. Numerous other government and private agencies have contacted DLIELC for assistance in planning and conducting special ELTP. The Department of Labor has adopted the ALC for use in ELTP conducted at Job Corps Centers. DLIELC nonresident staff have conducted several seminars and workshops in support of these external interests.

CURRICULUM DEVELOPMENT ACTIVITIES

1. The major efforts of the curriculum writers continue to be the development of specialized technical language curriculum. As noted last year, the basic format design is a modular rather than a fixed course concept. Modules of instructional materials can be combined to provide greater flexibility in the curriculum and to cover more specialized areas. Common areas of technical language are easily incorporated. The updating and revision of the curriculum is expedited as a result of the modular curriculum format.

2. The elementary through advanced levels of the American Language Course are being re-written as part of a long-range development project. Currently, five of the first six volumes which comprise the elementary phase have been completed and are in various steps of preparation for field test use.

NATIONAL REPORT

USAREUR -- USA

1. Training:

a. Description:

USAREUR has, since 1972, engaged in an extensive Command Language Program to assist its soldiers and units in working more closely with the host nation populace and the NATO units. This language program includes Headstart and Gateway courses for all soldiers in the host nation language (German, Italian, French, Dutch, Greek and Turkish), special courses for Military Police and border guards and refresher/maintenance training for identified linguists (intelligence, Special Forces, and other selected personnel).

b. Objectives:

The purpose of the Command Language Program (CLP) is to enable the soldiers to communicate with the host nation populace. Specifically, one of the main objectives of the Headstart program is to improve host nation relations, and of the Gateway and special programs to enhance interoperability.

c. Current Status:

(1) All junior enlisted personnel (E-1 through E-6) participate in the 40 hour Headstart orientation programs (10 hours cultural orientation and 30 hours language training). Gateway, Phase I (40 hrs) is a requirement for officers (except commanders) and senior NCOs (E7 through E-9). Gateway, Phases I, II and III (120 hrs) is conducted for Brigade, Battalion and equivalent commanders. All soldiers and officers participate in these programs on a mandatory basis. Annual participation is approximately 80,000 in the Headstart program; 9,000 in Gateway, Phase I; 600 in Gateway, Phase II; and 450 in the Gateway, Phase III programs.

(2) Gateway to German, Phase IV (military terminology) program is available for selected tactical commanders, their unit officers and selected NCOs in their units. Similarly, a Gateway to German, Phase IV (special) program is available for border guards and Military Police personnel.

(3) A continuous effort at USAREUR is to offer refresher/maintenance training not only for military personnel in assignments with language requirements (ie intelligence) but for all identified linguists to maintain their proficiency. In Dec 79, there were approximately 12,000 such Army personnel in the European Theater.

2. Development of Instructional Materials:

a. A standardized end-of-course test, Form A (Examiner's Manual and Student Booklet) for the USAREUR German Headstart program has been developed and now is being field-tested.

b. A Glossary for the USAREUR German Headstart program has been completed. Glossary and a standardized end-of-course test for the German Gateway, Phase I program are under development.

c. Texts for USAREUR German Gateway, Phases II and III and Italian Gateway, Phase II programs are under revision.

d. Task analysis was conducted for the development of German Gateway (special) programs for US Army chaplains and combat engineers and it is expected that both programs will be available in CY 80.

e. The development of the French Gateway (special) program for personnel in communications/electronics has been completed and is now being field-tested.

f. Other developmental activities, projected for FY 80, include the completion of end-of-course test (Forms B & C) for the German Headstart program; end-of-course test (Form A) for German Gateway, Phases II and III; and German Gateway (special) program for customs police.

3. Other Activities:

a. USAREUR has developed a standardized appraisal system (field-test edition) to evaluate classroom performance of contract instructors teaching in the Command Language Program. It will be field-tested this year.

b. A standardized system to evaluate qualifications of prospective contract instructors in the CLP is under development.

c. In November 79, Mr Leslie Johnson, USAREUR Asst. CLP Coordinator, participated in the Language Training Seminar, conducted by the British Forces at Mulheim.

d. From 5 - 13 May 1980, Mr Dale Purtle, member of DLIFLC Language Training Detachment, is attending a seminar on teaching Russian at Beaconsfield.

STUDY GROUP REPORT

(Rapport du Groupe de travail A)

"Une conception sur l'élaboration d'un programme (curriculum/syllabus) en vue de suggérer une approche fonctionnelle/notionnelle de l'enseignement des langues dans le cadre de l'OTAN".

1. Après une première séance de recherche de la compréhension du sujet, le groupe s'est rendu compte et ce au fur et à mesure du déroulement de la conférence que les exposés lui apportaient des éléments constructifs, en particulier les résultats des recherches de Monsieur Michel Schwarz sur l'analyse des besoins langagiers, les exposés de Messieurs Crawford et Melady de la délégation canadienne, ainsi que le discours très fouillé de Monsieur JLM TRIM.

Nos conclusions générales vont vers un schéma comprenant trois phases successives.

a. La première phase comprend l'acquisition de connaissances générales de base.

b. La deuxième phase englobe les connaissances militaires générales élémentaires.

c. La troisième phase correspond aux connaissances militaires spécialisées.

2. a. Le premier objectif à atteindre dans cette première phase est de créer chez l'étudiant la confiance indispensable, condition sine qua non pour lui permettre de réussir ses études linguistiques jusqu'au but final qu'on lui a assigné. L'effort de l'enseignant doit porter sur la connaissance de la compréhension auditive. Des quatre habiletés, c'est celle de la compréhension auditive dans les situations les plus simples et les plus fréquentes de la vie quotidienne qui a été retenue.

Par la suite seulement viendra et ce au fur et à mesure des besoins exprimés par les élèves, l'injection d'explications grammaticales partielles et dans la mesure souhaitée. Une mise au point plus étoffée d'un élément grammatical n'est fournie que lorsqu'elle est réclamée spontanément par les élèves.

L'entraînement à l'expression orale peut alors être entrepris à condition d'être limité à un certain nombre de situations.

Référence: la liste de Munby, par exemple, de laquelle enseignant et élève pourraient de concert extraire une série de situations correspondant à leurs besoins propres. En d'autres termes, nous considérons qu'il faut atteindre le niveau contact 2/2/0/0.

b. Le deuxième objectif de cette première phase tend à conduire les élèves jusqu'au niveau 2/2/1/1.

3. a. La deuxième phase ambitionne l'acquisition de connaissances militaires générales et élémentaires par le biais de la terminologie courante de communication militaire orale et écrite et du jargon OTAN.

Ceci implique dans cette phase le sondage, ensuite l'analyse, des besoins langagiers pratiques et réels par des experts en sondage et en analyse des tâches avec l'aide de personnels ayant l'habitude de travailler dans le cadre de l'OTAN. Le syllabus se fait en conséquence et établit un lien étroit avec l'aptitude à communiquer acquise dans la 1^{ère} phase.

b. Un deuxième objectif est naturellement de perfectionner les quatre habiletés pour tendre vers le niveau fonctionnel 3 3 2 2, qui sera l'objectif final de la 3^{ème} phase. En ce qui concerne la partie spécialisée de la deuxième phase il faut des tests spécifiques contrôlant l'acquisition des connaissances.

4. a. Le but de la 3^{ème} phase est de donner aux membres de chaque catégorie un enseignement spécialisé correspondant à leurs propres besoins pour le travail auquel ils sont destinés. Ceci se fera en fonction du module suivant:

(1) L'analyse des besoins.

(exemple en référence : annexe 1)

(2) Des tests de rendement.

(3) Des programmes spécialisés.

(4) La poursuite du perfectionnement dans l'aptitude à communiquer.

b. A la fin de cette 3^{ème} phase les élèves doivent atteindre maintenant le niveau réel 3 3 2 2 en acquérant leurs compétences dans les domaines spéciales qui leur sont propres.

5. Pour conclure, il ne faut pas perdre de vue que la participation des élèves au cours de l'ensemble des phases doit rester une préoccupation permanente. Les programmes doivent par conséquent être ajustés pour s'adapter aux besoins nouveaux et changeants des élèves déjà en poste. L'utilisation d'un feedback permanent doit permettre de donner aux programmes un caractère qui n'est pas statique.

1. The following notes are intended to suggest the outline of one possible approach to a simple needs analysis.

2. The information required should be drawn from the best sources available by the best means available. For example, by means of a carefully designed and tested questionnaire; interviews with supervisors, colleagues, experienced incumbent; examination of working documents and job description; by making on the job recordings.

3. To keep the analysis within manageable proportions the three or four job activities that are most critical to successful accomplishment of the job (though these are not necessarily those that occupy most time) must be selected first.

4. Next for each activity, answers must be found for a series of questions. The four skills will normally have to be dealt with separately, though it will sometimes be possible to combine the listening and speaking skills. The analyst will decide which questions need asking and answering according to each different case. However, the most probable ones are listed below as a guide. The information thus obtained will lead towards probable language realizations.

a. LISTENING

medium (Eg face to face, telephone)
to whom (including accent, number, relationship)
situation (where, when, eg duty, fiscal office)
topic (this will later lead to lexis)
purpose (function eg to negotiate, to complain, to inform)
(tolerance) (degree of inaccuracy acceptable)
(register) (formal → informal)

b. SPEAKING

medium
to whom
situation
topic
purpose
tolerance

c. READING

medium (eg official documents/
newspaper)
situation
topic
purpose
tolerance

d. WRITING

medium (eg conference minutes,
thank-you letters)
situation
topic
purpose
tolerance
register

STUDY GROUP REPORT

(Syndicate B)

"The implications of the Functional/Notional Approach for Task Analysis and Testing within NATO."

1. The Study Group considered that the task fell naturally into 3 areas for consideration. It saw a need:
 - a. To agree a working definition of the functional/notional approach.
 - b. To consider the implication of a functional/notional approach upon task analysis.
 - c. To consider the implication of a functional/notional approach upon testing.

DEFINITION

2. After some discussion, which highlighted the variety of definitions of the Functional/Notional approach even among its proponents, the Group agreed to accept for practical purposes the Council of Europe 1975 publication on "The Threshold Level" and the 1978 "Munby Model" in his work "Communicative Syllabus Design" as illustrative of the Functional/Notional approach.

TASK ANALYSIS

3. The Group felt that the process of Task Analysis is in essence "Functional" and that the application of TA techniques to language naturally leads to a break-out of language functions. Therefore the functional/notional approach has not brought a fundamental change in principle to procedures which have been used by BILC members for more than 20 years.
4. The Group did agree however, subject to practicability and necessity, further refinement into functions and notions as currently defined could prove useful. But a need for such detail would have to exist.
5. The Group noted recent adjustments made in the Council of Europe, Threshold Approach as discussed by Mr Trim. It was relieved to find that he seemed to endorse tentative conclusions by the Group: that there is a need to be practical and pragmatic and to build-in early in any model the constraints of training and testing programmes. Naturally, as already stated, if resources so permit an initial Task Analysis of situations and language activities can be further refined on functional/notional lines.
6. Such an approach is currently being used by the Bundes sprachenamt with rapid, practical results. The Group noted that the German strategy has been to apply a functional/notional approach as a refinement after a breakout in more classical terms of language activity and situation. This approach has the added advantage of providing an immediate tie-in with STANAG 6001 and existing teaching and testing programmes.

TESTING

7. The Group had access to two tests recently devised on functional/notional lines.
 - a. A specimen Threshold Level Test from the Council of Europe.
 - b. A sample of an IELTS, (British Council test battery).

At Annex A is a brief description of tests.

8. The Study Group recognised the practical constraints which had affected the design of the Council of Europe test and recognised that both tests were designed for purposes and target populations very different to those applying to the BILC/NATO context. Any comparisons therefore between the tests themselves or the tests and BILC's needs would be involved.

9. Threshold Level Tests

a. There were initial reactions of disappointment at the techniques used in the test but the Group subsequently learned that a deliberate design feature of the test had been to use well-~~tried~~ formats.

b. The test does seem to highlight the problem of sampling (how to test adequately the broad span of functions and notions included in the Threshold level).

c. The test would seem likely to have a positive wash-back effect upon teaching in that, to meet the test requirements, instructors would need to teach communicatively.

d. The test seemed to indicate a growing emphasis on face-validity in contrast to reliability - a principal pre-occupation to date.

10. ELTS. This test is aimed at a more defined but still broad target population. Though the Group only had a sample of materials before it, it felt that the approach of screening in "General Language" in the receptive skills, followed by modular testing of specialist/study skills, could have relevance in the NATO context.

CONCLUSION

11. a. Task Analysis as applied to language already uses processes closely linked to a functional/notional approach.

b. A too slavish adherence to the functional/notional philosophy could be counter-productive. There is little point in spending time and effort in a breakout of minute points irrelevant to course or test writing.

c. Attempts have been made, albeit experimentally, to produce tests on Functional/Notional lines. The Group had insufficient time and materials to reach firm conclusions on the suitability of the functional/notional approach to testing in the BILC context.

d. The Group feels that any move towards the production of tests in functional/notional lines should be cautious in view of the current state of the art.

e. One possible method of introducing a functional/notional approach to both task analysis and testing would be to use it as a final refinement to identified language activities and situations.

f. It follows that the functional/notional approach will lead to refinement of rather than fundamental change to existing methods and materials.

12. RECOMMENDATION. The group recommends that BILC should continue to monitor developments in this field.

A SPECIMEN TEST FOR THRESHOLD LEVEL ENGLISH

MANUAL

1. Introduction. The first important point to make about this specimen test is that it is not the threshold level test. It represents only one of the many possible tests which could be developed to assess the extent to which students have attained the objectives set out in the threshold level described by Dr van Ek in his specification of 1975 - and the contents of this specification are in turn "but one variant of a threshold level equipment" (1). For a test to be effective and useful, we need to be as exact as possible about the aims of the students taking it and the purposes for which the results are to be used. We had the considerable advantage of a ready-made analysis of content in Dr van Ek's threshold level specification, but the development had to be carried through by trial and error because there were not many students following courses using threshold level specifications as a syllabus, the level represented by threshold level could not be defined because there was no standard to compare it with, and variations among students within the "tourist plus personal contacts" target group (2) could only be guessed at.

Yet some way of defining threshold level as a standard has to be found, partly to establish what students can achieve on the basis of the specification, and partly as an example of one possible element in the framework of a European system of language learning. The only practical way forward seemed to be to develop a test pragmatically over a period by trying out successive versions of a possible threshold level test, and improving it progressively by means of feedback from students and teachers who would be willing to experiment with it. In this way, over a period of nearly four years, the present specimen test has gone through five cycles of "tryout and revision, with the co-operation of students and teachers in five European countries.

The test is based on a sample of material from the threshold level specifications which is assessed by a variety of test types, with both material and test types justified by these fairly wide-scale trials. The eventual purpose of the specimen test is to describe the height of the threshold level. How we hope to achieve this aim is set out in paragraph 11 below.

(1) Van Ek, J A (1975) The Threshold Level, Council of Europe, page ii.

(2) op cit page 9.

2. Content. The content of this test is a sample of the situations (including topics), language activities, notions, functions and their verbal counterparts, the "language forms", as listed in the van Ek document. The last part of the speaking test may serve as an illustration of what this means. It includes, amongst others, the following elements:

the situation	:	Tourist Information Office
topic	:	entertainment (list of events), travel (public transport)
language activities	:	speaking and listening
notions	:	spatial relations (how to get there) temporal relations (which day of the week, etc), etc.
functions	:	- imparting and seeking factual information: asking (how much ...?), correcting (these are the wrong tickets ...), etc. - expressing moral attitudes: granting forgiveness (it doesn't matter, it's allright) - expressing and finding out intellectual attitudes: expressing disagreement (I'm sorry, but ...) - expressing and finding out emotional attitudes: expressing intention (I want to go to X).

The stimuli are such that it is possible for the candidate to answer without going outside the threshold level language forms.

Most of the words and structures used in the specimen test are to be found in the van Ek specification. The exceptions are mainly terms in the rubrics (instructions) which it was impossible to paraphrase without absurdity (eg "example").

Within the specimen test there are four sections, each relating primarily to one of the traditionally accepted skills: listening, reading, writing and speaking. The listening, reading and speaking sections could be further subdivided according to the different demands made on the candidate, but these sub-tests are not intended to be separate assessments, only various contributions to the assessment of the skill as a whole. The sub-tests are however listed separately in the table on the next page so that the pattern of the assessment is clear.

Tests: content & format

	content	format	time	ability measured
Listening	1 (all 3 listening tests recorded on tape cassette) conversation between man and woman on general topics	15 sections, + 1 multiple choice item on each section	13 mins	understanding conversation (as a necessary condition for joining in)
	2 directions to places on a map	writing figures 1-5 on map in test booklet, to show places indicated by directions given	3 mins	understanding spoken directions
	3 questions and answers on personal details (name, address, etc) for filling a form	writing in the test booklet the information given	2 1/2 mins	writing down information heard, including some spelled out
Reading	1 text of advertisement	passage + 5 multiple choice items	20 mins	understanding information read, including factual, persuasive and personal material
	2 text of leaflet	passage + 5 multiple choice items		
	3 part of letter	passage + 15 true/false items		
Writing	stimulus material provided as the basis for writing a letter	background information + 5 items to be conveyed in writing	20 mins	expressing specified information in writing
Speaking	(individual test) stimulus material (speech, pictures, written text) provided as the basis for taking part in a conversation	20 questions, then 5 items for role-playing	6 - 10 mins	expressing specified information and appropriate reactions in speech

ENGLISH LANGUAGE TESTING SERVICE: an outline description

This service has been devised to test the English proficiency of overseas students wishing to study or train in Britain. The conduct of the service is the joint responsibility of the British Council and the University of Cambridge Local Examinations Syndicate who have set up a Joint Management Committee to discharge their shared obligations. As the duties and responsibilities of the two bodies overlap, it is not possible to apportion discrete responsibilities but, broadly speaking, the Syndicate is concerned with the central administration and operation of the service, with the production and distribution of the test materials and instructions, with marking the tests where required and with monitoring the marking carried out in the testing centres. The Council's role is to design the service and to ensure that the tests produced implement the design features, to administer the test on-the-ground in the overseas representations, to design and try out new test elements, to liaise with overseas representations about professional testing and certain operational and financial procedures and to conduct negotiations with the ODA and other sponsoring international bodies.

The test is in two main sections: the General section which is not specific to any discipline but concerned with basic linguistic competence, the Modular section more closely related to the study needs of a number of disciplines as follows:

<u>Sub-test</u>	<u>Content</u>	<u>Type</u>	<u>Time</u>
General Test (G1)	Reading and Usage	Multiple-choice	40 minutes
General Test (G2)	Listening Comprehension	" "	30 minutes
Study Module (M1)	Study Skills	" "	55 minutes
Study Module (M2)	Written Presentation	Writing	40 minutes
Study Module (M3)	Oral Proficiency	Interview	10 minutes (approx)
			<hr/> 175 minutes <hr/>

The disciplines at present represented in the modular section of the test are Medicine, Technology, Physical Sciences, Life Sciences, and Social Studies, with a General Academic module to be used when none of the above-listed modules is judged appropriate. The modular tests are based on an appropriate Source Booklet which is part of the test package.

In various circumstances, differing patterns of sub-test will be taken but whatever the type of testee, the object of the testing is to match an accurate "Performance Profile" of the testee with a "Course Profile" indicating the language demands of the appropriate training course or attachment. In 1980 the test will be operated in over 40 British Council representations over the world. By 1981, it is expected that the Service will have been extended to cover virtually every country from which students come to Britain. The whole test package will consist of publicity material, guidance for candidates, instructions for test supervisors and markers, source booklets, answer sheets, marking templates, user's guide and, at a later date, a comprehensive handbook both describing and explaining the Testing Service.

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(March 1980)

STUDY GROUP REPORT

(Syndicate C)

"Individualisation and the Functional/ Notional Approach"

"Nihil novum Sub Sole"

1. Under the F/N approach the course designer reorders the conventional ingredients of language learning, which could be labelled : functions, notions, structures.
2. Formal grammatical structure is presented only in a communicative context. Courses (syllabi) are designed around a set of functional objectives, based on learner's needs. Thus, different/difficult/(grammatical) structures may be used early in the course/syllabus.
3. The following questions have still to be answered:
 - a. Is it possible to define the learner's needs?
 - b. Can situations(always) be contrived which reflect these needs?
 - c. Can all these needs be expressed in terms of notions and functions?
4. Parrot-like repetition of set phrases seems inadequate. An ability to adapt to circumstances, to use the language creatively, is fundamental. Therefore F/N principles are as well applicable in the realm of ESP as in the common core, which must underlie all specialised uses of language.
5. Frequency of occurrence and criticality should be the main criteria used in identifying the essential and desirable elements needed by the learner, but finite definition will never be possible.
6. It is almost impossible to establish watertight barriers between the four language skills, reading and writing often need to be introduced at an early stage.
7. The common core can be based on the three logical categories of the Ancient Greeks : Social communication (Aristotle), geographical orientation (Euclid), numerical orientation (Pythagoras). The main variable is in deciding how far to proceed in Social communication.
8. Phonological errors have to be corrected if they might risk a breakdown in communication; due weight has to be given to the findings of contrastive and error analysis.
9. Task analysis relies heavily upon statistical data. Introspection seems to be useful but unreliable, producing widely divergent responses.
10. If the learner sees that the Syllabus reflects his needs, his motivation will be enhanced.
11. Learners employ a variety of learning styles, even if their educational background and needs are homogeneous. A single syllabus can be presented in different ways to accommodate varying learning strategies.

12. The goal of individualization is to make all students achieve their objectives, which may not be done in group instruction only because of those individual differences (study habits, intellectual needs, etc).

13. The role of the teacher is therefore to be aware of individual differences, to identify them and to offer a method to facilitate the learning of the individuals.

14. The F/N syllabus is definitely advantageous to the degree that it makes more individualization possible (self pacing, specific objectives, appropriate learning strategies, communicative class-room techniques, individual motivation, etc).

STUDY GROUP REPORT

(Syndicate F)

"Strategies for the In-Service Training of Teachers in Military Language Schools towards the Adoption of the Functional/ Notional Approach"

The task given to our group was to discuss the formulation and implementation of strategies for the in-Service training of teachers towards the adoption of the functional/notional approach to language training.

After lengthy discussion, 2 basic premises were unanimously accepted:

a. That for a clear understanding of the objective, the phrase "functional/notional approach" should be replaced by the phrase "functional/notional techniques within a communicative approach". (This decision was endorsed by Miss G Sturtridge (Reading University), (one of the guest speakers on this subject at the beginning of the conference).

b. That the exclusive use of the functional/notional techniques is not acceptable. That being so, these techniques would have to be incorporated into other used and proven techniques, assuming always that a communicative capability is already present as far as the students are concerned. Therefore, the conventional teaching techniques inherent in syllabi based on grammatical structures and forms will be retained in part or in toto.

From this, it was reasoned that the objective is not so much to re-train the teacher as to familiarise him with these techniques; "familiarising" here means explaining the philosophy behind the techniques, the reason why specific training materials are so designed, the requirement to use the materials in a specific manner both in the teacher to student context and also in the student to student context where the teacher becomes primarily a facilitator.

The question of acceptance of these techniques by the teaching staff was then addressed, and it was agreed that towards this end, the teaching staff would have to be directly involved in the material production process and that they should be actively supported by senior staff during this phase. The reasoning behind this is, of course, that selling a new product is much easier if the user is implicated in the design process. The group does acknowledge, however, that there will be teachers who may never accept such a change in techniques and who may take covert action, even aggressive action, to undermine the success of such methodology. An experienced teacher who is incorrigibly inflexible or not well disposed towards such an innovation, can be a formidable student manipulator.

Furthermore it was agreed that distinctly individualised treatment must be applied to the design of the oral and aural portions of a language course to take into account the fact that what a student should be able to produce in the target language is usually of much narrower scope than what he must be able to receive and recognise in a communicative interchange.

Finally, it was recognised that, as an adjunct to the training or familiarisation of the teacher, the student must be fully briefed on any new techniques used. The group noted that many of the points which received detailed discussion were touched upon by Mr Melady in his presentation earlier in the week, thus highlighting that there is a measure of commonality in the recognition of the problems, in the approach to the solutions with respect to the strategies of teacher training, in the use of functional/notional techniques. And, to enlarge upon the caution that Mr Melady offered, we must take care not to assassinate the King simply in order to say 'The King is dead. Long live the King.' Past experience should have taught us the importance of avoiding such an error.

All of the above findings were discussed with Mr J L M Trim, the Director of the Centre for Information on Language Teaching and Research at the final meeting of our group and we were heartened to discover that he was in agreement with our views and clearly understood the problems we have outlined. Particularly with regard to the experienced teacher who feels his security threatened by the winds of change.