



Bureau for International  
Language Co-ordination

CONFERENCE  
REPORT  
1985

FLORENCE, ITALY

BILC SECRETARIAT

Bundessprachenamt  
D 5030 HÜRTH  
Federal Republic of Germany

SCUOLA DI GUERRA AEREA

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BILC 1985



FIRENZE 24-28 GIUGNO

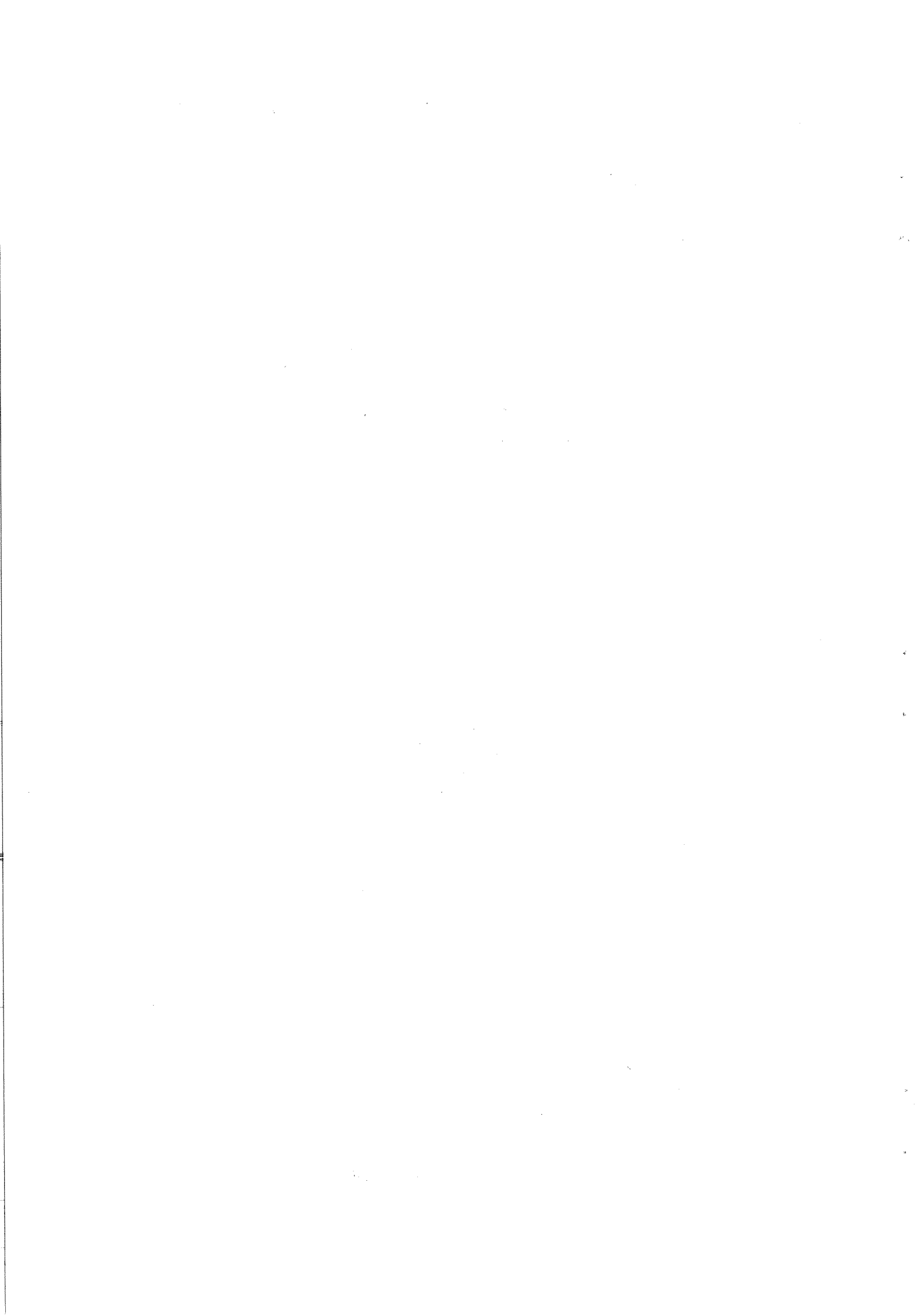


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PREFACE

Purpose of the Bureau for International Language Co-ordination (BILC)

1. The Bureau was formed in 1966 and has the following responsibilities:
  - a. The dissemination to participating countries of information on developments in the field of language training.
  - b. The convening of an annual conference of participating nations which reviews the work done in the co-ordination field and in the study of particular language topics.

In addition participating countries circulate through BILC, reports on projects and research into such matters as instructional techniques, testing and educational technology.

Membership

2. The founding members are France, Italy, the Federal Republic of Germany, the United Kingdom and the United States. Subsequently, the following joined:
  - 1967: Belgium, Canada and the Netherlands
  - 1975: SHAPE and IMS/NATO as non-voting members
  - 1978: Portugal
  - 1983: Turkey
  - 1984: Denmark and Greece
3. The Bureau does not seek to draw distinctions of membership but rather encourages the fullest participation by all. Some nations are able to participate more actively in Bureau affairs; others are kept informed by the Secretariat and where possible are represented at conferences by civilian observers or staff officers engaged in language training.

Organisation of the Bureau

4. The Bureau has a standing Secretariat, which until 1981 was provided by the staff of the UK Institute of Army Education. With effect from 1 January 1982 the responsibilities for the Secretariat were accepted by the Federal Republic of Germany and are carried out by the Bundessprachenamt (Federal Language Office), Hürth. Throughout the year, the Secretariat acts as a clearing house for communications between members of the Bureau. It also organizes the annual conference and produces the minutes of the conference and the annual conference report.
5. The Bureau also has a Steering Committee which meets at the end of each conference. This body is an executive committee comprising the delegates of the full member nations. It plans the activity for the following year and tasks the Secretariat.

### Association with NATO

6. Since 1978 BILC has been recognized by the Joint Services Subgroup - Euro-training / NATO training (JSSG-ET/NT) as a consultative and advisory body concerned with language training matters.

### Achievements

7. The interchange of information, ideas and particularly materials has proved extremely valuable to the staff of the various national establishments, as the following examples indicate:
  - a. Course materials in up to 37 languages have been made available by the USA.
  - b. France has made available military glossaries and dictionaries.
  - c. Canada has assisted with the materials for French and English courses and tests.
  - d. Germany has provided courses in several languages.
  - e. Portugal has produced a "survival" Portuguese self-study package for English, French and German speakers.
  - f. In addition, members have frequently exchanged materials of many types, including courses, military glossaries, papers on language training, reports on special projects, aptitude tests etc.
8. Between 1972 and 1974, BILC developed language proficiency levels for the four skills of Listening, Speaking, Reading and Writing. These levels were published as STANAG 6001 in October 1976 and are now in use throughout NATO where they have been assimilated into national language proficiency systems to facilitate job descriptions and the equating of member countries' own internal standards with NATO requirements and other nations' systems.
9. The subject of testing for these proficiency levels was examined in detail by BILC and it was concluded that NATO members should use national tests standardized in their own country and correlated with other tests in NATO use. The Canadian and US tests of English were formally identified to NATO as appropriate measures for use in relation to STANAG 6001. In 1982 Canada made these tests available to NATO members and Belgium, Denmark, Italy, Norway and Portugal have availed themselves of this material.

### Ongoing and Future Activities

10. Presently, four study groups are actively dealing with the following matters of interest to military language training:

- a. Aptitude

In 1983 the Steering Committee decided to launch a research project on improved identification of aptitude for foreign language training with a view to employing language training resources more effectively. The project is chaired by the Head of Language Training SHAPE and actively supported by Canada and the US. Phase I is scheduled to commence in Fall 85 and will consist of the administration of MLAT/DLAB to samples of specific student populations in Canada, France, Italy, the UK and the US.



b. Course Format

The aim of this study group, chaired by Germany, is to provide guidelines to members for the development of appropriate curricula for communicative, skill-oriented language courses conducted to meet the proficiency levels laid down in STANAG 6001. To date the elements of a system for developing course programs have been identified and BILC members will be requested to submit materials / ideas on these elements through the Secretariat to study group members in early 1986. This should enable the study group to develop a model BILC course format during the 1986 Conference.

c. Self-study

This study group, chaired by the US, aims to examine ways of self-study addressed at:

- beginners who require a "survival-level" knowledge of a foreign language in a civilian and/or military environment.
- advanced learners who are earmarked for assignments requiring the target language but are unable to attend formal courses before departing for their new duties.

To date members have been surveyed on the role of self-study in their language training system. In addition, Portugal has produced a self-study survival package "Portuguese" to be adopted for use by BILC members. Other BILC members are encouraged to produce similar packages for their official languages. In 1986 the study group also intends to deal with questions posed by the UK on self-study courses.

d. Course Design for Military Communication Skills

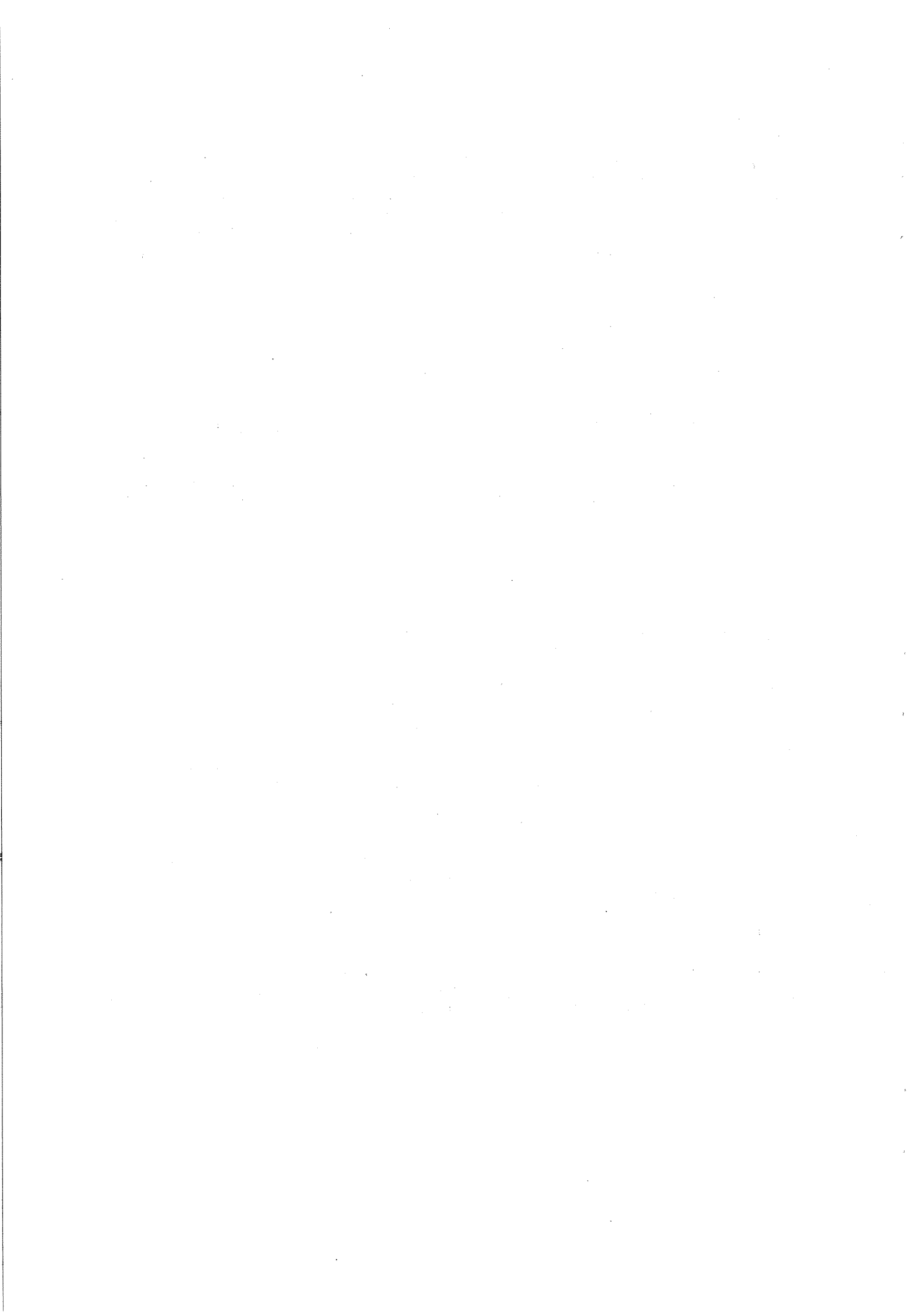
This new study group will first convene in 1986 and will examine the amount and type of specific military content in language courses as well as the methodology used to impart it. Canada will chair this study group and submit an initial study group outline by Fall 1985.

11. Provision of STANAG 6001 Compatible Tests

Canada, Germany, the UK and the US have agreed to provide samples of appropriate tests to Belgium, France, the Netherlands, Portugal and Turkey through the Secretariat by Fall 1985.

12. 1986 Conference

The 1986 theme is "strategies for attaining more effectiveness and cost-efficiency in military language training". While emphasis will be placed on educational technology, the four mentioned study groups will also continue.



PROGRAMME

BILC CONFERENCE 1985

Date	Time	Event	Remarks
23 June	From 12.00	Arrival and accomodation of delegates	
	19.00	Evening meal	
24 June	08.00	Breakfast	
	09.00	Opening Address: BRIGADIER G. SCARAFIA, deputy Commander "Scuola Guerra Aerea"	
	09.45	Administrative briefing, photograph	
	10.30	Coffee	
	11.15	Presentation of the Workshop Programme 1	By each workshop's coordinator
	12.15	Lunch	
	14.00	National Reports ITALY and UK	
	15.30 - 17.00	Workshop Session 2	
	19.00	Evening meal	
25 June	08.00	Breakfast	
	09.00	National Report Portugal	
	09.20	Italian National Authority Greetings	
	10.00	Coffee	
	10.30	Guest speaker	
	12.15	Lunch	
	14.00	Visit of Florence	
	19.00	Dinner	

26 June	08.00	Breakfast	
	09.00	National Reports USA and RFG	
	10.00	Workshop Session 3	
	10.45	Coffee	
	11.00	Workshop Session 4 Steering Committee Session 1	
	12.15	Lunch	
	14.00	Visit of Siena including dinner	
27 June	08.00	Breakfast	
	09.00	Workshop Session 5	
	10.30	Coffee	
	11.00	Workshop Session 6 Steering Committee Session 2	
	12.15	Lunch	
	14.00	National Report Canada and SHAPE Report	
	14.30 - 17.00	Workshop Session 7 Steering Committee Session 3	
20.00	BILC Dinner		
28 June	08.00	Breakfast	
	09.00	Workshop Reports	By each workshop's Chairman
	10.30	Coffee	
	11.00	Steering Committee Report	By Steering Commit- tee Chairman
	12.15	Lunch	
	14.00	Summing-up and final address of the conference President	
	14.30	Summing-up, open forum and closing remarks	

BILC CONFERENCE 1985

LIST OF PARTICIPANTS

CONFERENCE CHAIRMAN

Brigadier A. F. G. Scarafia (Gaetano)	Deputy Commander Scuola Guerra Aerea
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NATIONAL DELEGATIONS

BELGIUM

Head of Delegation	Commandant J. Tancré (Jacques)	Assistant, English Department
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CANADA

Head of Delegation	Colonel M. W. M. W. Drapeau (Michel)	Director Language Training - NDHQ
Members	Lieutenant Colonel P. D. Sharkey (Paul)	Senior Staff Officer, Individual Training, Air Command
	Dr. B. Rollason (Bryan)	Head of Program Evaluation and Research - Directorate of Language Training (DLT) - NDHQ
	Mr. J. J. Melady (Jim)	Senior Staff Officer Language Training, Canadian Forces Training System Headquarters (CFTSHQ)
	Mrs. J. Lefrançois (Jeanine)	Commission Fonction Publique du Canada - Division Enseignement des Langues, Directrice des Ser- vices d'Orientation

FRANCE

Head of Delegation	Colonel C. de Saint Julien (Christian)	Commandant de Centre de Langues et Etudes Etrangères Militaires (CLEEM), Paris
Member	Lieutenant Colonel B. F. Barré (Bernard)	Assistant au Centre de Langues et Etudes Etrangères Militaires (CLEEM), Paris

FEDERAL REPUBLIC OF GERMANY

Head of Delegation	Regierungsdirektor E. Leben (Erwin)	Deputy Head, Language Training and Language Services Section, MoD Bonn
Member	Mr. M. P. M. Schwarz, M. A. (Michel)	MatDevlpt Sectn: Principles of LngInstr and MatDevlpt Bundessprachenamt (BSprA)

GREECE

Head of Delegation	Lieutenant Colonel M. Papamichael (Michael)	Director of Studies Army Language School
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ITALY

Head of Delegation	Colonel F. Lenci (Federico)	Commandant, Airforce Foreign Language School
Members	Colonel G. Magaldi (Guglielmo)	Commandant, Army Foreign Language School
	Captain (Navy) F. Rollo (Francesco)	MoD - General Staff
	Lieutenant Colonel G. Bellillo (Gianmarco)	Air Force - General Staff Training Branch
	Lieutenant CDR G. Cottone (Gregorio)	MoD - General Staff Training Branch
	Lieutenant F. Crescenzi (Federico)	Navy General Staff Training Branch
	Captain (Air Force) S. Croce (Sabatino)	Teacher Air Force Foreign Language School
	Miss S. Murphy (Susan)	Teacher Army Foreign Language School
	Miss P. Watson (Penny)	Teacher Army Foreign Language School
	Miss A. Scordino (Anna M.)	Teacher Airforce Foreign Language School

NETHERLANDS

Head of Delegation	Major Drs. L. Noordsij (Leendert)	School Militaire Inlichtingendienst, Harderwijk
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PORTUGAL

Head of Delegation	Colonel E. Roque da Cunha (Eduardo)	General Staff - Armed Forces Language Teaching Coordinator
Member	Dr. R. M. S. Curica (Rui)	Air Force Academy of Portugal

TURKEY

Head of Delegation	1 <sup>o</sup> Lieutenant M. Samsunlu (Mustafâ)	Instructor, Armed Forces Intelligence and Language School
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UNITED KINGDOM

Head of Delegation	Lieutenant Colonel J. Macfarlane (John)	Commanding Officer, Defence School of Languages
Members	Commander A. York (Alan)	Assistant Director, Directorate of Naval Manning and Training (I)
	Squadron Leader J. M. Bishop (Max)	Directorate of Training (RAF) (Language Training)
	Mr. G. G. Worrall (George)	Language Adviser, Directorate of Army Education

UNITED STATES

Head of Delegation	Colonel D. A. McNerney (David)	Commandant, Defense Language Institute, Foreign Language Center (DLI FLC), Presidio of Monterey, California
Members	Dr. M. Herzog (Martha)	Chief, Tests and Standards Div. DLI FLC
	Dr. V. Ich (Vu)	Assistant Dean for Instruction DLI FLC
	Colonel J. M. Kilborn (John)	Commandant, Defense Language Institute, English Language Center (DLI ELC), Lackland
	Lieutenant Colonel R. Brace (Richard)	Dean of Academics (DLI ELC-LEA)
	Mr. G. Crawford (Gary)	Associate Dean, Foreign Service Institute, School of Languages, Arlington

SUPREME HEADQUARTERS ALLIED POWERS EUROPE (SHAPE)

Head of Delegation	Mr. D. Ellis (David)	Head, SHAPE Language Center (SLC)
Member	Mr. M. Aston (Michael)	Principal Teacher of English (SLC)

OBSERVER (SPAIN)

Head of Delegation	Colonel F. Fernández Rojo (Fidel)	Commandant, Escuela Conjunta de Idiomas de las Fuerzas Armadas (ECIFAS)
Member	Lieutenant Colonel L. Rafael (Lorenzo)	Head of group, (ECIFAS)

CHAIRMAN STEERING COMMITTEE 1985

Leitender Regierungsdirektor	J. Rohrer (Josef)	Head, Language Training, BSprA Chairman, BILC Secretariat
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BILC SECRETARIAT

Mr. H. Walinsky (Herbert)	BILC Secretary
Miss M. Hamacher (Monika)	Assistant BILC Secretary



Identifying and Controlling Major Parameters  
Governing the Duration of Military Language Training,  
Specifically: Aptitude, Self-Study, and Course Format.

Renzo Titone

The vastness and complexity of the subject indicated in the title of this paper compel me to make a very restricted choice of a few aspects that I deem more vital and pertinent with respect to the objectives of foreign language teaching in a modern perspective. I start from two basic assumptions: (1) The more significant contributions to rejuvenating the science of language teaching have recently come mainly from applied psycholinguistics, less from theoretical linguistics; (2) A central criterion of effectiveness in language teaching methodology is the characteristic of "intensiveness" in planning language courses.

Therefore, I think that I could concentrate my talk around two principal aspects: (1) Language teaching and applied psycholinguistics: research, strategies, and models; (2) A model of an intensive language teaching unit. Obviously, the theoretical premises of the first section of my paper will carry over into a suggested line of practice.

1. Language Teaching and Applied Psycholinguistics

Faced with a labyrinth of learner variables and a plethora of teaching methodologies to choose from, what criteria should guide the teacher in choosing teaching strategies? As I have argued on several occasions, a knowledge of psycholinguistic research and theory can be of great help in aiding the teacher to select an appropriate teaching strategy. But, what aspects of psycholinguistic theory and research are relevant to language teaching? The answer to this question is both simple and complicated. It is simple because the research into the psychology of language learning has discovered some constants which can definitely aid the teacher in choosing teaching strategy. On the other hand, it is complicated because no one can ever be sure what will happen when the theoretical models and research findings are translated into teaching strategies. This does not mean that the teacher should give up hope and return to a prescientific era of teaching. On the contrary, he should test and evaluate certain psycholinguistically-based teaching strategies by himself. In this way he can also contribute the elaboration, refinement or even abandonment of these strategies. In this sense, the teacher is the only true "applied psycholinguist".

1.1 The Relevance of Psycholinguistic Research

As mentioned at the outset, the field of psycholinguistics has made many significant contributions to our understanding of how languages work and are learned. Many of these have simply added to the storehouse of knowledge on the language phenomenon. Others have some important implications when expressed in pedagogical terms. I will now outline some of the more salient implications that I think merit the attention of teachers. Many more can of course be gleaned from the experimental literature:

- (1) Language is systematic and patterned, and can be described in terms of rules. The teacher can take advantage of this fact by preparing appropriate descriptive statements for the cultivation of cognitive control in older learners.
- (2) The knowledge of one's native language can facilitate the learning of a second language. The comparative statements a teacher can make be-

tween  $L_1$  and  $L_2$  can serve many useful purposes.

- (3) Since interlinguistic and intralinguistic error-producing mechanisms characterize  $L_2$  learning, the teacher should be prepared to tolerate many errors and to provide appropriate emendatory strategies.
- (4) The behaviorists have shown that some conditioning is involved in language learning, especially in the development of perceptual and motor skills. The teacher should thus use some instrumental learning techniques for some aspects of the learning process.
- (5) Cognitive psycholinguists have demonstrated quite convincingly that, for the long term, learning must be meaningful. The teacher should thus always make sure that the learning activities he employs are meaningful.
- (6) Language is communication. Teachers should always make sure that the language is used in communicative settings. The study of language as an abstract mathematical system is for advanced theoretical linguistics, not for the language classroom.
- (7) Certain neurological factors dictate that language teaching should be in line with the age of the learner. Spontaneous learning is best suited for children, whereas some formal training may prove indispensable for older learners with a formal educational background.
- (8) The context of learning is also an important factor. If, as the behaviorists claim, the environment is a contributing factor to the learning process, then the teacher should always be sure to provide a stimulating learning environment.
- (9) The learner's personality (language aptitude, learning style, motivation, etc.) is a pivotal cog in the learning process. A teacher should always make an effort to know his students.
- (10) Perhaps the most important implication is that a theory is worthless until it has been shown to be valid by experimentation. The teacher should test and validate any teaching procedure, and make any necessary change in line with the findings of his experimentation.

## 1.2 Language Curricula

Given the knowledge that a teacher may have garnered from a pedagogical consideration of the implications of psycholinguistic research, how does it affect the programming of language instruction? Although it is beyond the scope of this section to deal with practical matters of curriculum planning, I will discuss briefly how a knowledge of applied psycholinguistics can help in the preparation of language curricula.

Basically, a language curriculum must state clearly what its goals and objectives are and how to go about achieving them. Clearly, the goals of a group of learners interested in becoming interpreters are vastly different from those of the tourist. The teacher should therefore identify the motivational variables of a specific learning group. Once this has been done, he can then proceed to state specific linguistic learning objectives. It is in this area that a consultation of the psycholinguistic literature can be of great help. For example, the research on language learning shows quite clearly that comprehension is always superior to production. Thus, a program should provide for the achievement of more complex receptive skills during the initial stages. Moreover, the research shows that language learning is a "holistic" process rather than a piecemeal one. Pedagogically, this means

that the student should be exposed to the whole language from the very beginning, not only to bits and pieces of it which are fused together into wholes only at later stages. This does not mean that there should be no sequencing in language curricula. It simply means that those structures which must precede others should always be contextualized in broad linguistic frameworks.

As for the choice of pedagogical materials and exercise activities, research into the psychology of language learning has provided us with some important findings:

- (1) Certain aspects of the learning process are instrumental in nature. Thus, the teacher may wish to use repetition and pattern drills for pronunciation and morphological features.
- (2) Since learning must always be meaningful, the teacher should make use of situational exercises which relate to the students' everyday life. In this way, the communicative experiences can be more easily stored for future retrieval.
- (3) The teaching materials should reflect personality variables. Clearly, a textbook which emphasizes, say, grammatical formalisms is of no use to a student whose interest in learning a language is to identify himself with a different culture.

### 1.3 Teaching Models

It has been frequently emphasized that language teachers can profit from a consideration of language learning variables. This view is based on four assumptions:

- (1) A theory of language learning can provide the teacher with an understanding of what language learning is and, as a corollary, what language teaching is. Even though there is no one view of language learning, the teacher can make use of those findings which are deemed relevant to a specific environment.
- (2) A knowledge of first language acquisition provides the teacher with insights into the general learning of languages and can be of help in determining what the L<sub>2</sub> learner already knows. A knowledge of the psychological mechanisms involved in L<sub>2</sub> learning is of obvious practical value.
- (3) Language learning is a special case of human learning, and therefore psychological learning theories are germane to the understanding of the language learning process.
- (4) A theory of instruction is, therefore, derivable from a general view of language learning. As Bruner (1970: 112 - 113) states: "One might ask why a theory of instruction is needed, since psychology already contains theories of learning and of development. But theories of learning and of development are descriptive rather than prescriptive. They tell us what happened after the fact: for example, that most children of 6 do not yet possess the notion of reversibility. A theory of instruction, on the other hand, might attempt to set forth the best means of leading the child towards the notion of reversibility. A theory of instruction, in short, is concerned with how best to learn what one wishes to teach, with improving, rather than describing learning."

As Stern (1978) points out, language teaching models have tended to be of four types:

- (1) Application Models. These are the models which apply the findings of linguistics and psycholinguistics directly to language teaching. Such models have become shaky for two main reasons: "teachers found that linguists and psychologists changed their views and came forward with conflicting recommendations"; and "teachers often did not like what educational researchers found out" (1978:681).
- (2) Separation or Hands-Off Models. These models stress the liberation of the teacher from a dependence on linguistic and psycholinguistic research. But, as Stern emphasizes: "Even if research does not provide definitive solutions to all our problems it may still produce some findings of interest and value to language teaching. Moreover, researchers and teachers live in the same intellectual climate: if they speak a common 'language' they can share and exchange thoughts and experiences and jointly tackle the problems to which they seek a solution" (1978:682).
- (3) Resource Models. These models view linguistic and psycholinguistic research as a resource on which teachers can draw. As Stern puts it: "This model, then, assigns to the practitioner the active role of selecting from the offerings of research and language sciences those theories, concepts, information or research findings that he finds useful" (1978:683). However, these models put too much of a burden on the language teacher. In order to develop his own applications the teacher must know the right questions to ask, where to find all the available information, etc. And it assigns no responsibility on the linguist or psycholinguist.
- (4) Common-Ground or Convergent Models. These models combine the features of the three described above. In Stern's words: "According to this model, then, the ideal form of interaction between researchers and practitioners is one in which they face each other on equal terms and work together on a basis of mutual understanding and respect. The researcher who wants to influence practice must know not only his discipline but he must acquire an understanding of language pedagogy and of the conditions and constraints of language teaching. The practitioner, for his part, needs more than his craft; he also needs an understanding of language sciences and language research - at least to the extent that he can identify questions and problems and that he knows where to go for information" (1978:684).

Clearly, it is within the perimeter of a convergent model that we view the interaction between theory and practice. Ideally, the language teacher should be engaged in both research and practice.

Before leaving the topic of instructional models, I will describe a recent view of language teaching that summarizes very elegantly what I have attempted to show in this section. According to Allen (1980), an instructional model should contain three basic components:

- (1) Structural. The focus here is on the formal features of language. The curriculum, at this level, should stress structural control and practice. Materials should be designed to facilitate the learning and control of structure.
- (2) Functional or Rhetorical. The focus here is on discourse features. At this level, the curriculum should stress communicative teaching. Materials should therefore be medium and message oriented; and the practice should be mainly of a discourse nature.

- (3) Experimental or Instrumental. The focus here is on language use. The teaching techniques should stress situational or topical control, authentic language and free practice.

By including all three components, the main dimensions of language (form, communication, use) will constitute the nucleus of an instructional strategy and technology (see Fig. 1).

Level 1		
<u>Structural</u>	<u>Rhetorical</u>	<u>Instrumental</u>
Focus on formal features	Focus on discourse features	Focus on language use
(a) Structural control	(a) Discourse control	(a) Situational or topical control
(b) Materials simplified structurally	(b) Materials simplified functionally	(b) Authentic language
(c) Mainly structural practice	(c) Mainly discourse practice	(c) Free practice

Fig. 1 - Allen's (1980) Model of Language Instruction

To this model I would add an egodynamic component: i. e., the student's personality should govern the specific types of structural, rhetorical strategies employed in the teaching process (TITONE 1973).

## 2. A "Modular Model" of an Intensive Language Teaching Unit

### 2.1 Why Intensive Learning?

Language learning is basically a two-stage of two-layer process: the ground-floor is the acquisition of the mechanics of verbal comprehension and production in terms of neuro-psychological conditioning and cortical connecting; the upper floor appears to be the realm of conscious control and cognitive processing. The first stage is a prerequisite for the complete construction of verbal behavior, although it does not constitute the whole of it as language consciousness represents the distinguishing mark of human communication. Consequently all language teaching strategies must take their start from neuro-psychological premises and develop skill fluency (automatic performance): their base is habit formation which demands intensive, intentional, and motivated repetition. Repetition, concentrated into fast time blocks, is the basis of the "intensive method": it works with a twofold role, namely smoothing out neural frictions and clarifying task comprehension. Repetition is effective only insofar as it is adequately fed by motivation and comprehension.

The answer to my preliminary question is then unavoidable: only intensive teaching procedures can effect language learning at the elementary, or basic,

level. The problem that remains open to discussion is: what instructional model can be considered to meet certain basic requirements of the intensive method? Following is a proposal stemming from an integrated psychology of human learning and resulting in a "modular" type of strategy where the "modules" are essential steps of the learning process.

## 2.2 The concept of "modular teaching".

We can define "modular teaching" as any instructional process characterized by cyclical reversibility [ cf. Pask's "adaptive teaching" model, (Pask 1964), and Stolurow's "idiomorphic programming", (Stolurow 1956) ] and spiral development.

- (a) Teaching is modular when it is characterized by reversibility and interchangeability of instructional phases. This means that the position of each phase unit can be changed or reversed starting from any one according to particular needs. If, in other words, the initial language portion is already mastered, the teacher may either pass to control or to reinforcement. Furthermore it may be useful or necessary to go back and forth along the basic instructional phases (see § 2.3) in order to clarify, reorganize, strengthen, and expand the essential constituents of language competence.
- (b) Teaching is modular if instructional roles are reversible. The teacher offers initial stimulation to the learner's responsiveness; but he becomes, in turn, a respondent by eventually taking the role of the learner, and so on. Both the teacher and the student are alternately stimulators and reactors.
- (c) Teaching is modular if each phase unit is co-present while the others are being developed. Obviously, while e. g. the initiating unit is being fully developed, the others are involved to a minor or varying degree only. Development of each phase takes place in a spiral manner and is virtually endless ("open-ended learning").
- (d) The cyclical nature of modular teaching is an overall characteristic of this process in as much as phases and roles are not linearly juxtaposed one onto the other but unfold one out of the other like some sort of biological generation. Each phase unit is more like a germinal molecule pushing toward greater development ("cyclical/spiral process"); it is not like a fenced-up monad or a completely self-contained unit. Learning is, therefore, a developmental process working through differentiation and integration; it is in a profound sense a biological continuum; it is not an accumulation of disjointed building blocks.

## 2.3 An Integrated Model of the Learning Cycle.

Language learning is a process of assimilation which tends to incorporate a language behavioral system into the learner's personality. This assimilation process can be described as a series of phases or learning units, each constituted by a set of well-defined activities aiming at the fixation of specific verbal habits or rules. Since such units necessarily include rather large portions of content and usually extend over sufficiently long periods of time, we can name them LEARNING CYCLES.

Which are the basic L-CYCLES within a language learning program? There is no a priori criterion for defining the boundaries of such large units: their number and extension depend on the structure of subject-matter, on the level of learning, on the student's ability and rhythm, etc. For instance, learning the entire system of the vowel phonemes of the English language may con-

stitute a significant CYCLE, especially if such phonemes are to be learned not in isolation but within living language structures and real communications.

On the contrary, we can define the essential steps constituting each CYCLE. These steps are suggested by an integrated psychology of learning, and they may be named MICROCYCLES. They are defined by significant specific activities of learning, and can, by and large, be reduced to three: COGNITION / PRACTICE / CONTROL.

Comprehending the nature of a task is the initial (inchoative) step of any type of learning (cognition); reinforcing the execution or performance of the task by systematic practice is a step leading to "unconscious" assimilation; while proper feed-back or control of each operation leads to conscious internalization of skills and final competence. It must be noticed that MOTIVATION is not absent from this scheme; on the contrary motivational factors play a constant, though sometimes latent, role throughout the whole process; cognitive operations, "exercises and drills, proprioceptive controls are all influenced by needs, drives, interests, affective states, attitudes, in short by the ego's dynamics (Titone, 1973).

We may now try to explain the meaning and significance of each MICRO-CYCLE.

#### 2.4 Teaching-Learning Steps (MICROMATHEMES)

Perception and cognition of discourse units (inclusive of phonology, morphology, syntax, lexicon, etc.) are elements of INCHOATION. This consists of mainly three microphases, viz.:

- (1) GLOBAL PERCEPTION of a relatively large portion of language discourse which might be represented in the forms of a DIALOGUE, of a NARRATIVE, or of a DESCRIPTION. The choice of either one of these forms depends on the type of language to be learned and/or the level of learning of the students concerned. A Dialogue implies a more immediate and lively sort of interaction, and can be made the support of syntactic structures. A simple Description portrays still objects (space dimension), and can become the basis for vocabulary learning. A Narrative describes people in action (time dimension), and can become the matrix for vocabulary and syntax, together.
- (2) OPERATIONAL ANALYSIS aiming at the active understanding of specific segments of the proposed language unit by means of systematic exploitation of particular lexical and grammatical patterns consists primarily of comprehension exercises.
- (3) OPERATIONAL SYNTHESIS is intended for the reconstruction of a complete discourse unit based on the initial sample (Dialogue / Description / Narrative). It aims therefore at the re-integration of all significant language elements into the dynamic unit of speech and consequently into meaningful language behavior. It is a basic step towards the construction of communicative competence.

The first phase represents some kind of surface learning, let us say, metaphorically, something like a first coat of paint. The next phase, therefore, must aim at strengthening initial learning so as to produce real assimilation. The second then is REINFORCEMENT, where the term 'reinforcement' is taken in its largest sense to indicate stable operational organization brought about by increased motivation and repeated use. PRACTICE (exercises, tasks, drills) is therefore the key-word in this context. Evidently practice does not mean mere repetition of the

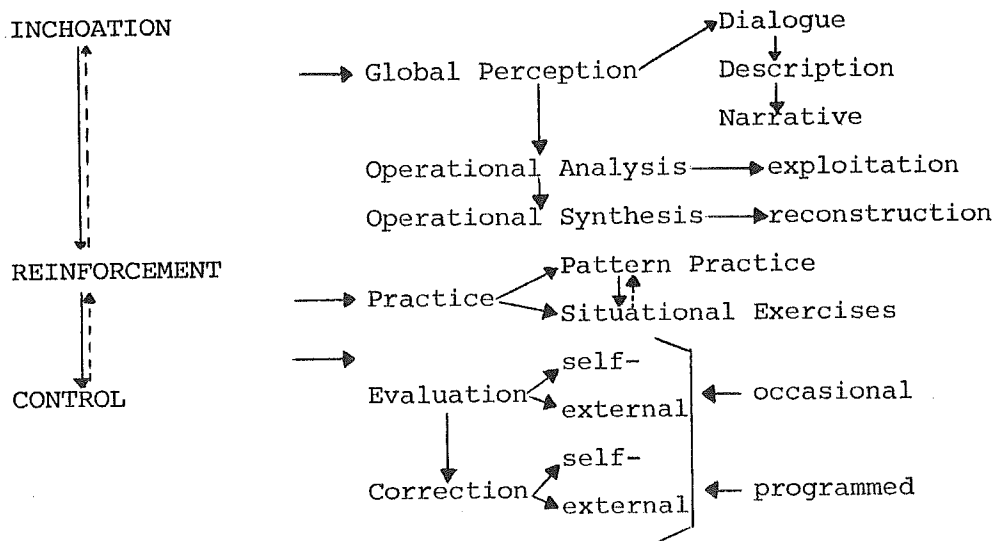
same items but intensive and extensive manipulation of language wholes as well as of single items in meaningful contexts and true-to-life situations.

Pattern Drills are one elementary form of segmented practice and they aim essentially at refining the mechanical elements of language skills. But, over and above pattern practice, language learning requires the immersion of the learner in meaningful situations of verbal communication (contextualization) through such attempts at spontaneous verbalization as are the commonly called Situational Exercises (dramatization, guided and free conversation, expansion of dialogues, group discussions, etc.).

Throughout both the INCHOATION and the REINFORCEMENT phases control or linguistic feed-back is constantly exercised by the teacher and the student in as much as human learning is self regulatory by nature. But a maximum of consciousness is and must be attained at a certain point in the process by providing for explicit and systematic CONTROL. Conscious control can be exercised first through EVALUATION (whether externally produced by the teacher or by some programmed device, or in later stages by the student himself) and CORRECTION (external and self-correction). Both Evaluation and Correction can be occasional, as certain needs arise, or programmed (inserted in some definite steps of the instructional process and material).

The whole series of phases and steps can be outlined as follows (the outlined sequence can become the base for a general "teaching algorithm"):

Figure 2  
THE MODULAR MODEL



The sequential order of the three MICRO-CYCLES is not as invariable as it might appear from the foregoing outline. Although from a formal point of view - that is from the viewpoint of abstract consideration of process sequentiality - the development of learning would proceed from inchoation through reinforcement to control, in actual fact the order may change due to various instructional conditions. This remark is linked with what was said initially with regard to the nature of the modular model as implying reversibility.



## 2.4 Modular Teaching for Intensive Learning.

Intensive learning as applied to language courses is usually understood as a form of massive practice, with a minimum of theoretical instruction, within short periods of time (say, six or nine months). All intensive methods require a high degree of linguistic aptitude in the learner, a reduction of the language to basic forms and functions, and sufficient time for practice. Intensiveness cannot do away with the element of time, but it implies rather "more time in less time", other words, a concentration of instruction into shorter periods characterized by frequent contact with and manipulation of the language.

It is usually granted that a semi-intensive course would consist of at least nine hours per week, while moderately intensive courses should comprehend at least 20 hours per week, that is four hours a day for five days. One-fourth of the time only should be devoted to formal instruction, while the rest should be used entirely for systematic practice in classroom and laboratory. Super-intensive courses can cover as many as seven/nine hours per day and imply extra-classroom activities carried on in the foreign language (Total-Immersion).

How does the Modular Model provide for intensive teaching? The Modular Model can and does intensify learning by ensuring:

- (a) "cyclical reversibility"; that is the application of the three essential phases (MICROCYCLES) at the right moment as required by the state of the learner;
- (b) "spiral development"; namely building up cumulative systems of verbal habits which will be adequately controlled consciously into more and more refined forms of linguistic competence;
- (c) "concentrated programming"; that is, massive instruction in very frequent time blocks;
- (d) "systematization of contact sequences" with the foreign language so as to guarantee for maximum economy of effort and time.

The total time foreseen for such an instructional program would be about 30 hours per week (5 hours for six days), of which 6 hours (one per day) would be given to instructional guidance and the remaining 24 to the four basic phases of:

- (1) situational-functional framing (introducing language items according to the functions needed in particular communication situations);
- (2) pattern drilling (to strengthen automatic production and comprehension);
- (3) situational reinforcement (repeated use of patterns and forms according to varied situational needs);
- (4) functional feed-back (awareness of correspondence between forms and functions).

In other words teacher operations would be:

- (1) EXPLAIN → (2) DRILL → (3) ACT OUT → (4) EXPLAIN.

It is possible that a Modular Model of language teaching is capable of furnishing extensive articulation and at the same time a high degree of intensiveness in language teaching and learning. Its integrative character and its flexibility seem to guarantee maximum effectiveness, as its application in various school programs has proved (in Italian and Yugoslavian language schools). Moreover, this model can be fruitfully applied whenever technological aids (A-V techniques, closed-circuit TV, language laboratories, programmed instruction, etc.) are introduced into teaching. And finally, as several research projects tend to show, this operational model can usefully implement both elementary foreign language programs and advanced instruction in the foreign language (TITONE, 1980).

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NATIONAL REPORT - CANADA

PART I

Introduction

1. Ladies and gentlemen, good afternoon. First, I would like to say that it is a pleasure for me as head of the Canadian delegation, to present my first Canadian National Report.
2. Au cours de l'année dernière, des changements très importants sont survenus au chapitre de l'enseignement de la langue seconde aux militaires, au Canada. Ces changements s'inscrivent dans le cadre du programme militaire d'amélioration de l'enseignement des langues (PMAEL) qui a été présenté dans le Rapport National du Canada de 1984. Aujourd'hui, j'aimerais vous mettre au fait des grandes lignes de la mise en application du PMAEL.

PART II

Nouveaux Concepts

3. Le changement de politique le plus important est sans contredit l'introduction de nouveaux concepts dans l'enseignement de la langue seconde aux officiers et aux non-officiers.

Officer SLT Concept

4. For officers the new concept is as follows:

Bilingualism becomes an integral element of officership and that the purpose of SLT is to achieve a bilingual officer corps.

5. The concept will have the following impact on second language training for officers:
  - a. All new entry officers will be given a six month intensive SLT course at St-Jean (our main language training facility), after their basic officer training course. This will be followed within the next few years by necessary block courses, to achieve the full functional level;
  - b. We will continue, and even place more emphasis, on our current language training programs at military colleges, and for generals and colonels; and
  - c. In the long term, and certainly until the new generation of bilingual officers attain senior rank status, we also recognize the need to train serving officers, in order to man those bilingual positions which will be determined as having priority.

Other Ranks SLT Concept

6. We are taking a pragmatic approach to the production of bilingual other ranks, and the aim of language training for other ranks is as shown here:

To ensure that there are sufficient bilingual other ranks available to man each other rank position requiring a bilingual incumbent with someone of an appropriate rank, trade qualifications and language profile.

7. The approach is based on the division of trades into four groups. (A detailed listing of these groups is attached as Annex A.)

Current recruiting and employment practices enable us to meet the bilingual requirement for trades in groups I and II. In group III trades, 40 % of anglophone recruits entering these trades will require French language training. In group IV trades all anglophones entering will undertake French language training.

#### Credit de Connaissances Linguistiques (CCL)

8. Le mécanisme de contrôle central de notre approche pour ce qui est de l'enseignement d'une langue seconde est le crédit de connaissances linguistiques (CCL). Ce système renforcera le facteur dominant de la responsabilité face à l'enseignement d'une langue seconde et sera établi comme suit:

Le CCL est établi suivant l'évaluation des aptitudes linguistiques initiales et de la compréhension auditive d'un candidat, et sert à déterminer le nombre d'heures nécessaires pour qu'il atteigne la norme de connaissances linguistiques requise.

Ainsi, suivant ses aptitudes, un candidat se verra allouer un nombre d'heures précis pour sa formation linguistique. L'introduction du CCL signifie en pratique que les Forces Canadiennes acceptent leur part de responsabilités pour favoriser le bilinguisme chez elles en allouant à chaque militaire le nombre d'heures de cours voulues pour lui permettre d'atteindre le niveau fonctionnel de bilinguisme dès le début de sa carrière.

#### Cours de Langues

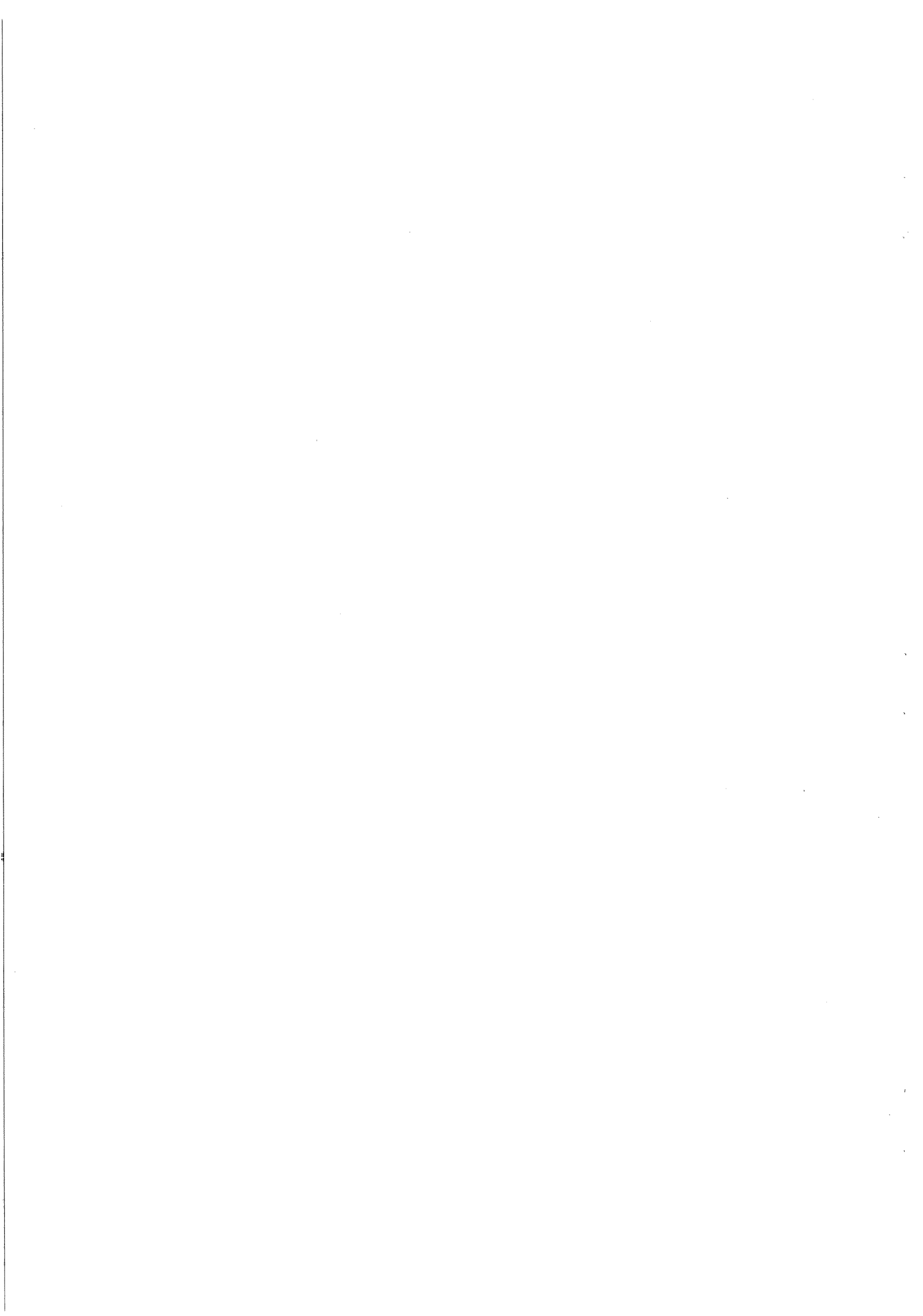
9. Des changements de politique modifieront de toute évidence la façon dont les cours de langues seront offerts dans les Forces Canadiennes. A l'annexe B vous voyez comment les cours de langues seront présentés au cours des prochaines années; permettez-moi d'attirer votre attention sur quelques données importantes. Pour l'AF 1985 - 1986, 1,600 militaires suivront les cours de français langue seconde. Dans la nouvelle optique, le programme devrait être intitulé: "Le plus tôt possible et le plus jeune, meilleur c'est". Le nombre de militaires qui suivront des cours de français langue seconde s'élèvera à 2 200 pour l'AF 1986 - 1987 et atteindra un plateau de 2,500 au cours de l'AF 1987 - 1988. Les cours d'anglais connaîtront également une augmentation; en effet, le nombre de militaires inscrits passera de 1,200 à 1,600 d'ici l'AF 1987 - 1988.

10. Comme vous devez bien vous en douter, le programme d'enseignement des langues secondes a des repercussions sur de nombreux autres domaines d'activités des Forces Canadiennes et vous en aurez quelques exemples sur la prochaine diapositive. Bien que le détail n'entre pas dans le cadre de cette présentation, je peux vous dire que le personnel de la DEL a travaillé de pair avec d'autres commandements opérationnels et du QGDN afin d'arriver à des solutions pour respecter notre date cible, soit avril 1986.

Finalement, nous avons mis au point un programme détaillé de communication et d'information en vue de "vendre" les nouveaux concepts relatifs à l'enseignement des langues dans les Forces Canadiennes. Bien que cela ne se soit pas encore "concrétisé", l'approbation que nous avons reçue récemment des hauts fonctionnaires, notamment le CED, porte à croire que nous nous engageons dans la bonne direction, et que l'enseignement des langues dans les Forces Canadiennes entre dans une nouvelle ère plus productive.

AS AT 18 JUN 85

GROUP I	GROUP II	GROUP III	GROUP IV
141 TOPO SVYR	011 CRMN	041 FD ENGR	131 SAR TECH
151 MAP REPRO TECH	021 ARTYMN	052 LMN	541 PHT TECH
162 AIR T CON A	031 INFMN	171 AD TECH	711 MED A
273 NAC OP	065 NW TECH	212 TEL OP	713 OP RM A
274 NRAD OP	081 AES OP	213 COMM OP	714 MLAB TECH
275 NCI OP	091 FLT ENG	224 COMM TECH	715 X TECH
276 NES OP	111 INT OP	631 CEP TECH	716 PMED TECH
291 COM RSCH	121 MET TECH	651 FIREFTR	722 DENT CL A
312 MAR ENG MECH	161 AIR T CON	841 FIN CLK	725 DENT HYGST
313 MAR ENG TECH	181 BOSN	911 SUP TECH	811 MP
332 MAR EL	191 OCEAN UP	921 AMMO TECH	831 ADM CLK
341 CL DIV	211 RAD OP	933 TFC TECH	851 PERI
342 CL DIV TECH	221 RAD TECH	935 MSE OP	862 STWD
431 EL M TECH	222 TE TECH		881 POST CLK
513 AVN TECH	223 TEL TECH		
523 RS TECH	231 RDR TECH		
525 AVS TECH	262 NAV SIG		
717 AERO MED TECH	283 NE TECH A		
723 DLAB TECH	284 NE TECH C		
724 DE TECH	285 NE TECH T		
	286 NE TECH S		
	314 MAR ENG A		
	321 H TECH		
	331 E TECH		
	411 VEH TECH		
	421 W TECH L		
	432 FTC (ELEC)		
	433 FCT (OPTR)		
	435 FSC TECH		
	511 AE TECH		
	512 AF TECH		
	521 IS TECH		
	522 CS TECH		
	531 SS TECH		
	551 IE TECH		
	561 MTL TECH		
	562 MACH		
	563 REF TECH		
	571 W TECH A		
	611 CE TECH		
	612 STR TECH		
	613 PG FTR		
	614 ELECTN		
	615 CM TECH		
	621 RM TECH		
	622 EGS TECH		
	623 STAT ENG		
	624 WSP TECH		
	625 MS TECH		
	861 COOK		
	871 MUSCN		



FIVE-YEAR SLT PLAN - POPULATION FIGURES

	FY 85/86	FY 86/87	FY 87/88		FY 88/89	FY 89/90
French SLT						
CFC	413	378	228		228	228
BFC	58*	900**	1375		1375	1375
Block	208	96	96		96	96
Refresher	88	48	48		48	48
SUEP	416	420	420		420	420
Post-SUEP	130	130	130		130	130
GO/EX Immersion	50 - 100	50 - 100	50 - 100		50 - 100	50 - 100
GO/EX NDHQ	30	30	30		30	30
SSLT - GO/COL	40 - 60	40 - 60	40 - 60		40 - 60	40 - 60
SSLT - Civ/Mil	100+	100+	100+		100+	100+
APPROX TOTAL	1600+	2200+	2600+		2600+	2600+
English SLT						
CEC	32	32	32		32	32
BEC	800	850	1300		1300	1300
AEC	120	120	120		120	120
SUEP	116	115	115		115	115
Post-SUEP	5	5	5		5	5
SSLT - Civ/Mil	100+	100+	100+		100+	100+
APPROX TOTAL	1200+	1200+	1600+		1600+	1600+

EVALUATE PROGRAMS AND RE-ASSESS RESOURCES

\* Pilot Projects

\*\* Build up to Steady State  
BFC and BED based on DIT training requirements.





NATIONAL REPORT - GERMANY

General Materials Development

Last year in Brussels we reported that by the end of 1984 we would be able to offer teachers and students a considerable body of skill-oriented teaching and learning materials based on our new curricula. In the meantime, topic-related collections of authentic reading materials have been completed for our proficiency levels "A" and "B" in French and Russian and for level "B" in English. Authentic listening comprehension materials are now available for level "A" in French, level "B" in Russian, and level "B" in English.

For institutions offering English as a foreign language, our new level B listening comprehension series, "What do YOU think?," should be of particular interest. Each cassette in the series contains the authentic, unedited responses of speakers of various dialects of English (British, U.S., Australian ...) to a question from one of the ten topic-areas of the model curriculum.

Listening comprehension materials for level B in French are currently being developed and should be available in the fall of this year. Other work in progress includes the simultaneous development of a model curriculum for level A English courses and appropriate listening and reading comprehension materials.

It should perhaps be pointed out that our communication-centered four skills approach to language teaching still leaves room for a certain amount of more or less traditional grammar instruction, particularly on the lower proficiency levels. For Russian and French, level A offers practice dictations in addition to materials adapted from our traditional course books. English structures and functions to be taught at level A will largely follow the contents of a collection of teaching materials published by the Bundessprachenamt in 1982 under the title "Englisch für die Grundstufe."

Language Material for Specific Purposes

With regard to German as a foreign language, the planned general curriculum has not yet materialized. Instead, a considerable increase in enrollment of officers from other countries necessitated the rapid development of self-study materials on "Tactical principles and Command Control in the Army." The materials include reading texts, English, French, and German glossaries etc. (Samples of these materials are on exhibit.)

In addition to the general language materials mentioned earlier, new Russian learning materials for specific military purposes have also been developed. For example, there are now electronic warfare listening comprehension materials available for both the Army and the Air Force.

In the context of Russian learning materials for specific military purposes it is worth mentioning that over the past two years there has been very productive cooperation between the Bundessprachenamt and the Defense Language Institute.

Bundessprachenamt is profiting from a large volume of teaching materials for seldom taught languages that the DLI very generously put at our disposal.

Curriculum Development

The Bundessprachenamt continues to offer seminars for heads of language training groups and teachers to help them adapt curricula and course materials to their requirements. We would also be prepared to conduct a special seminar for BILC members, emphasizing general purpose curriculum development for Russian and the

possibilities for expanding such curricula to cover specifically military courses.

### Testing

The Bundessprachenamt is prepared to offer several of its communicative tests to BILC members. English tests are available during this conference for French and Portuguese speakers at level I in the four skills.

As is always the case with subjective assessment, the evaluation of oral and written exams presents quite different problems than the evaluation of multiple choice tests. However, a two-day seminar conducted at the Bundessprachenamt in April of this year showed that there is a high degree of agreement among our examiners on the level of proficiency that candidates have attained. For this seminar, simulated oral examinations in English were videotaped with three candidates on each level from M-1 to M-4. The tapes demonstrate how our examinations function and provide a basis for discussion. They were not intended as samples of the "right" way to conduct an examination, and should only be used in conjunction with the written comments that evolved during and after the seminar.

### Plans for the Future

Some of our plans for work in the regularly taught languages English, French and Russian have already been mentioned. The development of a curriculum for NATO level 1 in English and NATO level 3 in Russian and continued cooperation with the DLI on Russian materials are just a few of the projects planned.

In the coming year, we also intend to carry on with German for specific military purposes with particular emphasis on tactical principles and command control in the German Airforce, and hope to complete the curriculum for general-purpose German language instruction. In addition, we will be taking another look at our examinations in German as a foreign language. Beyond that, we will devote more attention to developments in the seldom taught languages that we have recently begun to offer. (Perhaps a discussion of problems specifically related to such courses could be planned for next year's conference in Monterey.)

NATIONAL REPORT - ITALY

Language teaching in the Italian Armed Forces is carried out by the individual Armed Forces with their own organized teaching systems, thus allowing for the special needs of each branch.

On the other hand, the grading systems and the examination are the same for the three Forces. The examination is established by the Defense General Staff.

This examination is composed of a written and an oral examination.

- a. The written part is made up of about 300 questions presented in the form of a test, one part of which is aural comprehension from a tape and the other part written (multiple choice). The examinee's performance in this part indicates the level of his knowledge of the language in the following areas:
  - level of aural comprehension by means of a recorded tape: phonetic discrimination, comprehension of simple statements, comprehension of short paragraphs and comprehension of conversations;
  - level of written comprehension: accents, identification of sounds from written words, comprehension of written paragraphs, vocabulary, grammar and reconstruction of sentences.
- b. In the oral examination the examinee is required to demonstrate his conversational ability and knowledge of the language before an examination commission. The student is graded on the basis of the following:
  - the reading of a passage and a summary of said passage to test comprehension;
  - a conversation, in which pronunciation, grammar, vocabulary and comprehension are noted, and an overall grade is given for fluency.

The grading is from 1:100 in four levels, which are grouped as follows:

1. 0:49,95 - No Level-Insufficient knowledge.

This level does not permit simple communication and comprehension in everyday situations. The student is unable to read and understand information at a basic level.

2. 50:64,95 - 1st Level.

The student is able to communicate in simple situations and converse about special interest topics. Occasional errors occur but do not interfere with meaning.

3. 65:85,95 - 2nd Level.

The student handles language smoothly on all occasions. It is adequate to follow radio broadcasts and professional discussions in a known field.

4. 86:100 - 3rd Level.

The student is smooth and effortless, almost that of a native speaker. It reflects experience with the language as primary means of communication.

The Army and Air Force have their own central schools, while the Navy, apart from some courses which they carry out in their own schools, usually make use of special private Language Institutes.

The Air Force Language School is located at the ROME-CIAMPINO Airport and only holds intensive courses in English. These courses, which on the average last 75 workdays, are divided into classes of twelve homogeneous participants. Each class is at a different level according to their prior knowledge of the language.

The language teaching method follows to a great extent the American Language Course, although it has been modified to fulfil the specific needs of the Armed Forces at a cultural, psychological and environmental level.

Particular attention has been paid to grammar, and the courses have been integrated with Strategies - Brian Abbs/Ingrid Freebairn, video material of the BBC, Longman, Macmillan, Nelson, Filmscan.

The video material has been introduced and compiled in a manner to integrate well with the American Language Course. On the whole this supplementary material has contributed to better results. The use of video is particularly important because it not only stimulates visual memory and so increases memory capacity, but also helps to obtain a better attention span, which normally decreases after many hours of lessons.

The school exclusively employs mother-tongue teachers, both British and American, so that the difference in pronunciation and culture can be absorbed.

Three hundred and sixty students attend the school each year, and three hundred and fifteen of these pass the course.

Students learning other foreign languages do not attend the school at Ciampino. This is due to the limited number of students per language and because of administrative and economic factors.

Therefore, the solution of sending the students to reputable private language schools has been adopted.

The Air Force also has another Language School at the Training Centre for Air Traffic Controllers and Air Defense. The courses there begin by teaching general English and continue on to more specific and technical terminology for their field of work.

Colonel Magaldi, Head of the Army Language School, will speak to you now about his school.

SLEE

1. General Issues and Goals

The Army Foreign Language School was founded on September 1963 to meet the linguistic requirements of the Army and Carabinieri Corps. It can receive particular assignments from MOD Italy for specific purposes. The School is under the jurisdiction of the Army General Staff Inspectorate of Military Schools. The greatly increased international commitments of our nation have rendered foreign language requirements and in particular the English language much more important than in the past. For these reasons, in 1981, the Army General Staff confirmed the necessity for an English language qualification for

- all the regular officers of the various combat branches, the officers of the Logistic and Technical Corps, and a limited number of N.C.O.s, with a so called "second proficiency level of English",
- all the officers of the General Staff Corps with a so called "third proficiency level of English."

These above mentioned second and third proficiency levels give an evaluation of foreign language knowledge according to a national system of classification, similar to the NATO system regulated by the STANAG 6001 "Language Proficiency Levels." The first four NATO levels of knowledge of a language are classified differently in Italy only for internal organizational needs.

As a matter of fact, after an examination that covers all the 4 skills, we can evaluate a first level or grade comparable to a STANAG one "elementary knowledge"; a second level or grade which is subdivided to include a STANAG two "limited working" knowledge (up to the mark of 78/100) and a STANAG three "minimum professional" knowledge (between the marks of 79 and 85); a third level, which corresponds to a STANAG four full professional knowledge (86/100 and above).

2. Duties

The SLEE is a centre of guidance and education, co-ordination, control and consultation for all the linguistic requirements of the Army.

In particular:

- it organizes, co-ordinates and controls language courses of various types and levels held at the School and at external headquarters, units and military institutions, according to the requirements indicated by the Army General Staff;
- it co-ordinates and controls language teaching at Specialization Schools and Military Educational Institutes;
- it provides a central Language Examination Board for all members of the Army Staff that attend language courses or who wish to undergo an individual examination.

3. Staff Role

The staff, comprised of a total of 9 officers, 6 N.C.O.s, 16 soldiers and 1 civilian employee, carries out the above mentioned tasks. Teachers are not included in the staff and are hired according to needs. Presently we have about 40 native speakers, predominantly Anglo-Saxons, for the teaching of languages.

#### 4. Didactic Activity

From its foundation to the present, the SLEE's activities have increased considerably, due to the emphasis placed on the study of languages (especially English). To the regular activities carried out by the School up until 1979 (1 - 2 basic courses per year for a total of 300 students), numerous other courses have been added which brought the number of students up to 1,537 in 1983.

- a. The teaching at SLEE is based on intensive methods. In our opinion this methodology is the most profitable for officers and N.C.O.s, who attend these courses full time for at least three months without any other commitments.

Concerning English, SLEE gives

- beginners, low-intermediate and intermediate level students a general linguistic preparation;
- high-intermediate and advanced level students a deeper linguistic preparation, especially in oral production and free written production on political and military subjects.

The programs are based on the ALC, integrated on a roughly 50:50 basis - according to the level of the classes - with other topics, especially related to political, economic and military material.

- b. Special part-time courses, called "Corsi Guidati" and run by SLEE, are organized for certain units and for the General Staff. These courses have the following characteristics:

- compulsory attendance as compatible with duty requirements;
- the main purpose of obtaining the greatest diffusion of the English and French languages among military staff;
- the additional purpose of maintaining and improving the level of knowledge previously acquired by the military staff.

Other part-time courses are held under the control and coordination of SLEE at the Military Educational Institutes and Specialization Schools (Academy and Scuola d'Applicazione, Army Aircraft School, Electronic Technicians School, Telecommunication School).

Since 1983 we have scheduled 600 hours of English language teaching at the Academy and Scuola d'Applicazione (100 hours for each year at the Academy and 200 hours for each year at the Scuola d'Applicazione).

In order to improve the final results of these last courses, we have recently concentrated the teaching of languages in the Academy and Scuola d'Applicazione into a shorter period of time: 4 months (12 h/w), rather than one year (4 h/w). In 1985, 100 hours of English language instruction has been given at the N.C.O. School in Viterbo.

- c. The verification of the English proficiency level is carried out at the SLEE, using the Armed Forces "Test Unificato" (comparable to the American ELC).

Such a system is strictly linked to the need to place personnel in the best conditions and in the most similar positions possible to those which they will find during further "testing" by the ODC of the U.S. Embassy in Rome and SHAPE Language Center.

Those candidates who obtain a third grade as well as those who obtain a good second level (above 78/100) are able to work at a professional level of language proficiency ("full or minimum") which is what is generally required.

The School's currently most pressing problem concerns greater objectivity of the judgement towards students with a high level of knowledge.

This is made possible by introducing an extra-oral examination (eventually also a written free composition) for those students who have obtained at least the mark of 80/100 on the above-mentioned "Test Unificato", used in the Italian Armed Forces for testing the English proficiency level. Besides ensuring a greater objectivity of judgement, this measure would prevent the teaching and the learning during the courses from being excessively focused on passing the "Test Unificato", and by so doing, neglecting other important aspects of the acquisition of the language.

d. Every year, in fulfillment of the directive issued by the Army General Staff, the SLEE specifically organizes and carries out

- an intensive advanced course of English for officers and N.C.O.s (40 persons) with a starting knowledge equivalent to a 2nd level. This course aims at giving the students a grammatical and practical working knowledge of the language, which, in theory, should allow them to reach and qualify for the 3rd grade (12 weeks duration);
- an intensive basic course of English for officers who have been admitted to the Higher Course at the War College (60 persons). The course aims at giving these officers, who have a different knowledge of the language, a grammatical and practical working knowledge which, in theory, should allow them to reach and qualify for the 3rd grade (22 weeks duration)\*
- a "correspondence course" of English which enables the students to:
  - . acquire the basic structures and vocabulary;
  - . practice the spoken and written language.

The course has two phases:

- . the first consists of self-study at home, by using text-books and cassettes that the School sends.  
This phase is divided into three periods; the School corrects the homework that the students (200 persons) send in and it tests the student's progress at the end of each of the three periods. The first phase lasts 40 weeks;
  - . the second phase consists of an intensive course at the SLEE lasting 12 weeks with 2 sessions of 40 persons each.  
This course aims at reaching 1st or 2nd grade depending on the student's level at the beginning of the course.
- special part-time courses of English and French for members of the Army General Staff and for those units, head-quarters and institutions that have particular operative training requirements;

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\* If any of these officers already have the 3rd grade, it is possible to organize a French or German course for them.

- intensive courses for specific requirements:

- . English language for Carabinieri appointed to NATO bases (20 weeks duration) and for Carabinieri Officers (8 weeks duration);
- . Arab and Serbo-Croat language (20 weeks duration for both basic and specialization courses)\*;
- . various languages, mainly Oriental and Slavic, for officers of the Army General Staff selected as military attachés or for officers who are to attend a Foreign War College abroad;
- . Italian language for foreign military personnel (variable duration).

5. Conclusions

As far as training aspects are concerned, it is considered that the intensive system adopted by SLEE corresponds fully to the requirements. The decision to administer an extra-oral examination to students who have obtained at least a mark of 80/100 on the above-mentioned "Test Unificato" should give very positive results in the future. As a matter of fact this extra-oral examination will be effective as of July 1985.

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\* Courses programmed until 1989.



NATIONAL REPORT - PORTUGAL

1. General Situation

BILC has provided the Portuguese Armed Forces with some of the main directions regarding language teaching, namely the STANAG 6001 which outlines most of the courses.

On the other hand the action of BILC has been felt through publications and other documents pertinent to language teaching as well as through the tests BILC has made available.

These tests helped us to start the testing of our personnel in our General Staff. Until now all the testing was done by the British Council and the Alliance Française.

The new situation has brought us benefits not only from the economical point of view, but also from the pedagogical point of view.

2. Situation of the Teaching of Languages in the Armed Forces

a) Teaching of French

French, being a Latin language like Portuguese, has some common points with our native language which make easier not only its learning but also the motivation to choose it as a second language.

Besides that, until recent years French was compulsory in high school, which was not the case with English and German.

As a result of this situation, in the Portuguese Armed Forces French is by far the most popular foreign language, and we haven't felt so far the need to teach it.

b) Teaching of English

English is taught at all military academies. The three branches of the Armed Forces have several language schools throughout the country, where English is the only language taught. The Portuguese Armed Forces are stressing the learning of English, because Portugal wants to be a full member of NATO and therefore wants its personnel to participate in all tasks they are assigned within NATO. This is only possible if their knowledge of English meets the requirements demanded by job descriptions.

c) Other Languages

German is taught to a small number of students at the General Staff and at the Air Force Academy. There is an increasing demand for German classes, though, and in the near future we hope to have at least double the number of students of German that we have now. Whenever we have military drills with the Italian Armed Forces, some intensive courses of Italian are taught to the military personnel of the Portuguese NATO Brigade.

### 3. Activity During This Year

#### a) Preparation of an Audio Cassette to Expand the Knowledge of Portuguese in NATO

This task was our main goal during this year. There was a team of fifteen members of the three branches of the Armed Forces, working together with the Portuguese delegates to BILC.

First we contacted military and civilian institutions in order to find out what the available facilities were and have a word of advice from experts on the subject.

Then we contacted a group of teachers working in our Armed Forces, with experience in teaching Portuguese to foreigners, to build the structure of the script. After we had the basic structure of the script, we divided the group into sub-groups of English, German and French since each language has its specific aspects. When the script was considered ready we recorded it. During the recording some sound effects were added so that the result would be less dry and as appealing as possible. Finally all members of the working group reviewed the cassettes.

#### b) Validation of BILC Tests

Before we could use the tests made available by BILC in 1983 we had to adapt them to our needs; for instance it was necessary to translate into Portuguese the instructions, which in the original Canadian tests were in English and French.

To validate the tests we used several officers who had already taken the tests at the British Council and at the Alliance Française. The comparative study of the results proved that BILC's tests were far more adjusted to our needs.

Finally, strict rules were made regarding test handling, its use and its security.

Until BILC is ready to provide more tests, we have initiated a study to rearrange the sections of the tests so that two or three different variants will be available. The tests will be the same, but with a different section and question order.

### 4. Suggestions

We still feel that the possibility of communication between people may lead to the solution of many problems or help to avoid the growth of new problems. We think, therefore, that BILC should reinforce the learning of all NATO languages and suggest in this connection that an exchange of teachers of BILC members should be considered in the near future.

NATIONAL REPORT - UNITED KINGDOM

INTRODUCTION

1. Good afternoon ladies and gentlemen. I am Commander Alan York from the Royal Navy and it is my honour and pleasure to introduce the UK National Presentation which is entitled "The Current State of Service Language Training in the United Kingdom".
2. The Tri-Service nature of such training, which in the past has been reflected in the various committees and working parties which brought together Service language trainers and co-ordinated their activities, has this year been given an even more tangible basis with the opening of the Defence School of Languages at Beaconsfield on 1st January 1985.
3. The individuals here making up the UK Delegation represent on both the personal and professional levels the many ways in which policy and implementation of Language Training are happily brought together and coordinated.
4. We have planned our presentation to proceed as follows:  
  
Mr George Worrall, Language Adviser at the Directorate of Army Education, will first give an overview of Service Training policy, the commitment and resources.  
  
Then Lieutenant Colonel John Macfarlane, who has the distinction of being the first Commanding Officer, Defence School of Languages, will talk about the various UK Service Training establishments, commenting on their function and effectiveness in meeting the commitments.  
  
And finally, Squadron Leader Max Bishop, responsible for Language Training Policy and Implementation in the RAF, will tell you how we use Civilian Agencies to cover the remaining commitments beyond the capacity of our service centres.
5. We have planned to leave what we hope will be adequate time for questions at the end, and I should be grateful if you would save your questions until then.

LANGUAGE TRAINING IN THE ARMED SERVICES OF THE UNITED KINGDOM

6. Language Training in the Armed Forces of the United Kingdom has a long history and has evolved in response to the several needs of the Royal Navy, the Army and the Royal Air Force.
7. Over the past decade there has been an enthusiastic and very positive move towards sharing experiences and resources in order to provide more cost-effective training for all students, regardless of the colour of their uniforms.
8. Language training in the UK today is very different from what it once was. In former times, and indeed right until the end of obligatory military service, in the 1960s, it was possible for many uniformed personnel to find time to learn a language to a high level without any formal requirement other than that of being better educated, and with the chance that some day the language might be put to use in the Services' interests. The evolution of all-regular well-equipped Services of limited size has meant that only the most dedicated are motivated to study a language to advanced level in their own time.

9. Running parallel with these changes, this century has seen dramatic adjustments to the role and spread of British armed forces throughout the world. No longer is it possible to call on significant numbers of personnel who have learned languages such as Burmese, Urdu, Hindi, Bengali, Gujarati, Punjabi, Farsi, Swahili or Malay, as a consequence of long tours of duty in the countries concerned. Nowadays emergencies are more likely to be met by rapid deployment.

10. The present position therefore is that language trained personnel, particularly up to advanced standards, can usually only be found by making them available for a period of formal training. Furthermore such language training has to be dedicated to those whose learning needs are essential to their future role, if the need for cost-effective use of manpower is to be satisfied.

11. Apart from specialist tradesmen, it is also necessary to train those destined for posts such as:

- a. Appointments in British embassies in non-English speaking countries.
- b. British Liaison Officers accredited to military units in allied countries.
- c. British service training teams seconded to friendly nations.
- d. Loan service personnel working with the armed forces of friendly nations.
- e. Personnel working on bi-national or multi-national projects.
- f. Those selected for courses at service training schools in allied countries.
- g. Personnel liable to frequent and prolonged periods of duty in other countries, of which Germany is the most significant example.
- h. Uniformed personnel who are appointed to manage and/or teach in Service language schools.

12. The target levels for all such language training are prescribed in terms of STANAG 6001; the most commonly applied targets in the UK are the Services Colloquial test, which has a Standardised Language Profile (SLP) of 2200, and which is internally boarded by each of the three Services, the Civil Service Commission Linguist level, which carries an SLP of 3333, and the Civil Service Commission Interpreter level examination, which can be passed at either 1st class level - SLP 4444, or 2nd class level - SLP 4343. Colloquial tests are arranged at numerous times throughout the year; but the two higher level examinations are offered once a year only. As far as the practical use of foreign language is concerned an Interpreter qualification enjoys the status of a British University degree. Copies of the syllabus for these examinations are available on request, and sample papers can be supplied in most languages.

13. The training times to reach these levels from scratch depends on the language, and whether or not a full-time course at a service school is available. For example, it takes 150 hours of contact tuition or a 6 weeks full-time course to reach Colloquial level in German; to reach Interpreter level in Russian requires just over 18 months on full-time course. Some further examples are given at Annex A and other details can be made available to anyone who would like the information.

14. It is only where the required student throughput for a language is significant that full-time courses at Service language schools are provided. Such courses are currently available as follows:

- a. Defence School of Languages, RAEC Centre, Beaconsfield, which offers Arabic, German, Russian and occasionally short courses in other languages - as well as English for students from overseas. The history of the Defence School of Languages, its role and its scope will be explained to you in detail during this presentation.
- b. MOD Chinese Language School, Hong Kong, which offers courses in National (Mandarin) and Cantonese Chinese up to CSC Interpreter standard on courses of 2 years duration.
- c. The Higher Education Centre and the Command Language Training Centre in Germany which offer a wide range of courses in German and French.
- d. In addition both the RAF and RN offer some courses in Russian, Spanish, and Polish at schools in UK.
- e. Language courses, particularly in French, German and Russian are also available, mainly for cadets, at Royal Naval College Dartmouth, the Royal Military Academy Sandhurst and at the Royal Air Force College Cranwell.
- f. Training in Ghurkali for those working with Gurkha soldiers is offered in Hong Kong.

15. The British armed forces also have a significant commitment to provide English language training to a wide variety of student categories. Most of this as you will later learn takes place at the Defence School of Languages; but some English language training for Ghurkha soldiers and for the Chinese soldiers of the Hong Kong Military Service Corps takes place in Hong Kong.

16. Service language schools are staffed with a balance between Education and Instructor officers with the requisite specialist qualifications, civilian graduates with teaching qualifications, and qualified native speakers. Schools are managed by suitably qualified officers of appropriate rank.

17. Since there is a requirement for training in 30 languages (Annex B) it is clear that some extra-mural provision must be made, and part of this national presentation will cover such training provision in detail.

18. All personnel who wish to study a language but who are not eligible for a formal language training course, may avail themselves of a variety of self-help facilities. Upwards of 50 languages at various levels are available in cassette form for temporary loan. Financial support for attendance at part-time classes is given, and correspondence courses are available in some languages. All these latter personnel are eligible to take Service language examinations. Attendance on a full-time course is not a mandatory requirement for candidacy.

19. Successful examination candidates receive certificates recording their achievements, and a financial incentive is offered in the form of language awards which are given to the majority of successful candidates. The amounts of these one-off awards vary to correspond to the level of achievement, the difficulty of the language and its potential use to the service, the minimum being £40 (for say 2200 in Malay) to £1080 for a 4444 in Chinese.

20. I conclude by showing you a vufoil which gives the annual throughput of trained personnel in the various languages taught at service schools (Annex C).

SERVICE LANGUAGE TRAINING ESTABLISHMENTS

21. The Service Language Schools which run full-time language courses are:

- a. MOD Chinese Language School, Hong Kong.
- b. Higher Education Centre (Germany), (HEC(G)).
- c. Command Language Training Centre, RAF Germany (CLTC RAF).
- d. The Defence School of Languages (DSL).

22. Each school concentrates on one or more of the 'major usage' languages, and instruction is carried out up to Colloquial level (SLP 2200), Linguist level (SLP 3333), and Interpreter level (SLP 4343 or 4444).

23. Details of these Schools are as follows:

a. MOD Chinese Language School. The School is situated in HONG KONG and is tasked to provide instruction in Chinese Mandarin (National) and Chinese Cantonese up to Interpreter level for Service students, and up to the appropriate Diplomatic Service level for those British Diplomats who attend. The School has a capacity for of 24 students at any one time, and is attended for varying lengths of course by British, Australian and New Zealand service personnel, by British Foreign & Commonwealth staff, by US Foreign Area Officers (for Mandarin), and by a variety of MOD civilian students. The School is commanded and administered by a Royal Army Educational Corps (RAEC) officer with an RAEC Chief Instructor. One officer is a specialist in Mandarin, and the other in Cantonese. There are up to 10 locally recruited Chinese teaching staff, who use audio-visual and classroom material produced in the School to bring their students up to the required level.

b. Higher Education Centre (Germany), HEC(G), Mulheim. The Language Wing of the HEC(G) is tasked to provide higher level training for the British Army of the Rhine (BAOR) up to Colloquial, Linguist and Interpreter level, mainly in German but also in French. The staff of the Language Wing consists of an OC Wing and two other RAEC Officers, all qualified at Interpreter level, and eight civilian native speaker instructors. Training is organised as follows:

(1) German

(a) Interpreter (Full-Time): There is one full-time Interpreter course each year which has a start date in February. The course lasts fourteen months and has a capacity for 20 students. Those students whose posts are annotated at Linguist level leave the course at the 9 month's point.

(b) Linguist (part-time): Those Officers and soldiers who cannot be released for a full-time course and who wish to attend HEC(G) part-time have a choice of attending a series of modular phased courses which lead up to Linguist standard and are run regularly throughout the year. Each phase takes up to 16 students.

(c) Colloquial course (Full-Time): Full-time Colloquial courses are offered for those whose training needs cannot be provided elsewhere.

(d) German for British Army Staff College students: One of the study options open to Staff College students is a German study option at Mulheim.

(2) French. Short courses are run part-time for students preparing for Colloquial, Linguist, or Interpreter level examinations.

c. Command Language Training Centre (CLTC), RAF (G). This RAF School aims to train personnel selected for language annotated posts in RAF Germany, and for other exchange and liaison posts. The training is carried out up to RAF Colloquial level and to Linguist standard. The annual throughput is 11 Colloquial courses of 10 students, and 4 Linguist courses of 5 students, making a total throughput of 130 students. These are taught by 2 serving RAF officers both with German at degree level, and 4 German civilian teachers. The courses are RAF designed and produced, with vocabulary and communication situations which have an aeronautical bias. The Linguist course is currently being re-written with emphasis on a multi-media teaching approach, using the Linkword technique for remedial work with the slower learners.

d. The Defence School of Languages (DSL). In 1983 a sub-group of a Training Steering Group in the Ministry of Defence was given the task of examining single Service language training arrangements, and of investigating the possibility of forming a Defence School of Languages. The sub-group recommended that a Defence School of Languages should be formed at Beaconsfield to cater for the major usage language needs of the three services. The School formed on the 01 Jan 85. Details are as follows:

(1) Aims. The aims of the School are:

- (a) To provide instruction in Russian, Arabic, English for specific military purposes, German and such other languages as MOD may decide.
- (b) To organise language aptitude tests and language examinations as directed by MOD.
- (c) To design and develop specific purposes military language course material.
- (d) To validate course material and redesign as necessary.
- (e) To evaluate current civilian language teaching materials, methods, and media and adapt them to military purposes if required.

(2) Staffing. The School is staffed by officers from the three Services, and by appropriately qualified civilian Lecturers, some of whom are native speakers. The Service officers are all trained teachers from service education branches who have qualifications in the language concerned. An organisation chart is shown at Annex D.

(3) Course Programme. DSL is tasked to train officers and soldiers who require the 'major usage' languages Russian, Arabic and German for subsequent posts. MOD civilians are also trained, and the School accepts students from the Foreign and Commonwealth Office and from Departments of Foreign Governments. The teaching of English for Specific Military Purposes is also a major commitment of the School. Courses are offered to a wide international range of students who will attend subsequent Service Courses in the United Kingdom. A typical yearly programme both for foreign language training and for English is shown at Annex E.

## LANGUAGE TRAINING IN CIVILIAN AGENCIES

24. Introduction. If no facilities are available to accommodate a language training task in a Service School, the UK MOD's 3 single-service language training management cells make the necessary arrangements for an external course of training. This section of the report will:

- a. Describe the student population concerned.
- b. Specify target proficiency levels.
- c. Outline the criteria for the selection of an agency.
- d. Describe how courses are structured.
- e. Characterize the UK's methods of monitoring student progress.
- f. Discuss problems encountered, and approaches to solving them.

25. Student Population. Each year the United Kingdom Ministry of Defence trains about 150-200 foreign language students in non-Service agencies. These students include officers and non-commissioned officers in the categories already described, together with the wives of attachés and exchange officers. Ranks range from sergeant to general, and ages from 25 to 50, but typically we are dealing with Majors, Lieutenant Colonels and Colonels in their late thirties and forties. Levels of educational attainment also vary considerably. Some students may have left school at age 15, and never subsequently applied themselves to academic work. At the other end of the scale, MOD occasionally has to equip a university graduate in modern languages with an additional language. The average trainee finished formal schooling at the age of 18, some 25-30 years before starting language training. He may have retained a smattering of schoolboy French, but is unlikely to have taken much of an active interest in language learning since his school-days.

26. Aptitude. Wherever possible the MLAT or DLAB aptitude tests are administered to personnel who are under consideration for appointment to a language annotated post. The scores achieved are taken into consideration by personnel branches, but in many cases the other, non-linguist requirements of the post impose such tight constraints that the manning branches may be compelled to appoint people with low recorded aptitude.

27. Language Proficiency Levels. An indication has already been given of the range of languages in which the UK trains its personnel, but it is important to know how the level of language proficiency required for a particular post is determined. In essence, the sponsor of a post for which a foreign language need has been identified first writes a full, narrative report describing the circumstances which give rise to a language requirement. This report is sent, together with a copy of the job description, to the appropriate MOD training branch. Here, the case is analysed and, if the need for language proficiency is considered proven, a decision is made on the SLP required, and financial authority is obtained for the post to be annotated. On the post list at present there are proficiency levels ranging from SLP 1100 to SLP 4444. Most posts are annotated for Level 2 or 3.



28. Non-Service Training Agencies. The selection of a training agency depends upon a number of factors, principal among which are:

- a. Quality of tutors employed. Mature native speakers who are qualified and experienced teachers of their mother tongue are preferred. A considerable amount of information is available about the capabilities of individual tutors, particularly in the London area.
- b. School Facilities. When assessing the suitability of the location where the tuition is likely to take place the following factors are considered:
  - (1) Size of rooms.
  - (2) Standards of furnishings.
  - (3) Availability of private study room, language lab, tape library, resource centre.
  - (4) Sound proofing.
- c. Quality of Management. We look to the management of a language school to recruit only competent and trained tutors, to control and monitor their activities, to iron out any problems the students may encounter, and to keep us fully informed of their progress. Many school managers unfortunately see their role as being limited to providing a room where tutor and student can meet.
- d. Price. Efforts are made to negotiate the lowest possible price for tuition, consistent with maintaining high standards. Typically at present MOD pays between £9 and £12 an hour for individual tuition in London.
- e. Students' Place of Residence. To minimize domestic disruption, an attempt is always made to arrange language training near a student's home address. However, it is frequently difficult to find suitable tutors outside London in the less commonly studied languages.

29. Several different types of agencies are used, including:

- a. Local Education Authority Further Education College. These are publicly funded colleges that sometimes offer intensive language training courses to industry and commerce. They generally provide a satisfactory service.
- b. Universities and Polytechnics. Institutions of Higher Education in Britain are at present seeking to boost revenue by offering courses of vocational training, including language training, to outside bodies. Although they sometimes provide a satisfactory service, academic staff are reluctant to work during the long vacations, and often find it hard to adapt to the utilitarian requirements of military language training. They are also less successful in handling low-aptitude students with relatively poor educational qualifications. They may be reluctant to allow their course provision to be monitored by MOD, and are easily offended if adjustments are requested.
- c. Foreign Government Sponsored Institutes. Very occasionally, use is made of organisations such as the Goethe Institute or the Alliance Française, although they do not normally have the staffing flexibility to respond to the MOD's individual requirements.

d. Commercial Language Schools. The majority of MOD students are placed in commercial language schools in Central London or other large towns or cities. Many tutors work part-time for several schools, and there can be considerable disparities in the rates charged for the same tutor in different establishments. Normally, therefore, schools are selected which might be described as 'middle-market'. Large, internationally-known organisations are not normally used, as we find that their high fees do not really result in better tuition or service and they tend to adhere slavishly to particular methodologies, such as direct method, which may not suit students' learning styles. The great advantage of the commercial schools is that they are very flexible as to dates and timings of courses. They are also used to dealing with people in senior managerial positions who have well-defined expectations about how they should be treated.

e. Private Tutors. Frequently in the case of wives, and quite often for military personnel, private tutors are employed directly. Many wives have family commitments which prevent them from attending a regular, intensive course of study at a school, so the formula of occasional tutorial sessions with a private tutor suits them well. It is sometimes also possible to achieve cost-savings by cutting out the middle-man and hiring tutors directly. However, this solution imposes an added burden on MOD language training staffs who have to take on the day-to-day management tasks normally performed by the school's director of studies.

f. In-Country Schools. Finally, MOD sometimes places students for advanced language training (after they have reached Level 2) in the country to which they are posted. Wherever possible, accommodation is arranged with local families, so that the student is exposed to as much language as possible.

30. Course Format. For each language MOD has a notional number of hours which it is considered the average student needs in order to achieve certain SLPs. (See Annex F). For example, we reckon that on average SLP 2200 in Dutch requires about 150 hours of individual training, and SLP 3333 in Hungarian takes about 475 hours. The number of contact hours given each day is adjusted to suit the student's individual learning style, but it is rarely less than 2, or more than 4. We do not consider the 'total immersion', hyper-intensive, 5 to 8 hours-a-day type of course to be cost-effective. All students are required to do a substantial amount of private study (at least 3-6 hours) each day to consolidate and practice the material introduced in the tutorial sessions. In addition, they are issued with tapes and other materials for 'recreational' practice - many listen to tapes on personal cassette players while commuting to and from their lessons.

31. We do not normally impose any particular methodology on tutors; better results are generally achieved if tutors are allowed to develop their own strategies, suitably adapted to suit the student's learning style. However, guidance is given where necessary and we specify in detail the skills knowledge and proficiency levels expected of our students. Tutors are made aware of the contents of STANGAG 6001 and we give them detailed test syllabuses, notes for guidance, vocabulary lists, practice materials and a suitable array of learning materials.

32. Almost all our courses consist of individual tuition. This is not because of any theoretical conviction that the one-to-one teaching situation is more effective than group tuition, but simply because it is rare for 2 people to start a course in the same language at the same time - posting dates are random and cannot easily be coordinated by personnel branches. However, we may sometimes allow a student's wife to join her husband for the initial stages of a language training course, although we monitor progress very carefully as such arrangements can easily turn sour. (The wives of attaches, exchange officers and certain other personnel who are completely cut-off from English-speaking society are eligible for up to 100 hours of language training).

33. As far as possible we arrange the training as a pre-employment course, before the individual takes up his appointment. Sometimes, manning constraints make it necessary for individuals to continue training after proceeding to post, but in general the demands of the new job make it very difficult for students to concentrate on formal language learning once in post.

34. Progress Monitoring. To monitor students' progress we adopt a systems approach to training, identifying the terminal behaviour required, specifying clear objectives and designing tests to ensure they are achieved, and maintaining close liaison with students, tutors and school management. Wherever practicable, we visit tutorial sessions at regular intervals to monitor the standards of tuition, and discuss any difficulties that may have arisen. If distance precludes regular visits, we keep in touch by telephone and letter. All tutors are asked to submit written reports at intervals on their students' progress, assessing the proficiency level reached in terms of STANAG 6001, as well as giving narrative comments on effort and achievement. Almost all students will at one stage or another attempt the 'Colloquial' examination (SPL 2200), copies of the syllabus of which are available through the BILC Secretariat. The final sanction is that bills are never paid in advance.

35. Problems. Most problems arise from the personal characteristics of the students selected for language training. They are often experienced and mature officers with distinguished records of service, who are used to succeeding in whatever they turn their hand to, to giving orders rather than receiving them, and to courses of training structured in a strictly linear, incremental fashion. Faced with the unfamiliar task of mastering a foreign language, they feel that their self-image is at stake. They find it very difficult to come to terms with the inevitable failures that they encounter, and will sometimes seek convenient scapegoats. In some cases, they find it hard to accept the tutor, usually a much younger person, as a figure of authority, and attempt to challenge his strategy or tactics. Often they are perfectionists, satisfied only with total mastery, unprepared to accept theories of "interim grammars", the gradual development of proficiency and the need for constant practice and revision. A common experience, since they are learning in isolation, is that they feel they are making no progress because they have no basis for comparison.

36. We try to overcome these problems by thoroughly pre-briefing the students, making them aware of the difficulties they are likely to encounter, explaining the mechanics of the language-learning process, and attempting to break down any potentially damaging pre-conceived notions. We stress that it is normal that vocabulary and structures learnt will be forgotten and have to be relearnt - a point that is often difficult for students to accept, particularly if they pride themselves on having a retentive memory. We also lay great emphasis on the nature of the passive skills, emphasizing that productive skills will take more time to develop. Reassurance and encouragement are what most students seem to need. Most are positively motivated towards learning the language, and do not need artificial external motivators. Their confidence in their own ability to learn does however need to be carefully nurtured.

37. External factors also impinge upon students' progress in language training. The months before a move overseas are marked by considerable domestic disruption, and this, allied to the stress induced by the pressure of other work commitments and pre-employment training courses, sometimes makes it difficult for students to concentrate their minds on language training. To alleviate these problems we try to retain enough flexibility in the language course to enable the student to attend to his other responsibilities. Also, we always try to arrange the course so that he can live at home, and does not have to resort to an anonymous bedsitter existence which might further intensify his sense of isolation.

38. Difficulties are also sometimes encountered in selecting appropriate materials for military language training. Tutors are often at first unfamiliar with military concepts and requirements, and will tend to shy away from language training materials with a military bias. On the other hand some students are intolerant of any material which they perceive as not being directly relevant to their needs and aspirations, and consider it a waste of time to learn vocabulary and structure for which they can see no likely application. This problem is tackled first by giving tutors notes of guidance, vocabulary lists and help with selecting military materials and second, by stressing to the student that he must acquire a good general grasp of everyday language before proceeding to special purposes terminology.

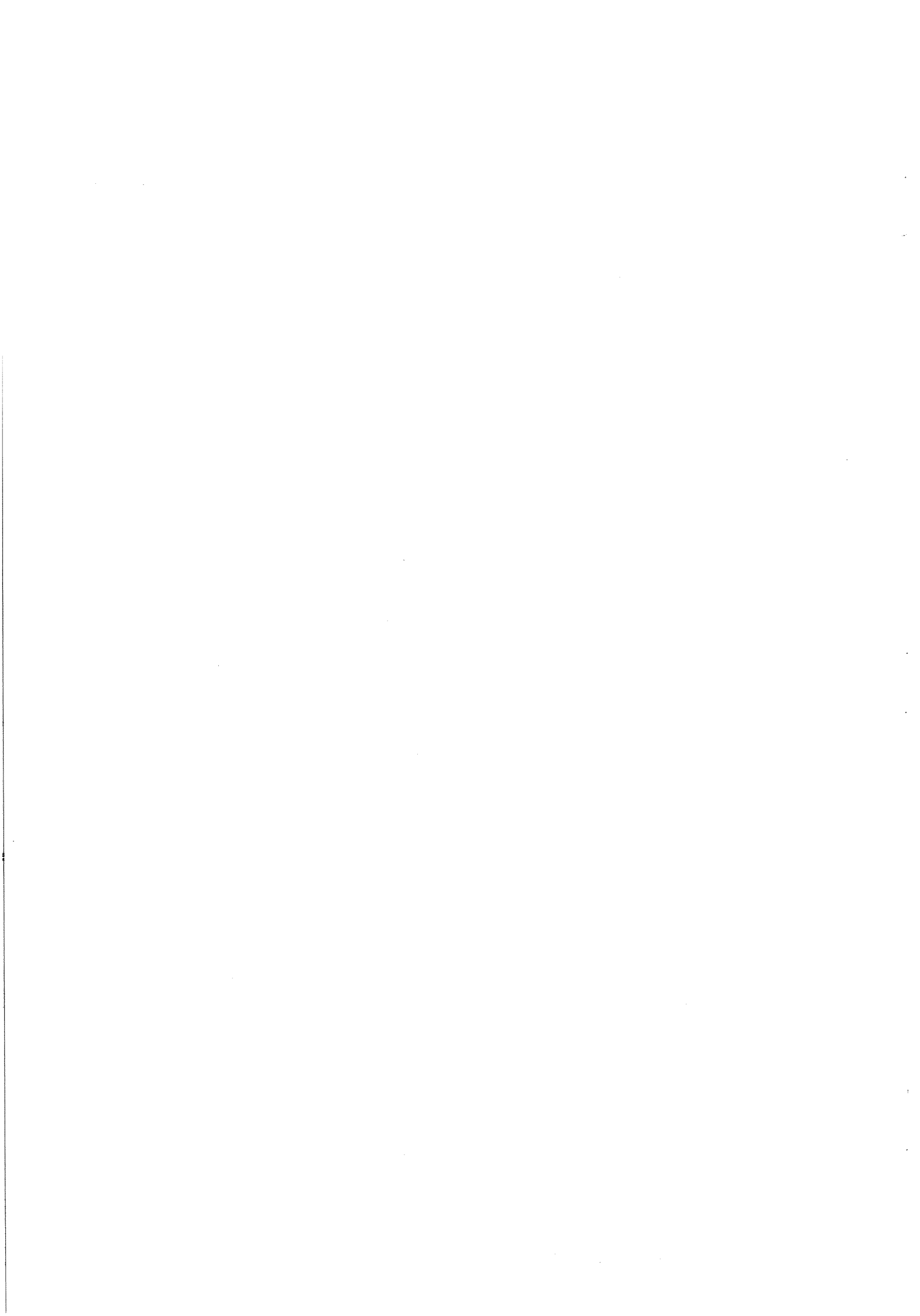
UK ARMED SERVICES

MAXIMUM LANGUAGE TRAINING TIMES  
(inc leave)

	Colloquial (2200)	Linguist (3333)	Interpreter (4343/4444)
ARABIC & RUSSIAN (Service Course)	10 weeks	60 weeks	82 weeks
GERMAN (Service Course)	6 weeks	35 weeks	55 weeks
CHINESE (Service Course)	-	-	106 weeks

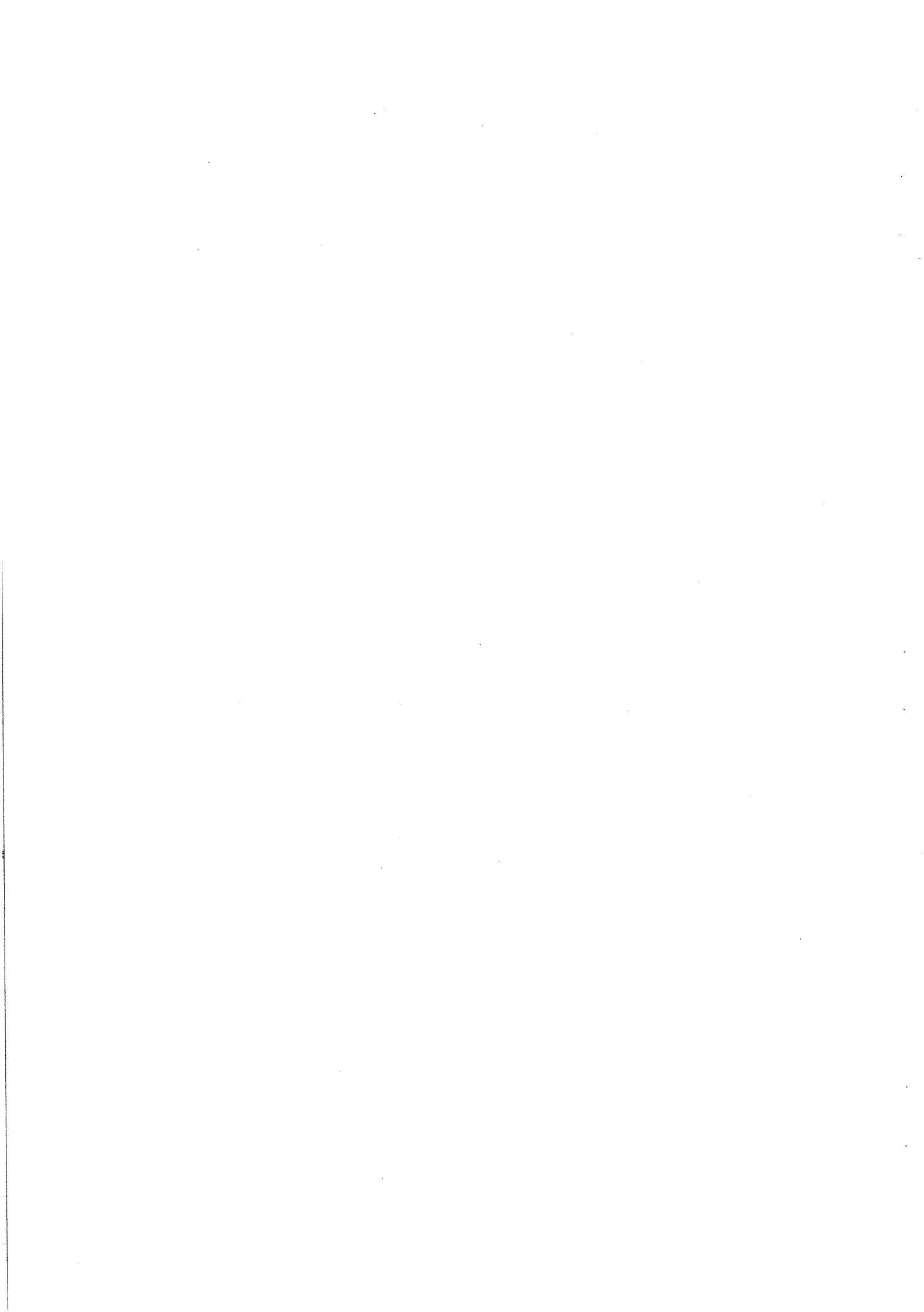
NON SERVICE COURSES

DUTCH	17 weeks	-	-
FINNISH	-	52 weeks	-
JAPANESE	43 weeks	-	130 weeks
PORTUGUESE	-	44 weeks	-
THAI	33 weeks	-	-
TURKISH	28 weeks	61 weeks	85 weeks



LANGUAGE FOR WHICH FORMAL TRAINING IS  
REQUIRED BY THE ARMED SERVICES OF UK (1985)

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. AFRIKAANS                 | 16. JAPANESE                         |
| 2. ARABIC (SEVERAL DIALECTS) | 17. MALAY                            |
| 3. BULGARIAN                 | 18. NEPALI / GURKHALI                |
| 4. CHINESE (TWO DIALECTS)    | 19. NORWEGIAN                        |
| 5. CZECH                     | 20. POLISH                           |
| 6. DANISH                    | 21. PORTUGUESE (TWO DIALECTS)        |
| 7. DUTCH                     | 22. ROMANIAN                         |
| 8. FINNISH                   | 23. RUSSIAN                          |
| 9. FRENCH                    | 24. SERBO-CROAT                      |
| 10. GERMAN                   | 25. SPANISH (INCL MOST L.A.VARIANTS) |
| 11. GREEK                    | 26. SWEDISH                          |
| 12. HEBREW                   | 27. TAGALOG                          |
| 13. HUNGARIAN                | 28. THAI                             |
| 14. INDONESIAN               | 29. TURKISH                          |
| 15. ITALIAN                  | 30. URDU                             |





UK ARMED SERVICES  
 LANGUAGE TRAINING  
 ANNUAL COURSE CAPACITY

	Colloquial (2200)	Linguist (3333)	Interpreter (4444)
ARABIC	120	-	10
CHINESE	-	-	10
FRENCH (Full-time courses)	86	20	-
FRENCH (Part-time courses)	-	12	12
GERMAN	875	44	10
GERMAN (Part-time courses)	-	28	14
RUSSIAN	19	17	25
RUSSIAN (Refresher)	-	-	36
ENGLISH	-	VARIOUS	-



DEFENCE SCHOOL OF LANGUAGES

ORGANISATION AND MANNING

HQ

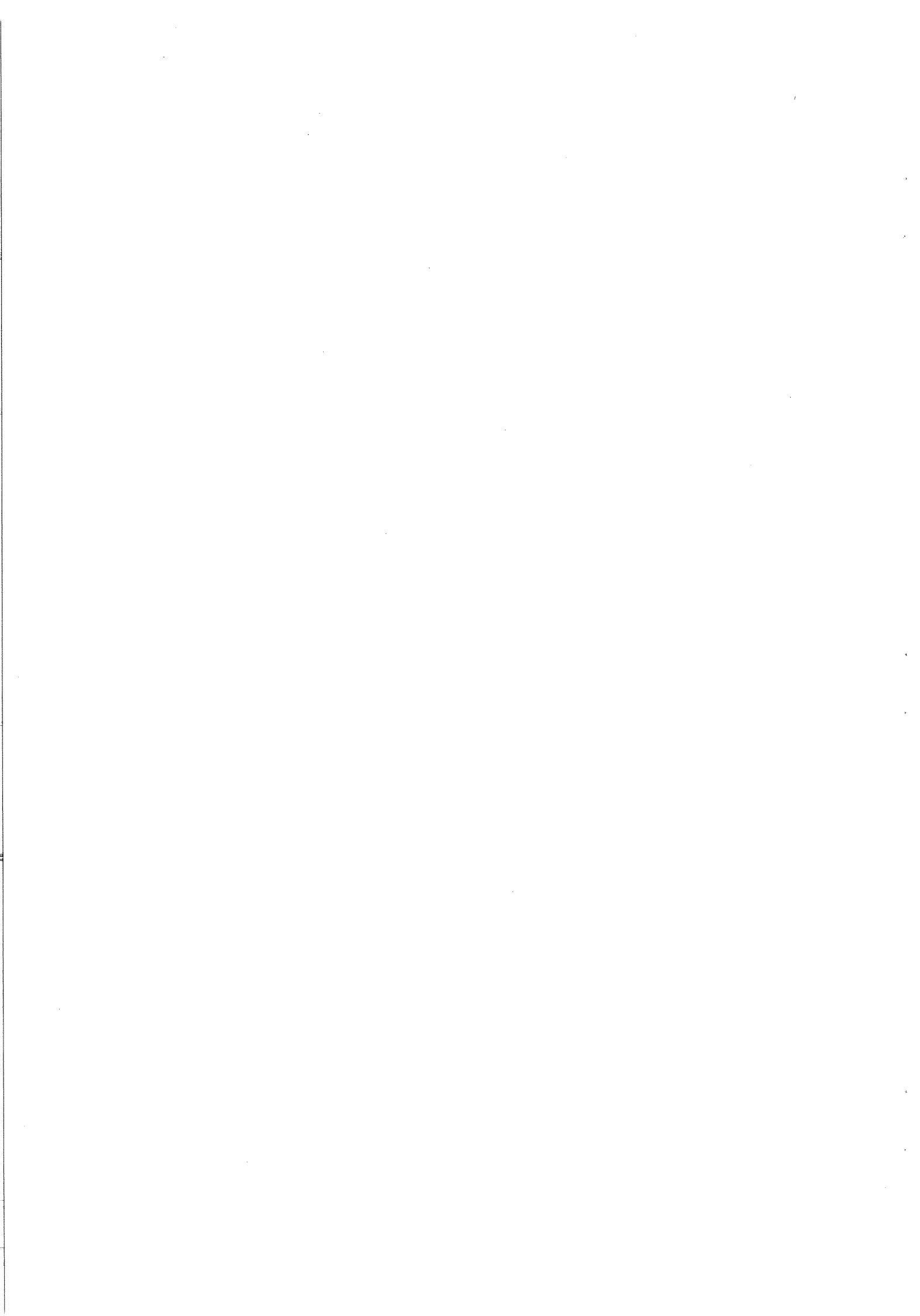
1 x Lt Col RAEC  
1 x Administrative Officer  
1 x School Warrant Officer

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Russian Wing	Arabic Wing	English Wing	German Wing
1 Maj RAEC	1 Maj RAEC	1 Sqn Ldr RAF*	1 Maj RAEC
1 Capt RAEC	3 Lt/Maj RAEC	1 Maj RAEC*	1 Civilian Instructor
8 Civilian Lecturers	6 Civilian Instructors	3 Lt/Maj RAEC	
		1 Flt Lt RAF/Lt RN*	
		2 Flt Lt RAF	
		4 Civilian Lecturers	

Support: 5 Clerks  
1 Language Laboratory Assistant

\* Rotational Post



DEFENCE SCHOOL OF LANGUAGES  
ENGLISH  
ANNUAL PROGRAMME

<u>ENGLISH</u>	<u>COURSE</u>	<u>PER YEAR</u>	<u>LENGTH</u>
RN	Pre Dartmouth	3	8 weeks
	Pre Starr	1	6 weeks
ARMY	Pre RMAS	3	22 weeks
	Pre Course	3	22 weeks
	Gurkha	4	11 weeks
	Pre Staff	1	6 weeks
RAF	Pre Cranwell	6	6 weeks
	Pre Air Traffic	4	8 weeks
	Pre Flying Trg	6	8 weeks
	Pre Engineering	4	6 weeks
	Pre Staff	1	6 weeks
	Pre Course	1	8 weeks
<u>RUSSIAN</u>	Interpreter	2	18 months
	Refresher	4	2 weeks
<u>ARABIC</u>	Interpreter	2	18 months
	Colloquial	10	10 weeks
<u>GERMAN</u>	Colloquial	6	6 weeks
	Basic	2	2 weeks



NOTIONAL HOURS CHART

LANGUAGE	SLP		
	2200	3333	4343
Arabic/Russian	250	450	525
German/Dutch	150	400	450
Italian/French	130	350	400
Japanese/Cantonese	400	600	750
Hungarian/Finnish	300	475	575





1985  
BILC CONFERENCE

DLIFLC

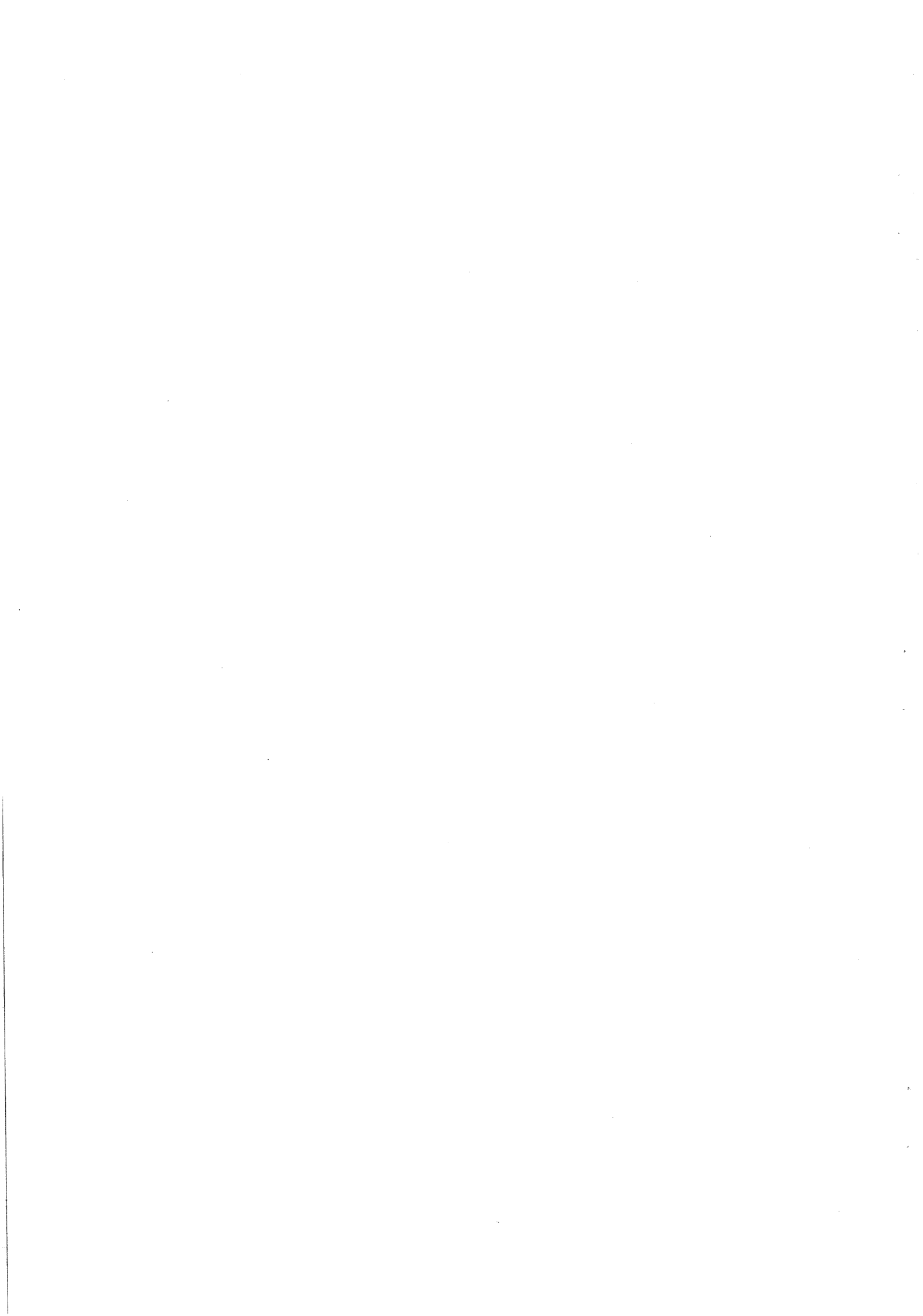
DLIELC

FSI

**ANNUAL REPORTS**



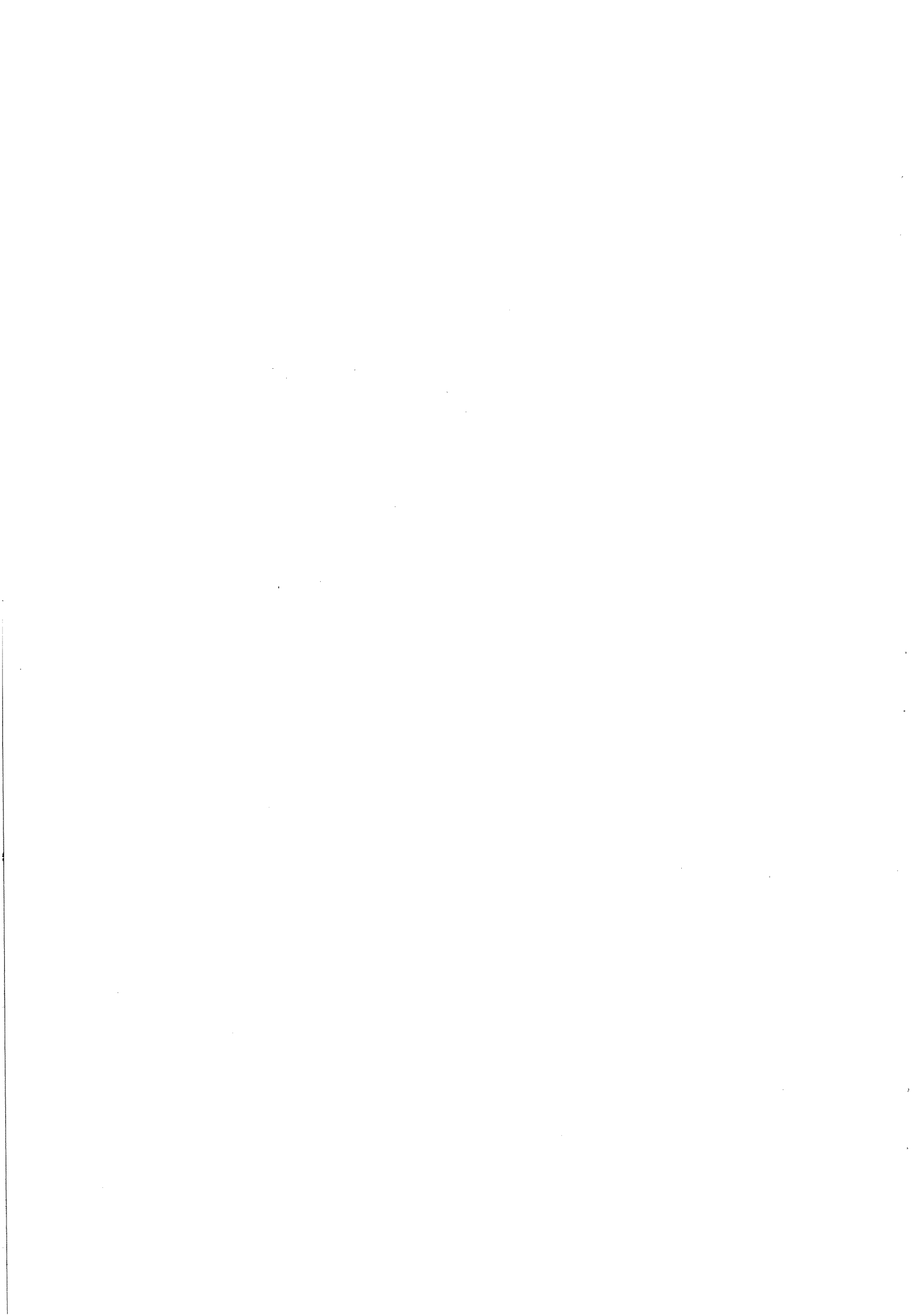
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ANNUAL REPORT

B.I.L.C. CONFERENCE 1985



B. I. L. C.

1985

CONFERENCE

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

ANNUAL REPORT

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## MASTER PLAN UPDATE

The integration of program goals and initiatives to DLIFLC Academic Master Plan has contributed to better coordination of efforts underway in the various divisions and language departments at DLIFLC, and has permitted closer monitoring and evaluation. In 1984, organizational changes resulting from School Model "83--the new organizational model for all U.S. Army schools under the direction of the U.S. Army Training and Doctrine Command (TRADOC) which affected DLIFLC upper management--have led to important and long-needed improvements in the DLIFLC training system, particularly through the establishment of a Curriculum Division to serve as central quality control point for both curriculum design, adaptation, and development within the six language schools. The reintegration of course developers with teaching staff permits greater flexibility and restores the single functional manager concept by vesting increased responsibility and authority in the position of School Director. Significant advances in the areas of testing, instruction, course development, and revision, research and evaluation, and faculty training are described below.

### SIGNIFICANT INITIATIVES AND ACCOMPLISHMENTS

#### Testing

**Attrition:** Recent emphasis on earlier identification of students unable to meet course standards has significantly moved attrition toward the early weeks of instruction

**Graduation Standards:** The January 1983 policy requiring level one proficiency in two language skills for graduation has been a success. The few students who failed to achieve this proficiency level were given a certificate of attendance rather than a diploma.

**Tester Certification:** Over 140 staff and faculty members have now been certified to test DLIFLC graduates, linguists in the field, and job applicants in 30 languages.

**Proficiency Advancement Tests (PATs):** These in-course tests of proficiency have been developed for Korean, and will soon be available for Russian. Development is also underway in French, German, Polish, Spanish, Thai, Vietnamese, and Norwegian.

**Defense Language Proficiency Tests (DLPTs):** As of now, DLPT IIIs are operational in Russian, Korean, German, French, Polish, Spanish, and Serbo-Croatian. DLPT IIIs in five other languages are currently under development. (This new, third-generation DLPT includes for the first time a test of speaking skill in addition to listening and reading comprehension.)

## Instruction

**Methodology:** Teachers in some 30 language departments have begun implementing the Progressive Skills Integration (PSI) approach by using skill-development activities in their classrooms. In an intensive program comprising as many as 1410 hours of instruction, the adaptation of individual classhours from a knowledge-oriented approach to a performance-oriented approach is of necessity a slow and cumbersome process. But the shift in methodology is beginning to produce results. Recent basic course graduates scored significantly higher on proficiency tests than earlier classes, notably in such difficult languages as Korean, Hungarian, and Czech.

**Peer Observation:** A promising experiment is underway in the Romance Languages School, where instructors exchange ideas on PSI by means of peer observation, informal demonstrations, and videotaping. The assumption here is that teachers learn best by seeing other teachers in action.

**New Materials:** The shift to PSI has been greatly accelerated in some departments by the wholesale replacement of older, grammar-based texts with newer communication-oriented commercial materials (new French basic course) or materials developed in-house (new German basic course).

**Instructional Media and Technology:** The Office of the Assistant Dean for Instruction is continuing to explore ways of improving instruction through the application of instructional technology. The German Gateway course will soon be enhanced by the addition of an interactive videodisc program. An Arabic Writing and Sound Program will teach sound-symbol relationships to beginning students using a microcomputer. A prototype project exploiting interactive videotape has also been completed in the French Department. Other programs are planned as part of an Interagency Research Effort (IRE). During the 1984 Christmas Break, our faculty had an opportunity to attend workshops that demonstrated language-learning software and authoring systems for Sony, Plato, and IBM microcomputers.

**Instructional Quality Control:** As a direct result of the School Model '83 reorganization, a Curriculum Division was established in the Office of the Assistant Dean for Instruction. This division performs the critically important functions of curriculum review and quality control, and supervises the preparation of Programs of Instruction (POI) for all DLIFLC courses. The new POIs will permit closer monitoring of PSI implementation across departments and provide a vehicle for standardizing instructional approach across course development projects.

## Course Development/Revision

Control of projects for resident courses and maintenance/refresher programs was given to the six school directors and course development



personnel were integrated into the six language schools. As noted in the paragraph above, DLIFLC established a new Curriculum Division as part of the School Model '83 reorganization to maintain quality control over this decentralized course development network. This division was charged with responsibility for approving language department POIs and issuing guidance on curriculum planning and development. To this end, the Curriculum Division developed a Curriculum Planning Model that lists procedural steps in curriculum planning and development and identifies critical quality control points in the process. During the month of June 1984, university scholars joined the DLIFLC personnel on a Curriculum Planning and Policy Task Force. This group, headed by the Curriculum Division Chief, validated the Curriculum Planning Model and prepared a Proficiency-Oriented Syllabus that provides course writers with detailed guidance on course content and skill-development strategies. Course development accomplishments are listed below.

**Romance Languages School:** As noted above, the French department has implemented a completely new basic course based on commercial texts. A new basic course has been developed for European Portuguese, and in-house development of a new Italian basic course is well underway with validation lessons now in print. Headstart courses in Italian and Latin American Spanish have been videotaped.

**Germanic Languages School:** Term One of the new German Basic Course has been completed in-house, and commercial materials for Term Two and Term Three are being procured from a German publisher. The new German Basic Course became operational in April 1985 at the Presidio of Monterey. It is scheduled for implementation at the Presidio of San Francisco in July. We expect innovations like the German news programs and the newly reestablished German student chorus to substantially improve motivation by bringing students into closer touch with the daily life, language, and culture of Germany.

**Asian Languages School:** The new Korean Basic Course has been implemented, and efforts to reduce academic attrition have been highly successful. The Korean Headstart Course was recently completed. The North Korean Armored Forces, a Professional Development Program Extension Course (PDPEC), was also completed. Term I of the Chinese Basic Course (Field Test Edition) was implemented in October 1984.

**Middle East Languages School:** The Arabic Department has instituted Arabic script as the medium of instruction in place of the Standard Arabic Technical Transliteration System (SATTS) used formerly. The department is also using commercial texts in the Modern Standard Arabic (MSA) Intermediate Course. A review of existing materials has begun in preparation for developing a new Arabic Basic Course. Good progress has been made in the development of Dari and Pashtu basic courses, and six Voice of America tape units have been incorporated into the Persian Basic Course. A project team has begun the design phase of a new Turkish Basic Course, and a contract has been awarded to produce a videotape version of the Turkish Headstart Course.

**Russian Language School:** Work has begun on several projects, including the revision of the Russian Basic Course and the development of an eight-week Russian Familiarization Course for Cryptologic Training System (CTS) graduates of the German Basic Course. A special Russian Course for linguists of the U.S. Forces Command has been completed; the course includes refresher and remediation lessons, as well as linguist placement tests and teacher certification tests. One of our Russian departments has developed a series of videotaped news, weather, and sports programs as part of an on-going media project.

**East European Languages School:** A new Czech Basic Course development effort has begun. The new Polish Basic Course was implemented during the final quarter of FY84. 70% of East European School graduates scored 2/2 or better in listening and reading proficiency during the third quarter of FY84, considerably exceeding the DLIFLC goal of 50%. Attrition also dropped dramatically during the same quarter.

#### Research and Evaluation:

**Research:** When the research function was added to the Evaluation Division in June 1984 numerous projects and assignments were immediately undertaken, including participation in the Curriculum Policy and Planning Task Force and the Conference of the Interagency Committee on Foreign Language Testing. Important progress was made on three of nine joint research projects planned a year ago in collaboration with the Army Research Institute (ARI). These projects, which are critical to improving language instruction at DLIFLC, concern teaching methodologies and language skill decay. The division also performed a preliminary study to determine the proficiency needed upon graduation from DLIFLC to ensure success at the US Army School of the Americas, and carried out various similar assignments at the request of the Dean. A second Educational Researcher will conduct research primarily in support of the ongoing evaluation mission.

**Evaluation:** The effectiveness of DLIFLC's internal and external evaluation mission has been enhanced by the development of improved measurement tools. The Student Opinion Questionnaires on Instructional Effectiveness and Program Effectiveness have been rewritten and are being validated. Similar Instructor Opinion Questionnaires are also in validation. At the request of the Dean, a special questionnaire was developed to determine the actual amount of time devoted to various teaching strategies as a way of measuring the extent to which the new Progressive Skills Integration approach has been implemented by teachers. In cooperation with the Cryptologic Training System (CTS) and the Intelligence and Security Command (INSCOM), new questionnaires are being developed for use in evaluating the performance of DLIFLC graduates in their follow-on assignments.

## Faculty Training

**Faculty Training:** There have been three significant accomplishments in the area of faculty and staff development:

**Basic Instructor Training Workshop (BITW):** The BITW, a mandatory preservice workshop, has been expanded from two to three weeks to give newly hired faculty more practice-teaching experience before they assume actual teaching duties.

**Professional Educator Program:** FY85 marks the full implementation of this program, which is designed to provide a comprehensive, career-long professional development plan for academic employees, as well as recognition for DLIFLC faculty and staff members who dedicate themselves to improving their subject-matter knowledge and job skills.

**Training for Command Language Programs (CLP):** In coordination with the Nonresident Training Division, the Faculty and Staff Development Division is offering training at DLIFLC or on site for non-commissioned officers and civilians instructors of CLPs to introduce them to the DLIFLC proficiency-based instructional approach.

Some of the topics discussed above are explained below in greater detail.

### RESEARCH ACTIVITY AT DLIFLC

The mission of the Research Branch at DLIFLC is to manage and direct research pertaining to Defense Foreign Language Program (DFLP), including both intra-agency research and research involving coordination with other agencies, e.g., the Army Research Institute (ARI), the Air Force Human Resource Laboratory, the Navy Office of Education, and the civilian agencies represented in the Interagency Roundtable (ILR).

The following actions and projects have been accomplished to date by our two educational researchers:

1. Establishment of a close working relationship with ARI regarding joint efforts in support of the need to improve language instruction at DLIFLC. Significant progress has been made on three of nine previously-proposed candidate research projects:

Project No. 1, Teaching Methodologies, Study No. 1 (Suggestopedia): Collaborated on the research design in general and on the specifications of the Measurement Plan in particular. The experiment began on 7 Jan 85, and it is being closely monitored by the Research Branch. The initial phase of this first experiment is nearing completion as the date of this report.

Project No. 7, Foreign Language Skill Change Rates: Collaborated on and assumed primary responsibility for the production of the Measurement Plan for the joint ARI-DLIFLC Language Skill Change Study; established liaison with a number of other agencies, institutions, and individuals who have been encouraging and coordinating research in this area, including the Center for Applied Linguistics, the National Security Agency, and various academic institutions and consortia; assumed primary responsibility for development of an attitudinal-motivational battery for use in the study, in collaboration with one of the most widely recognized international experts in the field; established liaison with the Defense Manpower Data Center to support present and future research activity.

Project No. 4, Educational Technology: The Research Branch has initiated its participation in the ARI Evaluation Plan for videodisc enhanced German Gateway course materials which are being produced via a contract with Brigham Young University. The Research Branch will monitor, review, consult, and advise, in order to help ensure that the Evaluation Plan will meet the unique needs of DLIFLC.

2. Ad hoc studies as requested by the Dean and the Commandant of DLIFLC:

A preliminary study to determine the level of language proficiency needed upon graduation from DLIFLC to ensure success at the US Army School of the Americas.

Development of a research plan to assess the extent of incorporation of new teaching practices into routine DLIFLC classroom procedures. This assessment will establish baseline data concerning the extent to which various kinds of instructional behaviors are routinely present in typical DLIFLC classroom practice.

Development of new data collection and analysis procedures to permit the reporting of attrition data on a real-time basis in addition to the retrospective approach currently being utilized.

Preparation of an Evaluation Plan to assess the impact of a new scheduling and space utilization plan which was implemented experimentally by the Spanish Department in January 1985 when it moved into the new General Instructional Facility (GIF). A report was made to the Commandant in March 1985, on the basis of which the decision was made to return to a modified version of more traditional scheduling practices.

3. Support for ongoing evaluation efforts, e.g., revision and validation of existing student opinion questionnaires. The Branch is also coordinating with two user agencies in developing mutually useful external evaluation instruments and procedures.

4. Ad hoc consultation to a variety of visitors from other agencies and institutions on such matters as foreign language proficiency testing in the U.S. Air Force, foreign language placement and credit validation procedures at the U.S. Air Force Academy, and the aptitude testing project being coordinated by Supreme Allied Headquarters Powers, Europe (SHAPE) for the Bureau for International Language Coordination (BILC).

#### FACULTY AND STAFF DEVELOPMENT

In FY83 the division began to develop and conduct workshops dealing with the new Progressive Skills Integration (PSI) approach to teaching foreign languages, which became school policy in late FY82. This new approach was based on DLIFLC's proficiency goals and the Language Skill Level descriptions that have since been adopted as a common standard by all U.S. government agencies.

During FY83 we trained over 800 teachers, supervisors, course developers, chairpersons, and school directors in the first PSI course, PSI One, which dealt with techniques for developing speaking and writing skills. Some 80 instructional managers were subsequently trained in the PSI Two course, which addressed receptive skill development--listening and reading.

During FY84 we continued to conduct PSI workshops while developing additional courses in the same series: PSI 3, dealing with translation and interpretation skills; PSI 4, dealing with psychosocial behavior and cultural knowledge in the context of language proficiency; and finally, PSI 5, which considers the various ways in which instructional media and new technology can play a part in developing functional language skills by bringing the real world into the learning environment.

Also during FY84, we began working on a comprehensive new professional development program which we call the Professional Educator Program. While the PSI courses serve an immediate training need in implementing our new instructional approach, we have long recognized the need for a broad-ranging career development effort aimed at bringing all of our faculty onto a par with the best of their profession in academia. While many instructors come to DLI with extensive academic backgrounds and advanced degrees, these degrees are often in disciplines other than Foreign Language Education. Our Professional Educator Program constitutes a long-term investment in the future of DLI, and is predicated on the assumption that good teaching, at DLIFLC or anywhere, requires sound professional judgement and not just a familiarity with one textbook or one methodology. In FY85 the Professional Educator Program became operational, and we are continuing to develop additional inservice training courses.

While the Professional Educator Program will continue to be a top priority and consume much of our energies, we are also committed to making improvements

in a number of other areas. First and most important among these is the development of a workshop to train all DLIFLC instructors in the proficiency standards that now constitute basic course graduation requirements. We hope to begin offering this workshop during FY85. Second, we are preparing a training program for course developers. An outline syllabus for this program was developed last summer as one product of a Curriculum Policy and Planning Task Force that brought together curriculum specialist from both DLIFLC and the academic world.

In addition, most of our time and energies are dedicated to providing new teachers with the best pre-service training that we can give them. Our Basic Instructor Training Workshop continues to undergo more or less constant revision as we discover better ways to prepare new instructors for a future at DLIFLC.

#### RUSSIAN TOTAL IMMERSION LANGUAGE PROGRAM

The Russian total immersion facility is a DLIFLC initiative to improve the language proficiency of high potential students enrolled in the Russian Extended Course, the Russian Intermediate Course, or the Application Phase of the Russian Basic Course. Traditional classroom instruction is supplemented and enhanced by exposing a small group of students to highly intensive language instruction and practice in a controlled environment.

Intensive language instruction is best conducted in an atmosphere of total involvement in the linguistic and cultural milieu of the target country. Total immersion requires the student to use the target language exclusively in daily living. On 1 June 1983 DLIFLC established, initially on a one-year trial basis, a high intensity program in an isolated five bedroom house in Carmel Woods. The facility is operated by two DLIFLC Russian instructors responsible for controlling the out-of-class environment, ensuring the exclusive use of the Russian language in special activities, as well as in the various situations of everyday living. A group of six students is rotated to the facility every ten weeks. Data for eight sessions (43 students) show the experimental group students gained 10% more in speaking, and 2% and 3% more in listening and reading, than their counterparts in the control group. If consistently successful in significantly raising the language proficiency of Russian students, this concept may be extended to other language programs.

#### COMPREHENSIVE TEST DEVELOPMENT PACKAGE

The Defense Language Proficiency Test III (DLPT III) is now replacing the DLPT I and DLPT II, which existed in over forty languages. The earlier tests had serious deficiencies, including lack of currency, limited number of test forms, limited number of skills tested (listening and reading only), and

limited range tested (Level 3 and below). This system had led to inflated scores over the years. The new DLPT III tests the full proficiency range (Levels 0-5) in three skills--listening, reading, and speaking. The DLPT III serves as the end-of-course test at DLIFLC. Like the earlier DLPTs, it tests the language at large and not any particular course of instruction. The DLPT III will eventually be a two-tiered system. Only those who score Level 3 on a lower range test will be eligible to take the upper range test in that particular skill. The primary aim of the new skill level standards is to equate level attainment across languages and across all government agencies engaged in language training. DLPT IIIS have been developed, validated, and implemented in French, German, Korean, Polish, Russian, Serbo-Croatian, and Spanish. Development has begun in six other languages--Modern Standard Arabic, Mandarin Chinese, Czech, Italian, Persian, and Vietnamese; two additional alternate forms will soon be developed for Russian and Spanish.

To eliminate the problem of inflated scores, DLIFLC recalibrated the older DLPTs using the skill level standards. This project brought DLPT results into line with tests used by other government agencies.

Since 1983 a new graduation policy has been in effect requiring a Level 1 in listening comprehension and one other skill. Those students who do not meet this objective receive a certificate of attendance rather than a DLIFLC diploma. These standards may be raised in the future.

#### ACADEMIC ATTRITION

Students are eliminated from DLIFLC for administrative and academic reasons. Administrative attrition is beyond the control of DLIFLC. It includes, among others, elimination for medical reasons, loss or non-award of security clearance, change requested by user agencies and failure to adapt to military life. Academic attrition consists of two categories, lack of effort (LOE), and lack of aptitude (LOA). Academic attrition rates are affected by each of a variety of factors such as scores on the Defense Language Aptitude Battery (DLAB), years of education, prior language learning, age, difficulty of the language and individual motivation. No single factor stands out yet as a useful predictor for students whose DLAB scores exceed the minimum cutoff of 85. We continue to collect and analyze the data, e.g., for possible combinations of factors. Once the students have begun their training, however, their quiz and test grades, plus the judgement of the faculty and Foreign Language Training Advisors, provide reasonable attrition decisions. Recent emphasis on earlier identification of attritees has significantly moved academic attrition toward the early weeks of the course.

## NEW SYSTEMS TRAINING

DLIFLC continues to explore and identify relevant opportunities for application of technology to language training. Videotape players and video cameras are used in many classrooms in a variety of ways: to film student classroom exercises for instant feedback and evaluation, to vary class presentation and bring foreign culture into the classroom, and to observe students' and instructor's interaction to support a research project in one of our departments. In addition, workshops demonstrating the use and purpose of multi-media technology for language instruction in authentic cultural and linguistic settings are conducted regularly for our faculty and staff. Current projects in our New Systems Training Division include:

### PLATO

DLIFLC has 14 stations in the Video Learning Center for common use by students. Two other stations are used in the division for developmental purposes.

Seven modules of an existing German program (German Basic Structure Series) have been programmed for use with PLATO. Twenty students are using the program as part of their homework and for refresher/maintenance purpose. Records of use, performance, and achievement are being maintained. This project is expected to be completed by July 1985.

Some PLATO programs for French, Spanish, and Italian are being reviewed for possible use in refresher/maintenance instruction. A program for Hebrew has been evaluated for use in our Hebrew department.

### Computer Adaptive Testing Project

The Dean and personnel of our Evaluation and Standardization Division have developed a new testing matrix to ease the effort of developing and grading DLPTs. A sample computer program was developed via IPA and additional work will be done to insure that all requirements are met.

### Arabic Writing and Sound System

The DLIFLC purchased a program developed at the University of Texas, for teaching Arabic Sound and Script using the IBM Personal Computer. This system is expected to reduce student learning time using the computer terminal to 16 hours compared to 40 hours in traditional classroom instruction.

### INSTAVOX

Five random access audio devices are planned for use under computer control.



### French Military Terminology Interactive Videotape Program

Using Canadian Armed Forces videotapes , the French department has developed an interactive videotape program to teach military terminology in French. Validation ended in April and this program will become operational in July 1985.

### German Gateway Video--Enhanced Learning and Video-Enhanced Testing

A contract by Brigham Young University produced a total of ten disc sides of interactive instruction for DLIFLC German Gateway classes. Four discs are from existing films (KONTAKTE) and six were shot on locations in Germany in October 1984. Brigham Young University is now doing the programming. Ten interim Electronic Information Delivery System (EIDS), stations are included as part of the contract. Brigham Young University and the U.S. Army Research Institute are jointly conducting the evaluation.

### U.S. Interagency Research Effort

A joint effort with the National Security Agency, DLIFLC, and the U.S. Army Forces Command has been underway to develop innovations in language instruction using current technology. Interactive video discs (one side each) for teaching Hebrew, Spanish, and Korean have been produced. DLIFLC departments are determining the best way to fit this type of instruction into their programs of instruction.

### BBC Videotapes

A cooperative effort with NSA was begun to obtain video tapes and production rights for programs in French, German, Greek, Italian, Russian, and Spanish--a total of 50 hours. Language departments will review all tapes to determine specific uses.

### New Basic Arabic Course

This project will form the first portion of a new basic Arabic course primarily using commercially obtained materials--From the Gulf to the Ocean. The test period is scheduled for 15 weeks beginning 5 July 1985 with one section of students who require less than the full 47-week Arabic Course.

## NONRESIDENT TRAINING

### Course Development

The Nonresident Training Division has assumed responsibility for developing the Professional Development Program Extension Courses (PDPEC).

These are exportable courses available to military units for group- or self-study. Their purpose is to improve and expand the language skills of interrogators and other linguists. Each course applies interrogation skills and current military terminology associated with Motorized Infantry, Armor, and Artillery within the context of a hypothetical interrogation. During 1985, completed PDPEC courses in Russian, Chinese, Korean, German, and Czech will be issued to military units. On-going and future projects include North African French, Spanish, and Russian (for Air Force operations).

Other short courses have been developed in French, German, Norwegian, and Russian to meet the unique requirements of the Special Forces. Another short course in Spanish has been developed for the US Navy SEAL.

#### Headstarts

The use of DLIFLC Headstart programs by military education centers is steadily increasing. Since these programs were designed for use in a self-instructional mode, they are also very much in demand by all U.S. military personnel assigned overseas. They provide an introduction to the language and culture of the host country. The focus is on communicating in practical situations such as greetings, introductions, shopping, ordering meals, asking for directions, and dealing with local transportation. Twelve programs have been developed so far: Saudi-Arabic Headstart, French Headstart for Belgium, German Headstart, Italian Headstart, Japanese Headstart, Korean Headstart, Headstart for the Philippines (Pilipino), Portuguese Headstart, Spanish Headstart for Latin America (Panama), Spanish Headstart for Puerto Rico, Spanish Headstart for Spain, and Turkish Headstart. Some of these are also in a videotape format: German, Italian, Pilipino, and Spanish Headstarts for Latin America and for Puerto Rico. The Turkish videotape version of the program is currently being developed under contract by the University of California at Los Angeles and will be completed by the end of the year.

#### Assistance to CLPs:

Last year, the Nonresident Training Division visited several Command Language Programs and offered technical guidance and assistance to military language training units. Depending on the need of the nonresident students, this guidance and assistance consist of testing students, evaluating programs, of instruction, restructuring programs, and providing instructor orientation or other services. Two of these visits provided instructor orientation in the use of our new Russian Refresher/Remedial Program which DLIFLC developed for Language Programs of the U.S. Forces Command.

#### STUDENT ENROLLMENT

In FY84, the average student enrollment at Monterey was 2433, 212 for the Presidio of San Francisco, and 306 at Lackland AFB. In addition, seventy-nine

DLIFLC students were enrolled at the Foreign Service Institute (FSI). Instruction was conducted in 35 languages and dialects. Enrollment projection for FY85 is 3544 for Monterey, 620 at Presidio of San Francisco, 420 at Lackland AFB, and 159 at FSI.

#### CONSTRUCTION PROGRAM

Construction programs are well underway. The quality of existing student housing, training, and recreational facilities is excellent, but for the past several years the DLIFLC student population has increased by about 500 students per year and this has led to severe overcrowding. A General Instruction Facility, one of three mentioned in the FY 83 Master Plan, was completed in March 1985. Construction of a second General Instruction Facility is in progress. A dormitory designed to accommodate 704 students is scheduled for completion this fall, and a 440-student dormitory and dining complex is also under construction. Construction has also begun on additional roads and utilities to service the new buildings as well as to upgrade the existing system.

Contracts are scheduled to be awarded at the end of FY 85 for the construction of a large Physical Fitness Center, a new Academic Library, a new Child Care Center, a new Logistical Warehouse, and a new Print Plant. Planned further in the future are a Joint Services Personnel Center, a third General Instruction Facility, new Bachelor Officers' Quarters, a new Automatic Data Processing Facility, and six Foreign Language Houses for total immersion programs. Completion of the FY 83 projects will allow DLIFLC to phase out its Lackland Air Force Base Branch and will relieve the serious overcrowding at the Presidio of Monterey. Closure of the DLIFLC Branch at the Presidio of San Francisco will be considered when the additional construction is completed.



DEFENSE LANGUAGE INSTITUTE  
ENGLISH LANGUAGE CENTER

ANNUAL REPORT

B.I.L.C. CONFERENCE 1985



DLI, ENGLISH LANGUAGE CENTER

ANNUAL REPORT

30 April 1985

1. INTRODUCTION.

a. Each fiscal year, the Military Departments provide DLIELC with the number of foreign military trainees (FMT) programmed to attend DLIELC prior to their entry into US technical/professional training programs. In FY 84, 2,068 FMT entered DLIELC. Approximately the same number are programmed to attend in FY 85. The average daily student load of 540 has FMT personnel from approximately 68 different countries.

b. The English language proficiency skill level required for entry into a technical/professional program is determined by each Military Department and is expressed in terms of an English Comprehension Level (ECL) test score on a scale of 0 - 100. The majority of the programs which are highly technical or hazardous in nature require an ECL of 80. Prerequisites for less technical courses vary from 65 to 80 ECL. The FMT is given an ECL screening test in-country prior to departure for CONUS. If the FMT does not meet the English language proficiency requirements for direct entry into the technical or professional program, or if the FMT requires Specialized English terminology training as a course prerequisite, the individual is programmed for additional language training at DLIELC.

2. ENGLISH LANGUAGE TRAINING COURSES.

a. The American Language Course (ALC) is a proficiency-based course and is variable in duration. Upon entry at DLIELC, an FMT is placed at the appropriate proficiency level in the American Language Course and receives six hours of instruction daily. During the last nine weeks of scheduled training at DLIELC, providing the minimum ECL score has been achieved, the FMT studies specialized technical terminology appropriate for the scheduled follow-on training program.

b. DLIELC conducts four courses for selected FMT who are involved with the teaching of English in their homelands.

(1) The Basic English Language Instructor Course is a 27-week course. During this time, the trainees study the structure and phonology of English, and the DLI methodology of teaching English as a Foreign Language (TEFL). Emphasis is placed on TEFL techniques and peer teaching. Six classes of this course are scheduled annually.

(2) The Advanced English Language Instructor Course is a 13-week course. It is intended for experienced TEFL instructors who need to be updated on the TEFL "state-of-the-art" and on teaching techniques. This course is conducted quarterly.

(3) The Advanced Program in English Language Training Management Systems Course is an 8-week course. It is conducted twice a year for FMT who are managers, administrators, and/or supervisors in host country English Language Training Programs (ELTP).

(4) The English as a Medium of Instruction Course is designed for International Instructors who must teach academic/technical subjects in English. This 16-week course provides intensive practice in developing and delivering lesson plans from their own text materials. Students are required to bring their own text materials and must have an ECL of 80 for entry into the course. Class dates are variable and can convene at any time when a group of five or more students are programmed.

c. Three additional courses are also conducted by DLIELC as required for FMT.

(1) Language Laboratory Maintenance Training provides instruction and practice in the installation, maintenance, and operation of language laboratories. Course duration varies from three to eight weeks depending upon previous experience of the trainees in electronics.

(2) OJT Professional/Specialized, CONUS consists of on-the-job training in general laboratory procedures, i.e., operational and preventive maintenance procedures.

(3) Observer Professional/Specialized, CONUS is tailored to cover those areas in the operation and administration of an ELTP which are most appropriate to the observer(s) as defined by the host country.

3. OVERVIEW OF DLIELC TRAINING ACTIVITIES. The following special projects highlighted the academic training program during the past fiscal year:

a. During the last year DLIELC has sent Mobile Training Teams (MTTs) worldwide to perform surveys, start new ELTPs, assist in special projects, administer oral proficiency exams, advise, and instruct. MTTs have gone to the Republic of the Sudan, Ecuador, Puerto Rico, Saudi Arabia, Chad, Colombia, Taiwan, Egypt, Germany, and Japan. Currently, there are MTTs in Egypt, Spain, Honduras, Venezuela, Somalia, Tunisia, and the Republic of the Philippines. Language Training Detachment (LTD) personnel on long term assignments are currently stationed in Saudi Arabia, Somalia, the Republic of the Sudan, the Yemen Arab Republic, Zaire, Indonesia, Thailand, and Honduras.

b. General English Language Training Program for US Army ROTC graduates: The US Army students started to arrive at DLIELC in January 1982 from Puerto Rico. A total of 50 students per year were programmed. The DLIELC mission is to train them in the General English Section for a period of up to 16 weeks for improvement of their speaking and comprehension abilities.

c. The Commandant, DLIELC and the Chief of the Nonresident Training Branch visited the following countries during the last year to evaluate the English language programs as they relate to US foreign policy, and discuss their activities and requirements with Security Assistance Office personnel and host country officials: Somalia, Egypt, the Yemen Arab Republic, Saudi Arabia, Bahrain, Qatar, United Arab Emirates, and also Mexico and Guatemala.



Col Kilborn and the Dean of Academics of DLIELC also visited Panama, Venezuela, Colombia, Ecuador, and Peru, to discuss the English language programs with US Southern Command as well as US and host country officials in each country.

d. During the past year the Command Program Section of the Nonresident Training Branch continued to monitor all approved US Military Nonresident English Language Programs (NREL) in CONUS and overseas, and to provide American Language Course (ALC) and Pre-Basic Training English Language Course (Pre-BTELC) materials to US military personnel, civilian employees of the US military, and dependents who are not native speakers of English. Currently, there are 77 approved Army NRELs in approximately 179 locations in CONUS and overseas. The USAF has two active programs. The USN has one. Another in the US Navy Ship Repair Facility in Yokosuka, Japan is awaiting approval.

e. April 20, 1984, DLIELC was awarded the Joint Meritorious Unit Award for the period 1 January 1980 to 30 June 1983 for "outstanding training provided to more than 37,000 foreign military students."

#### 4. CURRICULUM DEVELOPMENT ACTIVITIES.

a. During the past year DLIELC formally established the English as a Medium of Instruction Course (EMIC). This course was developed primarily in response to a need identified by Turkey. The course goal is to prepare non-native speakers of English who are assigned in their country programs as instructors of academic subjects, but who must deliver this instruction in English. Students who complete this course often proceed on to the ATC Technical Instructor Course conducted at Lackland AFB, or to the Academic Instructor Course conducted in the Air University at Maxwell AFB before returning to their country to begin platform duties. The specific approach of this course is to assist students to prepare presentations from their own English language technical/academic textbooks. Students in this course receive abundant practice in preparing and delivering their own presentations in front of TV cameras, and in analyzing and critiquing their own taped performance. They leave the course with a full set of complete or partial presentations in their technical courses.

b. In the Instructor Training area DLIELC successfully concluded the field trial of the methodology modules in the Basic English Language Instructor Course (BELIC). In addition, a new series of instructional modules on grammar were prepared for the same course and were introduced in the classroom for tryout in May.

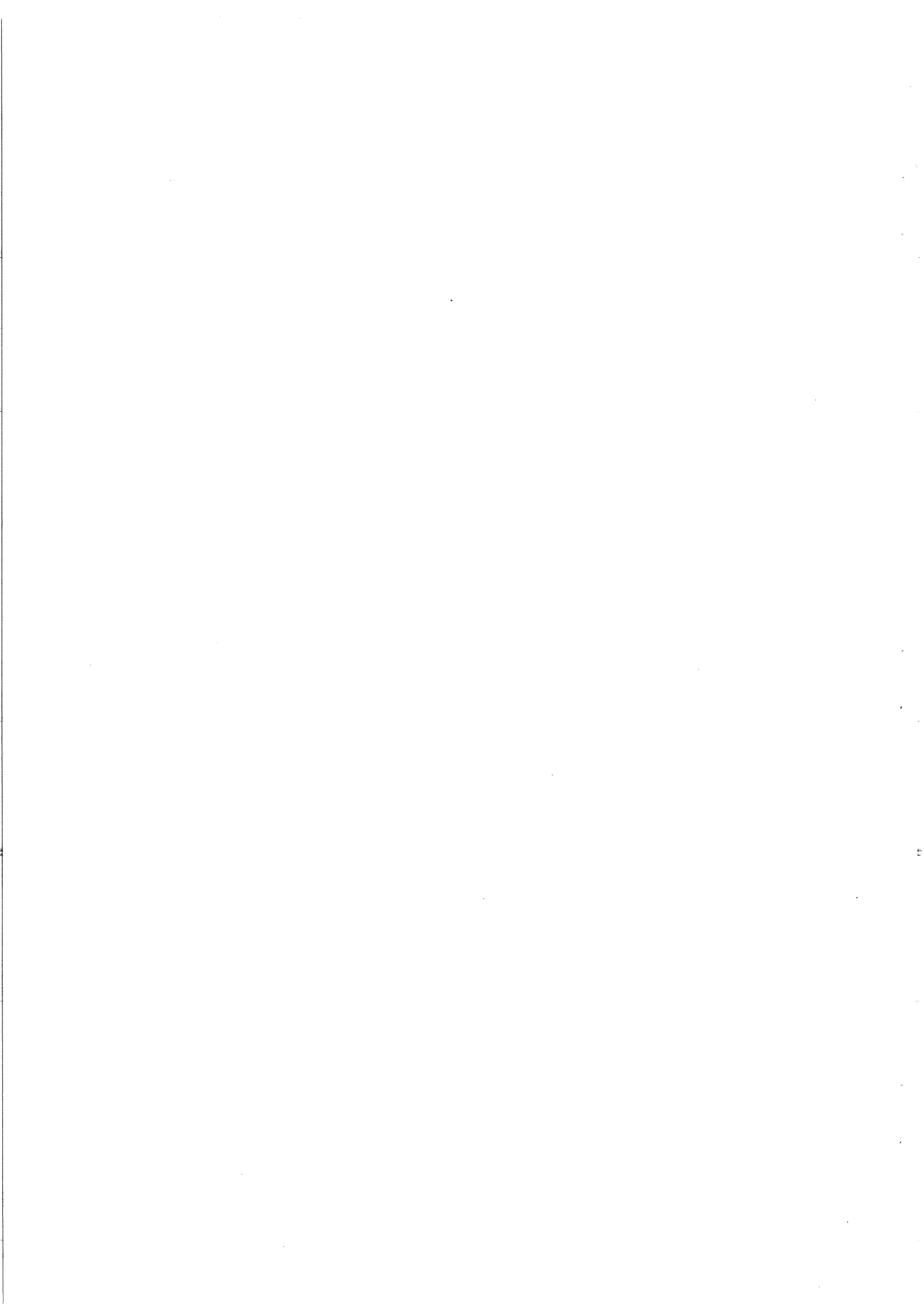
c. In response to a request from the Air Force, DLI developed a Recorded Oral English Evaluation to assist in the screening of personnel assigned to staff and instructor pilot positions in the Euro-Nato Joint Jet Pilot Training Program at Sheppard AFB. This measurement assist was delivered to the Air Force on 7 January and is now in the process of being implemented.



DEFENSE LANGUAGE INSTITUTE  
FOREIGN SERVICE INSTITUTE

ANNUAL REPORT

B.I.L.C. CONFERENCE 1985





United States Department of State

*Foreign Service Institute*

*1400 Key Boulevard  
Arlington, Virginia 22209*

INPUT FOR NATIONAL REPORT -- BILC 1985

Foreign Service Institute: School of Language Studies

THE "BASIC COURSE": PROGRAMS FOR OFFICER CORPS

FSI's School of Language Studies invests a portion of its manpower and money each year in an effort to keep its 40+ full-length language programs (the "BASIC Courses") up to date, both linguistically and methodologically. A portion of this work is routine "maintenance"--a normal operating expense if FSI instructional programs are to remain current with changing events overseas and modern language teaching practices.

Each year a few programs are selected for major attention. Some of the BASIC courses were written in the 60s and early 70s, and are in need of more than supplementation and minor revisions. These major projects range from the development of entirely new course elements to the creation of a complete program--including student and teacher instructional materials, audio tapes, and reading matter.

The total amount spent on BASIC course development in FY84 was 11.1 man-years. The major projects undertaken in FY84 included the following.

- o Languages of Eastern Europe Project (LEEP) A major 3-year project was launched to re-create five 44-week Eastern European language/area programs: Bulgarian, Czech, Hungarian, Polish, and Serbo-Croatian. The start of this project was postponed from October 1, 1984 to February 11, 1985, due to delays in funding approval. A three-person task force is now at work, together with selected faculty members from the languages in question. The project will require at least two years, with a third year for preparing materials for publication.
- o Language/Area Studies Integration An extensive study was conducted jointly with FSI's School of Area Studies to evaluate and improve procedures for the blending of program components in all language/area courses. Many of the task force's recommendations, such as fully collaborative sequencing of course events, have already been implemented; several with significant resource implications were

deferred pending funding. One such recommendation is to lengthen the normal training cycle for French and Spanish BASIC courses from 20 to 24 weeks so that a higher percentage of beginning students would attain the S-3/R-3 within the stipulated course length.

- o A prototype program was created for the final 4 weeks of language/area training for Spanish students bound for Mexico. Field-tests have proved highly successful. SLS plans to develop similar programs for other countries and sub-regions; expansion will depend on further funding.
- o Developed 15 introductory units in Czech; renovated (updated, expanded, supplemented) written and taped materials in Bulgarian, Russian, Spanish, and Turkish.

#### THE "FAST COURSE": PROGRAMS FOR SUPPORT PERSONNEL/FAMILY MEMBERS

The FAST courses comprise a second language curriculum specially tailored to the needs of family members at foreign language posts and employees assigned to non-LDP positions. Full-time intensive programs, 6 to 10 weeks in length, these programs were first offered in FY80. FAST courses in 16 languages are now offered annually. Materials for several of the most frequently run courses have been published; the others are in various stages of preparation.

In 1984, two new FAST courses were drafted and successfully field-tested in Egyptian Arabic and Hindi. The Metropolitan French FAST materials were published in 1984; drafts of Japanese and Italian materials were completed preparatory to formatting and final editing. Teaching materials were renovated/revised/expanded in Thai, German, Indonesian, Brazilian Portuguese, and Indonesian.

FAST materials development continues in FY85, with two new languages added: Hebrew and Icelandic.

#### STAFF DEVELOPMENT

The quality of training depends on the excellence of the staff--instructors and supervisors--as well as on the training materials and program designs. In 1984, SLS had a number of retirements from the ranks of its Language Training Supervisors; six new LTSS were hired to replace and augment this cadre of professional linguists. Also 30-40 new instructors, the normal turn-over, were hired during 1984. SLS designed and implemented a series of orientation/training programs in 1984 to ensure that all new faculty members get off to a quick--and correct--start.

The First-Year Instructor (FYI) Program This program consists of three workshops sequenced to occur at intervals during each instructor's first year, as follows:

- o Workshop #1 -- One-day orientation during instructor's 1st month.
- o Workshop #2 -- Two-day workshop on special features of SLS language training programs.
- o Workshop #3 -- Two-day workshop on FSI's students, the missions of client-agencies, and the training cycle.

Pending funding support, a more ambitious new instructor training program is planned for FY85-86. The major cost is the time of the instructors themselves, who must be withdrawn from the teaching schedule for staff training events.

The General Orientation for Language Training Supervisors  
This program consists of the following:

- o Workshop A -- Two days during LTS's first month  
SLS objectives; Who's Who; tour of FSI; familiarization with special features of SLS language training/testing; briefing on FSI students and their agencies.
- o Workshop B -- Two days during LTS's second quarter  
Principles and guidelines for supervision of students/instructors; case studies.
- o Workshop C -- Two days during LTS's third quarter  
Detailed briefing on new SLS curricular initiatives.





SHAPE LANGUAGE CENTRE (SLC) REPORT

1. Internationally Funded Programme (International Staff)

a) Language Training - English

The Centre has now had almost one year's experience of a programme of mainly individualized instruction. The feedback and results are sufficiently encouraging that we have decided to continue on the same basis for the next year.

Several significant modifications are considered necessary and staff are taking steps to initiate these. They include: more preparation of students in effective study and learning methods; insertion into the adapted commercial courses we are using of more realistic SHAPE-related communicative activities, especially involving the oral skills; re-introduction of limited small group work for extra oral practice and correction.

b) Language Training - French

The course "ARCHIPEL" (C.R.E.D.I.F./Didier) is now established as the Centre's mainline French programme; we are also using the BBC video course "ENSEMBLE" increasingly.

Plans are in hand for a visit of a staff member of the Foreign Service Institute (FSI) Washington to present their "BRIDGES" (concept and materials) to our teachers of French.

c) Consultants and long-term projects

The Centre has funded several consultancies since the last BILC Conference; details are given below (Annex A). Further information on these and the SLC seminars, of which an up-dated list is attached at Annex B, can be obtained from the Centre or through the BILC Secretariat.

It will be seen that much of the Centre's current work is in line with BILC's activities, especially the Working Groups. The Centre plans to devote similar resources to the aptitude and course format studies in the coming year.

2. Community Funded Programme (Language Circle)

Currently the Circle is running classes in Dutch, German, Italian and Spanish in addition to the official NATO languages.

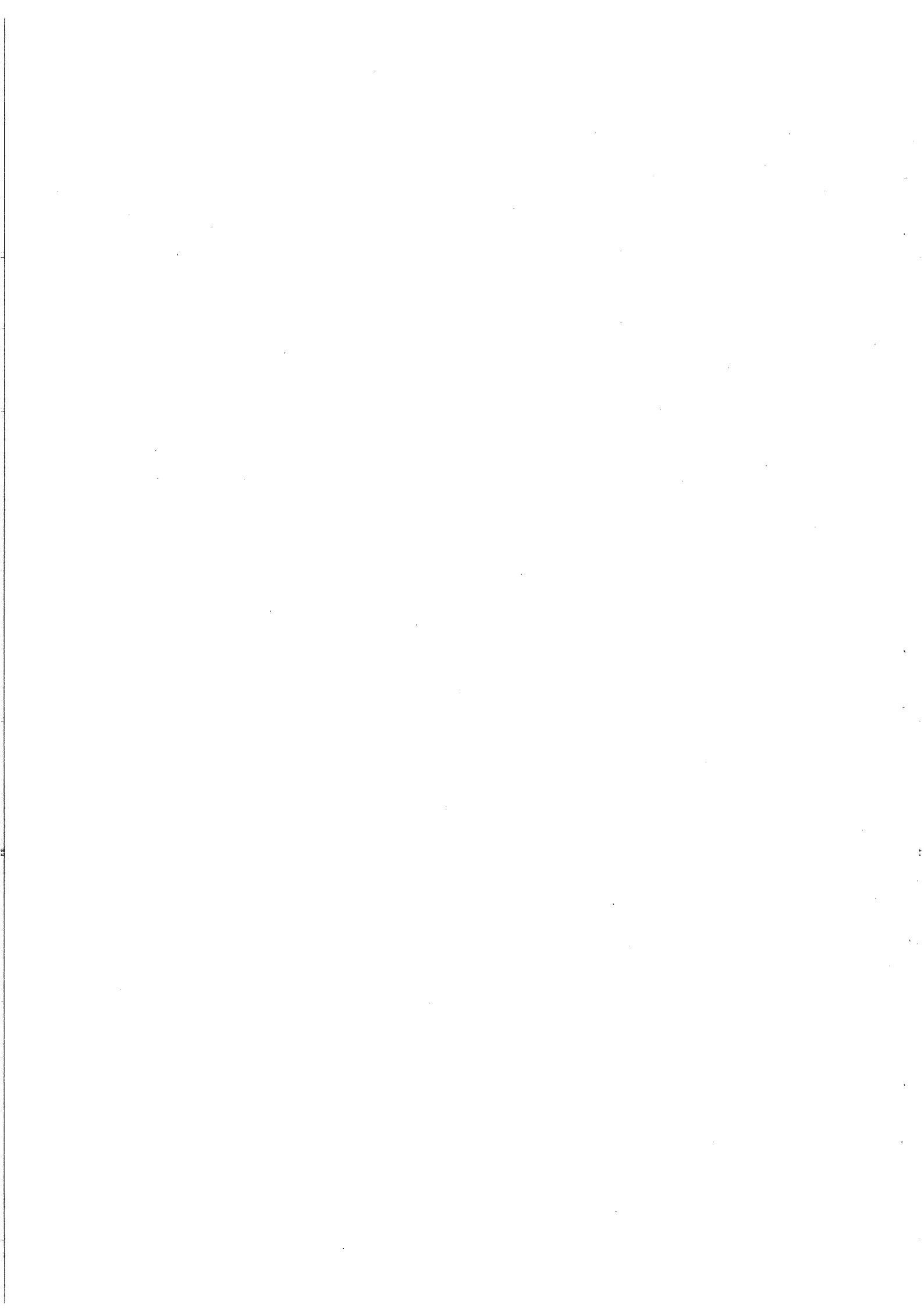
Video equipment is on order and the Circle should soon have access to the Language Centre's micro computer system.

Attachments

Annex A: SHAPE Language Centre Consultants 1984-1985

Annex B: List of Seminar Reports 1984 to June 1985

Annex C: National Equivalents to NATO Language Proficiency Levels (STANAG 6001)



SHAPE LANGUAGE CENTRE

CONSULTANTS

(1984 - 1985)

1. Graham DAVIES

School of Language Studies, Ealing College of Higher Education,  
London.

Graham Davies has been working on Computer-Assisted Language Learning (CALL) for 7 years at the Ealing College of Higher Education, initially on main frame computers but currently on micro-computers. Ealing now has a fully equipped micro-computer laboratory for students of foreign languages and of English as a Foreign Language.

He will demonstrate "authoring" packages used at Ealing and in a number of schools and higher education institutes in the UK (an authoring package enables the user to produce his own programme following a format given with the package).

2. Professor Chris CANDLIN

Department of Linguistics and Modern English Language, University of Lancaster, UK.

Professor Candlin is a widely-known and highly reputed language consultant. He has done major research and work in Germany particularly, but all over the world too, with universities and large companies, including IBM.

We are asking Professor Candlin to make an overview of our English mandatory testing and training programme to see if he has any recommendations on future orientation of this programme.

3. Professor John SINCLAIR

Department of English Language and Literature, University of Birmingham, UK.

He is internationally known for his published work on the English Language in such varied fields as English grammar, discourse analysis, lexis and literary style. His involvement in computational research is a longstanding one, dating from a pioneer project in the 1960s, when he used the computer in studying patterns of lexical co-occurrence in English texts.

We are asking Professor Sinclair, in a one-day exchange, to explain what services a university department such as his own could provide SHAPE, with particular reference to military terminology and analysis of the texts that SHAPE personnel have to handle. We hope to obtain a costing for any such services.

4. Dr Janine COURTILLON

Centre de Recherche et d'Etude pour la Diffusion du Français (CREDIF), St Cloud, Paris, France.

Dr Courtillon is well-known in Europe for her language courses and her major contribution to the Council of Europe's work on the "threshold level" (niveau Seuil). The Council of Europe has produced Threshold levels in a number of languages; these define the language required to integrate into a community.

As author of "ARCHIPEL", our main course at SHAPE, Dr Courtillon will be dealing with questions from all the teachers who have been using the course. We are also asking her to brief us on her recent work into self-study courses, of particular interest to our teachers of English.

5. Dr. Peter SKEHAN

Institute of Education, University of London, England.

Dr. Skehan did doctoral work into language aptitude testing and completed a research project at the Army School of Languages (Beaconsfield) in 1982. The project was on very similar lines to the BILC study on aptitude and learning strategies and the SLC has commissioned Dr. Skehan as adviser/consultant on those parts of the study that will affect SHAPE or come under the Centre's coordination. (Dr. Skehan's report was fed into the Working Group's discussions at the 1985 Conference).

Dr. Skehan has published several articles in "Polyglot" (available on micro-fiche only but copies can be obtained from the SLC of those articles concerning aptitude).

SEMINAR REPORTS 1984

SERIAL N° LTC(84) SR/ (N/REF N°)	DATE	PLACE	SPEAKER	SUBJECT	LTC REP
1 (390)	5 March	British Council, Paris	Mike Lavery	Creative Work with Video	JL (+)
2	22 March	British Council, Paris	Dr F. Frankel	Developing Writing Skills: beyond the sentence	DHE (+)
3 (391)	24-25 March	Collège Condorcet, Paris	Antoine de la Garanderie	Forum de Pédagogie Diffé- renciée	DHE (+)
4	28 March	British Council, Brussels	Longman ELT representative	An Introduction to "Visi- tron: The Language of Pre- sentations"	MGA, (+) RAH, JL, AML, AH
5	8 June	British Council, Paris	Tim Johns	Computer Assisted Language Learning: the state-of-the art and prospects for the future	MGA
6	4-8 June	Ecole Royale Mili- taire, Brussels		1984 BILC Conference	DHE etc.

SEMINAR REPORTS 1984

SERIAL N° LTC (84) SR/	DATE	PLACE	SPEAKER	SUBJECT	SIC REP
7	19 June	Lille University, France	M. Loonis	EAO	All staff
8	16-28 Sept	Lancaster University, UK		Computers in English Language Education & Research	DHE
9	22 Oct	British Council, Brussels	Mr Rinvoluceri	Tips for Tired Teachers	AH
10	14 Nov	British Council, Brussels	Dr Howell	Use of Visuals in Language Teaching	AM
11	21 Nov	British Council, Paris	Dr Frankel	Role of Autonomous Learning in Teaching	AM/RAH

SEMINAR REPORTS 1985

SERIAL N° SLC(85) SR/	DATE	PLACE	SPEAKER	SUBJECT	SLC REP
1	7 Feb	British Council, Brussels	M. Lavery	Creative Use of Video in Foreign Language Learning class rooms	Claudine Walter
2	13 March	British Council, Brussels	C. Walter	Learning Grammar Communicatively	Annesley Hard Ruth Ann Hatchett
3	17 June	SLC SHAPE	Maire O'Reilly	Teacher Independent Oriented Teaching	SLC Staff
4	18 June	SLC SHAPE	Henri Sagot	Pourquoi Pas? (New Course in French)	SLC Staff





NATO UNCLASSIFIED

NATO LANGUAGE PROFICIENCY LEVELS

STANAG 6001

National Equivalences (Note 1)

<u>NATO</u>	<u>CANADA</u>	<u>GERMANY</u> (Note 2)	<u>UNITED KINGDOM</u>	<u>UNITED STATES</u> (Note 4)
1	1	A		1
2	2	B	Colloquial (Note 3)	2
3	3	I	Linguist	3
4	4	II	Interpreter	4
5	5			5

Note 1: The information given in this table, although not officially published in any NATO document, has been provided from national training establishments and is used by the Language Training Centre, SHAPE in its contacts with national authorities.

Note 2: Source: Seiten 62/63 VMBl 27 Feb 1979

Note 3: Colloquial (UK) is for oral skills and is therefore 2 2 0 0 in terms of the 4 skills: Listening, Speaking, Reading, Writing.

Note 4: The 5 point scale is used principally by the Foreign Service Institute in testing proficiency of government service employees. The widely-used English Comprehension Level (ECL) test scores can be converted to the NATO levels as follows:

<u>ALCPT/ECL SCORE</u> (Converted)	<u>NATO LEVEL</u> <u>LISTENING AND READING</u>
0-20	0
21-35	0+
36-49	1
50-59	1+
60-69	2
70-77	2+
78-86	3
87-90	3+
91-97	4
98-100	4+



Report of Study Group 1

Aptitude and Learning Styles Study

Chairman: Mr. D. Ellis  
Co-Chairman: Dr. B. Rollason

Members: SqnLDR M. Bishop  
Lt F. Crescenzi  
Capt S. Croce  
Dr. R. Curica  
Dr. M. Herzog  
RDir E. Leben  
Miss J. Lefrançois  
Miss S. Murphy  
Capt F. Rollò  
Col C. de Saint Julien  
Lt M. Samsunlu

1. The group met for a total of 7 hours.
2. The first task was to determine the practicality of implementing the study as outlined in the document circulated by SHAPE on 22 April 1985. It was decided that in view of (a) a consultancy report by Dr. Peter Skehan, University of London, UK, commissioned by the SHAPE Language Centre to review this project, and (b) the importance of the aims of the study, the project plan should be rewritten and a detailed realistic set of procedures implemented during 1985 - 1986.
3. A great deal of discussion took place concerning the feasibility of translating the DLAB into the various languages used by participants. DLI had provided translations but the group as a whole expressed reservation about the validity of the test in its translation. It was understood that vast validation studies would be required before any correlation or degree of comparability between different countries' results could be established.
4. Dr. Martha Herzog suggested that a more limited but more controllable study be undertaken as a first step. In view of (a) difficulties inherent in the DLAB/MLAT correlation and (b) other, at present unknown, variables which could be manifested when translated tests are administered, it was recommended that:
  - only English versions of the MLAT be used, plus TALV and an Italian version which is now in an experimental phase; and
  - that only parts II and IV of the DLAB be used in any preliminary study to be carried out in 1985/1986. A correlation study will be made in order to determine the reliability of this 'truncated' DLAB.
5. The aim of the study was established as per the document Annex A to the Minutes of the BILC Steering Committee 1984, i. e.

The object of the study is to investigate the extent to which applying research findings on the prognostic and diagnostic use of language aptitude sub-test scores can improve learning success rates and increase output in the military language training programmes of members.

6. It was agreed that the project be implemented in 4 phases:

(a) Phase One

1. The MLAT/TALV and DLAB will be administered to samples of specific populations as follows:

United Kingdom	100 MLAT/DLAB English
P.S.C. of Canada	100 MLAT/DLAB English
	20 TALV/DLAB French
USAF (Lackland)	100 MLAT/DLAB English
DND Canada	100 MLAT/DLAB English
	100 TALV/DLAB French
Italy	100 MLAT/DLAB Italian
France	100 TALV/DLAB French

(b) Phase Two

1. Specific personal and background data shall be gathered on subjects as per the personal data sheet at Annex A. This sheet was amended to match more closely the kind of descriptive rather than statistical data being sought.
2. Transmission of data will be accomplished by sending the course information sheet at Annex B to the data gathering centre to be determined. This set of questions was also modified to meet the revised requirements of the study.

(c) Phase Three

1. Completed answer sheets and data sheets shall be forwarded, upon the completion of the administration of Aptitude Tests, to:

David Ellis  
Language Centre  
SHAPE HQ

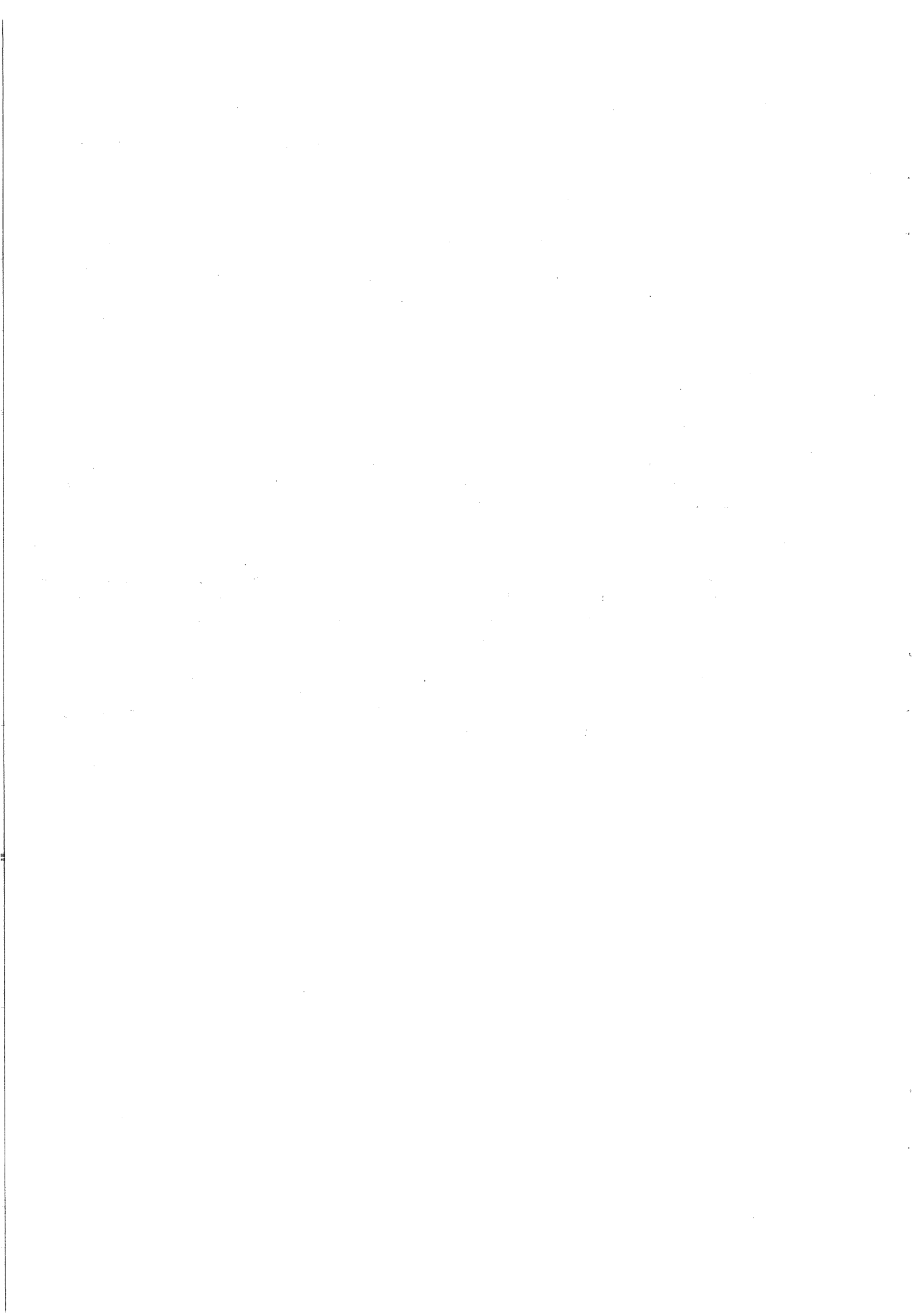
2. SHAPE Language Centre shall forward raw data to Dr. Bryan Rollason, Faculty of Education, University College of Wales, Aberystwyth, who will arrange for the analysis, the establishment of reliability coefficients and other correlation studies as required to be completed.
3. In order to reduce variables when results of final test scores are correlated with Aptitude Test results, members are requested to forward a description of final tests to be used and suggestions for the presentation of final test scores with data submitted at 1 above.

(d) Phase Four

1. Establishment of reliability coefficients between MLAT - TALV/DLAB;
2. correlation of aptitude scores and achievement test results; and
3. recommendation for further study and strategies to be adopted depending on results.

NOTE: It should be noted that the analysis to be carried out will be descriptive and cannot be considered at this stage to be a scientific study. The working group, faced with very complex problems of comparability and an excessive number of variables, is at the present time seeking indicators and possible courses of action to be taken in the future.

7. Achievement tests. In view of the difficulties experienced with the nature of the Canadian tests as circulated, and given the fact that Canadian tests will be totally revised during 1985/86, it was agreed that each participant will rely on national course performance tests. At this stage it is not possible to use an international standard of measurement. If courses last longer than 6 months an intermediate test should be administered.
8. DLI will make every effort to make DLAB materials available to participants by September 1985.
9. Participating nations will obtain their own packages of MLAT materials.
10. The BILC Secretariat will inform the Psychological Corporation that studies on MLAT/DLAB are taking place and that permission to begin preliminary translation into other languages be given.
11. In view of the urgency of the requirement for an aptitude test in the Portuguese Armed Forces and its value in the future validation of translated tests, the Portuguese delegation was requested to begin translation of the MLAT English test, including the directions to candidates. At further discussions to be held at BILC 86 the Portuguese translation will be offered for use by BILC members, subject to 11 above.
12. To assist member delegations to prepare for the admin of MLAT, Mrs. Jeanine Lefrançois agreed to prepare a short paper on the interpretation and administration of MLAT in terms of results, interviews, counselling etc and the determination of methods for teaching strategies.



PERSONAL DATA

(to be completed by student)

1. Name ...
2. Number ...
3. At what age did you complete full-time formal education? ...
4. Primary language ...
5. Do you have any knowledge of other languages? If so, which?  
...  
...
6. Have you previously studied ... (target language)?  
YES   
NO

APTITUDE DATA

(to be completed by instructor)

1. Aptitude Data (raw scores):

MLAT/TALV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	TOTAL
DLAB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	TOTAL	





COURSE AND INSTRUCTIONAL DATA

- 1. Name of School ...
- 2. Target Language (state) ...
- 3. Course Duration (weeks) ...
- 4. Classroom Contact Hours (per week) ...
- 5. Self-study Out-of-class Assignments (minimum hours per week) ...
- 6. Type of Course (may check more than one)

- Audio-lingual
- Audio-visual
- Structural/Notional
- Grammatical
- Communicative
- Situational
- Other (specify)  ...

7. Resources Available

- Laboratory
- Video
- Microcomputer
- Other (specify)  ...

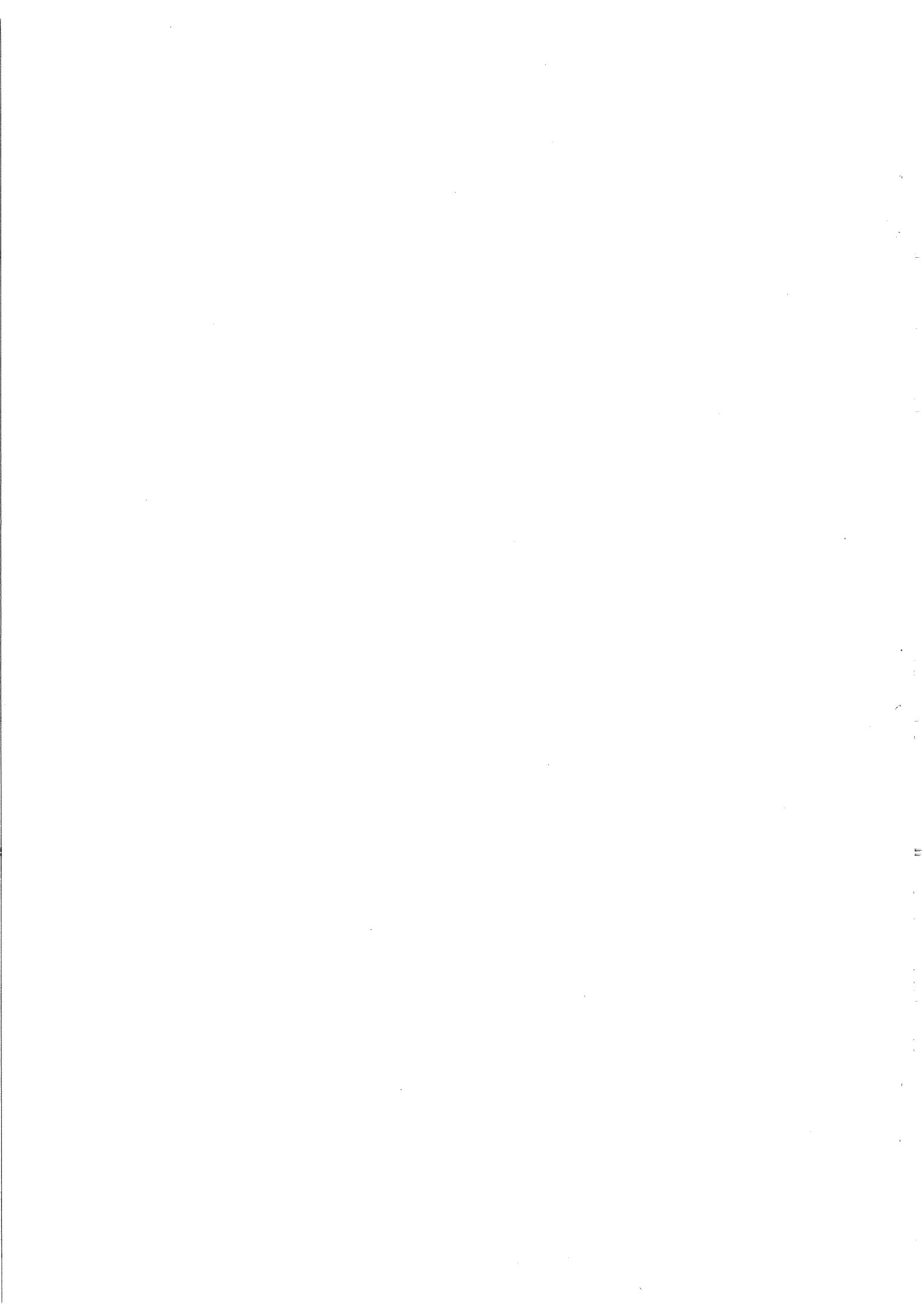
8. Class Size  (number of students) ...

Skills to be learned:

	Understanding	Speaking	Reading	Writing
Minimum entry level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of Course level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Course outline (please give brief details of the course content and attach any materials or documents that will help in the categorization of the type of course and teaching/learning methods.

.....  
.....



Report of Study Group 2

Course Format

Chairman: Mr. M. P. M. Schwarz

Members: Mr. M. Aston  
Mr. D. Ellis  
LtCol J. MacFarlane  
Maj. Dr. L. Noordsij  
LtCol M. Papamichael  
Miss P. Watson  
CDR A. York

Additional

Participants: LtCol R. Brace  
Col G. Crawford  
Col F. Fernandez  
Mr. J. Melady  
LRDir J. Rohrer  
Miss A. Scordino  
Cdt J. Tancre

Our mission was to provide guidelines to the BILC members for the development of a communicative program.

1. Outline of the proceedings

The nations represented in the Working Group gave an outline of their approaches to program development. It became apparent that each nation had valuable contributions to make. It was therefore decided to attempt to make this large pool of expertise accessible to those nations which may find it helpful.

2. The Working Group decided that the time was too limited to develop a comprehensive format at this stage. We did agree, however, that there was a need to provide elements of a system that might prove beneficial to the BILC Members to use as a foundation in developing a system within their own unique environments.

As a Group we developed a non-specific Overview, and we highly recommend the Steering Committee to ask each BILC country's senior representative to provide as much actual material and/or ideas as possible to support the areas described below.

The Steering Committee should task the Members in September 1985 for materials/ideas to be submitted by the end of February 1986 for discussion at the BILC Conference in June 1986. It is suggested that the materials be provided to the BILC Secretariat for distribution to Heads of Delegation of the member countries.

- a) Elements of a system for developing course programs:

- Research
- Task Analysis
- Limiting factors
- Objectives
- Core curriculum
- Intensity

Hours per week  
Duration of course  
Class size  
Methodology  
Lesson plans  
Model exercises  
Tests  
Training aids  
Feedback  
Evaluation  
Validation  
Staff training

b) Course Format

We understand "Course Format" to mean the program of studies devised by the school to meet the training requirements of that particular institution. We would therefore like to solicit course format material relating to any or all of the elements of the list above according to what is relevant in each case.

3. Next steps

In line with the tasking outlined in the introduction above, the Course Format Working Group will review the material sent by the Secretariat, to be received from the Secretariat no later than the end of March 1986.

We ask that the Steering Committee include in next year's Agenda a tasking which will lead to the development at the 1986 BILC Conference of a model BILC course format for the benefit of interested members.

Attachments

Annex A: Toward communicated skill-oriented language courses  
(BSprA ideas on the development of appropriate curricula)

Comments on Annex A by:

- Hellenic Army Language School (Annex B)
- Italian Army Language School (Annex C)
- Italian Air Force Language School (Annex D)
- United Kingdom (Annex E)
- SHAPE Language Centre (Annex F)

Toward communicative, skill-oriented language courses  
(Ideas on the development of appropriate curricula)

After the STANAG proficiency level system had been accepted, the aim and contents of language courses within the Bundeswehr had to be re-formulated. 1977 was a good time for us to take a fresh look at our teaching program. The effectiveness of syntactically-oriented courses was being questioned and language instruction was becoming more pragmatic. One way of introducing a pragmatic aspect to the language course was to restructure the materials according to the "understanding skills" - listening and reading - and the "expression skills" - speaking and writing. First, new examination regulations were formulated which gave equal value to the four skills, listening, speaking, reading and writing, and established accepted testing procedures for these skills. On the basis of these regulations, proficiency-oriented examinations were subsequently developed to determine whether the candidate was able to communicate effectively at the required level of proficiency.

Once the examination regulations and the skill-oriented tests had been developed, it was necessary to ensure that our language courses lead students to the stated goals.

Since the various institutions of the Bundeswehr have widely differing needs, both with regard to topics to be covered and in the importance attached to each of the four skills, it was decided that no central course-book would or should be written. In place of the traditional neutral text-book, flexible curricula were to be developed, which could be adapted to the needs of individual learning groups. In this paper some of the ideas upon which our curricular concept is based will be explained and, where possible, specific examples from a sample English curriculum will be given.

Serious language instruction takes into account the fact that the linguistic form of another language is seldom learned as an end in itself. Even when the aim of a lesson is to practice using language tools such as grammar and vocabulary, the student should understand that these tools must be acquired in order to convey or understand ideas.

This means that utterances which we learn to make or to understand should be interesting and/or relevant to the learner. <sup>1)</sup>

This principle, which we might call "form follows function," is not just another teaching fad; it is based on reasonably sound psychological research. It seems clear, for example, that our memory has great difficulty learning and retaining language tools such as words and rules of syntax unless a relevant reason for their use is apparent.<sup>2)</sup>

For our curriculum this means the following: if adults are to acquire real communicative ability in other languages, relevant topics and plausible reasons for speaking and writing must be provided in order to make serious use of the language possible. Since our choice of topics etc. depends on the needs of the learners and the requirements of their jobs, it is not always possible to determine the information to be communicated or reasons for communication in advance.

As a result, there can be no absolute sequence in or weighting of the language tools to be taught.<sup>3)</sup> Instead, those words and structures will be dealt with which apply to a particular listening, reading, speaking or writing purpose. Lexis and syntax are not taught according to a taxonomy with its own inherent system, but in accordance with the communicative situation. Content determines form and not the other way around.

It should be pointed out that there are a number of relatively "neutral" language tools which can be taught without regard to a particular topic or situation and to which part of the course may be devoted. However, the order in which these items are taught should be based purely on didactic considerations and not on any assumptions about the inherent "logic" of the language.

A corollary of the principle that the content of language courses should be serious and meaningful (i. e. relevant to the learner) is the requirement that statements to be made or understood should be authentic. We would like to distinguish between three types of authenticity: authenticity of content, authenticity of use, and authenticity of linguistic form.

Authenticity of content is absolutely essential. The object of language learning must be to understand or communicate ideas or facts which satisfy an actual need for information.

It is equally important that the other language be used authentically. Even during grammar or vocabulary practice it is important to remember that language use should be related to an authentic, or at least plausible communicative intent. The language learners can and should be asked to help the teacher find uses of language which they themselves consider relevant.<sup>4)</sup>

The definition of "authenticity of linguistic form" varies according to the skill and the level of proficiency being discussed. With regard to the receptive skills it can be said that any text which meets a genuine communicative need is "authentic." For this reason it is not always necessary that native speakers be the source of listening or reading texts. However, since beginners are generally not able to decide whether what they read or hear is correct, it is probably wise, on the lower proficiency levels, to avoid using too many texts by "non-natives."

Texts which are to serve as patterns for oral or written production will generally follow the idealized form of language as used by a hypothetical (generally "educated") native speaker. On NATO levels 1 and 2 the language samples presented will be as neutral and generally "correct" as possible. It is interesting to note that the non-native speaker is often better than the native at teaching this idealized form of language since he himself once consciously learned the syntax of the target language.<sup>5)</sup>

On the higher proficiency levels authenticity of form takes on a somewhat different meaning: while on the one hand the learner is expected to work with and understand qualitatively diverse texts, on the other hand his own utterances must not only be linguistically correct but also socio-linguistically appropriate. Whether the linguistic form of an utterance is appropriate in a given situation can only be judged by someone who has developed a pragmatic feeling for the language, generally a native speaker.<sup>6)</sup>

Only when the language taught is authentic in content, use and form can we say that the language course does justice to our contemporary understanding of the nature of language.

As we have said, the curricula which have been and are being developed within the Bundessprachenamt are not to be equated with course material. Instead, curricula serve as guidelines for the development of learning units. The curriculum for a particular language proficiency level and skill provides a framework for the format, contents, and where appropriate, for the chronological order of the learning units.

Course content on each level is based on a common core of ten required *topic areas* (Example 1). As far as possible, the specific *topics* chosen for a particular course should take the job requirements and personal interests of course members into account. (Example 2)

Example 1: *Topic areas*

BSprA Level A (NATO 1)	Level B (NATO 2)
1: Personal data, descriptions of persons	1: Training and education, professions
2: Training and education, professions	2: Housing and/or quarters
3: Housing and/or quarters	3: Leisure time activities
4: Daily routine	4: Transportation and traffic
5: Shopping	5: Vacation, travel, tourism
6: Leisure time activities	6: Description of places and institutions
7: Public and private transportation	7: Sports (professional, for relaxation)
8: Vacation, travel	8: Health, environment
9: Weather and climate	9: National customs (centering on the Federal Republic)
10: Description of places, directions	10: General military questions

BSprA Levels I/II (NATO 3/4)	
<u>Military topic areas</u>	<u>Civilian topic areas</u>
1: Military training	1: Training, professions, education
2: Operational readiness and combat training	2: The environment, the quality of life
3: Logistics, military equipment, standardization	3: Mass media
4: Defense policy	4: Science and technology
5: The serviceman and society	5: General social questions

Example 2: Sample selection of topics corresponding to topic areas 1 - 4 on NATO level 2

Topic areas	Topics
1: Training and education, professions	- Re-enlist or return to civilian life? - Schools and education - Finding a job (looking for a job)
2: Housing and/or quarters	- Housing/furnishings
3: Leisure time activities	- Car maintenance and repair
4: Transportation and traffic	- Saving gas - Traffic accidents - Public transportation
5: .....	



The job requirements of course members are particularly important in relation to the *types of texts* chosen for a given curriculum (Example 3). In our usage, the term "job requirements" applies to language activities such as using the telephone, writing letters, making notes and reading job-related texts; in the model curriculum "job requirements" does not cover mastery of a particular technical vocabulary or jargon. Restricting the terms "job requirements" and "job-related" to language activities which can be conducted in ordinary (non-technical) language, enables us to develop "general language" materials which can be used in different training institutions for widely varying purposes.

Courses based on this kind of curriculum should help the course member to understand the significance of the skills listening, speaking, reading and writing in actual communication. The learner should also recognize the roles played by the type of text, the purpose and intent of the speaker or writer or the reasons for reading and listening, as well as the types of listening or reading (e. g. skimming for the gist, scanning for specific information, reading carefully for detail and inference) appropriate to a particular goal.

For the reasons mentioned above, the order in which *language tools* are presented within the skill-oriented sections of the course is semantically determined rather than following any inherently "logical system (Example 3). The curriculum does, however, include a list of language structures and functions which should be mastered by the end of the course, and a special section of the course may be devoted to teaching those items which are not necessarily related to a particular topic or skill (Example 4).

Example 3:

LISTENING - LEVEL B (NATO Level 2) CURRICULUM H-2  
(Excerpt)

Topic area	Topic	Type of text	listening act/ listening purpose	language tools	Suggestions for other skills
SPORTS	1) athletics	interview radio/TV	global listening selective listening general interest	Vocabulary and structures are selected on the basis of the situation.	M (oral work): Discussion of advantages and disadvantages of various sports S (written): letter of complaint to radio station
	2) football (soccer)	report (sportscast) radio/TV	listening for detail general interest		M: Briefing on organization of a sports event between units of German and U. S. armies. S: Write a note for the bulletin board L (reading): Related magazine article
	3) athletes	report radio	selective listening listening for detail general interest		M: discussion on the use of drugs in professional sports
	4) Sports on the weekend	Broadcast: calendar of events radio	selective listening making plans		M: Group work on topics: "Watching sports is not a sport" - "TV watching is bad for the family" L: finding sports broadcasts in radio or TV program guide

Example 4: Functions and structures, English NATO level 2 (extract)

<p>The following list contains language functions and structures which should be covered on level B.</p>	
<p><u>functions:</u></p>	<p><u>structures:</u></p>
<p>Making plans; predicting</p>	<p>present continuous for future time</p>
<p>Talking about past actions, conditions and events and relating them to each other/to the present</p>	<p>Past (simple and continuous), past perfect (simple and continuous), present perfect (simple and continuous)</p>
<p>Expressing frequency of actions and states of being and relating them to the present</p>	<p>Present perfect (simple and continuous) vs. present (simple and continuous)</p>
<p>Reporting present, future and past actions and events when the persons involved are not known or need not/should not be named</p>	<p>Passive voice</p>
<p>.....</p>	<p>.....</p>

In deciding which language tools to cover when working with reading and listening texts it is important to realize that the "difficulty" of a text depends on the tasks set as well as on the text itself. Unlike traditional courses, in which the textbook determines how and when the required functions, structures and vocabulary will be dealt with, the communicative language course relies on the teacher to decide what is the best way to teach a particular learning group. Grammar remains an important part of the course, and approximately six of the 25 hours per week are devoted expressly to *language tools*, but between four and six hours are also devoted each week to each of the four skills.

Although our curricula devote separate sections of the course to the four skills, we are of course aware that in actual language use the individual skills are seldom isolated. For this reason the curricula contain a column "suggestions for other skills" which presents ideas for developing the topic at hand within the other skills. It is certainly possible that within a listening comprehension unit a relatively large amount of time will be spent on oral or written work. Whatever skills are involved, learner motivation is best when the material used and language activities practiced are authentic.

On the basis of the proposed curricula learning units can be developed relatively quickly. The following is an example of such a unit for an English curriculum on NATO level 2:

Example 5: Ideas for Planning and Carrying out a Learning Unit

Listening, Level B

Curriculum H-2, topic area 7 , topic 3

a. skill-oriented use of language

topic area: sports

topic: athletes

type of text: report

reason for

listening: general interest, information

listening act: global, selective listening

b. communicative activities in classroom

situation: You hear a radio report about the boxer Leon Spinks

learning activities

- "understanding" before listening

Before listening to the text the following questions are discussed:

Who is Leon Spinks?

Why do you think there was a radio report about him?

- general understanding

The text is played through once. Then the students are asked what the report is basically about.

A. about a boxing match

B. about a boxer's career

C. about a boxer's chances of winning his next bout

- selective listening

Before listening to the text a second time, students read the following statements. While listening to the text, they are to cross the three statements which correspond to what was actually said.

(To ensure understanding items are normally given in German.)

1 - At the time of the broadcast Spinks was a relative newcomer to boxing.

2 - Spinks grew up in an upper-middle class family.

3 - Spinks took up boxing in order to be able to defend himself.

4 - Spinks had his first boxing lesson when he was 15.

5 - At first Spinks lost most of his matches.

6 - Both Leon Spinks and his brother Mike won gold medals at the 1976 Olympics.

7 - Spinks couldn't really get in training for his match with Mohammed Ali.

8 - Spinks brother Mike refused to spar with him.

9 - Spinks always worked hard to get in shape for his fights.

c. language tools

(s. the text of the tape)

Teacher selects words and structures to be covered on the basis of his own evaluation of class needs.

d. suggestions for work with the other skills

M (oral): Group work. Discussion of dangers of various sports.

- s. "Vicious and dangerous sports should be banned by law"  
in: L. G. Alexander. *For and Against*. (München: Langenscheidt - Longman, 1980), Seite 30/31.

and (as background information for the teacher)

- s. "'Amateur' Sports: Can Britain Retain Any?"  
in: Michael D. Jacobson. *Pros and Cons. A Debater's Handbook*. (London: Routledge and Kegan, 1977, Seite 6/7.

Note: For the sake of brevity, this example combines suggestions for the teacher and questions and tasks for the student. In practice, our learning units are divided into teacher materials and student worksheets.

H-2

*Topic area 7*

*Topic 3*

*Transcription of text*

A profile of the new heavy-weight champion from D. Townsend:

Spinks is a newcomer to professional boxing. He turned pro just a little over a year ago and he had just seven previous pro fights before the big one with Ali. Like many a fighter, Leon Spinks rose from the ranks of poverty. He grew up in a housing project in Saint Louis where his mother, a devoutly religious woman, tried to support Leon and his six younger brothers and sisters. It wasn't easy after Leon's father abandoned the family. It was a rough childhood for Spinks in many ways. He was so frail that he was an easy mark for neighborhood bullies and Leon's mother was so concerned for his safety that she arranged for him to take boxing lessons. Leon was 13 years old when he showed up at a local recreation center to learn the fundamentals of fist-cuffs. At fifteen, weighing 118 pounds, Spinks entered his first amateur boxing tournament. He stuck with it. He won 178 of 185 amateur bouts. And about 75% of those victories were by knock-outs. In 1976, Leon and his brother Mike scored a double-crew. They became the first brothers in history to win berths on the United States Olympic boxing team and then win gold medals at the Olympic Games. To prepare for the match with Ali, Spinks kept a low profile. His training included a four-mile run every day and he also kept in shape by sparring with his favorite partner, brother Mike. That training routine was apparently a break from the routine of the past. Locker room talk has it that throughout most of his career, Spinks has been rather indifferent about training. He reportedly needed constant reminders from friends and handlers to improve his motivation, let alone his fighting techniques. Spinks obviously did both.

Notes

- 1) Stephen D. Krashen, Principles and Practice in Second Language Acquisition. (Oxford: Pergamin, 1982). 62 - 73, concludes:

*Optimal Input for Acquisition*

1. *is comprehensible*
2. *is interesting and/or relevant to the acquirer*
3. *is not grammatically sequenced*
4. *must be in sufficient quantity*

- 2) J. Rohrer, Zur Rolle des Gedächtnisses beim Sprachenlernen (Bochum: Kamp, 1978)
- 3) Krashen op. cit.
- 4) Before the learner can contribute to the planning of a course, he must be aware of most effectively ways in which he and other adults learn other languages. For ideas on this subject see H. H. Stern, "French core Programs across Canada: How Can We Improve Them?" Modern Language Journal, 67 (1983): 235 - 244.  
Practical examples for student participation in the development of a curriculum are given by Beverly Wattenmaker and Virginia Wilson in A Guidebook for Teaching English as a Second Language. (Boston: Allyn & Bacon, 1980): 111 - 116.
- 5) See Cem and Margaret Alptekin. "The question of culture: EFL teaching in non-English-speaking countries." English Language Teaching, 38, (1984): 14 - 20.
- 6) See also Willis Edmondson and Juliane House. "Höflichkeit als Lernziel im Englischunterricht", Neusprachliche Mitteilungen aus Wissenschaft und Praxis, 4, (1982): 218 - 227.





Hellenic Army Language School

Comments on "Course Format"

The primary determining elements for the design and implementation of a "Course Format" should be:

1. the level of students
2. the formulation of the learning material adapted to the needs of the students and the requirements of their occupational specialty
3. the age of the students
4. homogeneous student population

According to the students' needs the learning material must be developed in such a way as to prepare those who have been earmarked for NATO positions and/or for overseas assignments.

Learning material must be authentic, adapted to "pragmatic" situations satisfying the Understanding skills, listening and reading, and the Expression skills, speaking and writing.

The content should constitute a determining element and should, therefore, be meaningful and relevant to the learner.

The learning material will be in cassette types.

Planning and Carrying out a Learning Unit

In order to ensure that the learning material will lead the students to the accomplishment of the objective, upon which the curricula concept should be based, the Units should be developed on the basis of a flexible curricula so that it will enable the student to understand the significance of the skills l i s t e n - i n g , s p e a k i n g , r e a d i n g and w r i t i n g .

During classroom instruction the student will be exposed to:

- a. two hours covering conversation and discussion
- b. two hours with analysis and explanation of the Text materials and
- c. two hours in the LAB

The following is but an example of a proposed curricula learning Unit design.

1. the text
2. the vocabulary list with the translation in the native language
3. exercises which will include the following parts:
  - a. answer the following questions
  - b. fill in the blanks
  - c. true or false statement
  - d. a translation exercise (from English into the native language and vice versa)
  - e. prepositions

We would like to note that the Units will be in cassette tapes.

In order to enable the student to improve his performance and progress, we will also apply the practice of having him learn part or all of the text by heart.

This practice, we believe, will enable him to understand that language learning largely depends on repeating the text as many times as possible.

In addition, attention is drawn to the fact that the students are to repeat the new Vocabulary words in unison and then individually. This, as it is well-known to all of us, will without doubt satisfy the hearing and will make it easy for the student to pronounce the new words correctly.

In conclusion, we would like to leave out the fact that we do heartily compliment the authors of the paper under consideration, and that we earnestly welcome any ideas which will advance the task of the BILC and will certainly drive our efforts towards a better teaching system.



SCUOLA LINGUE ESTERE DELL'ESERCITO  
COMANDO

Ufficio Addestramento

00185 Roma,

Prot. n.

All.

OGGETTO: BILC Conference 1985 Sub Theme Course Format.

1. In general, we agree with the reasoning and usefulness of the theories presented in the German report. We agree, in particular, with:
  - a. the requirement that:
    - the basis of study should, justly, conform with the new system of linguistic qualification established in STANAG 6001;
    - the course of study in question should use a concrete procedure, employing Tests designed according to the new orientation (the ability in comprehension and communication). With regard to this, an exchange of TESTS between the BILC group would be considered indispensable and interesting. It would be necessary to specify moreover, whether such TESTS are to be used only for progress reports during the course or also for testing the final level of knowledge obtained;
    - the reaching of desired levels being achieved by means of the most modern methodology - that of communication.
  - b. The opportunity to give "RELEVANT" and "CURRENT" linguistic material to the students. The formulation, by the German group, of "TOPIC AREAS" and "Topics" relating to the "Learning UNIT" (1) appears very convincing. This proposal, with some modifications, could be used in the courses given at Military Training Schools in Italy.

At the SLEE, in fact, we have already tried to introduce a similar system which however, needs to be further perfected. (see Appendix A).

---

(1) Development of subjects to be dealt with (topics) or a kind of lesson plan.

2. Some doubts arise, which can be discussed at the conference:

- a. Firstly, it seems improbable that a course based exclusively on "AUTHENTIC MATERIAL" can provide the student with a balanced and complete combination of linguistic structures currently available from the "STRUCTURED" and "SEMI-STRUCTURED" material of communicative language courses.
- b. Moreover, it is to be doubted that all teachers (for various reasons - availability, place of work, level of preparation) are capable of preparing, keeping up to date and transforming into "learning units" the volume of "authentic material" necessary for holding such a course, especially if one considers that the responsibility for collecting this "AUTHENTIC MATERIAL" lies principally with the teacher.
- c. While accepting that it is right to encourage the preparation of a greater number of "course formats", each of which contains "authentic material" (topics) graded in chronological order for the different student levels (basic, intermediate, and advanced), it is considered that:
  - the above mentioned material must first be transformed, however, into "learning units" in so far as it would be difficult for individual teachers to make such a transformation immediately before or during lessons;
  - the various "topics" can be introduced at the most opportune moment and as frequently as possible according to the level of the class and the overall line of the language course, the main programme of which must be based on "structured material" contained in a textbook. This could be one of the many situational - communicative textbooks on the market or even, as at the SLEE, the A.L.C.

For us in the Army, the ALC course can, in fact, be taken as "relevant material" (in that it is aimed at subjects of real interest for those who must travel to the U.S.A., particularly to work for military organisations) and partially "authentic material."

With the guidance of a textbook, which in the case of ALC can be used in a decreasingly mechanical way by the teacher always according to the level of the class there is no risk of omitting any essential linguistic elements

(grammatical structures) which must <sup>not</sup> be overlooked, especially in basic courses. It also trains the student in the type of final examination consisting of a written objective test that all students must undergo in order to attain a precise level of proficiency in the language.

Such a test cannot vary greatly from those currently in use in the Italian Army which are along the lines of the ALCPT (USA). If we don't agree on this point, we put into doubt the validity of such a method of testing, a method which overall presents many positive aspects. (1).

Bearing the above in mind, it is therefore considered appropriate to emphasise the proficiency in speaking and listening, especially in refresher or specialisation courses in which, given the limited number of students, it is also possible to use an oral final examination like the one studied and tried out at SHAPE (SLC).

For basic courses, on the other hand, in which it is not possible to abandon the system of objective testing, it is important not to diverge too greatly from the line dictated by the structural material of the chosen course, although it is useful to integrate into such a course other "relevant" material, "authentic" in its content, form and use. For these courses we have, at the same time, to go into all the four skills.

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(1) Objectivity and uniformity of judgement as well as the possibility of simultaneous checking by various people.



Comments of the Italian Air Force Language School  
on the Document Prepared by the BILC Work Group

"Course Format"

1. The ideas expressed in the document are very interesting and the majority of the topics are the ones which interest almost all the students.

It is felt, however, that conversation on certain topics would necessarily be more superficial for groups of students with a lower level of knowledge of the English language.

2. Except for the Basic Course that already follows a certain line of development of the study of the language, it is felt that the teachers can and must select readings, topics of conversation and tapes to listen to, which are related and based on particular grammar rules.

From this point of view the books from the Strategies Courses of Abbs/Freebairn have been found to be very useful and also include, apart from other things, many of the topics enumerated on Page 4.

3. As far as the third topic is concerned, the passage on Leon Sprinke makes for interesting reading which apart from being an excellent comprehension exercise can motivate further considerations not only on the determination, past etc. of Leon Sprinke, but also on sport in general.

There is no doubt that when the subject of study is of interest to the students, they memorize and retain it more easily, particularly if they have the possibility and necessity of putting this knowledge into practice shortly afterwards.

4. On the whole the validity of the ideas expressed are shared by us, underlining the necessity of finalizing the single courses and keeping in mind the aim of the course considering the level of knowledge of the language on the part of the students. At the same time, however, attention should be drawn to the risk factor of over-finalizing the courses with the object of passing tests. In this way it could be forgotten that the main aim of studying a foreign language is that of reaching a level of knowledge which enables the carrying out of a certain activity and not that of passing tests.







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Annex E to  
Study Group Report 2  
1985

BILC Secretary  
Bureau for International  
Language Co-ordination  
Bundessprachenamt  
Postfach 5030 Hurth  
F.R. Germany

Your reference

Our reference D/DAEd/3/37/2

Date 4 February 1985

BILC CONFERENCE 1985 - SUB-THEME "COURSE FORMAT"

References:

- A. Minutes of BILC Steering Committee 1984.
- B. BSprA/BILC/42/84 dated 9 Nov 84.

1. The UK welcomes the paper on the development of appropriate curricula for communicative, skill-oriented language courses which accompanied Reference B and wishes to be associated with the "Course Format" project.
2. The paper provides a sound basis for discussion within the BILC Working Group. The UK particularly endorses the need to see such development as a logical progression from the BILC inspired STANAG 6001, working in parallel with the development of related tests and linked to the SLP matrix. The following points attempt to summarise the comments made on the paper by several UK sources. They are not necessarily a consensus view.
3. The paper properly identifies the need for a communicative curriculum to retain the flexibility to satisfy widely differing needs. A strong association between relevance and authenticity is noted. It is also agreed that practising teachers should be encouraged to develop and use their own learning materials and teaching methods within curriculum guidelines, as long as the several objectives of the course are clearly defined and preserved. In this connection the concept of a master text-book may not be necessary or helpful. The study should seek to incorporate the best and most relevant to service training needs of developments and research into course design. The study should bear in mind the importance of the duration and financing of military language training activities, to the end of further improvements in cost-effectiveness.
4. BILC members may wish to know that the RAF will soon be introducing a new French syllabus based on communicative principles leading to NATO level 2 in listening and speaking. The redesign and development of new courses are continuing at other UK service language schools, particularly in English and German. The UK is therefore in a position to make a useful contribution to discussions on this sub-theme.

5. Those nominated by the UK to participate in this project will be advised to you by 15 April 85.

A handwritten signature in black ink, appearing to read 'G G Worrali', written in a cursive style.

G G WORPALI.  
Language Adviser  
for Head of UK Delegation

Copies to:

ADNMT(I)  
DDT(Ed)(RAF)  
CSO (Trg & Ed)

1985 Conference Sub-theme "Course Format"

Comments by the SHAPE Language Centre (SLC)

These are interim comments as we have not been able to devote an appropriate amount of time to the study of the document, despite the generous time allowance.

Also, the SLC is currently reviewing its entire curriculum (English programme) and does not therefore have any definitive proposals at this time.

Finally, we would like some further information before making further comment. We would like to know:

- a. the authors of the paper (for personal contact)
- b. the student population in question (first impression is that the courses outlined would be more appropriate to intermediate level students)
- c. the list of language structures and functions (mentioned in the last paragraph on page 5 of the paper).

The reaction to the paper in the SLC is divided: on the one hand, teachers welcome favourably the topics approach, on the other hand, I personally have reservations, perhaps mainly on a theoretical level. The teachers' comments are summarized below:

- a. the idea of developing a framework for the production of learning units is attractive - especially to institutions meeting the needs of a non-homogeneous student population or developing individualized self-pacing systems
- b. developing the curricula around topic areas looks promising so long as a controlled overall structure can be assured through an underlying inventory of grammatical items.

My personal comments follow:

- a. whilst the topics approach outlined in the paper reflects much of current thinking, there are other positions taken by such linguists as Brumfit, Candlin, McEldowney and Skehan (see bibliography).
  - Brumfit, as long ago as 1981, had serious reservations to make about functional, notional syllabuses
  - Candlin has much to say about "process" of learning as against content of curricula; he also has fairly strong views on authenticity. These ideas are spread through his articles (bibliography)
  - McEldowney believes that a very close link between form and function should be reflected in teaching; her ideas are summarized in the introduction to her book "English in Context"
  - Skehan, in a recent article "On the non-magical nature of second and foreign language acquisitions" Polyglot, makes some fairly strong criticism of Krashen.

- b. I am conscious that much of the above is on a theoretical level; however, the papers mentioned might be fed into the study group as background material for discussion.

The SLC is seeking funds to launch a complete curriculum/syllabus design for SHAPE and will be attempting to synthesize the above ideas/positions in its design.

I should like to reiterate my compliments (in the covering note to the Secretariat) to the authors of the paper under discussion; it constitutes a practical step forward in the work we are all doing and we welcome this initiative to put our ideas together.

We look forward to the further information requested especially the list of structures and functions; these will give us a firmer basis for comment.

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CANDLIN. C. "Syllabus Design as a Critical Process", ELT Documents 118

McELDOWNEY P. "English in Context", Nelson

SKEHAN P. "On the Non-Magical Nature of Second and Foreign Language Acquisition", Polyglot, April 1984, Vol 5, Fiche 1

Report of Study Group 3

Self-Study

Chairman: Dr. Vu Tam Ich

Members: Col G. Magaldi  
Col E. Roque da Cunha  
LtCol P. D. Sharkey  
Mr. G. Worrall

Additional

Participants: LtCol B. F. Barré  
LtCol G. Bellillo  
Col J. M. Kilborn  
Col D. A. McNerney  
LtCol M. Papamichael  
Mr. H. Walinsky

LtCol Papamichael could not attend but did submit a Hellenic Army Language School report. Progress reports on efforts to develop self-study materials were given and discussions followed.

The Defence Language Institute Foreign Language Center has produced a variety of courses that can be used for self-study as well as in a group mode.

1. Headstart courses are intended for beginning speakers who will be assigned to a foreign country. Each course requires 40 - 100 hours. Communication in basic social or survival situations is emphasized. Texts and audio cassettes are included. At present, there are video-tapes for five courses. Headstart languages are Saudi-Arabic, French, German, Italian, Japanese, Korean, Philipino (Tagalog), Portuguese, Turkish, and three versions of Spanish - Spain, Latin America, and Puerto Rico.
2. The Spanish Refresher-Maintenance course was designed for self-study. Graduates of a program comparable to the DLI basic course and learners whose language skills have deteriorated are the intended audience. The estimated time for completion is 160 hours. This course is built around topical units that include pre- and past-tests, audio-cassettes, and texts. The four traditional skills are taught, plus translation, number transcription, and general transcription.
3. The Professional Development Program Extension Course is intended to improve the language skills of interrogator and other military specialists. Question phrasing, listening and reading comprehension, and translation are emphasized. There are texts and tapes. Languages include Chinese, Czech, and three Arabic dialects - Egyptian, Iraqi and Syrian.
4. 210 hours Refresher Courses are available in Cambodian, Chinese-Cantonese, Dutch, French, Hellenic, Italian, Lao, Malay, Slovenian, Thai and Ukrainian.
5. There are also self-study courses in Chinese, German, Korean, and Russian made up of various U.S. government language publications. These courses are called FLAMRIC.

The Defense Language Institute English Language Center does not produce self-study courses, but the American Language Course is quite often used in independent self improvement programs in numerous countries throughout the world. DLI-ELC has no bilingual staff to develop courses for those 70 or more countries being trained in resident program and 50,000 students currently engaged in American Language Course programs in other countries. The American Language Course methodology is an English-from-English approach which is not conducive to self-study courses.

Self-study packages find application in the Canadian Forces primarily in those training areas that are low in priority, and for which formal classroom and teacher resources are not available. They are also used, in a minor way, to support certain specific formal classroom training. The four major areas of self-study can be summarized as follows:

#### French Language Training for English Speaking Personnel

In addition to the several courses offered, the Department of Defence distributes commercially available self-help kits designed by Campion, Toronto, Canada. This cassette-based system is available at several distribution points across the country. The candidate not only interacts with the cassette, but also occasionally submits exercise work to Campion for critique. On completion of all the study packages, the candidate is reimbursed for the small tuition fee paid on course registration. It is important to note that this self-study package is available to all military personnel on a voluntary basis, regardless of trade, present employment or possible future assignments.

#### English Language Training for French Speaking Personnel

The same Campion organization has recently developed self-study packages for the learning of English. These are being distributed for initial availability in the summer of 1986. Although the administrations and training concepts are identical to those previously described for the French language kits, there is one important difference. The new English kits cater to two levels of instruction: the first is very basic, assuming no previous knowledge of English; the second is more advanced.

#### Foreign Language Training

In support of the formal classroom training provided in foreign languages by the Ottawa language school, self-study packages are provided. In all cases, these are the US produced "head-start" programmes. Canadian experience with these packages has been positive.

#### Senior Officer Supplementary Language Training

Trials are currently underway on a special programme for General Officers and Colonels. This package, designed and administered by a civilian contractor, provides individual instruction in the senior officer's work place for approximately one hour each day. The training is supported by audio tapes and depends heavily on the availability and motivation of the student to work in his own time. The goal of this training is to maintain or improve the senior officer's second language ability so that he will be better able to function as part of a bilingual officer corps. To date, the programme shows signs of achieving satisfactory results, but more definitive conclusions will be drawn once student performance at the end of the 84/85 year is analysed. The trial is nearing the end of its second year, and current plans call for continuation of the training in 85/86.

Using the non-direct approach, the French Army has developed courses in Chinese, English, German, Italian, and Spanish for level 1 (Company), level 2 (Division), and level 3 (Ministry of Defense-Interpreter's certification). According to the French representative, nothing has been done at the Army level to teach French to foreign officers.

According to the German representative, there are no formal, self-contained self-study courses, as such, but a great deal of self-study material is available, which is used for additional work by students as well as by non-resident personnel wishing to take qualifying exams in languages. The only language course that formally does include a self-study portion is the German course for foreign general staff officers scheduled to attend the Army course at the General Staff College in Hamburg. These officers are introduced to Army organizational, technical and command and control terminology by means of self-study packages. The German representative is interested in survival courses in languages that are less commonly taught in FRG.

Italy will try to write self-study courses and may have some materials ready for the 1986 BILC Conference. The Italian representative requests a list of all self-study courses available from all BILC members.

Following the 1984 BILC Conference guidelines Portugal developed a survival level course for English, German, and French speaking students. According to Col Roque da Cunha, the course was prepared for BILC use. The Portuguese representative agrees to send a copy of the course to the head of delegation of each BILC member nation.

The United Kingdom has no formal programme of self-study provision leading to service language qualifications in preparation for language annotated appointments. However, a wide range of materials which are of help to self-study students is available. These are listed at the attachments to this report.

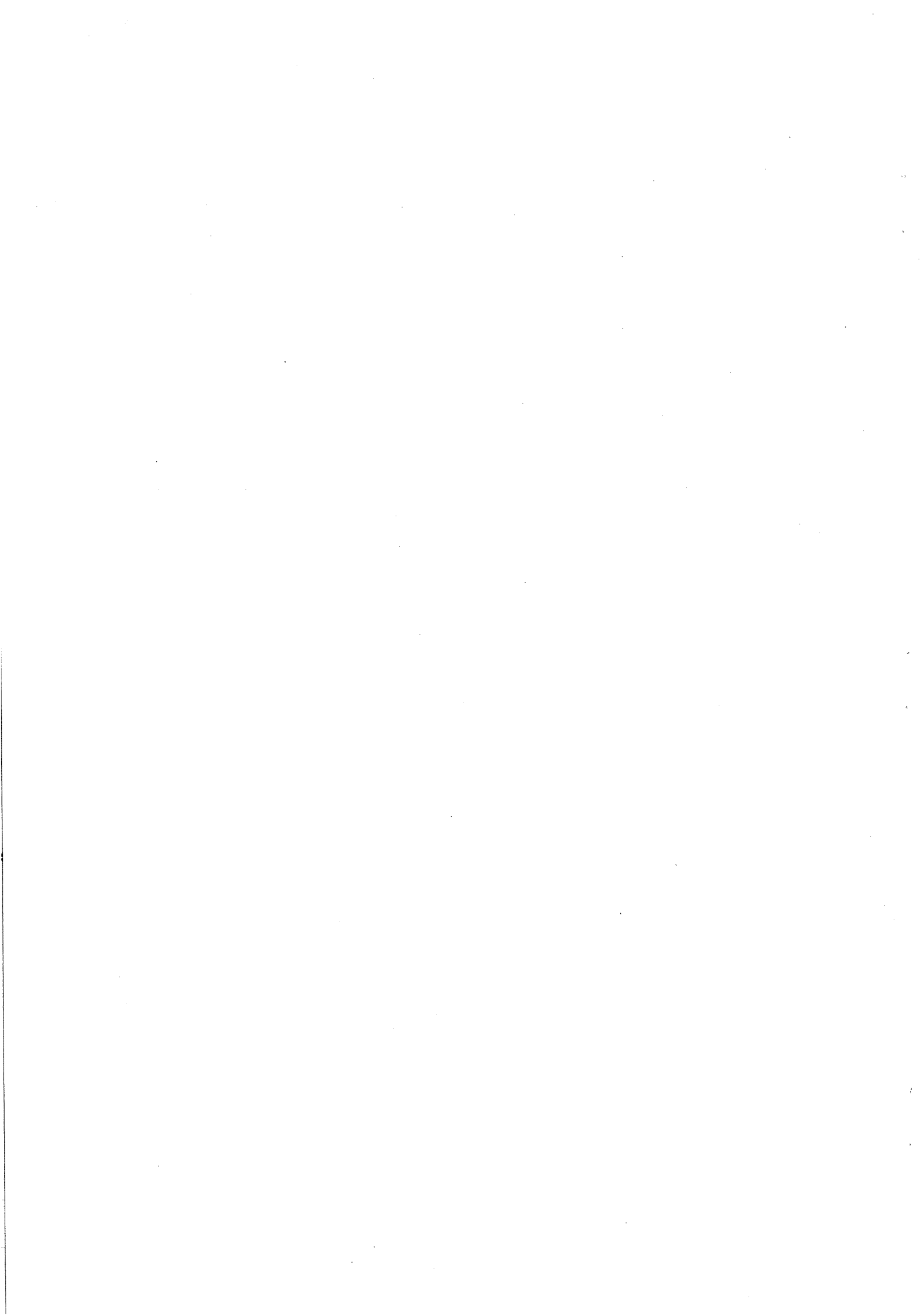
It is expected that the future will see significant change in the demand for self-study materials, particularly for learning survival German, and new materials may be obtained or developed for self-study use. Some preliminary work on survival English packages for self-study has started, but the lack of research resources has caused some delays in this work.

The UK representative has some pertinent questions regarding self-study courses (see attachments). They should be discussed in the next BILC Conference.

The group recommends to the BILC Steering Committee that the Portuguese Self-study Survival Package be adopted for use by BILC as required. Portugal will supply the materials upon request. The group also recommends that Portugal and other BILC members continue this type of work. The Portuguese course should serve as an example/sample for such efforts.

#### Attachments

- Annex A: Self-Instructional Courses - UK (Army)
- Annex B: Questions by UK on Self-study Courses
- Annex C: DLI FLC Nonresident Courses
- Annex D: Comments on the "Self-instructional Course" by Hellenic Army Language School





SELF-INSTRUCTIONAL COURSES - UK (Army)

1. The range of self-instructional course materials developed by the Army has been influenced by the change in overseas commitments as well as the need for continuing economies resulting in some reduction in resources available for research and development.
2. The following course materials, many first produced over 15 years ago, are now available. In some cases they have been or are being slightly updated. All courses are available on cassette.
  - a. Arabic From Scratch. A beginners course. Copied onto cassette from old 78 rpm records. Non dialect specific. No Arabic script used.
  - b. Patrol Arabic. A beginners course in Adenese Arabic. Copied onto cassette from old open-reel tapes.
  - c. Spoken Cantonese (Family Phrases). Very basic.
  - d. Basic Cantonese
  - e. Basic Dutch. Available for Army or Air Force personnel, with military vocabulary supplements.
  - f. Colloquial French. Suitable for use by students just studying towards level 2211.
  - g. First Aid in German. A basic general phrase book for use by BAOR personnel. (The title is being changed).
  - h. Introduction to German. Covers all the material provided in a two weeks full time introductory course for BAOR personnel.
  - i. Basic German. Designed for use by BAOR personnel. Those who have no knowledge of German may require some guidance on its use.
  - j. Guided Study Colloquial German. A partial self-instruction course package designed to take BAOR personnel from scratch to level 2200 with minimal tutor guidance.
  - k. Gurkhali. Elementary Gurkhali for Army personnel. Some tutor guidance is desirable.
  - l. Colloquial Malay (two versions)
    - (1) A booklet and cassettes (copied from discs) for use by those approaching level 2211.
    - (2) A course from scratch mainly for use with a tutor but can be used on a self-instructional basis by experienced language learners. A "drills" supplement is available.
  - m. Colloquial Spanish for Army Students. A fairly recently developed course. Beginners may require tutor guidance. Those approaching level 2211 will be able to use the materials on a self-instructional basis.



DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER  
NONRESIDENT COURSES

A. SELF-INSTRUCTIONAL COURSES

The Defense Language Institute, Foreign Language Center (DLIFLC), has developed several language courses for self-study to meet the requirements of a wide range of Defense Language Programs. The three major types of self-instructional courses are Headstarts for beginning speakers, refresher/maintenance courses for linguists who need to maintain or regain formerly attained proficiency, and extension courses for those who need enhancement of specific skills in a particular military job.

Characteristics of these courses are as follows:

1. Headstarts: The goal of each program is to provide an introduction to the language and culture of a particular country where U.S. military personnel and their family members might be assigned. Upon completion of their study, learners should be able to communicate in basic social situations such as greetings, asking for directions, shopping, ordering meals, dealing with local transportation, and so on.

The entire recorded program is an integral part of the course and the student is asked to interact extensively with taped voices of authentic native speakers. Specific objectives are written at the beginning of each module. To the extent necessary to reach these objectives, learning activities are designed to develop skills in speaking and understanding, and only incidentally in reading. Self-evaluation quizzes allow the student to evaluate his or her progress without supervision. Step-by-step instructions are given on tape for each activity to facilitate comprehension and build confidence in beginning speakers.

Estimated study time for completion of Headstarts by beginning speakers range from 40 to 100 hours.

Headstarts are packaged in binders containing texts and cassettes. They are available in the following languages:

TITLES

- |                                |                                      |
|--------------------------------|--------------------------------------|
| Saudi-Arabic Headstart         | Portuguese Headstart                 |
| French Headstart for Belgium   | Spanish Headstart for Spain          |
| *German Headstart              | *Spanish Headstart for Latin America |
| *Italian Headstart             | (Panama)                             |
| Japanese Headstart             | *Spanish for Puerto Rico             |
| Korean Headstart               | Turkish Headstart                    |
| *Headstart for the Philippines |                                      |

\*NOTE: These programs are also available in 3/4" videotape format.

2. Refresher/Maintenance Courses: The Spanish Refresher/Maintenance Course is the only DLIFLC course that was specifically designed to be used in a self-instructional mode. It is easily adaptable to a self- or group-paced mode. The course is intended for students who have completed the DLIFLC Spanish basic course or its equivalent (approximately 1150 hours of instruction) and whose linguistic skills may have deteriorated through lack of practice.

The course is organized into "units" dealing with specific topics encountered in everyday conversation, newspapers, magazines, and on TV and radio. Unit maps are provided to guide the student in the recommended sequencing of units. Each unit, serving as text and workbook, contains objectives, preparation and application exercises for seven language skill areas such as reading comprehension, listening comprehension, speaking, writing, translation, number transcription, and general transcription. In addition, each skill area includes a pretest and a post-test giving the student an open entry/exit possibility that enables him/her to concentrate on the activities requiring additional practice. Keys to exercises and tests are provided at the end of each skill area. Like for the Headstarts, the recorded program is an integral part of the course and all materials, texts and accompanying cassettes are packaged in binders.

Study time for the completion of this course was estimated to be 160 hours. However, the student who uses this course in a self-instructional mode satisfies particular remedial needs, and study time may, therefore, vary considerably from one student to another.

3. Extension Courses. The Professional Development Program Extension Courses (PDPEC) listed below are essentially designed to be used in a self-paced or self-instructional mode. They are intended for military personnel who have successfully completed a DLIFLC basic course in residence, or have acquired level 1+ proficiency through some other means. DLIFLC graduates or other whose language proficiency has seriously deteriorated through disuse may need remedial language study before they will be able to perform successfully in these extension courses.

Their purpose is to improve and expand the linguistic skills of military interrogators and other language specialists, particularly with regard to military topics. Specifically, the student acquires skill and confidence in phrasing questions and statements on military subjects and in understanding typical responses. A secondary objective of these courses is to upgrade reading comprehension and translation skills through study resources and exercises based on simulated enemy documents and open source of order of battle information.

A map for each course shows the student how a particular lesson relates to others. A typical lesson consists of an introduction describing the topic of the lesson, objectives, study resources (vocabulary, dialogues, and narratives on the topic of the lesson), practice exercises, keys to all exercises, and a self-evaluation test with key.

All materials, texts and accompanying cassettes, are packaged in binders and are or will be available in the following languages:

COURSE TITLES

Egyptian Armored Forces	Motorized Rifle Troops of the GDR
Iraqi Armored Forces	Armored Troops of the GDR (Sep)
Syrian Armored Forces	Artillery of the GDR (Nov)
Infantry Forces of the PRC	Soviet Motorized Rifle Troops
Armored Forces of the PRC	Soviet Tank Troops
Artillery Forces of the PRC (Jul)	Soviet Artillery Troops
Czech Motorized Rifle Troops	North Korean Infantry (Aug)
	North Korean Armor (Jul)
	North Korean Artillery (Aug)

Due to limited supply, these courses are currently being issued to units only.

B. 210-HOUR REFRESHER COURSES (Which can be used for self-study)

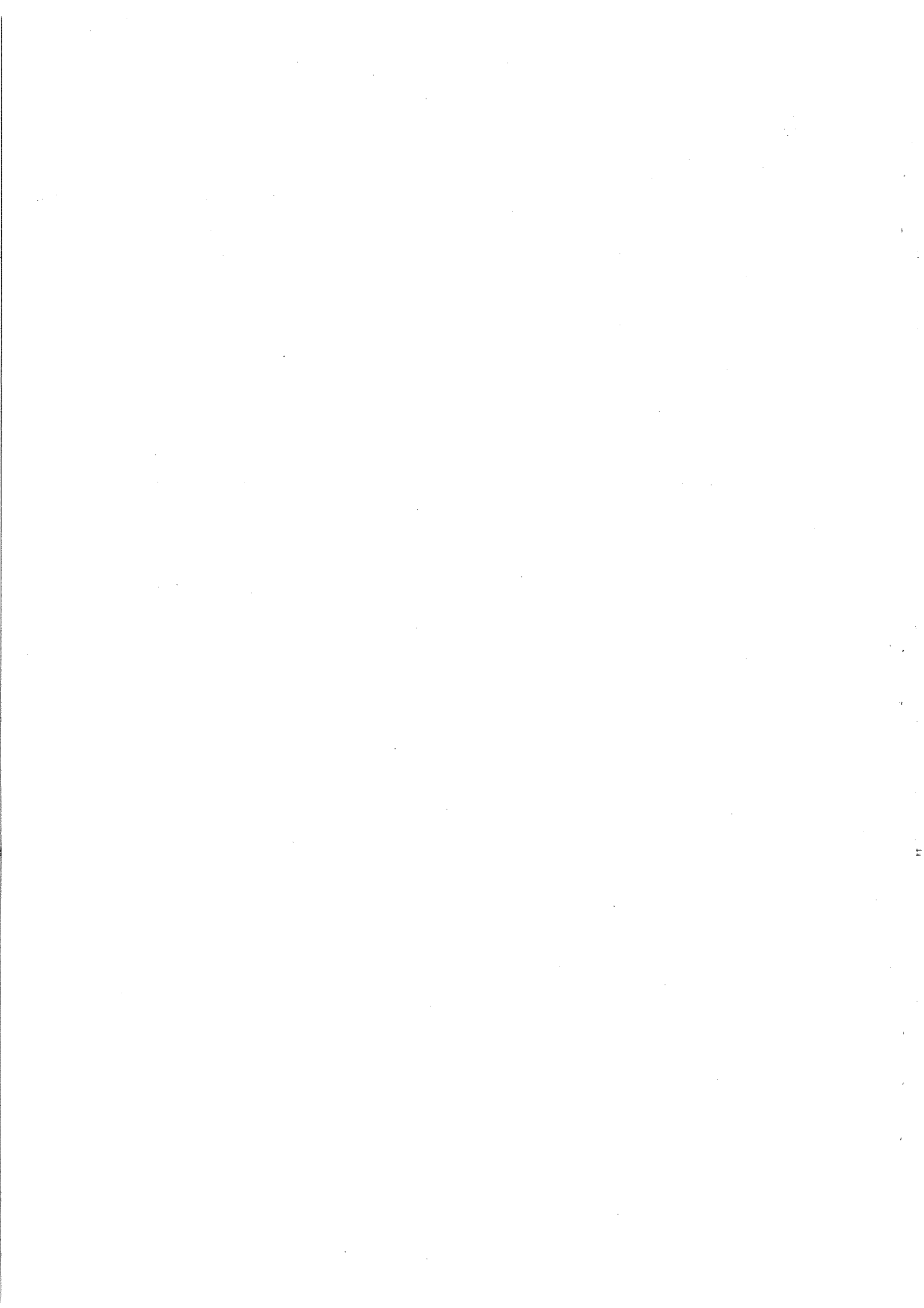
These courses were designed for classroom and laboratory instruction. However, the extensive support of recorded materials and detailed instructions make these courses easily adaptable to self-study by students who have already had intensive language training, such as graduates of the DLIFLC Basic Courses or equivalent. Topic range from common situations of everyday living to military situations, interrogation and interpretation practice. They are available in the following languages:

Cambodian	Italian
Chinese-Cantonese	Lao
Dutch	Malay
French	Slovenian
Hebrew	Thai
	Ukrainian

C. FLAMRIC COURSES (Which can be used for self-study)

The make-up of these courses was a "cut-and-fit" process of a variety of U.S. government foreign language publications which should help former graduates of DLIFLC Basic Courses to maintain and improve their language skills. In general, they consist of three phases: grammar review, cultural enrichment, and military terminology. Each phase can be used concurrently and contains exercises with answer keys. They are available in the following:

Chinese	Korean
German	Russian



Comments on the "Self-Instructional Course"

Hellenic Army Language School

Elementary Phase

We are examining ideas and ways for the development of a "Self-Instructional Course" adapted to the needs of those who have never had any, or have had some, previous exposure to the English language either through short regular attendance or through some other means, and might not have teachers to assist them in their study of the English language.

Here is an outline of the project design:

1. The "Self-Instructional Course" content will be based on the AUDIO-LINGUAL system.
2. Course will consist of Units with corresponding cassettes.
3. The principal factor governing the selection of the texts of each unit will be the familiarization of the student with the target language which will assist him in meeting the requirements of routine courtesy and minimum practical needs related to daily routine, travelling, obtaining food and lodging, shopping, understanding simple directions, asking for assistance, public and private transportation, health, weather and climate etc.
4. Each unit will be made of:
  - a. a vocabulary list (translated into the native language),
  - b. a text containing objectives and dialogs followed by a series of questions,
  - c. a test,
  - d. grammar notes on sentence structure,
  - e. drills on Substitution, Response, Expansion and Prepositions.

Refresher-Maintenance Phase

This Instructional Phase concerns those students who have completed the standard Basic Course in English.

The outline of the project design is as follows:

1. The students will be furnished the Elementary and Advanced Course Textbooks with their corresponding cassettes to be used in any sequence preferred.
2. As a new feature, prepared short narrative texts of Intermediate and Advanced level are introduced. Each unit of the above prepared texts will be made up of:
  - a. a vocabulary list (translated into the native language),
  - b. a text containing objectives and dialogs followed by a series of questions,
  - c. a test,

- d. grammar notes on sentence structure,
  - e. drills on substitution, response, expansion and prepositions.
3. The course will also include texts within familiar subject-matter fields which will help the student meet the requirements of his occupational specialty. The texts will be followed by their corresponding cassettes.
  4. This Instructional Phase will assist the student to acquire ease in reading and comprehending, with minimal use of dictionaries, the styles of the language occurring in books, magazines and newspapers. The student will also be able to read and easily comprehend literature texts.

#### Advanced Phase

Here we are concerned with those students who have a good command of the English language.

1. The purpose of this program is to improve and expand the language skills of the student. It is structured around the VOCATIONAL ENGLISH of the student concerned.
2. Students studying this Phase will be furnished with:
  - a. a complete series of units structured around their occupational specialty (VOCATIONAL ENGLISH),
  - b. abstracts from books and/or magazines within familiar subject-matter fields. Each text includes an analysis of the topic, an explanation of the vocabulary and reference notes on grammar and sentence structure.
3. Finally, this Instructional Phase is completed with the addition of specially prepared translation exercises on subjects directly concerned with their occupational specialty.

The translation exercises are mostly original works and include a vocabulary list and appropriate grammatical information.

4. The translation exercises are from English into native language and vice versa.

#### Improvement Phase

This new approach program is designed to meet the requirements of a wide range of military agencies and services and enables the staff officers to acquire a practical command of both spoken and written English on situational topics. This Instructional Phase introduces material, keyed to the objectives of the students concerned, familiarizes students with military terminology and enhances oral and reading comprehension of military topics.

Furthermore, it enables the student to understand oral and written communication pertaining to these situations. It also applies current military terminology, including specialized military topics, and gives examples in English with a translation in the native language.



The learning materials are organized as follows:

- a. A group of texts specially selected from a variety of official publications, related to the military specialty of the students. These texts are to be used as translation exercises from English into native language and vice versa. Each text is followed by the exact translation for a self-evaluation guide.
- b. Learning material pertaining to the technique of drawing up documents of military nature, followed by the key for the appropriate and correct manner of drawing up military documents.
- c. A supplement containing taped pragmatic topics with questions. The correct answers have been recorded in the cassettes. The topics have been specially selected from a variety of newspapers, magazines, manuals etc..

The procedure followed is for the student to answer the questions asked in English, and translate those questions asked in his native language. Thus we have the student familiarize himself with the military interpreting practice of the instantaneous translation in either language.

The effectiveness of this Instructional Phase, we believe, will become more pragmatic if the language tools are to be taught in connection with the particular topic or situation on a didactic consideration basis and not on the inherent "logic" of the language.





Front Row:

(left to right) Col F. Fernández Rojo, Col D. A. Mc Nerney, LtCol J. MacFarlane, Maj Drs. L. Noordsij, LtCol M. Papamichael, RDir E. Leben, LRDlr J. Rohrer, BGen G. Scarafia, Mr. J. J. Melady, Miss P. Watson, Dr. V. T. Ich, Dr. M. Herzog, LtCol P. D. Sharkey, Cdt J. Tancré, Dr. B. Rollason, 1° Lieutenant M. Sam-sunlu, Miss A. Scordino, Cdt B. F. Barré

Rear Row:

Mr. G. D. Crawford, LtCol R. Lorenzo, Cdr A. York, SqnlDr J. M. Bishop, Mr. G. G. Worrall, LtCol R. Brace, Mr. M. P. M. Schwarz, Capt S. Croce, Mrs. J. Lefrançois, Capt F. Rollo, LtCdr G. Cottone, LtCol G. Bel-lillo, Col Gabellini, Col C. de Saint Julien, Lt F. Crescenzi, Mr. D. Ellis, Col J. M. Kilborn, LtCol E. Roque da Cunha, Maj (ret) H. Walinsky, Miss S. Murphy, Mr. M. Aston, Col F. Lenci, Col G. Ma-galdi, Dr. R. M. S. Curica

