



Bureau for International
Language Co-ordination

CONFERENCE
REPORT
1987

SINTRA, PORTUGAL

BILC SECRETARIAT

Bundessprachenamt
D 5030 HÜRTH
Federal Republic of Germany

ACADEMIA DA FORÇA AÉREA

BILC 1987



SINTRA
22-26 JUNE

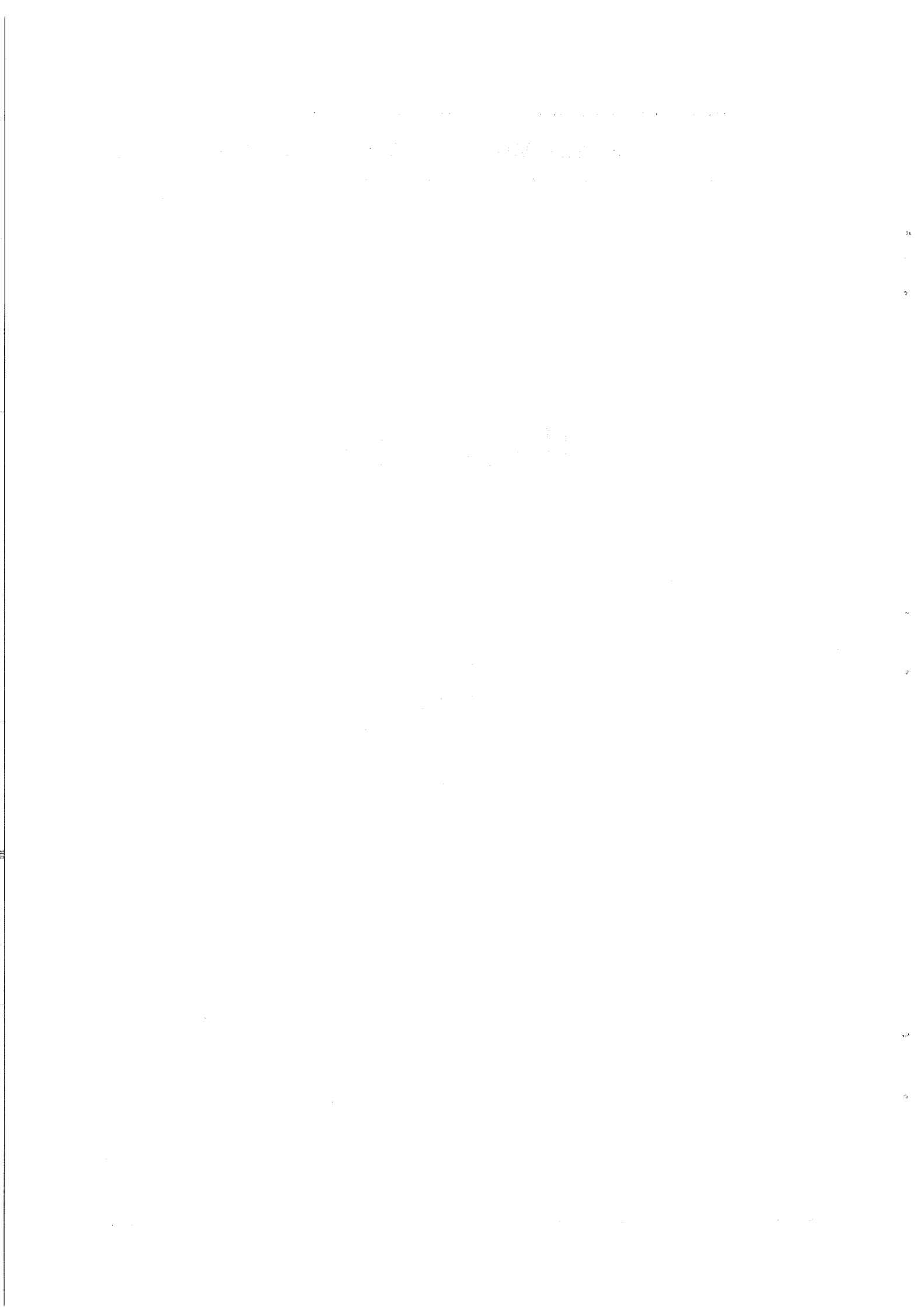
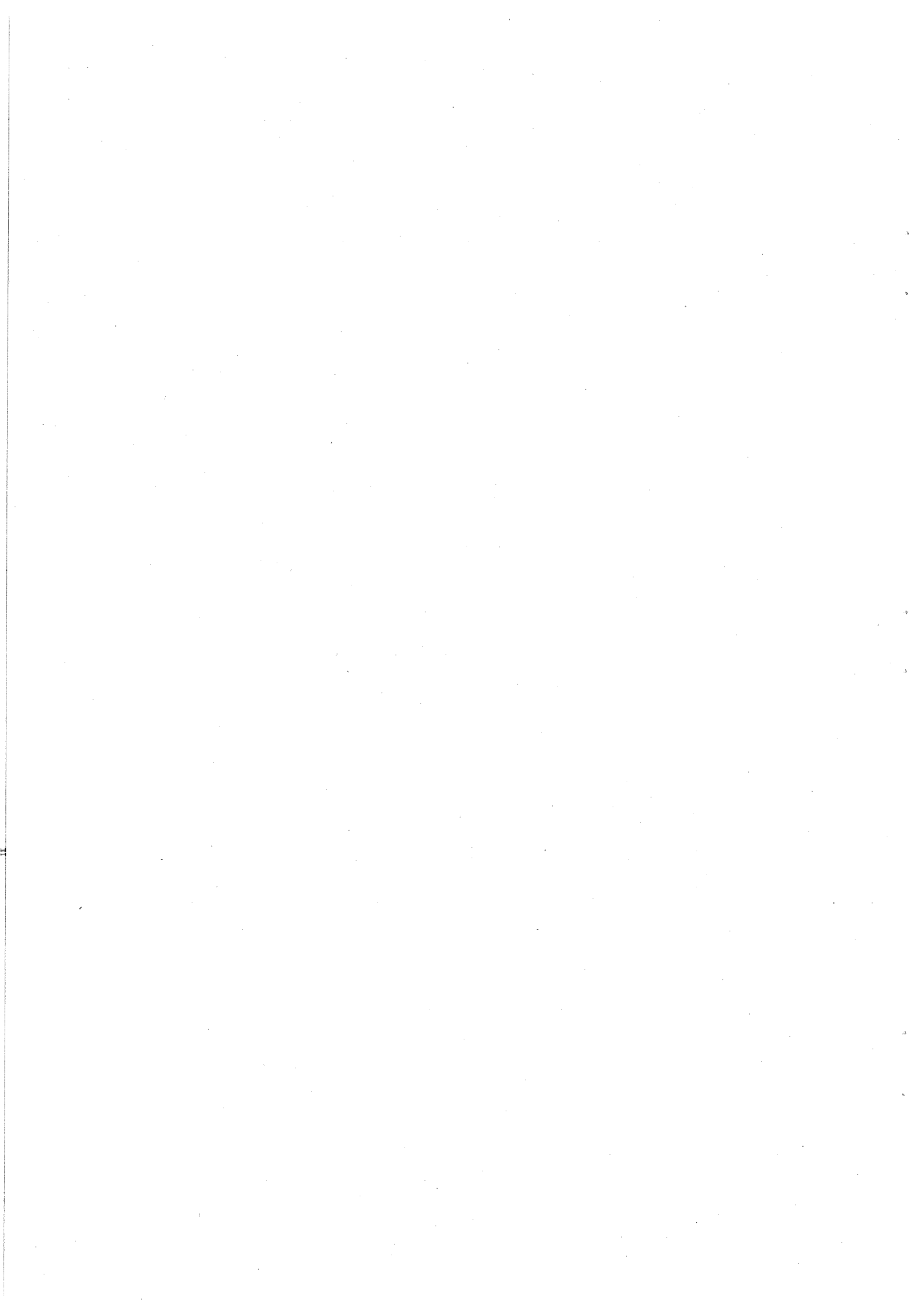


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I. PREFACE



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

1986: Spain

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 is provided by the Federal Republic of Germany's 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. 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.
8. 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.
9. Another important field of activity is the continuous exchange of information, ideas and materials among members. The following highlights some of the exchanges that took place in the reporting year 1986/87:
 - a. Belgium

Receipt of two DLI Headstart packages (Japanese and Portuguese). The US responded very quickly to the Belgium request.
 - b. Canada
 - Provision of English and French tests to Spain.
 - Close liaison with DLIFLC.
 - c. France

Contacts with:

 - Bundessprachenamt (Hürth)
 - Defence Schools of Languages (Beaconsfield)
 - USAREUR Language Installations (R.F.A.)
 - d. Germany
 - Receipt of DLI Headstart packages (German and Italian)
 - Provision of STANAG 6001 - compatible tests for English, French and Russian to Spain
 - e. Italy

Provision of information on Italian language courses to Turkey.
 - f. Netherlands
 - Co-operation with US DLI on Russian course development.
 - Permanent exchange with UK of Russian Language materials.
 - g. Spain
 - Receipt of test material from Canada, Germany and the UK.
 - Visit of delegation to Bundessprachenamt.

h. United Kingdom

Received:

- Research papers from Canada on the relationship between language learning and class size (on request), and other matters.
- Japanese Military Dictionaries from DLI (on request).
- Papers on staff evaluation from FSI Washington (on request).
- Burmese course materials from DLI and FSI (USA) (on request).
- German language learning materials from FRG (on request).
- Self-help courses in basic Portuguese for use by military personnel from Portugal.
- Self-help course in German from FRG.
- Video materials on infantry procedures in the Spanish army for military language learners, from Spain.
- Continuous permanent exchange of military Russian teaching materials with Netherlands.

Provided:

- Turkey with course materials in Russian and Arabic and military word lists in French, Persian (Farsi), Russian and Arabic, and associated syllabuses and sample examination papers (on request from Turkey).
- Spain with materials in Arabic, German and Russian (on request).
- SHAPE with results of aptitude tests carried out in UK for use in BILC data bank.
- Papers on staff evaluation to FSI Washington.

Visits:

- To Canada to discuss a wide range of language training matters including Chinese language training.
- To the Bundessprachenamt to discuss language training matters and opportunities for deriving further benefits from multinational and bilateral co-operation such as is possible through shared BILC membership.
- Internal visit from member of Bundessprachenamt at which English language training arrangements were discussed.
- Visits to Defence School of Languages from BILC member countries continue.

i. United States

- United Kingdom - provided materials in Burmese and Japanese
 - visit at FSI respective program, methods and materials and joint diplomatic discussions in London

- Canada - annual visit of CF Foreign Language School at DLIFLC and FSI with exchange of materials
 - working on exchange of officer
 - joint diplomatic discussions in London
- Germany - Bundessprachenamt - received continued assistance in joint efforts respective Soviet forces
 - provided materials
 - Goethe Institute - continued assistance given to DLI respective materials
- SHAPE - provided materials in French, Turkish, etc.
 - provided information on language laboratory equipment and television
- Netherlands - provided exchange respective Russian studies
- France - discussing exchange of students
 - arranged for loan of English tests
- Turkey - provided annotated lists of materials in Italian, Spanish and German
 - received Turkish text
- Portugal - received package of self-study Portuguese course

j. Turkey

Information on German, Italian and Spanish courses from various BILC members.

k. SHAPE

Contacts with various national language services such as Bundessprachenamt, which was visited in September 1986 and US DLI which provided material on Portuguese and Turkish.

Current Study Group Activities

10. The activities of current study groups are summarized below:

a. Standing Group on Task Analysis and Testing (SGTT) Chairmanship SHAPE

During this year's Conference, the Group followed-up the Aptitude Testing research project (participants: Canada, France, Italy, Portugal, UK and US) and examined the new US Government Language Skill Level Descriptions. In 1988 it will concentrate on "Evaluation" both of teachers and students.

b. Program and Staff Development - Chairmanship

During the 1987 Conference the Group examined both teacher hiring criteria and teacher training in various member countries.

c. Self-study - Chairmanship UK

After having surveyed the status of self-study in various member countries in 1985/86, the Group in 1987 received a valuable contribution of a concrete example of such a course in the form of the first volume of a self-study course in Portuguese produced by Portugal, produced as a result of the BILC Self-study initiative. In the future, the Group intends to exam-

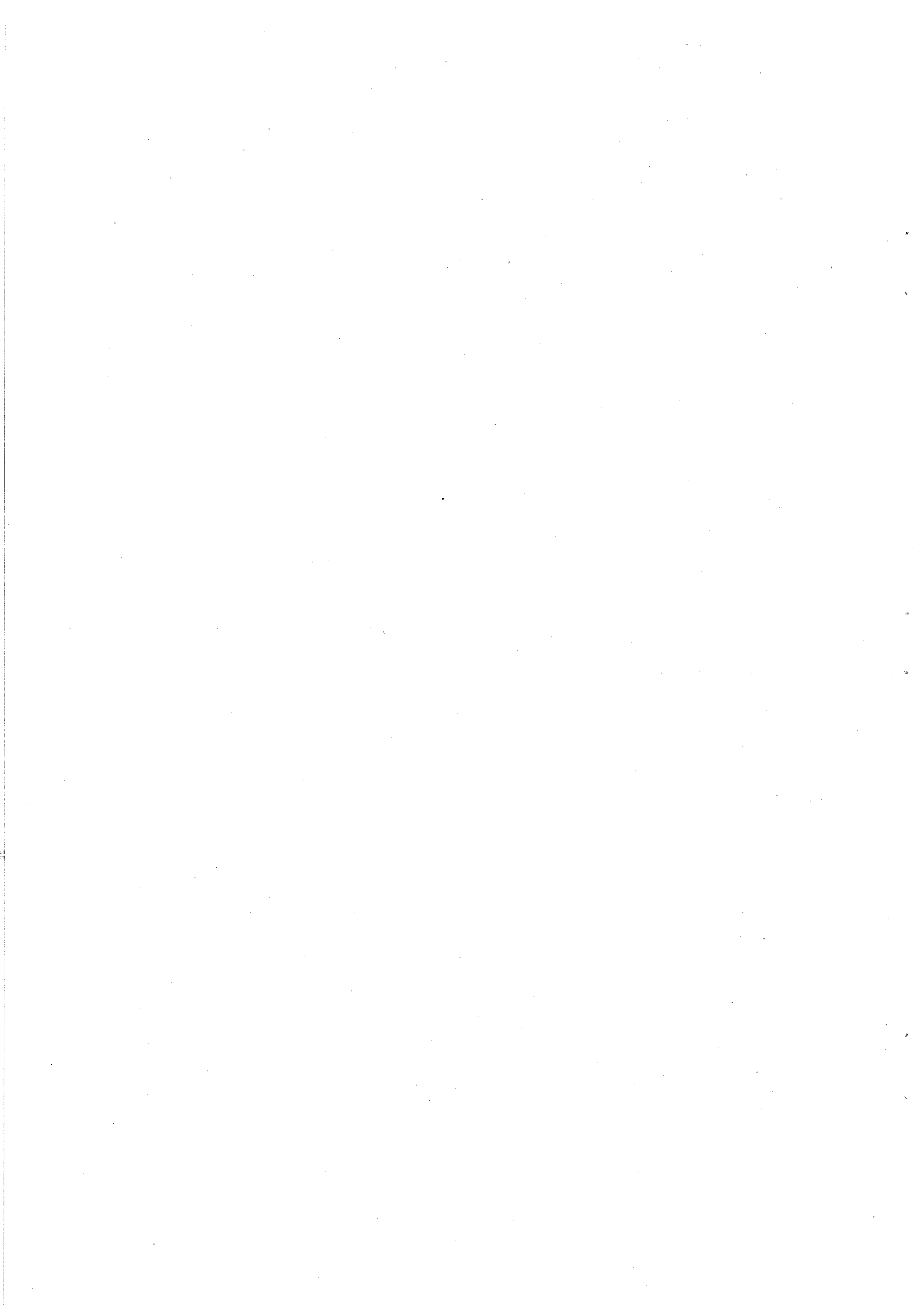
ine strategies for autonomous learning as well as furthering the exchange of self-study material among members.

1988 Conference

11. The 1988 Conference (to be held at the Bundessprachenamt, Hürth, Federal Republic of Germany) has the theme "Professional development of language teachers". At the same time, work of the appropriate study groups will continue throughout the year, culminating in study group sessions during the 1988 Conference.



II. CONFERENCE ORGANIZATION



PROGRAMME

BILC CONFERENCE 1987

Date	Time	Event	Remarks
21 June Sunday		Arrival and accomodation of delegates	Air Force Academy
	19.30	Drinks	Air Force Academy
	20.00	Evening meal	Evening free
22 June Monday	09.00	Registration of delegates	BILC Plenary Sessions' Room
	09.30	Opening address	Academy Commandant
	10.00	Administrative briefing	Dr. Rui Curica
	10.15	Group photograph	
	10.30	Coffee	
	10.45	<u>Guest speakers:</u>	
		Colonel John Prince ATS & LTB	"Area Studies as a Means of Enriching Language Learning"
		Mr. John Moore DSLCL	"Area Studies as a Professional Application of Lanuages Skills"
		Prof. Dr. Frans van Passel, RMA	"The Necessity of Area Studies and Method of Integration"
	12.30	Lunch	Academy Officers' Dining Hall
	14.00	National Reports Canada, France and FRG	
	15.00	Coffee	
	15.30	Study Group Session 1	Each Study Group Chairman
18.00	Cocktails	Academy Commandant	
19.00	Evening meal	Evening free	

Date	Time	Event	Remarks
23 June Tuesday	09.00	National Reports Spain, Portugal and USA	
	10.30	Coffee	
	11.00	<u>Guest speaker:</u> Dr. Jorge Barbosa Evora University	"Prerequisites for a more Efficient Teaching and Learning of Por- tuguese"
	12.30	Lunch	Academy Officers' Dining Hall
	14.00	<u>Guest speaker:</u> LRDir Josef Rohrer, BSprA	"From Communicative to Cultural Competence"
	15.00	Study Group Session 2	Each Study Group Chairman
	16.00	Cascais/Sintra Tour	
	20.00	Evening meal	"Curral Dos Caprinos" (Typical Restaurant)
24 June Wednesday	09.00	National Reports UK and SHAPE	
	09.30	<u>Guest speakers:</u> Dr. Joseph Hutchinson, DLIFLC	"The Role of Area Studies in Foreign Language Instruction"
		US Panel Discussion	"How Area Studies are Handled in Various Programs"
	10.30	Coffee	
	11.00	Study Group Session 3 Steering Committee Session 1	
	12.30	Lunch	Academy Officers' Dining Hall
	14.00	Tour of Lisbon	
	19.00	Reception at "Solar do Vinho do Porto"	
	20.30	Dinner	"Adega Machado" (Typical Restaurant)

Date	Time	Event	Remarks
25 June Thursday	09.00	<u>Guest speakers:</u> Dr. Manuel da Torre Porto University	"Foreign Language Teaching to (Learning By) Educated Adult Learners"
	10.00	Coffee	
	10.30	Study Group Session 4	Each Study Group Chairman
	11.30	Steering Committee Session 2	
	12.30	Lunch	Academy Officers' Dining Hall
	14.00	Study Group Session 5	Each Study Group Chairman
	15.30	Coffee	
	16.00	Study Group Session 6 Steering Committee Session 3	Each Study Group Chairman
	19.30	BILC Dinner	"Forte De S. Julião Da Barra"
26 June Friday	09.00	Study Group Session 7 Steering Committee Session 4	Writing Reports Writing Reports
	10.00	Coffee	
	10.45	Steering Committee Report Study Group Reports	Mr. J. Rohrer, Chair- man Steering Committee Each Study Group Chairman
	11.30	Summation of Conference by the Chairman	Dr. Rui Curica
	12.30	Lunch	Academy Officers' Dining Hall
	14.00	Open Forum and Closing Remarks	Academy Commandant
	15.00	Departure of delegates	Protocol
	27 June Saturday		Remaining delegates depart

Study Group 1: Task Analysis and Testing

Study Group 2: Program and Staff Development (formerly "Course Format")

Study Group 3: Self-Study

Study Group 4: Area Studies

BILC CONFERENCE 1987

LIST OF PARTICIPANTS

DISTINGUISHED VISITORS

General Serôdio (João Gonçalves)	Assistant Chief of General Staff for Personnel and Logistics
Professor Cristovão (Fernando)	President of the Institute for Portuguese Culture and Language

NATIONAL DELEGATIONS

BELGIUM

Head of Delegation	Professor van Passel (Frans)	Royal Military Academy (Brussels) Head Language Centre
Member	Commandant Filleul (Daniel)	Royal Military Academy (Brussels) Head English Department

CANADA

Head of Delegation	Colonel Drapeau (Michel)	Director Language Training, NDHQ
Members	Lieutenant-Colonel Aubin (J.)	Commandant Language School
	Mrs. Hafner (Suzette)	DLT 3
	Mr. Desrosiers (Joe)	SO Lang Trg
	Mrs. Hadley (Anita)	Senior Teacher
	Mr. McGuigan (Frank)	Head of Training and Development, External Affairs

DENMARK

Head of Delegation	Major Larsen (Aage)	Staff Officer /CHOD/DEN
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FRANCE

Head of Delegation	Brigadier-General Burtney	Ecole Interarmées du Renseignement et des Etudes Linguistiques (EIREL)
	Lieutenant-Colonel Delaigue	EIREL/France
	Captain Renolleau	EIREL/France

GERMANY

Head of Delegation	Regierungsdirektor Leben (Erwin)	Deputy Head, Language Services Section, MoD Bonn
Members	Regierungsrat Certh (Georg)	Teacher Training, BSprA
	Mr. Schwarz (Michel)	Materials Development Section, BSprA

ITALY

Head of Delegation	Colonel La Saracina (Domenico)	Chief of Air Force Foreign Language School
Members	Lieutenant-Colonel Capiello (Domenico)	Representative of Chief of Army Foreign Language School
	Lieutenant-Colonel Paci (Marcello)	Air Force General Staff Training Branch
	Lieutenant-Commander Cottone (Gregorio)	Defence General Staff Training Branch

NETHERLANDS

Head of Delegation	Major Drs. Noordsij (Leen)	OC Russian Language Wing School of Intelligence Services
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PORTUGAL

Head of Delegation	Colonel Cunha (Eduardo)	General Staff - Armed Forces Language Training
Members	Dr. Curica (Rui)	Air Force Academy - Head Language Department
	Colonel Cardoso (Rui)	General Staff - Armed Forces Language Training
	Lieutenant-Colonel Cadete (Luis)	Army Staff
	Commander Subtil (José)	Director of Studies, Navy School, Group 2 (Alfeite)

Major
Fernandes (Fernando)

Instruction Center No. 2,
Air Base 2 (OTA)

Dr.
Alves (Rui)

Air Force Academy
Senior Teacher

Dra.
Melo (Manuela)

General Staff
Senior Teacher

SUPREME HEADQUARTERS ALLIED POWERS EUROPE (SHAPE)

Head of
Delegation Mr.
Ellis (David)

Head Language Center
SHAPE/IMS/NATO

SPAIN

Head of
Delegation Colonel
Fernandez Rojo (Fidel)

Commandant Escuela Conjunta de
Idiomas de las Fuerzas Armadas
(ECIFAS)

Members Lieutenant-Colonel
Ferrer (Jaime)

Deputy Commandant ECIFAS

Lieutenant-Colonel
Lorenzo (Rafael)

Head of Group ECIFAS

TURKEY

Head of
Delegation 1st Lieutenant
Samsunlu (Mustafa)

Planning Officer
Army Language School

UNITED KINGDOM

Head of
Delegation Colonel
Prince (John)

Head of Army Training Support
and Language Training Branch

Members Commander
Foot (John)

Assistant Director, Naval
Manning and Training

Squadron Leader
Callaghan (John)

Language Training Policy
Directorate of RAF Training
(Support and Education)

Mr.
Worrall (George)

Language Adviser
Directorate of Army Education

Observer Mr.
Moore (John)

Director, Diplomatic Service
Language Centre

UNITED STATES

Head of
Delegation Colonel
Devine (William)

Assistant Commandant, San
Francisco Branch, DLIFLC

Members Dr.
Hutchinson (Joseph)

Dean, Policy & Liaison, DLIFLC

Dr. Clark (John)	Dean, Evaluation & Standardization DLIFLC
Mr. Crawford (Gary)	Associate Dean, FSI
Mr. Johnson (Leslie)	Language Program Officer, Army Continuing Education System, U.S. Army Europe, Heidelberg

CONFERENCE COMMITTEE

Dr. Curica (Rui)	Chairman
Lieutenant Antunes (Manuel)	Logistics
Lieutenant Oliveira (Francisco)	Protocol

CHAIRMAN STEERING COMMITTEE 1987

Leitender Regierungsdirektor Rohrer (Josef)	Head, Language Training, BSpra Chairman, BILC Secretariat
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BILC SECRETARIAT

Mr. Walinsky (Herbert)	Head, English Language Training, BSpra BILC Secretary
Second Lieutenant Ferreira (Valdemar)	Liaison Officer
Mrs. Sargaceira (Maria Helena)	Secretary

1987 BILC CONFERENCE PLENARY SESSIONS

GUEST SPEAKERS

SPEAKERS

SUBJECT

Colonel John Prince
Head of Army Training Support
and Language Training Branch

"Area Studies as a means of
enriching language learning"

Mr. John Moore
DSLCL

"Area Studies as a professional
application of language skills"

Prof. Dr. Frans Van Passel
Head of Language Centre RMA

"The necessity of Area Studies
and methods of integration"

Prof. Dr. Jorge Barbosa
Evora University

"Prerequisites for a more effi-
cient teaching and learning of
Portuguese"

LRDir Josef Rohrer
Head of Language Training BSprA

"From communicative to cultural
competence"

Dr. Joseph Hutchinson
DLIFLC

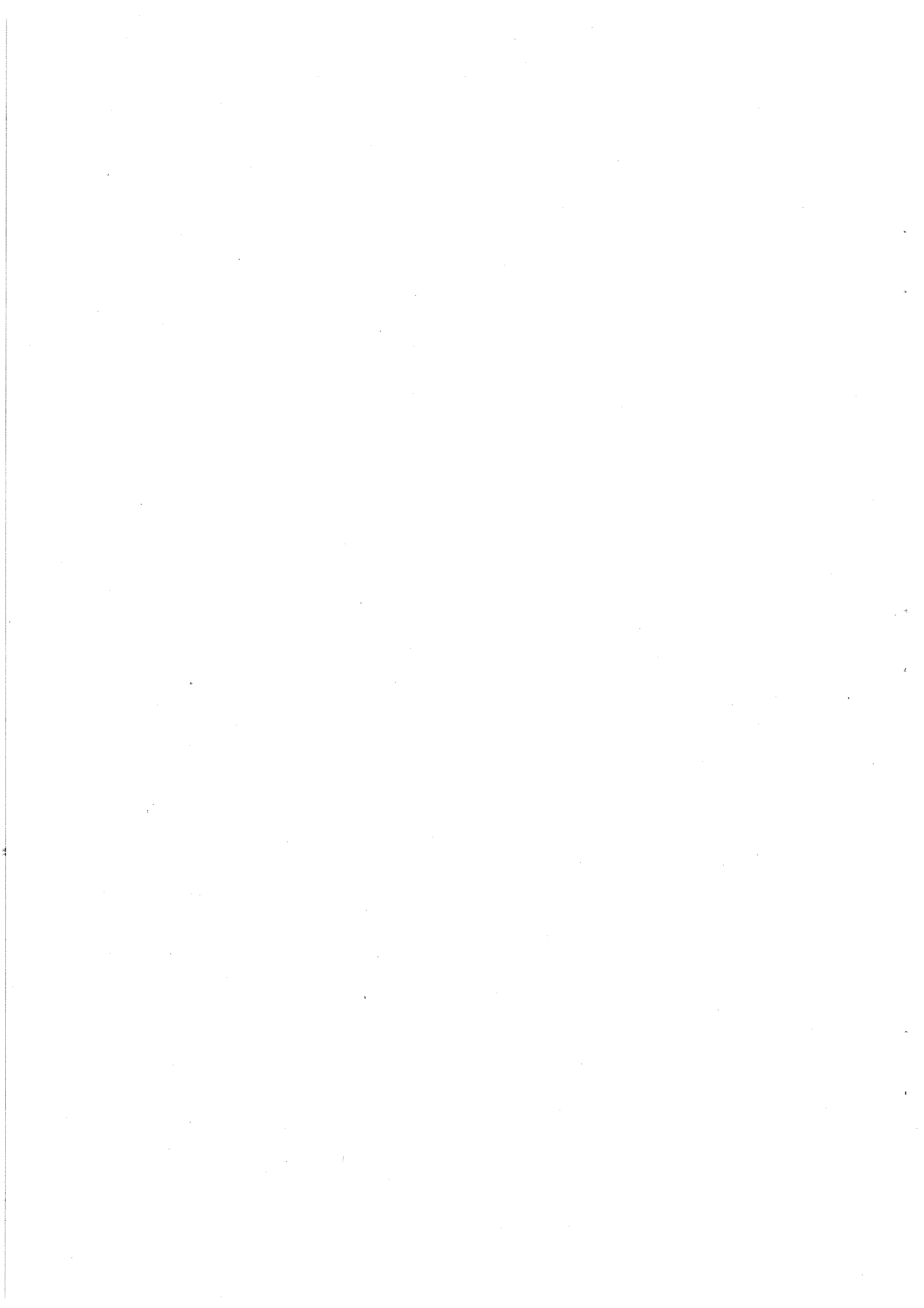
"The role of Area Studies in
foreign language instruction"

Prof. Dr. Manuel da Torre
Porto University

"Foreign language teaching to/
learning by educated adult
learners"



III. PRESENTATIONS



Area Studies as a Means of Enriching Language Learning
and as a Professional Application of Language Skills

John Prince and John Moore

1. Let me first of all tell you how the next 45 minutes or so will be taken up. I shall begin by giving you some preliminary thoughts on what sort of topics might be included in an area studies syllabus. I shall categorise these topics and suggest a broad teaching strategy for the various categories. I shall then hand over to Mr. John Moore, the Head of the UK Diplomatic Service Language Centre who will focus in more closely on one of the topic areas I have outlined. I shall then return to give you an overview of the extent to which area studies feature in British Military Language Training programmes and I shall conclude by posing a number of questions. I believe that our attempts to answer these questions will constitute the main theme of this year's conference and certainly the working party on area studies will consider them in some detail.
2. First then what do we mean by area studies? This Vufoil (Fig 1) suggests some headings.

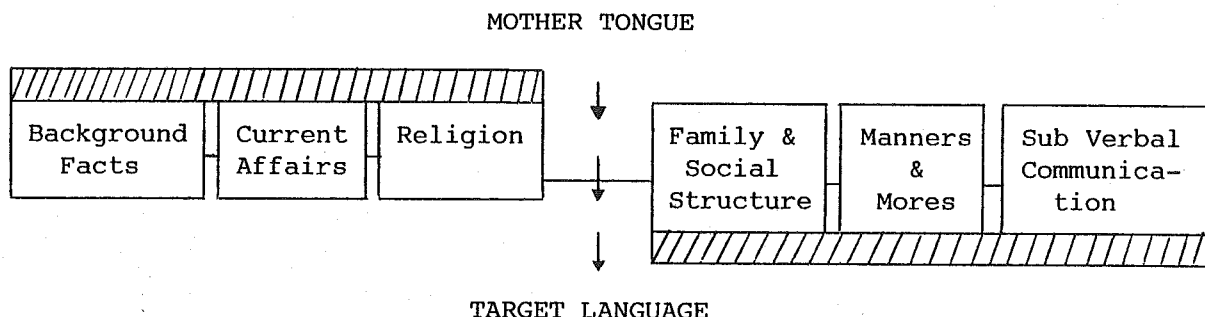


Fig 1

You will note that I have arranged the topics along a line. I would like you to think of this line as a continuum which progresses from left to right. On the left is hard factual information, external and impersonal. As you move to the right, topics become more and more oriented towards people and communication until, at the extreme right, we reach topics which are very personal and sophisticated in their communicative power. The sort of topics I would subsume under the headings are:

- a. Facts Geography, history, population. Status (i.e. super-power Third World etc) and allegiances, plus, for military courses, the organisation and structure of the armed forces.
- b. Current Affairs Politics. Economics. Class structure. Educational system. Military posture and govt/military relations.
- c. Religion Including any significant division of loyalty.
- d. Family Family and kinship system. Sports and games. Food and drink. Art and literature. National pastimes and preoccupations.
- e. Manners & Mores Customs and festivals. Etiquette and inter personal behaviours. National/racial attitudes and characteristics. Beliefs, value systems and prejudices. Strengths and weaknesses.

f. Sub-Verbal Non verbal and sub-vocal communication. Facial expression, gestures, body language.

3. There appears to be two obvious approaches to the subject.

- a. A psycho-linguistic approach which attempts to analyse the interaction between language learning and psychology/anthropology. Fascinating though this line may be, I believe it is for academics rather than military language trainers to pursue.
- b. A pragmatic approach which suggests that some understanding of how a nation operates makes you a better interpreter in its language. This may be "obvious" or just a declaration of faith. Either way, it leaves open the question of the relative merit of time spent on area studies rather than "hard" learning.

4. Now consider this addition to Figure 1. The North South Axis represents movement from native language to target language and my researches suggest that the shaded areas represent the most fruitful teaching strategies, if indeed we want to teach area studies at all. There are exceptions such as the IIAP course in Paris and sensitisation courses in Hong Kong but these are not primarily language courses.

5. I should now like to hand over to Mr. John Moore who, although he is here with only observer status, has agreed to lend some intellectual weight and dignity to what would otherwise be only a very modest presentation.

(Mr. Moore's presentation now follows.)

Area Studies as the Professional Application of Language Skills

John Moore

I am going to concentrate on the aspects of area studies that are of most relevance to the language teacher. In particular, I would like to suggest some ways of preparing students by means of a language course to operate successfully in a host culture. My own experience is in preparing diplomatic service officers to do a job (and cope with everyday life) overseas but I hope my remarks will also be relevant to the preparation of military or other personnel for the same purposes.

In the context in which I work 'operating' involves three main areas of activity, each drawing in a different way on the host culture. Firstly, diplomatic service officers represent their country, they present positions and points of view. They have to use language to persuade, impress and convince within the norms of the host culture. Secondly they gather information and need to understand the meanings invested in language by the culture. Thirdly they need to get things done and use language in a culturally sensitive and appropriate way.

What do we mean by operating successfully? I have been struck by two aspects of success. First, people working overseas often need a language not to overcome a linguistic barrier, not just to work within the host system, but to beat the system. To beat the system you have to understand the rules of the game. Secondly, success means working from a position of influence rather than power. It means gaining respect, perhaps affection, and calls for a much more subtle and sensitive handling of the culture than is needed in a position of power. This is what, consciously or unconsciously, our language courses are preparing people to do. How do we know if our preparation is effective? Trainers are more likely to hear, of course, when things go wrong than to get positive evidence of success. We may hear, for example, that our language trainees who passed all their examinations and went to post are not using the language successfully. Three explanations (apart from inadequate linguistic proficiency) are often advanced:

- a. They don't know enough about the area (there is a problem of knowledge).
- b. They don't care for the culture, the people, the country (there is a problem of attitudes).
- c. They can't use the language they know in a culturally appropriate way (there is a problem of ability, of how to perform).

So there are three ways we can prepare students for the cultural demands made on their language proficiency: by giving them cultural knowledge, by encouraging healthy attitudes to the culture and by training them to perform in culturally appropriate ways. Area studies is normally thought of as knowledge of an area and its culture. I will suggest some ways in which cultural knowledge contributes to linguistic proficiency.

Both area studies and language study should, I suggest, aim to encourage the right sort of attitudes to the culture. I will suggest some ways in which language courses can encourage students to value the cultural dimension of the language.

Culture in the sense of behaviour (how different cultures negotiate, make decisions or establish social relations, for example) is not often taught on an area studies course. To my mind it is one of the most important aspects for someone intending to work in the area. It is also at the sharp end of the language culture link.

Knowledge

Knowledge of the culture can help students use their language effectively in two ways:

- a. knowledge of what the language is used to talk about
- b. what you need to know in order to talk effectively

Although some language teaching methods train people to talk fluently about nothing any sensible preparation for real life must make sure that students know what they are talking about and this applies right throughout the course - from realizing that a **boulangerie** is different from a baker's shop to talking about SKI. In the later stages of a course it becomes increasingly difficult to separate form and content. The logical conclusion would be to integrate the two and run a combined area studies and language course as do the FSI.

What do you need to know about the culture in order to understand how the language is used? The language of interpersonal relations (greetings, forms of address, apologies, introductions etc.) can only be mastered by someone with some knowledge of social distinctions and attitudes within a culture. We are all familiar as language teachers with the idea of faux amis but we are perhaps less familiar with the cultural faux ami - the different associations of the word "friend", for example. The language course, then, should draw on these cultural contrasts and concentrate on problem areas of communication. Some small doses of explicit cultural teaching are needed for students to use the language sensitively; they can also help students remember the usage as well as sustaining their interest.

Attitudes

How can the language course encourage students to develop the right sort of attitudes towards a culture? I think attitudes can be encouraged in three phases of language learning - discovery of meaning, application of what you know and conceptualization of what you can do.

Most language courses present the learners with examples of the language in use. If learners are not only to acquire sensitivity towards the cultural context of the language but also to value language as it is actually used, it is important that some of these examples should be authentic "warts and all" language in real situations. Preparing pre-digested packages of language for teaching usually removes much of what is culturally interesting from it. Students should, then, be encouraged to analyse and discuss what is going on, not only what is said but why it is said. We should try in the materials we present to avoid crude cultural stereotypes (the Frenchman with his **Gauloise**, **beret** and **baguette**) and get away from bland dialogues where people talk grammar at each other.

In the application or practice phase of language learning our activities should, for the most part, discourage students from transferring their own linguistic patterns. We should make use of task-based activities such as role-playing and simulations where language use is triggered by the context not by the learner's own language. The student should not, I feel, be cast in host national roles or encouraged to ape a foreign culture. He should be trained to be a successful non-native speaker, not an inevitably deficient native speaker. A feeling of success is vital for progress in language learning and we may need to discourage students (and teachers) from believing that the language is so difficult that it can be used successfully only by those born into the culture.

In the conceptualization phase of learning we should discourage the belief that the foreign language is illogical and encourage students to look for ex-

planations, often cultural explanations, of why a language says things in a particular way. We should use approaches which encourage successful language learning strategies such as tolerance of ambiguity and uncertainty, self-monitoring, the ability to make and test deductions since these same strategies seem to be crucial in adapting to a new culture as well as learning a new language. The treatment of culture in the language course, then, goes way beyond teaching linguistic etiquette. Students will use their linguistic proficiency more successfully, I suggest, if they look beyond the superficial linguistic and cultural oddities to discover what is really going on, what people are trying to achieve.

Ability

How do we encourage students to use the language successfully, in culturally appropriate and effective ways? This involves the teacher working at the interface of language and culture in the area where grammar and syntax finish and patterns of behaviour begin. There are two ways of bridging the gap - one is to start from the language and to consider the cultural implications and overtones.

Starting from the culture, the language teacher could usefully deal with:

when to talk (and sometimes which language to use),

what to talk about (what topics are considered private, which are used to start a conversation etc.),

what to say (e. g. how you wish someone good luck or commiserate),

and what not to say, what is generally left unsaid. Every culture is, to use a fashionable phrase, "economical with the truth" but we are economical about different things and follow different ground rules. Most nations regard others as unreliable, hypocritical without in many cases realising that we all follow slightly different rules of what we would rather not talk about.

The other way in which the language teacher can deal with the language-culture interface is through the language. The language teacher is increasingly involved in helping students discover the meaning of what is said and recent language teaching methods emphasize not just meaning in terms of ideas and concepts but meaning as communication. It is not always apparent from what is said what someone is trying to communicate, whether a particular sentence functions as a warning, a threat or a promise etc. The only way of developing a communicative proficiency is for students to be aware of how features of the context (social relations, the nature of the event, attitudes of the participants etc) influence the language. So the surface features of a language which every textbook teaches often conceal what the language is doing - English is full of perhapses, maybe's, possibly's, might's and I wonder's that are extremely inscrutable to people from other cultures.

The second aspect of this process of working from the language form to the culture is to consider how linguistic events such as speeches, interviews are structured differently in different cultures. How does a speaker get attention in his introduction, does he use anecdotes, how formal is it, how does he arrive at a conclusion? There is plenty of cultural variation here and opportunities for the language teacher to work on them with students. And again, being aware of such things is surely part of linguistic/cultural competence.

What I have suggested, then, is a number of ways of dealing with the raw material of area studies in a language course. One way of designing this part of the course would be to take cultural events such as dealing with the local administration and explore them both in terms of the culture and the language.

The event can be treated in terms of knowledge (of, for example, the organizational structure and hierarchy) attitudes (detecting signs of impatience and frustration, for example) and performance (practising making requests in different settings).

Training like this will help make a much smoother transition from the classroom to the real world. In many ways the acid test of your training comes when students go to in country training. A lot of faith is pinned in students improving in the country, in the natural language environment. This may, of course be highly beneficial but students don't breathe in the foreign language with the foreign air or acquire linguistic polish by a process of osmosis. It has to be worked for and they have to prepare for it. All too easily they can export their classroom learning methods, their linguistic and cultural prejudices and fail to take advantage of the opportunities to learn from natural exposure. Let me conclude by giving a successful example of in-country training. A student on his return from immersion in China commented that the atmosphere of patient encouragement he found (so different from the classroom) was "of great help in overcoming that mental block which prevents a lot of the British from actually speaking a foreign language." "In addition" he went on "listening for three weeks to the way the Chinese actually use their language in daily life gave me for the first time some sense of their prevalent mode of expression. This is not an English mode and highlighted afresh the dangers of simply taking one's English words and translating them into Chinese. I realised for the first time that I am studying the language of a people whose principal form of entertainment is still simply talking to each other." This sounds to me like the successful integration of language and area studies.

References

- (1) This point was made in a recent report on African and Asian Area Studies in the UK by Sir Peter Parker (Speaking for the Future). Parker dealt with the needs for language and area studies of government and business and how these should be met by the universities. On the question of needs, Parker concluded: "Our chances of success, commercial and diplomatic, in the areas of the world I am asked to cover, are significantly increased if our business and diplomatic representatives are able to appreciate and work within their local subtleties. Language and (my italics) area studies are an important means to that end: I believe that the sharper our gift of tongues the sharper our competitive edge."
- (2) Of course the fact that you don't have evidence of such failures doesn't necessarily mean that all is well - perhaps opportunities are being missed. Fortunately we rarely have cultural failures on the scale of the following example quoted in a recent article on Japanese management in Britain. In 1966 the British managing director of what was then a major shipyard, confronted by the fact that Japanese competitors built tankers in half the time at half the cost, called them "little yellow men with vacant minds." The writer goes on "His yard, and its miserable decline, are, of course, monuments to vacant-minded British management at its worst.
Robert Heller: The Japanese Way (Business Traveller June 1987)
- (3) Some convincing arguments for treating cultural problems and avoiding cultural blandness are given in Jurgen Beneke: The Value of Cultural Studies in the Graining of Cross-Cultural Negotiators (European Journal of Education, Vol 18, No2, 1983).
- (4) J. Rubin: What the Good Language Learner can teach us (TESOL Quarterly, 1975, 9, 41 - 50)

- (5) To return to the Japanese example, a study of Japanese companies established in Britain came to the conclusion that underlying such apparently different practices as the use of slogans like "Move Forward in Harmony with the World" were five common factors behind the almost universal success. "There's not one of those five points which is unintelligible in strictly Western terms nor one principle that can't be found operating effectively in one British company or another. The problem is the scarcity of firms where all five function as they should."
- (6) There are some amusing anecdotes as well as interesting ideas on the teaching of "pragmatic appropriateness" in Jenny Thomas: *Cross-Cultural Pragmatic Failure* (*Applied Linguistics* vol 5, no 3 (1984)). See also Deborah Tannen: *The Pragmatics of Cross-Cultural communication* (same volume).
- (7) "Over the centuries the British traveller or colonist, tired of being told that the village was just over the hill, when it was really ten miles distant, or that work would be done manana, when there was really no possibility of its being completed before the following week, has inveighed against the 'untruthful', 'unreliable' native. Yet it was surely not the case that the natives had any less regard for the truth, but rather that they were operating according to slightly differently formulated pragmatic principles: they no more expected to be taken literally than I, when I inquire solicitously how you are, want to hear about your hammer toes and haemorrhoids". (Jenny Thomas op. cit.)
- (8) Two examples:

I was recently at a meeting which was discussing how to succeed in negotiating with the Chinese. It was pointed out that there are three common Chinese reactions to proposals. One means, literally, we will study the situation, the second we will discuss it and the third we will consider it. The first one is a sign of great interest, the second rather lukewarm and the third a polite way of saying get lost.

As another example, take a typical letter from a Bank manager reminding you that you have an overdraft (if this sort of letter occurs in your culture) and think about what you would have to know in order to understand the language that is used. Here is a British one, from a Bank's advertisement which I offer for linguistic-cultural analysis.

Dear Mr Gilmore

I see that the overdraft on your account has risen to about \$ 8,000 and perhaps you will let me know whether we can expect funds to adjust the position in the course of the next few weeks or if you would prefer that we met to discuss your plans.

You will be glad to know that Diana's account has now been opened and a cheque book has been sent direct to her at the School."

Yours faithfully,

Manager

- (9) For some interesting suggestions along these lines see Linda Hantrais: *Integrating Language and Area Studies* (paper presented at the Conference in Written Skills, University of Aston, Birmingham and published by the Centre for Information on Language Teaching, London 1987.)

Review of Current British Practices"

(Part 2 of Colonel Prince's address)

Review of Attaches Attitudes

6. We sought the opinions of some 35 officers currently or very recently employed as attaches. All except one, a man of very fixed views who believes in traditional grammar and vocabulary learning rather than the communicative approach, were enthusiastic about the inclusion of some aspects of area studies in pre-post language training. Most popular topics in decreasing order of frequency were: geography and history, customs and culture, politics and economics, armed forces and military posture "especially in NATO countries" and religion. Several attaches mentioned improved motivation of both student and teacher as a benefit of Area Studies: some viewed area studies as a vehicle for language practise rather than an end in itself and the thought was expressed that Area Studies should not be pursued too early in a course. Predictably, the best self help sources of information in the Area Studies field were seen to be television, radio, newspapers and magazines.
7. Let me now give you an overview of how we deal with area studies in British military language schools, and outline the position for German, Arabic, Russian and Chinese.

Area Studies in German

8. a. General

(1) The Area Studies programme described below is as included in the 14-month German language course which prepares students for the Civil Service Commission Interpreter examination (4343).

(2) The examination requirements for Area Studies throughout the course are as follows:

- After 3 months: Landeskunde element in Institute of Linguists Grade 1 examination, 5 questions in English to be answered on aspects of German geography, history, culture, politics and way of life.
- After 9 months: the conversation element of the CSC Linguist Examination (3333) requires knowledge of current affairs in the countries where German is spoken.
- After 14 months: the subject for the extempore translation passages to and from German require close knowledge of life in Germany; in the conversation in the oral test the candidate is to complement his knowledge of the German language with familiarity with the attitudes, problems and preoccupations of the German people.

b. Area Studies in the Timetable

(1) The following timetable elements form an on-going Area Studies programme:

- Lectures: 20th Century Germany
German Geography
The West German Laender

The West German School System
Political Parties in West Germany
Sport in Germany
Highlights in the German Year
German Literature

- Attention to media: regular viewing of German news broadcasts. Study of daily newspapers (after six months).
- Study of texts which explain the German way of life (Themen 2)
- Occasional folksong instruction.

c. Extramural Activities

- (1) Short Visits: Half or full day visits in the local area which are conducted in German. These include regular visits to a courtroom, a car factory, a police HQ, a Krankenkasse, a steel plant, a Rathaus, a brewery and a Depot of the Bundeswehr. Experience has shown that such visits need careful planning and active participation by students to ensure that they are worthwhile. The following measures are therefore taken:
 - A reconnaissance visit is paid to the establishment in advance and a vocabulary list and questionnaire prepared.
 - If possible the visit is planned to consist of short briefings interspersed with question and answer sessions to maintain students' interest.
 - A student is detailed to make a speech of thanks at the end of the visit, or write a letter of the thanks.
 - Vocabulary encountered on the visit should be included in subsequent teaching and testing material.
- (2) Attachments: After 4 months of fulltime study students spend two weeks accommodated in a German home. The aim of this visit is to give students firsthand experience of German family life. A spin-off in many cases is a lasting friendship between student and family which has a very positive influence on the student's progress. A second attachment is a 2-week visit to a unit of the Bundeswehr. This is highly successful in all cases, the benefit to students in most cases going beyond the end of course examination.
- (3) Opportunity Area Study Activities: As HEC(G) is situated in the country where the language is spoken opportunities exist to acquaint students with the German life-style and culture. Advanced students regularly act as interpreters at civil weddings between Servicemen and German brides, attend seminars held by the Bundeswehr, interpretate at Open Days and visits to the Barracks. A school tradition of participation in the Berlin Marathon is combined with a seminar at the Politische Bildungsstaette Helmstedt on relations between the two Germanies.

d. Study Regime

- (1) The study regime for long course students after the 14 week introductory phase is as follows:

- two hours of preparation
 - four hours of instruction
 - two hours of revision
- } daily

This regime allows the student great flexibility in structuring his home study and leisure time programmes. All students on full-time study are to take up and submit for approval regular and worthwhile leisure time activities which involve their use of the German language. Examples of such activities are joining a police choir, joining the German Red Cross, playing regularly in a local soccer team, visiting on a regular basis Old Folks Homes.

e. Summary

HEC(G) is the only British Army establishment where German language is taught beyond Colloquial Level (2200), and its location in the Ruhr Area of the Federal Republic affords an excellent opportunity to study firsthand the country and the people where the language is spoken. The experience of HEC(G) staff shows that students who pursue Area Studies beyond the compulsory aspects of timetable and extra-mural study are likely, not only to score good marks in oral tests, but also to gain a deep insight into German life which must enable them to perform their language appointment duties more effectively.

Area Studies in Arabic

9. a. Area studies form an integral part of both Colloquial (2200) and Interpreter (4343) courses in Arabic Wing, but are unstructured.
- b. At Colloquial level, area studies lectures are all in English. Sometimes films are used to stimulate discussion. Topics are Islaam, Arabic Customs and geographical/tourist type materials on Oman, Kuwait, UAE etc.
- c. At Interpreter (4343) level all talks are in Arabic and some deal with the Colloquial topics in further detail. Other relate to Arab - Israeli conflict, the Gulf War, the Lebanese situation and are mainly political in nature. We consider that the literature of the Arab world should be looked at and have had recent offers of talks on Contemporary Arab Writers and Egyptian Poetry. In addition, personal 'battle experience' reminiscences provide useful military-based talks.

Area Studies in Russian

10. Area studies are well integrated into our Russian courses. In the early phases, these studies provide a simple vehicle for language acquisition but are subsequently studied in some depth. Area studies are helped by a well catalogued library including a video library. Topics covered in some depth are:
 - a. A brief history of Russia in the twentieth century
 - (1) 1900 - 1917 (not Revolution)
 - (2) October Revolution and Civil War
 - (3) Post Civil War

} see also Stage III
 - b. Population distribution in USSR

- c. Political and administrative set-up in USSR
- d. Economic set-up in USSR
- e. Everyday life in USSR
- f. Pensions and trade unions, collective and state farms, pioneers, Komsomol
- g. The Republics (General introduction)
- h. Satellites, Warsaw Pact, COMECON
- i. Customs and festivals
- j. Education in USSR
- k. Religion in USSR
- l. Sport in USSR
- m. Writers and the press
- n. Soviet achievements
- o. Problems facing Soviet leaders
- p. A brief history of Russia to 1900. This should include a discussion of the following: (1) Era of Peter the Great (2) Age of Catherine II (3) War of 1812 (4) Decembrists (5) Crimean War (6) Emancipation of the serfs

Area Studies in Chinese

11. Prior to the colocation at MOD CLS (Chinese Language School) of the US Army FAO (Foreign Area Officer) Course, area studies had featured in the course in a relatively unstructured way, primarily as a vehicle for language tuition. Some attempt was made, however, to use games such as Mah Jong and Chinese chess as both social ice-breakers and illustrations of some aspects of Chinese thought. We are now fortunate in being able to lean on the well developed and resources FAO program about which the US delegate may speak and to which I would like to pay tribute.

Questions for BILC

12. Finally, I should like to focus delegates' attention on some very fundamental questions.
- a. Do we as professional language trainers and managers of language training buy Area Studies? If so, how can we justify their inclusion in our time limited courses? What might Area Studies replace? Can we afford the time? Is Area Studies legitimately part of language training - or should we deal separately with it? Is it needed at all?
 - b. To what extent should Area Studies be integrated with "Hard" language training? Should they come early or late in the course (remember my strategy diagram). Either way, how should Area Studies be structures closely, loosely, or not at all? Are students to have their attention deliberately focussed on Area Studies or should material be introduced almost surreptitiously? I would argue that all language training materials in for example a Russian course should reflect some aspect of life in the Soviet

Union. Students should not be encouraged to view Area Studies as a diversion or a form of light relief, but to understand that the language itself is molded by the experiences, thought processes and behaviour of those who speak it.

c. What are the resource implications of introducing Area Studies?

- (1) Materials. If these are to reflect accurately aspects of life in the target country, clearly they must be up-to-date and must be introduced in a structured way.
- (2) Staff. Can we be sure that all our staff are sufficiently bicultural themselves to be able to present Area Studies material in a constructive and meaningful way? How might we train them towards it? Who would train them? How well do they know their own country or should I say their country of origin? How current are they in terms of that country, Russia is the obvious example?
- (3) Approach. Should our approach be sequential and constructive or should it be contrastive? If it is contrastive, it can obviously lead to value judgements about the relative worth of our own and target cultures. It can also lead to stereotyping, particularly with early phase students. There is a tendency to pick on the most startling or obviously contrasting elements of the target country society compared to their own and to derive stereotypes of the typical Russian attitude or the typical Chinese approach.

d. How do we set objectives in this area and how do we measure success? This relates back to our first question. The resources are expensive. Can we justify the expense? How can we know if we are getting it right? One of the major problems I see here is that it is perfectly possible for a person to attain a high level of linguistic proficiency without reaching a corresponding level of educational sophistication. This problem is recognised in the new United States level definitions which do not allow even a native speaker to progress beyond, say, Level 3, unless he also possesses the conceptual apparatus for the discussion of abstract and complex issues. In my view, our present examinations are weak in that they allow individuals with a very basic educational background to obtain Level 4 qualifications which are officially recognised as being of degree status.

The Necessity of Area Studies and Methods of Integration

Frans van Passel

Good communication between people starts with rigid definitions of the concepts treated. It adds to the clarification of the fundamentals of a problem and allows the deduction of pedagogical conclusions. The field of "Area Studies" is not clearly defined at all. Michel Byrams writes about CULTURAL STUDIES IN FOREIGN LANGUAGE TEACHING (1), Mehmet A. Cicekdog about CULTURAL DISTANCE (2). The Germans speak about LANDESKUNDE, the French give credits to LANGUE ET CIVILISATION. They all refer to the same phenomenon, the CULTURAL HERITAGE of a language community, which means the global transformation of nature by man in a specific, well-defined geographical region.

If we all agree on the meaning of area studies as being **the studies of the cultural heritage** of a given community in a well-defined region we are still concerned with the question whether the learning/teaching of the cultural heritage should be integrated into a foreign language course.

This question may seem redundant to experienced FL-teachers because the language and its way of being spoken and written by the natives is one of the everlasting phenomena of a cultural heritage. Nevertheless, in the audiolingual and Chomskyan mood many language courses were written and presented on a purely technical and structural basis without any reference at all to the cultural support of that language. But even then few FL-teachers succeeded in keeping the foreign cultural dimension out of their classroom practice. For the greater majority of them cultural content in a FL-course seemed inevitable and evident.

For course developers the problem presents itself with more complexity. They have to make decisions about a number of items of essential importance that merit consideration as course material. How are they to collect the basic materials and how can they select them in relation to the course objectives? (In **essence**, the specific properties without which a foreign culture wouldn't be independent and different from others).

In terms of research techniques three possible methods present themselves

- (a) the **linguistic approach** of the traditional philologist,
- (b) the **inductive discovery** of the hidden substantial differences between two cultures, and
- (c) the **deductive reasoning process** that derives course content from the accepted and well-expressed objectives of the FL-course.

The technique of applied linguistics would suggest a long-term analysis of the literature on the subject with a possible but very doubtful output of a practical synthesis of the essentials of a cultural heritage. It would provide us with a substantial inventory of problems and questions without any practical solution for the immediate future, however. Without immediately-available practical solutions for daily class-room practice, it leaves us with a bitter taste of academic incompetence.

The inductive approach on the other hand should start with a large number of careful observations and personal experiences on a smaller scale. It resembles in fact the attitude of the bee that gathers its materials from the many flowers of the field but transforms it for its own purposes - (Francis Bacon).

Here are some examples of inductive generalisation:

- I have seen soldiers killed in World War II because their maps were printed in a different language than that of the local people, a military example concerning geographical knowledge.
- In 1953 I escorted a group of Teachers of English on a tour of the U.S. Nuns of a very fine Catholic school in Palm Beach offered the group a marvellous dinner with America's pride, the T-bone steak. But out of twenty only three or four teachers were able to enjoy the meal because all the others were Hindus. What the nuns had considered thoughtful hospitality turned into a minor diplomatic incident (Religious knowledge).
- Each year I receive groups of Portuguese students in Belgium and face with them the eternal problem of the difference between a Portuguese and a Belgian discotheque. In their home country they can sit and spend the whole evening with one single drink, in Belgium the pubholder shows guests the door if they do not renew their beverage orders regularly.

These few examples of the inductive approach through careful observation show the possibilities and the regretful inconvenience of the method. It allows you after a period of observations to formulate a number of fundamental differences that are very important for your course development, but you are never sure whether the inventory will be of substantial value or not, whether you have gathered the vital items in terms of your objectives or not. Of course, inductive research in whatsoever branch of science, always faces this dilemma.

The third approach is a more classical one and was already known by the Greeks. More than 25 centuries ago they classified the vital items for the learners of any language in three main categories:

- (1) items concerning the **geographical orientation** in a country, a town, a village;
- (2) items of **numerical knowledge** about distances, time, money, etc.
- (3) items belonging to and necessary for **social orientation**, social life, etc.

It is my belief that **those fundamental categories should be the objectives of any language course**. In the already mentioned intensive courses of Dutch for Portuguese students, we always start the first day with the **geographical orientation** in the town of residence. After a four-hour morning session of language drill, the participants are sent into town on a kind of search tour that necessitates asking questions to local people and understanding their directions on how to find the way. The fieldwork is immediately followed by a class-room evaluation and feedback to consolidate the learning experience.

After an important number of controlled experiences of the same kind I am tempted to conclude that **the knowledge of the area**, which means the way of life of people, is as important as the **knowledge of the language** itself and that learning should be combined from the very beginning. Each single item of language instruction/learning should breathe cultural fundamentals of the natives in the target area.

The previous arguments bring us to develop the fundamental objectives of a language course on a fifth skill-level, the knowledge of the area. We want the foreign language learner:

- (1) to behave in a **normal** way, which means: "While in Rome do as the Romans";

- (2) to be independent of the natives which means to know his way around without any help;
- (3) to avoid frustrations with the natives in order to share their friendship without offending them or hurting their feelings;
- (4) to integrate without any assimilation or renegation of his own culture.

The implementation of these objectives in a fifth incorporated skill means in a multilingual context or society that the traditional language course should become **the study of the language and the way of life of the community**. Formulated this way, the study of the language promotes mutual understanding and everlasting friendship instead of providing an individual with technical skills to promote his personal profit and well-being.

From these objectives we easily derive essential teaching specifications. The English language, for instance, should be studied in relation to the society in which its knowledge is to be used (Australia, England, Canada, India) without sacrificing the language skills on a regional altar.

Having established the objectives, we are confronted with the method of teaching/learning the target language. No single answer does exist because methods will always depend on the type of learner we are confronted with and the level of contact frequency with the speakers of the target area. Considering the case of a simple soldier employed as a guard at an embassy, for instance, we can easily limit the learning materials to a series of clear cut orders in the form of do's and don't's such as: "Do not enter a mosque with your shoes on!" The main objective of the learner's behaviour should always remain not to offend the locals and to behave normally.

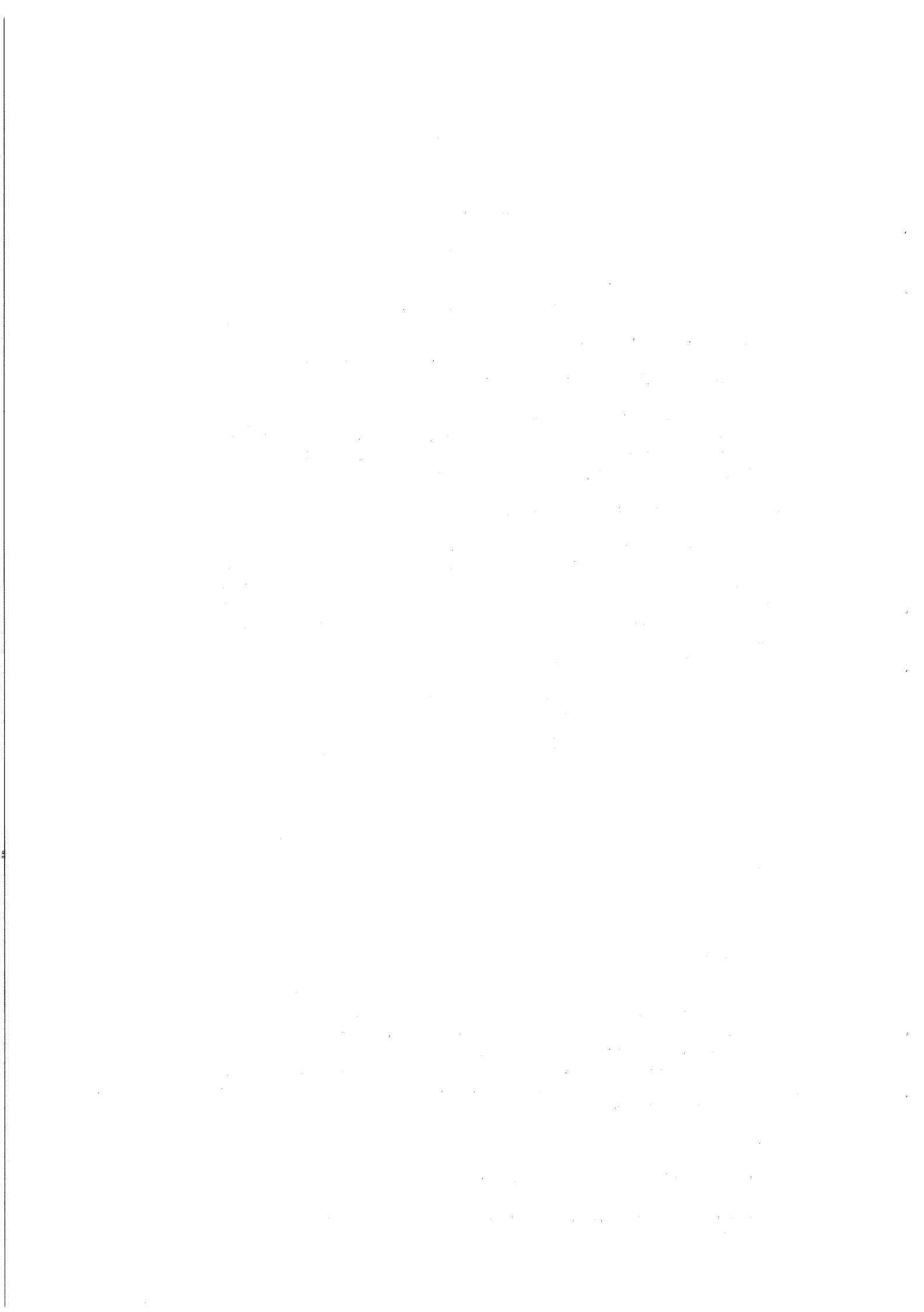
On a higher level with frequent and closer contacts with the locals, the fundamentals of the way of life should be interwoven with the linguistic materials. The course developer should of course be aware of the important aspects of religious, social and family life, housing, daily work, etc. of the local people. It is his main responsibility to make them understood and accepted by the learners in order to obtain the above-described general objectives.

The implementation of a well-conceived language course necessitates an appropriate environment to achieve these goals. Intensive courses in the country of the target language provide numerous opportunities for immediate practice and feedback. In one's own country technical appliances may partly replace the authentic background of the area: videotapes, films, radio broadcasts, plays, role playing etc. We know of course that they will only be a feeble substitute of reality, but with appropriate and controlled guidance they may be of considerable help.

Too many years the attention of teachers and learners has been focussed on the four technical skills of mastering a foreign language. The fundamental problems of our modern multilingual society have never been dealt with properly and the language knowledge has had strictly individual benefits without being beneficial to society in general. Area study as a fifth skill, integrated into normal language learning/teaching could provide a useful tool in expanding the inestimable value of mastering one or more foreign languages.

Notes:

- (1) in **State of the art** Language Teaching
- (2) in **Dialogue on Language Instruction** Defense Language Institute, vol. 4, number 1, pp 15-30



Prerequisites for a more Efficient Teaching and Learning of Portuguese

Jorge Barbosa

I believe that there is not a single teacher of Portuguese in our country who will not complain about the lack of proficiency of his students in the Portuguese language. University professors, those of the Arts faculties included, will unanimously state that students are admitted to University not knowing how to write with the minimum accuracy and exactness acceptable. There is no secondary school teacher who will not proclaim the ignorance of the students he meets. No preparatory-school teacher will be sparing with complaints on how insufficiently prepared the children come from primary school.

Even though it is not my intention to deny the soundness of all these arguments, I do refuse to believe however that primary school teachers alone are to be held responsible for the fact that our children, teenagers and licentiates are unable to master the Portuguese language as well as they are supposed to.

If we are to believe what is often stated - truthful as it unfortunately seems - we must further say that there is an unquantified but certainly very high percentage of students who, having been admitted to higher education under such conditions, after finishing their courses find themselves in not much better circumstances.

We must all accept responsibility for this fact. And we must all join efforts, each one according to his commitments, so that this situation may be reversed.

It was, no doubt, as an acknowledgement of the seriousness of this situation that some years ago such subjects as "Expression Techniques of Portuguese" were included in courses of the Arts Faculties under various designations.

The University of Evora has included in its curricula as compulsory for all the students, the subject of "Practical Stylistics", in a way underestimated by some lecturers and many students, the latter of which get to realize, sometimes perhaps too late, that after all it is not a total waste of time. The military schools of higher education have also included in their studies such subjects as "Portuguese" and "Communication Techniques", as it has happened in this Air-force Academy where I myself have taught them from 1983 to 1984. I don't know how things are presently here but, as far as my experience is concerned, I must say it was not exactly brilliant. But neither was it, fortunately, useless, for it has helped me formulate some ideas and substantiate others which I already shared on that subject and, at the same time, it has cast away some illusions.

My experience is long enough to keep me from the temptation of making everyone else responsible for what I consider to be wrong. I am a full professor of linguistics, which means that my professional activity is directed towards the teaching and the study of linguistics. I think therefore that the linguists are to be considered the group primarily responsible - though not the only ones - for the poor situation of the present teaching of Portuguese. Let me explain why.

Amidst the various fields of fundamental research waiting for someone who will commit himself to them, we may find those that could lead to the description of the Portuguese language, not as an ideal entity but as a means of communication actually used by the community of the Portuguese people in the most and various situations.

As André Martinet has pointed out, the child who goes to primary school, and later on to secondary education, knows his language perfectly well, which means

that he is able to analyze, unconsciously, any given stretch of discourse in its minimum constituent elements or, in other words, that he is able to speak, that is, he can combine those minimum elements so as to form by himself original stretches of discourse. What the child and the teenager don't know is the so called "official language" which does not identify itself with the literary language but rather with what is known as "serious writing": declarations of statesmen, lectures, treatises, handbooks, articles and news, written, reports, etc.

To recognize the differences between these two types of use of language is, after all, to recognize the existence of what we call the registers or levels of language which, as we all know, are not restricted to two: Both the usual spoken language, which the child knows, and the official language, which he doesn't know, may be used better or worse or even refined without mixing the two, which means that inside each of these types it is possible to find different registers or levels.

It seems thus that what has to be taught in schools of no matter what level is not that register of language already used and known by the students but rather those registers which they do not know and that in given circumstances of life they will have to use both in a passive way, listening and reading, and in active performance, speaking and writing.

Now, what do we exactly know about the distinctive features of the various registers of the Portuguese language? We must admit that we know very little about it and that the information we lack would be of the utmost importance to adjust what is taught about the language itself to the language which is actually used in the different circumstances.

Before we know these features we will not be able to define the standard which should be the pattern for the teaching of Portuguese, unless we were to look for it, as it has been traditionally done, in the so called "classics", that is, "first class" exemplary authors. Unfortunately however, those who are granted the right to be considered as such are usually the dead. Their chance to reach classical status seems to increase if they have been dead for a long time. Regrettably they can no longer speak or write. Like every living language, Portuguese has experienced a dynamic transformation that makes it different today from what it was in the 19th Century and that of the 19th Century different from what it was in the 17th Century, which is considered the golden age of Portuguese prose. Furthermore, the appeal to the classics is made casuistically since their standards were not even described and, fortunately, it is not to be expected that we write today as Camilo or Father Antônio Vieira wrote.

The responsibility that falls upon the linguists consists in describing the Portuguese language at present in the various registers within which it is performed. Only a quantified description of the language will be able to supply an accurate knowledge of what is actually said and not said, written and not written. Only through this description can we set up the linguistic patterns that are to be taught and that students should know and perform.

This responsibility - which is mine and my colleagues' - having been assumed, some others should not be omitted.

I shall mention, in the first place - a certain laxity, a tendency towards an excessive allowance for error which has followed the low-levelling that took place in Portuguese society in 1974 - 1975 and, that although attenuated, is still persisting and imposing itself in the present year of 1987. This laxity has also spread its effects to both the use and the teaching of the Portuguese language.

On the one hand, to speak and write bad Portuguese has become of good taste - and bad in this context means inadequate. It has been accepted that if that's the way the "people" speak, that's the way "we people speak", and that's the way everyone should speak and write. It has been considered that the underprivileged ones are always right and in the student/teacher relationship the former was found to be the underprivileged one, with consequences which are known, or may be easily guessed. Authoritarianism and authority were regarded as the same thing and in trying to eliminate the former, the latter was depreciated and abolished: in the same student/teacher relationship the latter was identified with authority which has been lost or dispensed with.

On the other hand, but following the same line, the universities and lyceums were opened to a host of unprepared students, for exams and marks were devaluated. Permission to teach was given, at every level, to people whose competence had not been demonstrated or, even worse, whose incompetence had been clearly evidenced.

One could say that meanwhile the situation has become better. No doubt the criteria of competence and exigence are slowly being re-established. But there is at least one generation of incompetent teachers and one generation of ill-prepared students; and more generations of students will be in the hands of such teachers. In this scenario the Portuguese language was not spared: It is still officially possible today for teachers to take their pedagogical training in Portuguese, and so become teachers of Portuguese, even if they didn't have the subject of Portuguese at University.

Secondly, I would like to mention that the way programmes of Portuguese are made or understood leads to the fact that starting at primary education, all the linguistic theory of Portuguese is taught, but the production/performance of Portuguese is not. The functions of language are taught, the sintagms with its components are taught, the literary genders and the figures of speech are taught, but such basic things as writing and speaking, spelling, punctuation, syntax are not taught. Everything happens as if you were by or in a swimming pool reading books on how to swim instead of practicing the movements that will actually make you swim. And no doubt our students often sink to the bottom of the pool when they try to "swim Portuguese".

I would like to make it quite clear that I am not against reading books on how to swim or on any other subject, the Portuguese language included. Besides that, this is a part of my professional activity. But there is a time for everything. While there is a time to learn how to swim and a time to read books on swimming, there is also a time to learn Portuguese and a time to reflect theoretically about the Portuguese language.

I have already mentioned my experience, though for a short period of time, as a teacher of Portuguese and Techniques of Communication in this Airforce Academy. This experience helped me confirm that it is not at the age when one attends such schools, that is, around twenty, that orthography, punctuation or syntactic rules are well and quickly learned: it is about ten years earlier. Techniques of communication? Well, techniques of communication are supposedly subjects for treatises. To teach them - and to learn them - presupposes that the distinction has been made between the current registers of the language, those used by aspirants and officers in the mess or during leisure time, and the registers of the official language, that no one has taught them before. Is it possible to learn any technique if one does not know the material to which it applies? The material to which techniques of communication apply is the Portuguese language, and it is that very material one should know beforehand. Those observations about the teaching in military schools apply exactly in the same way to the teaching in any other school of higher education, Arts Faculties included.

I shall conclude.

I did not bring here any solution to the problem which concerns us, that is, the teaching of the Portuguese language to Portuguese people. Nor could I have done it, since the global solution must be the result of a chain of partial solutions. I do believe, however, that the possibility to find these partial solutions is in our hands, in human hands without having to appeal to divine providence. I have rather preferred to characterize the situation, for diagnosis is the first step towards the remedy of any problem. While characterizing it, I suppose I have shown the reverse of the coin. What I can professionally do, that is, my contribution to the description of the present Portuguese language, is the subject of a research project which I intend to start if others, who also have responsibilities in this field, will provide me the resources they dispose of and which I lack: I shall contribute with all the resources within my reach. Amidst the resources we may dispose of there is, at least, one which must be common to us all: The will to improve the teaching of the Portuguese language at every level.

From Communicative to Cultural Competence

Josef Rohrer

About 15 years ago at a businessmen's club in Rio, where many receptions are held for newly arrived US executives, the railings on the terrace had to be reinforced because so many American businessmen fell into the garden as they backed away from their native host to whom it is natural to carry on a conversation separated only by inches¹⁾.

Having written this paper in English, I have chosen to introduce my remarks on the subject of so-called "area studies" in foreign language teaching on a slightly facetious note. I have imitated what I assume is the Anglo-American way of opening a paper. I might have chosen what I assume to be the French way of beginning a paper, that is by giving you first a structured outline of the contents of my paper.

I might even have started in what is widely believed to be the German way, that is, by quoting at length what Goethe or Wilhelm von Humboldt had to say on the subject.

For a long time, we have been aware that there is more to learning another language than trying to master its sound system, its syntax, and the relevant parts of its lexicon. We have come a long way from grammar-translation and pattern drill to the functional-notional approach and, more recently, to the notion of communicative or interactional competence.

And yet we continue to be dissatisfied. One of the reasons for my dissatisfaction has to do with the fact that I live in a western country where people are expected continually to set new goals and solve new problems. Problem-solving is a prestigious activity in my part of the world so that it is not strange if somebody asks me at a conference "Now that we have developed the notion of communicative competence where do we go from here ?" (Also, if I want to get on in my career or want to get funds to go to international conferences, I have to be innovative and come up with a new idea every so often.)

However, apart from my undeniable motivation to come up with something new now and then, I believe that communicating with speakers of other languages, who are usually members of cultures different from mine, not only requires more or less sophisticated linguistic skills, but also paralinguistic and non-verbal skills. Language teachers often overlook the fact that especially in face-to-face communication prosody and body language may convey as much or more meaning than words, that is, they may convey what the speaker really means even though he or she may be saying something else, as in this little quote from a book: "She grabbed me by the shoulders. Her eyes were closed and her mouth was parted slightly. 'I hate you' she whispered."

There are cultures where communicants rely heavily on non-verbal communication, utilizing specific body movements, facial expressions, and other communication devices which have definite meanings and which complement verbal expression. These non-verbal communication devices may, therefore, be much sparser than in other cultures where people rely more heavily on verbal expression even to the extent of completely ignoring non-verbal messages. The way members of western cultures may make their point vociferously and eloquently is perhaps not the way members of the Thai or Japanese cultures may make their point, if they come to the point at all in the sense of what we mean by coming to the point. It is indeed disturbing to think that by regarding our own speech behaviours (for instance eloquence, conciseness, coherence, logical argumentation, presupposition and inference) as unquestionable standards of excellence which a foreign learner of German is expected to strive for, we may unwittingly be obliging him to acquire speech behaviours where to him eloquence is equivalent to garrulousness, conciseness to bluntness, logical argumentation to aggressive sales talk etc. A Filipino may politely agree that I am right after I have made my point with eloquence and the force of logic, but at heart still regards me to be wrong, because by proving that I am right I have violated an even more important principle than being right, that of harmony.

Setting aside prosody, body language, and speech behaviours for the time being, all of which would merit further analysis, I would like today to concentrate on the necessity, in foreign language teaching, to identify and bring out the differences in the way languages conceptualise cultural norms, values, beliefs, and assumptions.

High-frequency expressions often have culture-specific connotations that the foreign learner is, as a rule, unaware of.

When a German invites somebody to his home he may do so by saying "Ich möchte Sie gern auf einen Abend zu uns einladen. Wann hätten Sie Zeit?" (I would like to invite you to spend an evening with us at our place. When would you have time?) The non-German visitor who has learnt the word *Einladung* for Portuguese *convite*, Spanish *invitación*, French *invitation*, Italian *invito*, and English *invitation* ought to know that the word "Einladung" used in that context may not at all connote that he is going to get a substantial dinner. What he can expect is getting drinks like wine, beer, or worse. A student from an Arabic country, where an invitation invariably includes a big meal, may, that evening, easily go without any food except for some crackers and peanuts. Being a Muslim he would spend the evening drinking mineral water, wondering all the time what he had done to be so badly treated or, perhaps, whether Germans were just plain stingy. On the latter assumption he would follow the next "Einladung" on a full stomach and find himself confronted with a big meal of lamb chops and couscous. This time, it would be the German host's turn to wonder what he had done wrong. What had happened was that the Arab student had not noticed that the "Einladung" had contained a reference to food.

The same student may hear from another German acquaintance, as they walk around the Altstadt in Cologne at 8 o'clock at night, "Ich kenne hier ein nettes Restaurant. Hätten Sie Lust, mit mir zu Abend zu essen?" (I know a nice restaurant around here. Would you like to have dinner with me?) Two hours later the German waiter would be asking "Zusammen oder getrennt?"

(One check or separate checks?) To the student's amazement the German acquaintance may say "Getrennt" (separate checks), leaving the student to pick up his own check. The student, being an Italian, for example, would probably find this incident outrageous unless he knew that his German acquaintance behaved this way because he did not want him to feel that he (the German) thought that he didn't have enough money to pay for his own meal. Because, after all, the "Einladung" had been worded: "Haben Sie Lust, mit mir zu Abend zu essen?" (Would you like to have dinner with me?).

On the next occasion, the same student would hear an "Einladung" that was worded slightly differently: "Ich kenne ein nettes Restaurant hier. Darf ich Sie zum Essen einladen?" (I know a nice restaurant around here. May I invite you to dinner?). The student, against the background of his earlier experience with "Einladung" and being a little short at the end of the month, tries very hard to wriggle out of the "Einladung" by pretending that he isn't feeling well, that he has a lot of schoolwork, etc. The German acquaintance is disappointed because, after all, he had asked him whether he would allow him to pay for his meal at a nice restaurant, which is the meaning of "Darf ich Sie zum Essen einladen?"

One of my favourites is the "door" field. In two monolingual German dictionaries (Wahrig, Sprachbrockhaus) a door is defined as a device to close an entry or passage (Vorrichtung zum Verschließen eines Ein- oder Durchgangs). In monolingual American dictionaries a door is defined as a device by which an entry is opened.

Americans and Germans use doors differently. While office doors in America are nearly always kept open, office doors in Germany are always kept shut. An American visitor walking through the corridors of a German office building must get the impression that there is something sinister going on behind all those closed doors. After entering someone's office, he may be asked "Wären Sie so nett, die Tür zuzumachen" which may mean to the American that he is about to be told something important and confidential or even

conspiratorial. To his surprise the only thing of importance that comes up is the question whether he wants his coffee black or white, with or without sugar. On second thoughts it occurs to me that he may have been treated to what appeared to him to be confidential information after all, because when he asked his German acquaintance the question "How are you this morning?" (Wie geht es Ihnen?) he was unexpectedly given a fairly detailed account of his acquaintance's state of health or rather ill-health. In the course of his stay in Germany the American will learn that Germans are mostly willing to share their troubles - especially health troubles - with others, even complete strangers. When a foreigner learns to ask certain questions in German he should also learn what he may be letting himself in for.

From my contacts with people from nearly 80 different countries of the world, I have collected many observations, perhaps in a more or less haphazard way just as many other people have done. The important conclusion I have reached is that cultural norms, beliefs, and assumptions are always reflected in language, or rather in the meaning of words.

praise: Americans or Japanese seem to be much more sensitive to blame or praise than any other people I know. Europeans are comparatively insensitive to blame and tend to accept praise with suspicion. 2)

work: Whereas many Latins tend to make a business meeting into a social event (meaning that you do not need to be brief or businesslike in your conversation) Germans and Americans e. g. tend to make even social events into business meetings. 2)

problem: Most westerners have the concept of a linear chain of cause and effect, and any obstacles in the path from cause to effect are regarded as problems. We tend to conceptualize life and the world in terms of problems that need to be solved. The schema is: Problem → Planning → Action → Solution. Utterances like "What's the problem?", "You must tell me if you have any problems!" are difficult to understand for the Chinese who seem to be accustomed to thinking in terms of

multiple contingencies and not in terms of linear chains of cause and effect. An American or a German who doesn't have problems seems to have a problem. However, in an organisation like a western school he shouldn't have this problem because there are always some people whose major function in the scheme of things seems to be to create problems.

success: In my culture, success is the reward for hard work. It is usually visible and can be measured like efficiency, which is measured by dividing work by time. By implication, failure means that probably I didn't try hard enough. In other cultures success may not at all be the result of hard work but rather of having the appropriate contacts (old-boy network).

age: "That period of life in which we compound for the vices that we still cherish by reviling those that we no longer have the enterprise to commit." (Amrose Bierce, The Devil's Dictionary).

"Age does not rectify, but incurvate our natures, turning bad dispositions into worser habits." (Sir Thomas Brown, 1642).

"The three ages of man: youth, middle age, and 'You're looking wonderful!'" (Francis Joseph, Cardinal Spellman).

Most western languages abound in expressions, metaphors, quotations, and sayings that are disrespectful, ironical, even cynical with regard to old age. This can cause great embarrassment to people from Asian countries where the concept of old age has mainly positive features.

compliment: "Sie sehen gut aus" (you look very good) I heard an American say to a German some time ago. The American had last seen the German 3 years before. I could tell from the German's expression that he was taken aback. I hastened to explain to the American that complimentary exchanges of this kind between men in Germany would only be made in the absence of witnesses.

truth: We are all aware that there are many kinds of truths - or lies. If you ask a well-meaning and friendly Mexican for information that he does not have he may go out of his

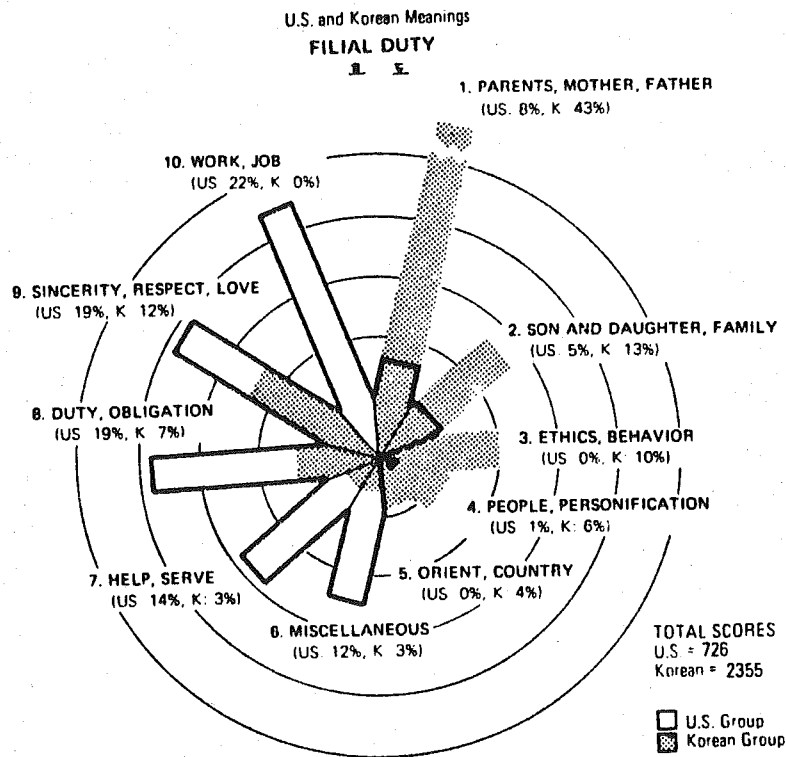
way to invent information that he believes will make you happy and will allow him to spend a few pleasant moments with you. The same thing has happened to me in Thailand and in the Philippines. It seems that for Mexicans, Thais, Filipinos, and other people there are two kinds of realities, objective and interpersonal²⁾. Interpersonal reality is often more important than objective reality. Therefore, to preserve the harmony of an interpersonal relationship - however short-lived (e. g. encounter in the street) - fiction is resorted to if fact would disturb.

*

I could go on and on with observations of this kind. However, such observations, albeit anecdotal must be compiled in cross-cultural dictionaries in which concepts in one culture are explained and confronted with those of major other cultures. Textbook writers, for example, could use the information to highlight culture-specific semantic features of concepts that the speaker of a foreign language needs to be aware of if he wants to communicate successfully. I am very much convinced that serious interactive failures that are experienced by otherwise fluent speakers of a foreign language are often due to false assumptions about the concepts underlying the words of another language. The most common error is the assumption of identity between concepts in languages A and B.

Supposing such a dictionary existed and I wanted to use the concept of "friendliness" in the description of an interpersonal encounter between an American and an Egyptian. I would find, for example, that for Americans friendliness (a) is a highly desirable quality, (b) is extended to everybody, (c) reflects the desire to be popular and liked by all. For the Middle East I would find that friendliness (a) is frequently regarded as flippant behaviour lacking in dignity, (b) is shown only to certain people, (c) reflects consciousness of hierarchies in one's relationship³⁾.

The information needed to compile such a dictionary could be obtained, for example, from so-called semantographs. Here is a U.S.-Korean semantograph for FILIAL DUTY which shows a great difference between the main meaning components⁴):



For Americans this theme seems to be relatively weak in meaning. It refers to LOVE, suggests HELP (mainly menial). The idea DUTY is identified with WORK and JOB. For Koreans the concept FILIAL DUTY refers to a strong relationship toward the PARENTS by their children. This involves the attitudes of SINCERITY and RESPECT as well as LOYALTY, OBEDIENCE, SERVICE, and SACRIFICE.

Ladies and gentlemen, BILC is a multicultural organisation. A number of language schools in BILC member-countries have great experience in dealing not only with students from other NATO countries, but also with students from other cultures who come to them to learn English, French, Italian, German, and Spanish. A vast amount of knowledge about norms, values, beliefs, and assumptions that are specific to particular cultures has accumulated in hundreds of teachers of our various schools. BILC might find ways and means to collect this knowledge and make it generally available through something like a cross-cultural dictionary. Had I had this dictionary a few months ago when a visitor from Thailand asked my wife how much I had paid for her evening gown I could have looked up the concept 'curiosity' and would have found that a question like this coming from a Thai is a demonstration of great appreciation. I still do not know what kind of price she should have put on the gown had she been cross-culturally sensitive enough to appreciate this kind of appreciation.

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The Role of Area Studies in Foreign Language Instruction

Joseph C. Hutchinson

Introduction

Mesdames et Messieurs. En présentant ce rapport, j'ai trouvé un petit morceau de sagesse que je voudrais partager avec vous ce matin. C'est peut-être ironique que j'ai trouvé ce joyau dans un manuel pour les écoles publiques de l'état de Californie où l'on présente les modèles proposés pour les programmes d'enseignement des langues étrangères. Selon le manuel, les écoles devraient considérer comme leur but principal la formation d'étudiants qui puissent communiquer dans une langue étrangère. Pour renforcer leurs idées, les auteurs ont même tiré de bons mots des oeuvres classiques, comme les Maximes de La Rochefoucauld, dont voici un exemple: "L'accent du pays où l'on est né demeure dans l'esprit et dans le coeur, comme dans le langage."

Furthermore, this 1985 curriculum guide was a pleasant surprise for me in that it was full of succinct ideas on my subject which were written in plain and simple English. For example, "Foreign language learning should be based on communication, and it should involve those features that go beyond a mere exchange of language."

It even continues to parallel my own ideas on the subject by stating that "vital communication includes at least:

1. A purpose beyond the mere exercise of language,
2. A choice of words that are appropriate to the context and that will serve one's purpose at the time of communicating,
3. Cultural considerations as to both language and social dimensions,
4. Some personal significance to the speakers,
5. Some resolution of uncertainties as a result of communicating, and
6. The unexpected and unrehearsed when the mode is conversation.

(In other words, the sequence and the outcome are often unpredictable.)"

My skepticism was finally resolved when I saw that the schools, which are normally quite conservative, were at least striving for the same kind of language instruction as we seek at DLI. In emphasizing the primacy of communication as the/an educational goal, they go on to state that understanding the cultural framework within which the language takes on its full meaning is an integral part of the language learning process.

I find it hard to disagree with any of this - so I will continue to quote a few passages from the California Handbook, since it expresses my own ideas quite concisely.

"Components of a model program include:

- Specific needs for communication take precedence over the traditional demands of grammar in a communication-based program. Students learn the appropriate grammar on structural pattern when needed for comprehending or conveying messages.

- The culture of a region, especially in its **current** manifestations, is stressed as an integral part of language learning, permeating all aspects of the process. A language can be understood only as an expression of the beliefs, customs, social structures, and so forth of the cultures in which the language is spoken.
- Instruction is set within a global context. By comparing components of the target culture with equivalent aspects in other cultures, students can recognize cross-cultural universals. They can discuss the different ways in which various peoples handle such common concerns as the role of family members, the relationship of people to nature and the environment, the organization of society, the importance of education, and so forth.
- Attitudinal objectives receive much attention. Other values and other ways of saying and doing things are presented as being just as acceptable as one's own.
- Young students expect immediate gratification
 - . to be able to play the game right from the start,
 - . to be able to use the foreign language a little more each day,
 - . the content to be interesting and significant.

They enjoy learning when they experience purposeful personal growth.

Students would like to have conversational skills represented by such language functions as:

- socializing (greetings, small talk, remarks, weather, approvals, compliments, etc.)
- conveying feelings (satisfaction, pleasure, gratitude, regret, fear, hope, etc.)
- making judgements (expressing approval, disapproval, appreciation, etc.)
- getting the facts (asking, reporting, identifying, defining, etc.)
- responding to facts (seeking/giving permission, doubting, comparing, accepting, declining, offering to do something, expressing certainty, etc.)

Three major objectives of foreign language educational programs should include:

1. Proficiency in the language.
2. Cultural Awareness (language as a reflection of culture and vice versa; patterns for living and behavior shared by a group; rules for acceptable behavior learned by members of the group plus values and beliefs shared; areas = family, stages of human life, interpersonal relationships, communication features, behavior and control of individuals, religion, health, hygiene, food, dress, holidays, celebrations, education, work and play, concepts of time and space, art and music, future expectations, etc.)
3. Global Perspectives (international understanding does not happen automatically as a by-product of learning a foreign language and culture; awareness of interdependence; global resources; the world as a system beyond national boundaries and language barriers; ethnocentric and egocentric perceptions; stereotype perceptions; ability to empathize; constructive attitudes toward diversity, change and conflict.)

Background of Area Studies in the United States

Prior to World War II only a few universities offered survey courses in what was called "civilisation". A very few had Far Eastern departments with curricula which had courses on the study of languages, literature, history, religion, etc. with focus upon a cultural "area".

The U.S. Army discovered in 1943 that it needed men with an integrated knowledge of all aspects of the culture of a number of geographic areas. It included "Foreign Area and Language Studies" in its Civil Affairs Training Program (10 universities) and in 55 universities of its Army Specialized Training Program (ASTP). Area integration in the language courses was achieved by use of "situations" (etiquette and folk customs, etc.), foreign newspapers, and the use of "native informants" as speech models (this term was found many years later to be offensive and discriminatory which shows change in sensitivity over a period of years as an element of dynamic culture). Area courses and language courses were given concurrently, with the area work handled mostly by social science departments. The Army's "Spoken Language Series" was a major language text in numerous languages that was sponsored by the American Council of Learned Societies and developed by anthropological linguists under the leadership of Bloomfield and Cowan. These ventures later sparked ideas for area programs in peacetime at a number of institutions. By 1951 there were 29 "integrated area programs" and 22 "potential" programs organized and operating mostly in 30 institutions. A 1959 survey described 96 graduate programs in 45 institutions. Some had no language study, many were supported by various private foundations until 1958 when the National Defense Education Act (NDEA) began providing matching fund support to strengthen about 32 of these and helped create about a dozen new ones (primarily in African and Near Eastern Studies). These NDEA Language and Area Centers had to deal with a clearly defined global area, give attention to both language and related area study, include both humanities and social sciences, have interrelated programs of research and instruction, have adequate libraries in the language materials relevant to the area, and have assurance of long term institutional backing. These were essentially graduate level programs for interdisciplinary work in studying the society of a geographically defined area by examining the social, economic, or political problems in the broad context of the area's unique history and culture and to look for interrelationships. The NDEA focus was to encourage the study of critical and neglected languages and the areas in which they were spoken. NDEA also supported research projects to develop language instructional materials. (Incidentally, FSI got support for several course development projects under this program.) NDEA also supported some 20 intensive language programs in the summer.

Two implicit models of area studies programs developed: One for training generalists to know an area well from a wide variety of disciplinary perspectives and be fully competent in its languages. The other model saw area and language competencies as supplementary skills grafted onto a scholar firmly rooted in his discipline. The second model tended to prevail because it fitted most naturally into the university context. Another major review of language and area studies was reported in 1973 based on a survey of 261 graduate-level programs.

Many of these centers provide the academic program for US military foreign area specialists. The Naval Postgraduate School in Monterey, California also provides a Masters degree program in National Security and Intelligence Programs. This program includes four area specialty programs:

- a. Middle East, Africa, and South Africa,
- b. Far East, Southeast Asia, and Pacific,
- c. Europe, USSR,

d. Western Hemisphere

Most of these students take a DLI language course as part of the program.

From Area Studies to Language Instruction

These Area Studies programs provide the knowledge component from a scholarly discipline and an interdisciplinary point of view. The main resource disciplines are Anthropology, Economics, Fine Arts (art, music, architecture, etc.), Geography, History, Linguistics, Political Science, Philosophy, Psychology, Sociology, and the newer hyphenated combinations such as Sociolinguistics. It is these interdisciplinary combinations that are pioneering the more recent component of cross-cultural communication which is based on studies of behavior and attitudes within the cross-cultural context. This experiential component, in my opinion, has the most to offer for foreign language instruction. This more recent dimension gradually developed out of the language and area studies centers with additional contributions from other new academic fields such as those of speech and communication. Unfortunately, it has become counter-productive to spend time trying to define "culture" because it often generates too much noisy debate without ever resolving the problem. However, some aspects of "culture" contribute more to operational descriptions of "culture" which are relevant to foreign language instruction rather than to definitions per se, such as the distinction between big "C" versus little "C", in other words the more personal side of John Prince's schema dealing with family and social structure, manners and mores, and interpersonal relations as compared to the formal heritage found in history, the arts, and other formal knowledge components.

Therefore, I have preferred not to use the term "area studies" in describing components of the DLIFLC curriculum, since it is not exactly appropriate with its connotation of university studies in depth. Rather, I have encouraged the use of the term "area background information" as representing the limited but necessary "knowledge" part of the foreign language curriculum. There really should be three major components similar to those referred to by John Moore. I would summarize or highlight these three as follows:

1. First and foremost, the language component represented by the word "proficiency" or "performance". The knowledge aspect here should be minimal and primarily represent "enabling skills".
2. Second in importance, but still essential, is the cross-cultural communication component which can be represented by such descriptors as "attitudes" or "experiential".
Both 1. and 2. deal with skills and abilities in communicating in a foreign language and need the support of the socio-cultural context within which communication takes place in order to be effective.
3. Finally, area background information should represent the knowledge of content component which should be synchronized in support of 1. and 2. so that all three parts function as one system eventually.

Competing for the precious time available for foreign language instruction is always a problem, for there is never enough. Yet judicious choices must be made. I agree with John Prince's concept that most of the detailed facts of area knowledge can be obtained through study in the student's own language, either in a separate program or as a parallel reading component. For example, the US Army Area Handbook system provides huge amounts of reference material on some 60 countries. As an example, the volume on the Soviet Union has almost 900 pages of tightly packed information on all aspects of the county. These are regularly updated by area specialists from American Universities,

At the other extreme, we even have a separate volume of cultural notes in each package of our Headstart programs which provide a total of 40 or 80 or 120 hours in several languages. We consider this as an essential ingredient in any language course.

I must admit that it is extremely difficult to keep a focus on this topic which could be and is discussed endlessly. I am sure that I have enough notes to continue with two or three more papers on this subject but must bring it to a halt by mentioning two other related matters.

1. I intended to show you a new video tape of a professional film prepared for DLI for use in recruiting soldiers/linguists. It shows many facts of DLI's programs including classroom scenes. It also has many scenes showing students participating in the language and culture through such regular activities as folk song and dance groups in folklore costumes, choirs, games, dragon parades, picnics and dinners where the students even help prepare the ethnic foods, and so on and on.
2. I was one of three representatives of Interagency groups in Washington, D.C. who in 1972 prepared what I believe was the first attempt to describe five proficiency levels in cross-cultural communication patterned after the model of the Interagency Language Roundtable language skill level descriptions. The American Council on the Teaching of Foreign Languages (ACTFL) also came out in 1982 with a set of provisional generic guidelines or descriptions for culture. This was followed by an attempt to do this in a specific language - French. The American Association of Teachers of French was not satisfied with this and set up a committee to completely revise this. Dr. Howard Nostrand, University of Washington, has long been an expert in French culture and chairs this committee. In 1967 he published four volumes of background data for the teaching of French related to the identification of main themes in French culture. He and his wife have just written a French text, *Savoir vivre en français*, which integrates totally the language and cross-cultural communication components. He prefers to use a "coordinate" approach rather than a "compound" approach which some others have used. "Coordinate" means use of two separate language systems on separate occasions rather than alternating or merging than simultaneously.

One of DLI's many attempts to probe for answers to the same kind of questions raised by John Prince and others was a Contract with International Training Consultants several years ago which resulted in three hefty volumes entitled **Intercultural Communication Training Manual** to be used as guidance by course developers. The general goals set forth by the manual provide a good summary of the important areas covered as follows:

1. Understand and accept personal values and biases.
2. Accept divergence between American and foreign values.
3. Be aware of personal stereotypes (perceptions).
4. Appreciate values and aesthetics.
5. Know culture goals and themes (models, heroes, myths).
6. Know how Americans are stereotyped by the local people.
7. Know operations of major institutions.
8. Know relevant geo-historical facts.

9. Know culture practices.
10. Interact without causing offense.
11. Perform customs (as in eating, etc.).
12. Discriminate laudatory performance.
13. Know specialized vocabulary.
14. Understand communication types - how expressed (messages; contact (get attention); solidarity (rapport)).
15. Discriminate communicating on basis of status of participants.
16. Discriminate communicating on the basis of the setting.
17. Perform kinesics (body movements).
18. Perform local proxemics (closeness/distance).
19. Perform appropriate contact (solidarity behavior).
20. Perform communicative acts (ask; state; promise; offer).
21. Perform communicative procedure relevant to the mode (transition on interaction states - change the subject).

An important initiative at the national level took place in 1979 through the President's Commission on Foreign Languages and International Studies which was launched in response to the Helsinki accords and was intended to promote the need for both foreign language and international studies lest they be lost in complacency. One of many results was the formation of a National Council on Foreign Language and International Studies which promotes both areas in all levels of education as well as in business.

Although I must admit that I have not provided answers to the many questions raised at this conference, I do believe that I have pointed out some potential alternatives. The question of the degree of mixture of the three components depends on many characteristics of a given language training program. For example, DLIFLC tries to provide a generic Basic Course in foreign languages which a general foundation mostly up to level 2 (level 3 in Category I languages, such as French, Spanish, Italian; level 2 in Category II and III languages such as German, Czech, Russian; and level 1+ to 2 in Category IV languages such as Arabic, Chinese, Japanese, and Korean).

We suggest to user agencies that they should provide for technical, job-specific terminology after level 2 has been reached - and that we will provide further training in Intermediate and Advanced Courses that is more oriented to jobs. It would be impossible or unfeasible for us to attempt to provide language training that is tailored to over 300 military occupational specialties which need language skills. However, we believe that our generic foundation course is essential to all - whether, at the extreme of the attaché or Foreign Affairs Officer who may work regularly in face to face situations with counterparts in a foreign culture or to the other extreme of the cryptologic analyst who may be working in a third country and never come into direct contact with an individual from the target language culture. Yet they all need the three basic components.

Several years ago the Cryptologic Training System realized that the so-called Aural-Comprehension Courses, even though tailored to their stated needs, were not actually meeting those needs. So they decided on a generic basic course as

being the best foundation for highly specialized operations - even for jobs in narrow band content situations dealing with limited samples of stylized language.

They provided DLIFLC with a summary of their "Terminal Learning Objectives (TLOs)" in the late 1970's which included six content domains, in addition to the basic language itself. These were:

1. Routine daily verbal transactions.
2. General military topics (those known by civilians).
3. General economic, political structure, and policy institutions.
4. General geographical/geopolitical terms.
5. Functional Scientific and technological terms.
6. General cultural and social topics.

Once we had developed a front-end analysis which covered these areas generally, plus the communicative competence elements, we found that all users could agree on these as being valid for meeting their requirements for Basic Courses.

The outline of this analysis for our German Basic Course showed the following overall profile, even though each module was designed to carry differing amounts of each topic or skill:

Topics:

Government	14 %
Economy	12 %
Land and People	18 %
Daily Routine	19 %
Military (non-technical)	37 %

Skill Emphasis:

Listening for information	23 %
Listening and writing	19 %
Engage in formal/informal conversation	17 %
Reading for information	15 %
Translation	8 %
Interpretation	8 %
Interviewing	6 %
Conducting interrogation	3 %
Writing	1 %

The additional use of the language level descriptions and proficiency testing, together with maximum use of authentic materials and educational technology with its instantaneous random access to vicarious interactions with authentic cultural scenarios have given us at DLIFLC enough of a road map to lead to a curriculum that we believe is responsive to the broad spectrum of requirements of user agencies that we must deal with. The realities of interaction with user agencies means

that we are constantly challenged to evaluate and monitor our entire training program to assure that we are not drifting away from our intended goals and to strive to improve and strengthen our curriculum so it can continue to be responsive to the everchanging world.

Foreign Language Teaching to/Learning by Educated Adult Learners

Manuel da Torre

There has been so much research on foreign language teaching/learning that there seems to be very little to add to what has already been said and published. Yet every new study on the state of the art almost regularly closes with the dramatic conclusion that results are far from satisfactory; learners very seldom achieve a degree of performance in the foreign languages they learn that allows them to compare with the native speakers of the same languages. According to Selinker not more than 5 % of all adult foreign language learners achieve that level of competence. The remaining 95 % constitute, at different levels of gravity, frustrating proof of partial failure.

This is, of course, a pessimistic view of the result of foreign language teaching and learning. As everybody knows, more and more people demonstrate, every day and everywhere, that they are able to understand and make themselves understood in languages other than their own, irrespective of the subject matter involved in the communication. In this light it is possible to state that foreign language teaching/learning has proved a very successful enterprise.

Both the pessimistic and the optimistic views are somewhat extreme and should therefore be rejected. As happens to all human activities, in foreign language teaching and learning there is always room for improvement, provided teachers, syllabus developers, course-book writers and learners in general learn from past experience and co-ordinate their efforts with view to better results.

It is my intention today to show you the results of some of my thoughts about an area of foreign language teaching to which, in my opinion, due attention has not been paid: the educated adult learner. It may be worth emphasizing that I do not simply mean the adult learner, but the **educated adult learner**.

A lot of research has been carried out on the comparison between children and adults as foreign language learners, and the conclusions of the different studies have revealed some interesting data. For instance, "... in a study undertaken in the Netherlands Snow and Hoefnagel-Höhle (1978) observed the language learning of English native speakers all of whom had recently come to the Netherlands and were learning Dutch. Comparing adults and children these two investigators found (1) that all age levels improve, (2) that older learners are better than younger learners on morphology and syntax, (3) that older learners are better than younger learners in their vocabulary progress, teenagers making the greatest progress in this area, and (4) that there are only small differences between age groups on phonological mastery" (Stern 1984:366). Another study of attainment of proficiency in French undertaken in Canada "provides no clear evidence that there is any special advantage in starting the study of a foreign language very early other than the fact that this may provide the student more time to attain a desired performance level at a given age. In fact the data suggest that students who start the study of a foreign language at relatively older ages make somewhat faster progress than those who start early" (Carroll 1975:276-7). The same conclusions were arrived at by the investigators connected with the British project on Primary French, undertaken between 1964 and 1974 (Burstall *et al.* 1974). "The authors of this study saw in the result evidence that the theory of advantages of an early start was a 'myth'. If there is any advantage at all for the early start, they argued, it is only that it allows more time for second language learning. On the age issue, they claimed, if anything, older learners to be more efficient learners, because they brought to the learning more learning experience and greater cognitive maturity" (Stern 1984:64:5).

All this contradicts frontally the common belief that adults are worse foreign language learners than children, expressed by the Portuguese proverb "Burro velho não aprende línguas" - "Old asses don't learn languages". But, in linguistic terms, what is an adult? Not long ago, according to Lenneberg, a person became linguistically adult when s/he came to puberty, the age when, it was believed, lateralization took place. Neurologists and neurolinguists call lateralization the process by which linguistic operations concentrate in the left hemisphere of the brain. Before that there is no specific linguistic zone - linguistic operations being scattered over the whole mass of the brain. Before lateralization, it was believed, the brain was more flexible, and, for this reason, more able to adapt to, and absorb, new languages. More recently, research has revealed that lateralization occurs much earlier, around the age of five. This means that a child is linguistically adult at this age. After five any person is, according to this theory, equally prepared or handicapped, irrespective of age level, to learn foreign languages. This seems to have been confirmed by the child-adult comparative studies I mentioned above. The difference which have been found are favourable to adult learners - apart from pronunciation which children seem to learn more quickly and accent-free. In the rest, i. e. syntax, morphology, and vocabulary, adults have proved better learners than children (Cf. Assher & Price 1982; Olson & Samuels 1982; Snow & Höhle 1977, 1982).

Traditionally foreign language learning takes place mostly in schools integrated in the educational systems of the different countries. It comes as no surprise then that children, taken in the current meaning of this word, have more frequently than adults been the concern of those responsible for education. Materials and methods are mainly addressed to children, and only more recently, in language methodology, some attention has been paid to adults. A good example is the Modern Languages Project undertaken by the Council of Europe, whose aim was to find ways that would enable adults "to cope, linguistically speaking, in temporary contacts with foreign language speakers in everyday situations, whether as visitors to the foreign country or with visitors to their own country and to establish and maintain social contacts" (van Ek et al: 1).

It should be stressed that when the European Council decided to embark upon the project, the developed affluent countries of central and northern Europe had been literally invaded by immigrant workers from poorer countries who had enormous difficulties to integrate into the host communities. This was due mainly to language barriers. The majority of those immigrants had poor educational backgrounds or were even illiterate. As a consequence, they could not expect or be expected to learn the foreign languages in the way common students do. These educationally handicapped learners were certainly in the minds of the experts responsible for the Council of Europe's Modern Languages Project and this may explain the functional/notional syllabus published in 1975 under the title **Threshold Level in a European unit/credit system for modern language learning by adults**. In fact the T-level (the short form for the long title I have just read) differs from traditional grammatical syllabuses in that it represents a list of the most common linguistic functions and notions followed by their corresponding exponents. There are no references to grammatical categories or other metalinguistic devices. As far as methods are concerned, the authors avoid any explicit reference to which they favour. Dr. Ja van Ek, the personality most closely connected with the **Threshold Level** writes that "it should be stated right away that there can be no question of proposing a certain methodology (because) there is no royal road to foreign language ability and methodological choices will have to vary in accordance with the characteristics of the learners and those of the teachers" (Van Ek, 1977:20). Yet we have very few doubts about the methodological attitude defended by most of the linguists who worked for the Council of Europe. Some of them have clearly condemned the structural approach and proposed functional/notional syllabus, communicative alternatives. A glance of David Wilkins's **Notional Syllabuses**, which was published in 1976, is enough to support this opinion.

If we think of those (almost) illiterate adult learners who represented the labour force in the Europe of the sixties and seventies, we must admit that the **Threshold Level** was a good solution since it emphasizes memorization and practice of authentic utterances adequate to different communication situations. It also reflects the rich experience of its authors as language teachers, and the work as a whole has high quality. As a probable result of this recognized high quality it was thought to apply the same syllabus to common schools; this, in my opinion, was a mistake as learners in those schools are of a different kind from those whom the **Threshold Level** was first aimed at. Students in common schools are minimally expected to be **educated** in the sense that their educational background has provided them with some insight into the nature of languages, even when the only language they speak is their mother tongue. According to some of the theories I mentioned above, all pupils in schools are linguistically adult. But the educated learners I have in mind today are older people, those who, for professional reasons or others decide or are impelled to start learning foreign languages. And we are all aware of how many people come to schools as late starters in search of foreign language teaching. They want it to be efficient and as quick as possible; they bring something important that all teachers would like to find in their pupils: motivation, either intrinsic or extrinsic, but motivation anyway. Besides that, as Wenden declares "adult learners will come into the classroom conditioned by their previous educational experiences, and (...) those experiences should be taken into account if one wishes the language learning/teaching task to be a cooperative endeavour" (1986:9). I would add to this the adult learner's experience of life, his knowledge of reality, and a clear conscience of the needs that determined his coming to school to learn a new language. He is also receptive to explanations by the teacher about the means of attaining ends, that is to say, he will understand and accept the methods used by the teacher, provided the latter explains what the expected results will be.

Methodological attitudes in the past ten years seem to have ignored these realities and treated educated adult learners as if they were children or illiterate people. Otherwise how could one understand that there has been such a drastic condemnation of grammar and the withdrawal of conscious learning from the language classroom. Some of the attitudes adopted by communicativists, even though linguistically justified, are offensive to the intelligence and dignity of the adult educated learner. Do adult learners, competent users of at least one language, their own, need to be told that there is not a one-to-one relation between the linguistic form and language function? Does he not understand that an interrogative like "Don't you think it is already too cold in here?" addressed by the head of office to a cleaner should be interpreted as an order to shut the window? Or that a statement like "The policeman is crossing the road" may be a warning, an order or a threat, depending on the situation in which it is produced? However communicativists have been putting great emphasis on that. But we know that it is not what the adult learner looks for when he comes to the language classroom. As an adult speaker of his native language he already masters the tools of communicative competence. All he needs is a new code into which he can transfer this competence. That is what Carl James calls "the transfer of communicative competence" (1981). The comparative study of grammatical forms and their language functions is very interesting, but to do it with foreign language learners is a waste of time that could be better used teaching the language.

As I said above, the adult learner comes to learn a language with good motivation and the teacher should do his best to keep it alive. When the learner sees that his presence and participation in class result in progress, motivation certainly does not fade, even when methods are not those he expected to find or when progress is slower than he wants or needs. The educated learner may be completely ignorant of language teaching methods, but, after the first classes, he will understand what works and what does not work; he relies on the teacher or he suspects him.

Independent of current attitudes recommended for language teaching/learning in general, I think that the three following aspects are of considerable importance when the teaching of adults is involved: (a) the role of L1 and L1 transfer, (b) contrastive and error analysis data, and (c) conscious learning. These factors should not only be taken into consideration by the teacher but, when oportune, be clearly explained to the learners.

The learners' L1

Most theory on foreign language teaching tries to reduce or even ignores the role played by the learners' mother tongue in the learning of another language. This happens, as I see it, because the great majority of authors who write about methodology are either teachers or linguists of one of the major world languages (e. g. English) and base their theories on their experience in teaching their own languages to multinational classes. This circumstance prevents them from paying due attention to the role played by the native language of the learners in their learning of the foreign language, be this role positive, i. e. facilitative, or negative. As Tommaso Urgese very lucidly puts it, the "use of L1 in L2 is not possible when the mother tongue of pupils and teachers differ, but when L1 is common to them, it can be utilized as an effective tool in teaching and testing" (1987:40).

I would not like to be misunderstood in this issue: I do not contend that the foreign language be taught through the learner's mother tongue. I simply want to say that knowing both languages may represent economy of time and effort, and more efficient learning, especially when the teacher has some experience and has already made an empirical list of the foreign language points which the mother tongue of the learners may help them to acquire and another list of those points where transfer is generally negative. If he has such lists he will treat both modalities of L1 transfer conveniently, independent of the language teaching approach that he adopts. An essential condition to this kind of attitude is that the teacher recognize that language transfer exists, which is not accepted by all theorists of foreign language teaching and linguists. But teachers, mainly those who teach a foreign language to learners, with whom they share the same mother tongue, know that language transfer does exist. Even those who deny this fact may be taken as good witnesses of L1 interference when they try to speak or write in a foreign language. When this happens, they defend themselves by saying that they make 'mistakes', which is quite natural in the process of acquisition, because this acquisition is not yet complete.

We know, however, that Robert Lado's position continues to be valid:

"The student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him and those elements that are different will be difficult" (1957:2).

This is much more so when the learners are adults and educated, because they already have deeply rooted language habits in one language, their own, and their educational background provided them with a minimal insight into how their L1 operates, and those mechanisms they try to transfer into the foreign language.

One of the greatest ambitions of the Direct Method was to make learners think directly in the foreign language; almost a century since this method was mentioned for the first time, every sensible experienced teacher recognizes how utopian that ambition was. One's mother tongue is always present when one speaks or writes in a foreign language. In the past five years I have asked my university students in their last year of English studies whether they ever thought in English in the first place when writing or speaking. The most common answer, I could say almost a hundred percent of them, was that Portuguese always comes

first, and only later (which in some cases can be considered as simultaneously) the Portuguese utterances are rendered into English. They have also told me that even when they read in or listen to English, the mental representation of what they read and hear comes in Portuguese. And this is really curious because it means that the language is foreign but thought is native. According to this principle we can imagine a conversation in English between two people, one Portuguese and the other English. On the side of the Portuguese interlocutor what happens is the following: he hears a question in English which he internally 'translates' into Portuguese more or less quickly according to his practice in the use of English; in the next step he secretly constructs his answer in Portuguese and immediately renders it into English. If he can do it quickly and well, i. e. if he does a good rapid translation, his English counterpart will not realize that between the question and the answer in English there was an intermediary stage, during which a different language was involved. But if the 'translation' is imperfect and there are signs of Portuguese in the answer the English interlocutor will certainly notice something.

It is my firm belief that direct instantaneous association between thought and the foreign language is rare and is very difficult to achieve when learners are adults. Honest foreign language teachers must recognize the important part played by what I would call the secret translation process. If language teaching recognized this, teachers could do their best to prepare their students for translating as quickly as possible. Besides, they could warn the learners against the so called 'trouble-spots', i. e. those aspects of the L1 that cannot be literally rendered into the L2 and teach them how to overcome such difficulties by instructing them in the adequate translation. It is no use burying our head in the sand: translation, either hidden or overt, does exist. It is up to foreign language teachers to take advantage of its benefits and fight its maleficent effects. Here, again, I would not like to be misunderstood: I do not defend translation as a method of teaching foreign languages; I know how harmful translation can be as a method, but as, in my opinion, it cannot be banished from language learning it should be always kept under control.

Contrastive and error analysis

Somewhat related to what has just been said about the mother tongue and translation are contrastive analysis and error analysis. After some years of mutual dispute between these two branches of applied linguistics, they are now seen as complementary, not exclusive, means to predict the learners' performance in the foreign language.

An exhaustive contrastive analysis of any two languages is a tremendous task, which explains that a lot of contrastive analysis projects have been started but not finished. But empirical contrastive analyses are perfectly within the possibilities of any foreign language teacher: his daily work gives him the opportunity of analysing many errors made by his pupils. In his analysis he endeavours to discover the explanation and the reason for such errors, and he may frequently come to the conclusion that they are due to contrast between L1 and L2 forms. In this case contrastive analysis appears as a tool in error analysis. It was as a tool that I used CA in the Study of over 3,000 errors made by Portuguese students in English. I found that 43.8 % of the errors analysed could be definitely attributed to mother tongue interference. Among all those errors there were many that occurred quite frequently, which allows me to conclude that they may tend to occur with other learners. It is not my purpose, of course, to call the attention to my work, but to the importance that error analysis can have in predicting future errors, or even better, in taking adequate precaution and thereby instructing the learners to avoid recognized pitfalls.

Let me give you a good example. Portuguese learners of English, due to L1 interference, frequently produce sentences like this:

"He wants that I come earlier tomorrow."

A construction that clearly denounces Portuguese syntax and word order. If the teacher is aware of the tendency among Portuguese students to make errors like this, he should adopt precautionary measures to prevent or attenuate their occurrence. If he teaches educated adult learners, one of those measures could be by contrasting the Portuguese and the correct English construction and trying to make them understand why there is a tendency to produce the wrong sentence; indeed, he could even analyse that sentence for his students. Intensive practice would do the rest, and at any time the learners could monitor their own production by remembering what on a certain occasion their teacher had told them about a certain tricky construction. Contrasting aspects in the two languages require additional practice; this practice can also consist of applying the information supplied by the teacher about the way of overcoming trouble points. If nobody questions the advantages of insistence on some forms of a foreign language which have internationally been recognized as difficult intralingual constructions, why question special insistence on areas of interlingual difficulty? Contrastive, and error analyses are of considerable importance in this respect and could be done before the eyes of adult educated learners with obvious positive results.

Conscious learning

The students' awareness of L1 interference as well as their knowledge of useful data from error and contrastive analysis lead to conscious learning. And conscious learning is what the educated adult learner expects to find when he embarks upon learning a foreign language. He does not only want to learn, but he also wants to know how he learns, i. e. he likes to be aware of the methods used and why he is asked to do such and such a thing. He does not follow passively what the teacher tells him to do, as is normal with children. If he understands the strategies used by the teacher, he collaborates, and learning is more visible to him.

One of the most decisive steps forward taken by language teaching methodology in its long history was the cognitive code. It should not be forgotten that this approach appeared when language teachers had already realized that purely behaviouristic audiolingual methods did not produce satisfactory results. Since the Chomskyan theories were applied to language teaching learners were no longer expected to internalize the rules of the language inductively; instead they were taught to understand the rules that presided over utterances in order to be able to apply them to new situations. Audiolingualists did not tolerate errors, but when the learners made them, the teacher did not explain why the form produced was wrong. All the audiolingual school proposed was intensive repetition of the correct form in order to 'roll the error flat'. The cognitivists, on the contrary, explained what the error consisted of and then practised the correct form. They believed that explanation of the errors would help learners to avoid them in the future. This was conscious learning.

The communicative approach, however, does not believe that conscious learning is the correct attitude in language teaching. They prefer natural exposure to the language used in authentic communication. 'Learning language as communication', in the form as Widdowson puts it. Krashen, who can perfectly be integrated into the communicative movement, distinguishes between language **learning** (conscious) and language **acquisition** (sub-conscious). To him learning is irrelevant and leads to nowhere or to poor results. According to his theories it is no use teaching the pupils the rules or correcting mistakes. What really works is exposure to what he calls "comprehensible input", this is to say, the language used meaningfully, communicatively. If the learner is exposed to comprehensible input a time comes when he begins to feel like talking. But it may take a few days, a few weeks or a few months until the learner feels that impulse to talk.

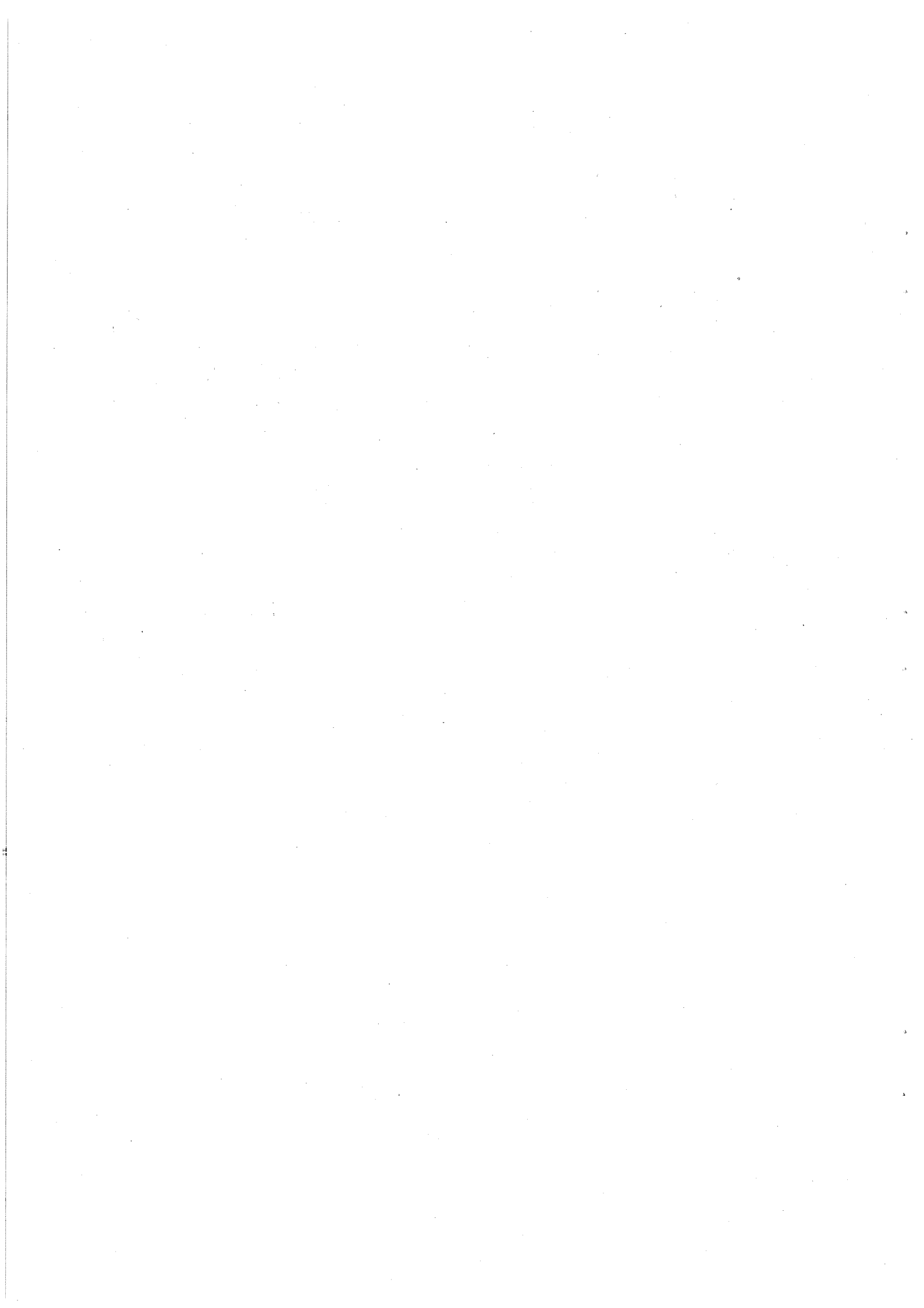
Is this what the adult learner expects from the language classroom? His exposure in class to the foreign language is very limited, and that limited exposure has to be complemented by something else. This something else could be what Sharwood-Smith called 'raising to consciousness', through which the learner can practice by himself. "Adults perform better on tasks calling for crystalized intelligence" (cf. Ribeiro:17), that is to say they learn better when language teaching is made an intelligent activity, instead of a purely imitative mechanical practice. Mere exposure to and repetition of foreign language forms are not enough to ensure language acquisition. If they were, some errors made by advanced learners would not occur. Let me give some examples.

Students in their last year of English studies at university, i. e. after at least nine years of English language learning, frequently make the following mistakes: (a) **hobbys**, (b) **american**, (c) **more easy**. If exposure to comprehensible input were enough to ensure acquisition, how could these errors be explained after the students had had hundreds, if not thousands, of contacts with the corresponding correct forms? When I asked some of the students to explain why the errors occurred, to my surprise, some of them told me that nobody had ever told them the rules. If they had been told the rules, they added, they would have avoided many of the mistakes they still made. When they began learning English they were children and teaching them the grammar would perhaps be somewhat demotivating; but many years passed and the teachers' attitude remained unaltered. That was an obvious mistake. By the way it may be opportune to refer to the fact that the teaching of grammar has been practically abandoned everywhere. Robert Burchfield calls our attention to the consequences of that abandonment (cf. **The London Standard**, July 15, 1986:7). It is time grammar returned to school, first of all to the mother tongue classes in order to be later used in foreign language classes and help conscious learning.

I run the risk of being misunderstood again, but I am not proposing a return to the grammar-translation method. The **Language Awareness Movement** is already publishing a **Newsletter** in England, appealing to teachers for attention to conscious learning. I am not alone.



IV. NATIONAL REPORTS



NATIONAL REPORT/RAPPORT NATIONAL - CANADA

Introduction

1. This report is an overview of recent developments concerning the National Defence Military Second Language Training Plan (MSLTP) since our last BILC Conference presentation, in Monterey, California in 1986.
2. L'une de nos principales préoccupations est non seulement de former notre personnel militaire dans les deux langues officielles selon les politiques canadiennes en matière de bilinguisme, mais aussi, de s'assurer que la responsabilité d'assumer le bilinguisme repose équitablement sur les membres des deux groupes linguistiques faisant partie des forces canadiennes.
3. Our intent is to present the current situation at it has progressed over the past year concerning the following:
 - a. **Curriculum** implementation as it stands in June 1987
 - b. **Testing:** (1) LPT concepts and implementation
(2) Military Language Aptitude Test (MLAT)
(3) Test d'Aptitude aux Langues Vivantes (TALV)
 - c. **Parliamentary Standing Committee on National Defence and Standing Joint Committee of the Senate and of the House of Commons on Official Languages.**
 - d. **Resources management:**
 - (1) information management system
 - (2) Performance Evaluation Report (PER)
 - e. **Foreign Language Instruction Plan (FLIP)**
 - f. Exchange program Canada/U.S.
4. **Curriculum**
 - a. Au cours des deux dernières années, l'expérimentation du nouveau curriculum de français aussi appelé - Cours de Français des Forces Canadiennes (CFFC) - a permis de déceler un certain nombre de lacunes auxquelles nous nous efforçons présentement de palier.
 - b. C'est ainsi que nous avons institué un groupe - tâche pédagogique dans le but de faciliter une mise en oeuvre efficace de notre nouveau curriculum.
 - c. This Pedagogical Task Force Committee (PTFC) was asked to analyse the above mentioned curriculum deficiencies and tasked to submit recommendations for short, medium and long term options.
 - d. The PTFC members, representatives of schools and HQ's who were involved in one way or the other with the CFFC implementation, decided on several options for the next two years and will determine in the fall, the choice of a common curriculum for the years to come.

5. Testing

a. MLAT

- (1) Studies conducted by Canadian Forces Personnel Applied Research Unit (CFPARU) showed, as far as Non-Commissioned Members (NCMs) recruits are concerned, that the MLAT is the strongest predictor of language training performance. This is why the MLAT remains the main placement test used within DND for NCMs.
- (2) On the other hand, in a report submitted at BILC Conference 1986 at Monterey, a report presented by the Canadian delegation explained the use of the MLAT as a diagnostic tool. And, indeed, the MLAT is also used by DND, as a diagnostic tool for officers, since it has been demonstrated that the interpretation of the MLAT subtests along with a study of subtest scores are worthwhile in determining or verifying learning difficulties.

b. The "Test d'Aptitude aux Langues Vivantes" (TALV)

- The introduction of this aptitude test for francophone recruits must undergo validation and development of norms for the CF.
- Data gathering for this process began with recruits enrolling in Fall 1986.
- Test results are expected to be available by December 1987.
- Given time required for analysis and development of norms, implementation of TALV will commence early 1988.
- Progress in implementing TALV will be dictated by rate of enrolment of francophone recruits and time required to complete language training.

c. Examens de Compétences Linguistiques (ECL)

A partir de 1983 une équipe a travaillé à l'élaboration et à la normalisation de nouveaux Examens de Compétences Linguistiques (ECL) français et anglais.

- (1) Ces examens mesurent les habiletés en compréhension auditive, en interaction orale et en compréhension de l'écrit.
- (2) L'approche utilisée est conforme aux principes des examens de langue seconde et correspond au niveau de rendement nécessaire pour bien s'acquitter de ses tâches. Un candidat sera jugé bilingue fonctionnel en termes opérationnels.
- (3) Les niveaux de bilinguisme: L'ECL vérifiera trois niveaux de compétences:
 - fonctionnel
 - intégral
 - exempt
- (4) L'administration des tests sera décentralisée. Les administrateurs de tests relèveront des commandements opérationnels et la coordination se fera au niveau du quartier général.

(5) En 1986 - 1987 on procède à l'expérimentation et la normalisation de l'ECL. En 1988 ces tests auront un caractère officiel et permanent.

6. **Two committees** (the Standing Committee on National Defence and the Standing Joint Committee of the Senate and of the House of Commons on Official Languages) commenced consideration of the bilingualism in the Department of National Defence and the Canadian Armed Forces, as this issue in these last few months has been frequently covered in our media. These hearings in front of elected representatives gave the department the opportunity to reaffirm its policies and objectives concerning bilingualism in general and second language training programme in particular and between the two official linguistic groups.

7. **Gestion des ressources:**

a. **Le Système de Gestion Informatisé (SGI):**

- (1) La mise en oeuvre du PMELS a fait surgir le besoin de tenir un registre détaillé et d'obtenir des informations précises sur les activités de l'enseignement des langues secondes.
- (2) **Objectifs.** Le SGI devrait fournir des informations essentielles et sommaires tout en fournissant des détails pertinents de manière à aider la gestion à atteindre les objectifs suivants:
 - réduire le temps non productif du personnel,
 - dégager des tendances (surtout à long terme),
 - calculer les ressources nécessaires,
 - décider d'actions futures, y compris des études ou des recherches pouvant mener à des changements au niveau de l'organisation et de l'affectation des ressources humaines et autres.
- (3) Depuis août 86, sur une base intérimaire, toutes les heures des activités du groupe ED-LAT (i. e. professeurs et professeurs doyens) sont comptabilisées, ces activités comprennent: l'enseignement, la préparation des cours, le testing, le counselling, les activités connexes et les congés.
- (4) Le SGI n'a pas encore reçu sa forme définitive. Mais vu son importance pour le QGDN/DEL qui doit exercer un contrôle sur les activités du PMELS, sa mise en place est devenue une priorité. D'ici la fin de l'année, une directive du PMELS en précisera les objectifs, la procédure et l'administration. D'ores et déjà, nous prévoyons que le SGI contribuera à une meilleure gestion des ressources.

b. **Le Rapport d'Appréciation du Rendement (RAR)**

- (5) Une gestion plus rationnelle des ressources suppose, en matière d'évaluation du rendement du personnel civil du groupe éducation (ED) que l'outil jusqu'ici utilisé, le rapport d'appréciation du rendement (RAR) s'adapte aux orientations du PMELS et reflète davantage l'imputabilité exigée du personnel à tous les échelons. Dès 1985, le rar était jugé inadéquat. En 1986, à titre d'essai, le RAR s'est présenté sous un format nouveau et une procédure modifiée. A la suite des commentaires reçus des commandements et des collèges militaires, on introduira la version définitive cette année.

8. Foreign Language Instruction Plan (FLIP)

- a. The Military Second Language Training Plan (MSLTP) resulted from the requirement to update and formalize many aspects of second language training. There is also a requirement to review foreign language instruction, to develop a plan for the updating of policy, operational requirements, command and control, and, as a consequence, curricula, standards and staffing.
- b. The Director of Language Training (DLT) has been tasked to conduct the first in-depth study of foreign languages in the Canadian Forces since 1973, the aim of this study being to review the CF foreign language instruction objectives, goals and requirements and to develop a Foreign Language Instruction Plan (FLIP), for implementation 1 September 1988.
- c. This comprehensive study consists of five phases:
 - Phase I: evaluation (November 1986 - January 1987),
 - Phase II: organization (February 1987 - July 1987),
 - Phase III: communications (January 1988),
 - Phase IV: instructional system development (January 1988 - April 1988),
 - Phase V: submission of final study report (May 1988).
- d. The first phase has been completed. The second one is in progress. This study is a vital component in the ongoing rationalization of language training. With the implementation of the FLIP scheduled for September 1988, foreign languages instruction within the Canadian Forces should be at the avant-garde in the field of foreign languages teaching.

9. Military Officer Exchange Program Canada - United States

- a. In 1986, at the BILC Conference the Defence Language Institute (DLI) Monterey, California of the Department of Defence in the United States indicated that they were prepared to enter into an exchange program.
- b. DND was interested in this offer to enter into an exchange of military officers, rank major level, with the U.S. Department of Defence.
- c. Exchange of correspondence between DLI and DLT gave good results: on May 87, DLT informed DLI of full Canadian departmental approval to proceed with an exchange which should commence summer 1988.

10. Conclusion

The experience acquired this past year has allowed us to go a step forward in the right direction that is, towards the achievement of our ultimate goal of institutional bilingualism within the CF. The last year's experimentation have taught us valuable lessons concerning the needs curricula should fulfill, tests accuracy and better resource management. We have undertaken corrective measures to achieve the full potential of MSLTP goals. Furthermore, the conclusion drawn from our past experience with MSLTP, now enables us to consider implementation of a similar foreign language instruction plan.

En définitive, le chemin parcouru pendant la dernière année, bien que parsemé d'obstacles de toutes sortes, nous incite à croire que nous sommes très certainement sur la bonne voie.



NATIONAL REPORT - GERMANY

I. General Materials Development

With the following list of our activities we hope to give those who are unfamiliar with our work an idea of the scope of our activities. We would also like to encourage those who may want to look at the materials and methods we've developed to contact us.

1. English

In connection with the skill-oriented curricula designed for language acquisition at NATO levels 1 and 2, communicative teaching materials have been developed for each of the four skills. Additional self-study materials are planned.

On levels 3 and 4 the topic areas have been substantially revised (see Annex A). We feel that the new topic areas are more logical, in that the level of abstraction is comparable for all areas, and more practicable than the former topic areas, since nearly all topics of conceivable interest to our students can now be assigned to at least one of the topic areas. Corresponding to the new military topic areas, a collection of authentic reading texts has recently been made available to our teachers and listening materials on military themes are currently being developed.

2. Romance Languages

Within the Romance languages, the main emphasis of our work in the past year was on editing and revising existing test materials and on producing new examinations and variants. Practice materials for spoken production on level 1 have been developed for Spanish, Portuguese, and Italian. These consist of tasks for each of the relevant topic areas and are based on the three types of spoken production required in the oral examinations. That is, the student learns to speak briefly on a topic, to put questions to another person, and to answer questions in an interview. For students of French, practice materials for level 1 listening have been completed. The goal of the materials is phonetic comprehension and recognition of individual words and phrases. The materials consist of simple listening texts based on a text collection to the level 1 curriculum and include written completion and multiple choice exercises, making them suitable for self-study.

English and French catalogs

For both English and French, catalogs of all teaching and learning materials produced by and available from the Federal Language Office have been published. These catalogs are divided into two main sections. The first section, called "Curricular Teaching and Learning Materials", contains materials which were produced expressly for use on a particular proficiency level within the framework of the new curricula. In the second section, "Supplementary Teaching and Learning Materials", those materials are listed which were developed with a different purpose in mind, for example, for self-study, or for use in a military course with no proficiency level requirement. Each of the main sections is further divided into five subsections - one for each of the four skills and one for "language tools" (grammar and vocabulary).

3. Russian

The project known as "function-related listening", which was initiated last year, has now been completed. The material is intended to be used by military instructors training conscripts who have no standardized proficiency level requirement and who will therefore not be taking the standard Russian language examinations.

This material is already being used in the Armed Forces and has met with a positive response. In 1987, the BSprA will again organize a familiarization course for military instructors in which the concept and methodology in working with this material will be introduced.

In addition, in 1987 a collection of topic-oriented vocabulary lists (ThemoWü) was compiled for Russian. These are lists of vocabulary items meant for NATO 1 and NATO 2 levels which were selected on the basis of frequency dictionaries and classroom experience. The material is to be used only by the teacher and should guarantee better preparation for the teaching of vocabulary.

4. German

For the first time the necessity of producing teaching materials for German as a foreign language has been accepted by the powers that be. The allotment of new posts within our Course Development Department will permit us to establish a new program of teaching and learning units in German as a Foreign Language for the approximately 300 students from between 30 and 50 countries of the world that we instruct in any given year. We hope to include preliminary findings on this program in next year's report.

II. The revised version of the Syllabus has been published and is being distributed to the teaching and planning staffs of the BSprA and its functionally subordinate institutions. As the basis for the curricula which have already appeared for several languages, the Syllabus provides theoretical and practical guidelines for skill and communication-oriented instruction.

III. Language Materials for Specific Purposes

1. The first 12 modules of a US/German training project "Russian for Air Force Interrogators" have been adapted for use in the Federal Armed Forces. BSprA regrets that the entire project (49 modules in all) has not yet been completed, and plans to continue with the project on its own.
2. The self-studies project "German for Military Personnel" has been revised and can be ordered from the BSprA. On a cassette which can be used auto-didactically typical "survival situations" are presented and certain cultural differences are indicated. The cassette and its accompanying tape-script are meant to help English-speaking military personnel learn enough to get along on a first visit to Germany.
3. Materials compiled for foreign officers attending our General Staff Officers' Preparation Courses were mentioned in our National Report in 1986. These materials are currently undergoing screening and revision. The final edition is envisaged for the period 87 - 88.

During the same period further task-related materials are envisaged, designed for specific groups such as automechanics.

IV. Less Commonly or Seldom Taught Languages

(For the language training of Military Attachés and Attaché Staff Personnel, officers sent to Staff Colleges, Military Academies in countries overseas)

The Federal Ministry of Defence has directed the Federal Language Office to expand the number of courses offered in seldom-taught languages to a total of 25 languages within the next few years.

For this purpose additional teaching and learning materials have been collected - both from sources within Germany and from other countries.

In order to provide the Federal Ministry of Defence and other personnel offices within the Armed Forces and the Civil Service with a realistic basis for planning in relation to the minimum duration of courses for specific SLP levels and to give more precise information about the various languages, the Federal Language Office is currently preparing a detailed information paper on the less commonly taught languages. This paper includes an estimate of the time required for achievement of a particular proficiency level as well as commentary on the grammar, phraseology, general characteristics and specific areas of difficulty for the German-speaking student for each of the languages offered. Our aim is to show that Chinese, Thai, Urdu, etc. are learnable languages and to encourage people to learn such languages.

V. Testing

1. English

A satisfactory number of skill-oriented tests at each NATO level of proficiency is now available. Moreover, work has been completed on a comprehensive reading test designed to examine reading skills on NATO levels 3 and 4 simultaneously. This test will be administered for the first time later this year.

The development of a listening test for the simultaneous testing of NATO levels 3 and 4 is in progress.

2. Romance Languages

Significant progress has been made in Spanish listening and reading tests for levels 1 and 2. Levels 3 and 4 are currently being developed.

VI. Teacher Training

1. Further Training

Refresher courses for teachers in the language institutes functionally subordinated to BSpra took place as one-week seminars in several institutes, among others in the Federal Armed Forces' University in Munich, the Naval School and the Navy Signals' School in Flensburg, the Army School in Bückeburg, etc.

2. Cooperation with other Institutions

In addition, the BSpra conducts refresher courses for teachers in other departments, such as the Federal Ministry of Finance. Both, this year and last year, two 3-week seminars in methodology and didactics were carried out for teachers of English and French in the Customs' Services.

VII. Future Planning

1. A project group has been established to consider the possible use of computers in the BSprA and the possibility of producing software suitable for such purposes.
2. Since the BSprA's video films showing oral examinations were well-received in the institutes functionally subordinate to the BSprA, we are planning similar films for other skills. These will serve to prepare course participants for the various examinations and thus help to allay cases of "exam jitters".
3. Some of us are once more becoming interested in suggestopedia and other neurolinguistic trends in foreign language instruction. It is still too early to say how and to what extent language instruction at the BSprA will be influenced by these developments.
4. Classroom equipment is being modernized at the BSprA. We are replacing our language-lab desks by high-quality listening and video equipment, which means the audio and video equipment is finally finding its proper place i.e. to teach comprehension, leaving the teaching of speaking or writing entirely to the teacher.

Annex A: Topic Areas

Civilian Topic Areas

1. Education and Social Matters
2. Administration and Law
3. Politics and Economy
4. Culture and Communication
5. Science and Technology

Military Topic Areas

1. Military Training, Combat Training
2. Operational Principles, Operational Readiness
3. Logistics, Equipment, Standardization
4. Military Policy
5. The Serviceman and Society

NATIONAL REPORT - PORTUGAL

During the present year Portugal has carried on the missions it had committed itself to in previous conferences, giving special emphasis to the preparation of the BILC Conference 87, as well as to the missions in the area of linguistic teaching and training assigned to the three branches of the Portuguese Armed Forces and the General Staff (EMGFA) itself.

Such tasks comprehend the following:

- Portuguese Language Course, second phase,
- MLAT adaptation and translation into Portuguese,
- Briefing carried out by the Portuguese delegates to the BILC Conference 86 held at Monterey,
- Linguistic teaching and training,
- Preparation for the BILC Conference 87.

1. Portuguese Language Course for military personnel, second phase

Book One of this second phase, comprehending 9 Units, has been concluded. Its final version, including texts and tapes, will be submitted to the appreciation of the national delegations present at this Conference.

2. MLAT adaptation and translation into Portuguese

The MLAT adaptation and translation into Portuguese being concluded, its final draft was sent to the Psychological Corporation to get the copyright permit for implementation in our country. The resolution of this matter, however, has been delayed, since the Psychological Corporation has not yet allowed us to go on with the project.

Efforts are concurrently being made to try and validate the Portuguese final version, whose results will be sent to the BILC Task Analysis and Testing Study Group.

3. Briefing on the BILC Conference 86

On February, 18th 1987 a briefing was held at EMGFA, in which the Portuguese delegates communicated the suggestions and conclusions of the 86 Conference to the representatives of the three branches of the Portuguese Armed Forces working in the field of language teaching and to the higher commands of the General Staff.

4. Preparation of the BILC Conference 87

Planning and organization of the BILC Conference 87, concerning both the meeting itself and the logistic support, were developed throughout the year in coordination with the Air Force Academy Staff.

5. Language teaching and training

a. EMGFA (General Staff)

- English elementary, intermediate and advanced courses have taken place, as well as a German intermediate course, with a total attendance of 150 students.
- The purpose of these courses is to provide the personnel working at EMGFA a continual training in English and German, which would permit the refreshment and progressive improvement of the linguistic capacities of the students.
- It is also the mission of the General Staff's language laboratory to test personnel of the three branches of the Portuguese Armed Forces, both in English and in French, in order to assess their language profile in accordance with STANAG 6001.

b. NAVY

- English courses have been held aiming at the improvement of basic language skills.
- These courses are inspired by the "American Language Course" of the Defense Language Institute - English Language Institute, USA, comprehending two separate phases. The student's progress is assessed after the American ECL (English Comprehension Level).
- The courses aim at:
 - (a) providing students with a sound knowledge of English, in view of the fulfilment of missions that might require proficiency in the language,
 - (b) and preparing students for the attendance of technical English courses, held at DLI and similar institutions.

c. ARMY

- (1) The curricula of the courses extend from the "American Language Course" to the courses of the British Council given to cadets of the Military Academy, going on to others, considered free courses, depending on the criteria of the teachers and the level of the previous knowledge of students.
- (2) The objective of the courses is the following:
 - (a) first phase - improve the knowledge of the English Language, regarding officers and NCO's,
 - (b) Second phase - try to reach SLP 2222,
 - (c) Regarding the cadets of the Military Academy, the final objective in terms of the SLP is 3332.
- (3) At the same time efforts are being made to produce an experimental test for the French Language, and a battery of tests in English.

d. AIR FORCE

- (1) The courses comprise language learning and language refreshment, being the first divided in normal and intensive courses,
- (2) The normal courses are within the general preparation of officers and NCO's, in which the English language is subject to classification,
- (3) The intensive courses comprise three phases, aimed at the attainment of a final SLP classification of 3333, which constitutes the objective of refreshment courses.



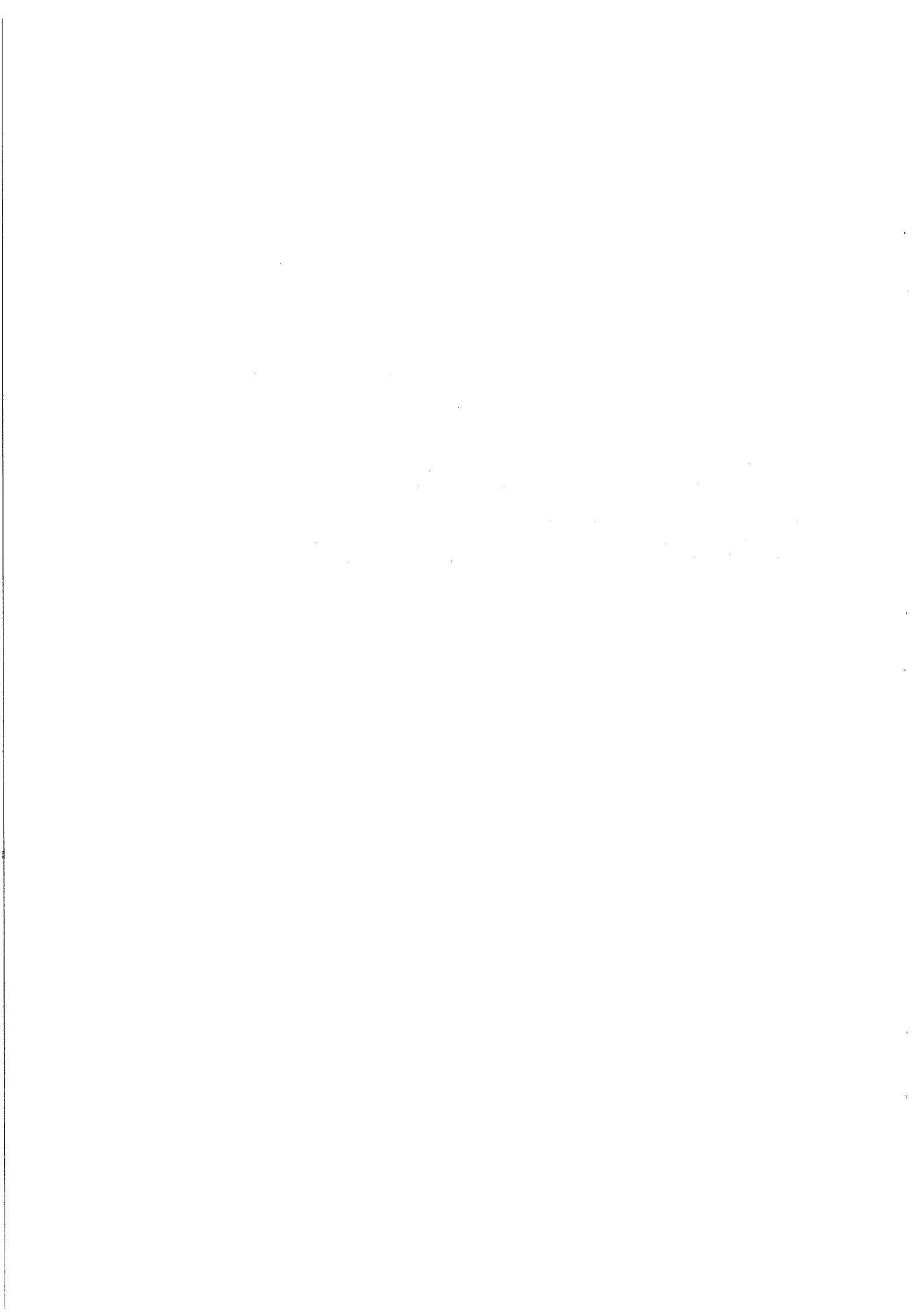
NATIONAL REPORT - SPAIN

Good morning, ladies and gentlemen. We are going to watch a short videotape which shows how the Rifle Squad fights. This is a basic training video which we have used for introducing military terms in a specific situation. It was produced by the Spanish Army Training Division. They gave us the tape and granted us permission to change the sound track.

Then we prepared a simplified version in short sentences to explain the action in the film with the appropriate military words, including a description of the equipment, weapons, and tactical situations. It may be used to acquire the very basic military vocabulary, let's say at level 2. It is supported by the booklet attached as Annex A as self-study material although we think it might be more useful as class-room material. Some teachers like to run the film without sound for a few sessions and have the student talking about what they have seen.

For those of us who are concerned with teaching military vocabulary, this is another type of material which might be useful, once it is developed.

We have now 6 videotapes on basic training and are planning to produce an elementary course of military Spanish. If any of you is interested in this material please let us know. And now we can proceed.



L A E S C U A D R A D E

F U S I L E R O S

LA ESCUADRA DE FUSILEROS

La escuadra es la unidad más pequeña con capacidad para combinar el fuego y el movimiento. Forma parte de la unidad elemental de Infantería, que es el pelotón.

La escuadra está compuesta por un cabo jefe de la misma y 3 hombres. Se organizan en dos parejas.

Cada hombre lleva el siguiente armamento: dos granadas de mano, un fusil de asalto, machete, un útil de mango corto, cantimplora y una mochila de espalda o rifonera.

Según el despliegue que realice, la escuadra puede adaptarse al terreno para conseguir seguridad y avanzar a la velocidad necesaria.

Los despliegues que adopta son básicamente dos: hilera y guerrilla.

El despliegue en hilera facilita el movimiento y favorece la acción de mando.

- Se emplea para seguir itinerarios estrechos, y también en situaciones de visibilidad escasa, durante la noche, o con niebla.
- El despliegue en hilera se caracteriza por su poca potencia de fuego y limitada observación al frente. La observación a los costados es máxima.

El despliegue en guerrilla

- Permite adaptarse a todo tipo de terreno.
- Acción simultánea o alternativa de fuego y movimiento.
- Proporciona la máxima potencia de fuego al frente.
- La escuadra es menos vulnerable, por la dispersión de sus hombres.
- Dicha dispersión dificulta la acción de mando.
- El despliegue en guerrilla se utiliza para descrestar y atravesar zonas muy despejadas batidas, por el fuego.

- El cabo recibe de su jefe de pelotón una dirección de ataque. Entonces ordena el despliegue más adecuado y más seguro, siguiendo los itinerarios más a cubierto.
- El jefe de la escuadra se sitúa dentro del despliegue donde mejor pueda dirigir su unidad. Generalmente ocupará una posición central cuando la formación sea en guerrilla, y en cabeza cuando sea de hilera.

En general las distancias y los intervalos son de 5 pasos entre hombres. Pueden variar según el terreno y las condiciones de visibilidad.

Adoptado el despliegue, se modificará cuantas veces sea necesario para facilitar el fuego y el movimiento.

Será misión del cabo observar el terreno a vanguardia para buscar los accidentes del terreno que faciliten la marcha en la dirección asignada y protejan de la observación terrestre y aérea del enemigo.

- El cabo indicará los puntos del terreno que deben ser alcanzados sucesivamente y esto debe hacerse con rapidez y continuidad.
- El movimiento se realizará: por hombres aislados, por parejas, o por toda la escuadra a la vez.
- El momento de descratar es especialmente peligroso y debe realizarse con la mayor rapidez.
- Cualquier cambio de despliegue debe hacerse rápidamente, para estar bajo la observación y el fuego del enemigo el menor tiempo posible.
- Es importantísimo evitar que los hombres de la escuadra se crucen o se muevan paralelamente al frente, sobre todo cuando estén próximos a la toma de contacto con el enemigo.

El jefe de la escuadra dirige su tropa utilizando el terreno de la mejor forma para prevenir las sorpresas, evitar despliegues prematuros y crear situaciones que favorezcan el ataque.

El despliegue se realizará según el terreno, la misión encomendada y la situación, pero en todos los casos ha de permitir a la escuadra pasar rápidamente al ataque.

La escuadra no usa sus armas mientras sea posible. Debe limitar el consumo de munición, reservándola para el asalto y momentos anteriores al mismo.

El jefe de la escuadra se situará en todo momento donde pueda ver el objetivo, observar al enemigo y aprovechar las circunstancias que favorezcan el avance. Los fusileros deberán mantener el enlace con su jefe en todo momento y estar atentos a sus órdenes que normalmente dará por señales.

Debemos suponer que el enemigo está bien instruido e intentará sorprendernos.

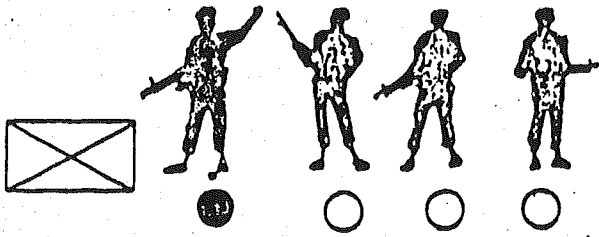
¡ Recuerda !

- La formación en hilera facilita: 1º la acción del mando; 2º moverse rápidamente; 3º atravesar puntos de paso obligado y 4º moverse en condiciones de escasa visibilidad.

Todo cambio de formación debes realizarlo ganando terreno al frente. Nunca retrocedas para que otro compañero ocupe tu posición, y evita situarte alineado con los hombres de tu escuadra.

- La formación en guerrilla es adecuada para: 1º descrestar; 2º cruzar zonas despejadas o batidas por el fuego, y 3º ejecutar el asalto.

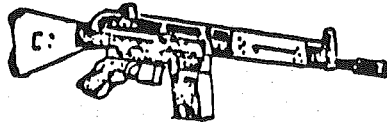
El cabo debe dedicarse con el máximo interés a la instrucción de su escuadra, pues tiene el deber de dirigirle con acierto en todo momento del combate.



- CABO JEFE
- HOMBRE
- PAREJA



GRANADA DE MANO



FUSIL DE ASALTO



MACHETE



UTIL DE MAND



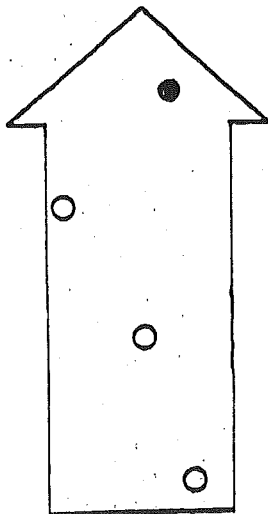
CANTIMPLORA



MOCHILA



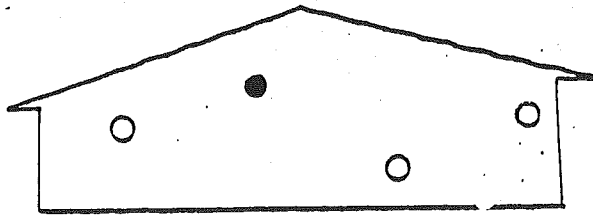
CASCO



. HILERA

. FORMACION EN HILERA

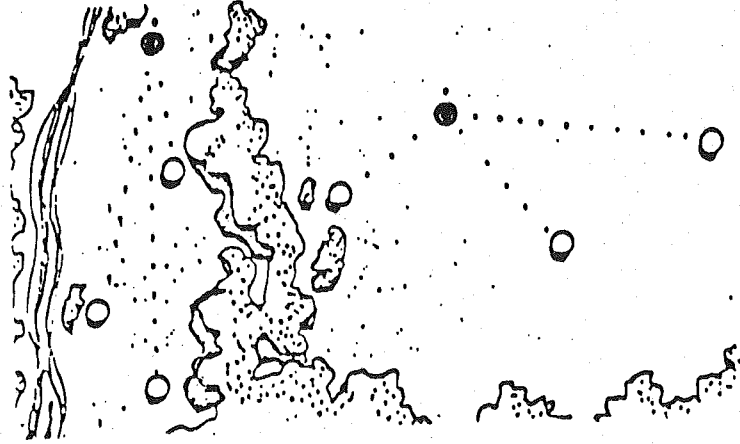




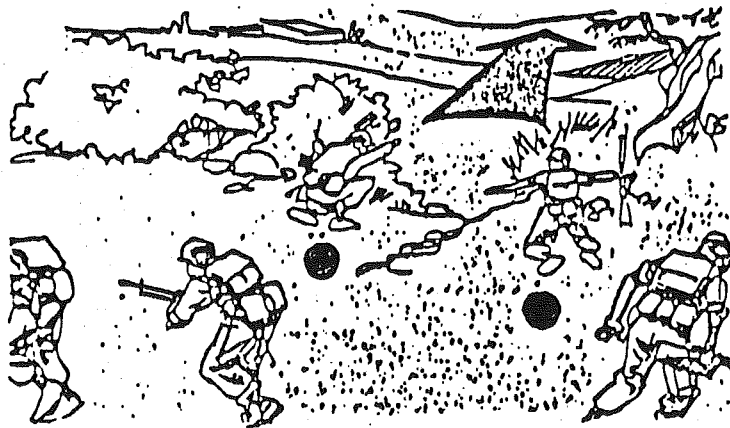
. FILA

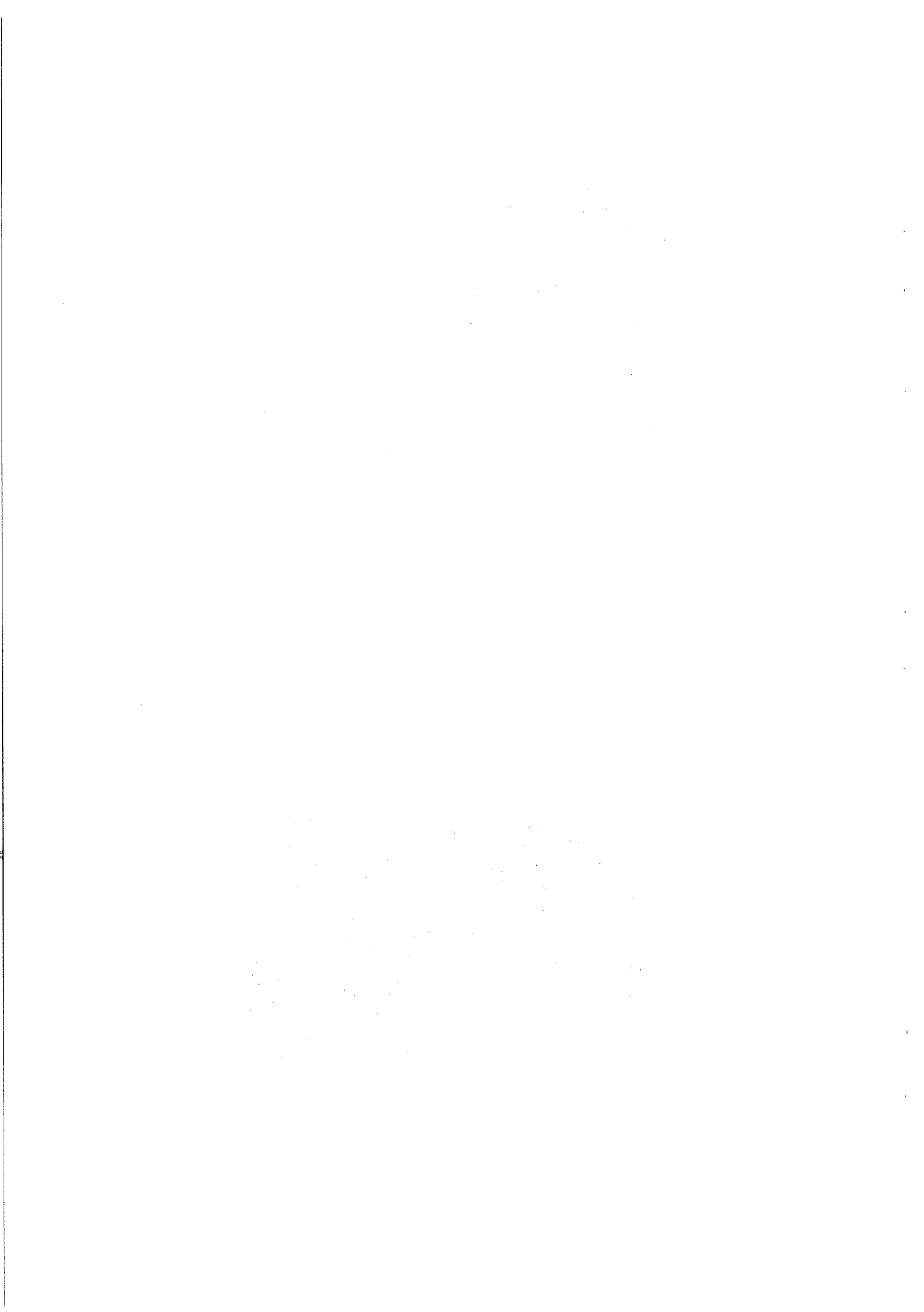
. FORMACION EN FILA





El cabo indicará los puntos del terreno que deben ser alcanzados sucesivamente y esto debe hacerse con rapidez y continuidad.





NATIONAL REPORT - UNITED KINGDOM

Ladies and Gentlemen, allow me to introduce myself. I am Commander John Foot and I have recently taken over as Assistant Director Naval Manning and Training in the Ministry of Defence in London responsible, among other things, for Language Training Policy in the Royal Navy.

I am delighted to find myself in Portugal again - I was fortunate enough to be here on the Staff of COMIBERLANT at NATO HQ in Varias from 1987 until 1981.

I have not previously been closely involved with language training management and I am certainly new to BILC. But as a professional trainer and educator I look forward to joining in and contributing to this highly respected and unique forum for exchanges between military language training agencies.

However my purpose, this forenoon, is simply to introduce my two colleagues who will present our National Report.

Firstly George Worrall, the Language Adviser on Colonel John Prince's staff, who is the doyen of our team as far as BILC is concerned as I am sure many of you know; he will give you a quick review of language training arrangement for the British Armed Services and will then go on to tell you about some recent activities and developments which are of interest.

Then Squadron Leader John Callaghan will tell you about some of the happenings in language training in the Royal Air Force before presenting a more detailed review of major developments which are going to influence Service language training arrangements in the United Kingdom.
... George ...

It is not our purpose to repeat in detail all that was said at the 1985 BILC Conference in Florence about service language training in the UK, the text of which is given in full in the Conference Report of that year. However, I should just like to refresh your memory on some essentials.

The UK Service Language Schools which offer full time courses are:

- a. The Defence School of Languages at Beaconsfield in Buckinghamshire which provides a variety of courses of from 2 weeks to 18 months duration in Arabic, German, Russian and English as a Foreign Language.
- b. the Ministry of Defence Chinese Language School, Hong Kong which offers courses of up to 2 years duration in both Mandarin and Cantonese dialects.
- c. The Higher Education Centre (Germany), at Mülheim at which 4 weeks to 15 months courses in German and 6 week courses in French are available.
- d. Command Language Training Centre, RAF Germany at Rheindahlen which also offers German.
- e. In addition courses in German as well as Gurkhali, French and Spanish and occasionally other languages are available at other service colleges, schools or units.

Such language training needs which cannot be met at service schools are managed as separate tasks and involve the hiring and monitoring of outside resources. These courses usually involve more training time than at service schools ranging from 3 months to 2 years.

Personnel who wish to learn languages outside the context of formal language training for specified appointments may prepare for any of the recognised service examinations. They receive financial help for attendance at part-time classes at civilian establishments and have access to a wide variety of Self Instruction Language Courses on a loan basis. This option is widely promulgated (vufoil).

The UK's framework of examinable training targets is as follows:

- a. The colloquial test - SLP 2200 (though for languages using the Roman alphabet in their written form it seems probable that student output is nearer 2210).
- b. The Civil Service Commission Linguist examination for the armed services - SLP 3333.
- c. The Civil Service Commission Interpreter Examination for the armed services, the output of which ranges from 4343 for a 2nd class pass to 4444 for a 1st class pass.

Syllabuses and specimen papers at all levels and for the 30 or so languages required are available through the BILC Secretariat's Resources service.

I would now like to tell you of some of the changes which have taken or are taking place. Others will be mentioned by my colleague, Squadron Leader John Callaghan when he addresses you next.

Chinese Language Training. The need for Chinese Interpreters in the armed services is assured into the foreseeable future. However, the eventual reversion of the Hong Kong colony to PRC in 1997 makes it sensible to look for alternatives to the language training provision now made in Hong Kong. My Head of Branch and the Head of our present delegation, Colonel Prince, is chairman of an MOD study group into CLT provision in the future. As a former Commandant of the HK School and as a qualified Chinese Interpreter he is particularly competent in this field.

I know he will wish me to emphasise the value of BILC membership to his study which has taken him to several countries. The co-operation and wise counsel of those BILC member countries who have a major Chinese LT commitment themselves have been invaluable.

Fortunately the variety of options open to us which include our Commonwealth contacts who have significant Chinese speaking Communities, such as exist in Singapore, suggest that we will be able to continue to provide the same output of highly trained Interpreters as is now the case. 62 % of the graduates of our Chinese Language School in Hong Kong over the past 4 years have passed at First Class Interpreter level. The precise details and timings of such change are now a matter for our high level Defence Staff but we will of course keep you advised.

I am sure that Colonel Prince will give interested parties such additional details as he can during this conference.

Language Examinations. I am sure you all share in the continuing struggle to match course content and language examination syllabuses to your training needs. Changing policies and commitments, and attitudes to foreign language competence, which I am pleased to report are constantly changing for the better in UK just as elsewhere, dictate the need for flexibility.

Squadron Leader Callaghan will shortly tell you of some very significant changes in our advanced language examination provision. I would just like to mention two or three items which are of particular concern to the army.

Army Colloquial Test. I mentioned earlier that the colloquial test has an SLP rating of 2200. The test content differs for each of the three services and is intended to satisfy our diverse requirements. The present army test has been in use for over a decade and there is a need to update its content so that the associated training responds better to current needs.

Following a period of research by our linguists several units are now piloting a new test. It endeavours to test candidates on those skills which they are most likely to be asked to use in a military context and at a level which is realistic in terms of the fairly modest SLP.

There has been widespread enthusiasm for the new test which will emerge in its final form later this year after the pilot stage is complete. The new syllabus will of course become available to BILC members, on request to the Secretariat.

Arabic Colloquial Course. A year or so ago via the Secretariat the UK circulated BILC members with a prospectus relating to the design and curricular content of a new Arabic colloquial course at the Defence School of Languages. The model in the prospectus is now being converted into course units and I have a few draft examples here for those who are interested. The complete course should be to hand by the end of the year.

German in BAOR. For the army at least, a knowledge of German is an important asset. It facilitates a comfortable working and social relationship with both the armed forces and civilian population of the Federal Republic. In recent years several new measures have been taken to further encourage the study of German to at least colloquial (2200) level, ranging from courses designed particularly for starred officers, to a requirement for all destined for or holding command appointments to reach colloquial level, with a similar requirement for all majors and junior officers. Additionally army cadets attending universities or colleges in their pre-service education are being afforded the facility to learn German up to at least basic level (2 weeks). Because of the frequency of tours in BAOR we have high expectations that within a few years the numbers of officers serving in BAOR with at least 2200 proficiency in German will be approaching a majority level.

Liaison German. Over the years it has become apparent that there is a requirement for a competence in German which goes beyond 2200 but which might overcome the manning difficulty of training large numbers SLP 3333 which is at present our next examinable level. It is therefore intended to introduce a liaison German course and work has already started on this project at the Higher Education Centre at Mülheim.

Principally the start point for the Liaison German Course will be level 2200 and the course will be of 4 - 6 weeks duration with an output which should enable the students to act efficiently in a liaison role between units of the British army and Bundeswehr up to battalion level. The course syllabus will include Briefings, 0 Groups and Battle Incidents, and thus teach basic interpreting skills and the ability to read and understand German signals, signs, military messages, abbreviations and so forth.

Further information will be available to you when the course preparation is complete.

In Service Training. Finally I would just like to mention our concern to improve the in-service training of our language teaching staff, both uniformed and civilian. Those personnel who complete long language courses to prepare them to become language instructors now also attend courses in language teaching methodology before they are confronted with students. However, there is a continuing need for all teaching staff to be receptive to ideas associated with new methodologies and technologies. Resistance to change is a common enough problem which I am sure you all understand. But we believe that good teachers should be professionally aware of all options so that they can formulate good reasons for rejecting them as much as for adopting them. Exchanges of views on this important aspect of our training systems would be of great interest to the UK.

I will now hand over to Squadron Leader John Callaghan who is responsible for Language Training Matters in the Royal Air Force and who will tell you of changes effecting RAF Language Teaching and others which are of major concern to all three services.

After John's talk we will be pleased to deal with questions concerning any aspect of our presentation.

NATIONAL REPORT - UNITED KINGDOM: RAF INPUT

RAF Lang Trg Overview/Update. 1986/87 has again been a year of consolidation for the RAF, with no radical reforms or major new initiatives. However, course development work has continued at the Command Language Training Centre, RAF Rheindahlen, and I shall say more about this later. George Worrall in his presentation mentioned the significant developments that are currently taking place with our higher-level language examinations, and I would like to begin by describing to you what has been taking place.

Higher-Level Language Examinations. For many years, higher-level foreign language examinations (known as "Linguist" and "Interpreter") have been provided for the armed forces by the Civil Service Commission at no direct cost to our language training budgets. However, in 1986 the Commission gave notice of its intention to withdraw this service some time after 1 April, 1988. I have therefore been necessary to identify a suitable civilian agency which could replace the Commission in this examining role. Preliminary discussions have been held with a number of universities and civilian linguistic institutions, but negotiations are still at an early stage. In view of the short time-scale, it has been decided not to change the current format of our Linguist and Interpreter examinations during the initial change-over period. However, coming back again to a point that George Worrall made earlier, we all face the constant challenge of matching course content and language examinations to training needs and job performance.

Over the years, our Linguist and Interpreter examinations have provided a useful means of measuring higher-level proficiency and, since the examinations were provided at no direct cost, we were reluctant to question their validity. However, external validation, I am sure you will all agree, is as important in the field of language training as in any other area of training; I am equally sure that you will agree that it is an extremely expensive and time-consuming activity. Nevertheless, we have decided to take the opportunity to review the appropriateness of our higher-level language examinations by taking a fresh look at the linguistic needs of personnel selected to fill language-annotated posts. I would now like to take a few minutes to describe to you how we are setting about this task.

The first stage of this review has been the production of a task-list to cover the full range of linguistic activities expected of personnel in language-annotated posts. This list has been incorporated in a detailed questionnaire which has recently been "trialled" in Germany and will eventually be sent to all personnel in language-annotated appointments, as well as to their supervising officers. The questionnaire, which has been produced by a tri-service working group assisted by a training design consultant, essentially seeks answers to 3 basic questions:

- a. Which tasks are performed?
- b. How do the tasks rate in terms of:
 - (1) Difficulty.
 - (2) Frequency.
 - (3) Importance.
- c. If specific language training was received for the task, how effective was it?

The task-list avoids the traditional division into Listening, Speaking, Reading and Writing, and instead focusses on whole areas of functional activity such as: "Handling Official Documents", "Carrying Out Everyday Military Duties", "Public Speaking", "Using the Media", "Organizing Personal Affairs", "Engaging in Social Activities", "Translating or Transcribing" and "Interpreting". The questionnaire then finishes with a series of questions on the quality and relevance of pre-appointment language training and on the validity of Linguist and Interpreter examinations in relation to job requirements.

We are under no illusions about the difficulty of this external validation task, but hope that the data obtained from this survey will enable us to design language examinations which will more accurately reflect the needs of our personnel whose appointments require higher-level proficiency in foreign languages. Our aim is to complete the study by the end of this year and to introduce the new examinations in 1989 or 1990.

A sample of the questionnaire being used in the survey is available for inspection.

DEFBAT. I would now like to move away from foreign language training for a moment and say a few words about English language testing. In 1986 we reported briefly on the new battery of basic English language tests that we were developing for foreign students who wish to undertake "special-purposes" English language courses at the Defence School of Languages, Beaconsfield, before proceeding to other training courses in the UK. This series of tests is known as the "Defence Language School Battery of English Tests" (DEFBAT), and development work is now nearing completion. Work is in hand to define for each military training course which accepts foreign students the minimum acceptable level of proficiency in English in accordance with NATO STANAG 6001. "DEFBAT" testing will then determine whether an individual already has the required proficiency profile for a given course and, if not, the likely length and nature of the additional English language training needed to achieve it. The battery will consist of 4 sub-tests as follows:

- a. Reading Comprehension (45 minutes).
- b. Writing Tasks (60 minutes).
- c. Listening for Information (30 minutes).
- d. Interview (up to 20 minutes).

Only the interview has to be conducted individually; the other 3 sub-tests use written materials and a cassette tape and can be administered to a number of students simultaneously. The whole test has been designed to be administered by untrained personnel (Defence Attaches' staff in embassies); the interview is recorded on tape and sent to Beaconsfield for assessment.

The 'DEFBAT' tests will, we hope, produce a number of benefits, the main ones being as follows:

- a. Foreign governments will select and prepare candidates for training in the UK with more care.
- b. Training school staffs will spend less time on remedial work.
- c. UK students and foreign students with 'good English will not be held back by foreign students with language difficulties.

Governments sponsoring students for military training in the UK will be advised in due course of the precise time-scale for the introduction of DEFBAT testing.

CLTC. Finally, I should like to say a few words about our Command Language Training Centre in Rheindahlen. As I mentioned earlier, work has been continuing on the re-design of the German Colloquial Course along 'communicative' lines. At last year's conference we outlined a number of problem areas, and these have contributed to some delay in completing the re-design task. No doubt you will be familiar with some of these problems in your own training schools, and I do not intend to repeat what was said last year. However, I would just like to offer a brief reminder of the main difficulties and to highlight one or two new ones. They are as follows:

- a. Civilian staff have been reluctant to modify familiar teaching methods, strategies and materials.
- b. Uniformed managerial staff, themselves graduates of traditional language-teaching systems, have found the change of priorities from grammatical accuracy to 'communicative' competence a difficult transition to make.
- c. Readily available texts were often appropriate situationally but not of the required linguistic level, or vice versa.
- d. With the new emphasis on 'effective communication', the definition of standards has posed new problems which have not yet been fully resolved.
- e. The need to continue the normal training programme has limited the time available for discussion and the development of course materials.
- f. The impending retirement of two key civilian staff members has increased the level of resistance to change.

I should be most interested to hear of other delegates' experiences of similar problems, and hope that this topic, and the other topics that we have covered, might stimulate fruitful discussion, both formal and informal, during the conference.

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(BILC)

1987

CONFERENCE

NATIONAL REPORT - USA

DEFENSE LANGUAGE INSTITUTE

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ORGANIZATIONAL CHANGES

Recent changes include titles in which the Dean became the Provost, the Assistant Deans became Deans, the School Directors became Deans of Schools, and the Deputy School Directors (former Senior Foreign Language Training Advisor) became Assistant Deans of Schools. A new position was created in the Command Group, that of Chief of Staff. The School of Russian was split into two separate schools with five Departments each. An eleventh Russian department was added to the San Francisco Branch making it a separate school with the current administrator carrying the title of Assistant Commandant. This makes a total of eight schools each of which is now authorized to establish most of its own academic policies under the new concept of decentralization.

MASTER PLAN UPDATE

The "DLI Master Plan - A Strategy for Excellence" is considered a living document which embodies program goals and objectives. It is updated regularly to reflect actions accomplished, as well as the status of on-going initiatives. It currently contains nine major goals with 54 objectives, each containing numerous actions with milestones and resource requirements.

Among the major initiatives is a policy for the establishment of a specific Team Teaching system which provides that responsibility for classroom instructional activities will be vested in the faculty who will function in teams. A team is defined as a group of six teachers who are accountable for academic and administrative responsibilities for three sections of ten students each throughout the course. This concept has been implemented experimentally in several departments and will continue as resources permit.

Another major initiative in professionalizing the faculty is the establishment of an entirely new personnel system which will require a change in public law, since it is based on an academic model of "rank in the person" rather than the existing civil service model of "rank in the position." The plan has been approved by the Department of Defense where it has become part of the DOD legislative package to be submitted to the Congress.

Other initiatives include an intensive training program for key management personnel. Top managers attended a week long seminar, "Towards Excellence," presented by the Office of Personnel Management last fall. "Leadership Effectiveness" Seminars are on-going for middle managers. Another initiative was the establishment of a professional journal on foreign language teaching. The first issue of an internal publication, Dialog on Language Instruction, appeared in February 1987. The first issue of an external journal, Applied Language Learning, is expected to appear before the end of 1987.

STUDENT ENROLLMENT

In Fiscal Year 86 the average student enrollment at Monterey was 2735; 335 for the Presidio of San Francisco; and 173 at Lackland AFB. In addition 294 DLIFLC students were enrolled at the Foreign Service Institute (FSI). Instruction was conducted in 41 languages and dialects. Enrollment projection for Fiscal Year 87 is 5329 for Monterey, 440 at the Presidio of San Francisco, none at Lackland AFB and 314 at FSI.

EDUCATIONAL TECHNOLOGY

Additional substantial progress in implementing technology in the DLIFLC classroom has been made over the last year. VELVET German Gateway (Video Enhanced Learning and Video Enhanced Testing). From the Gulf to the Ocean (GO) [Arabic], Spanish Intermediate, Polish Care, and PLATO continue in the classroom. The French Military Interactive Video Tape Program has been converted to videodisc. Sixty one additional interactive video disc (IVD) systems were purchased this year. A major effort has been made to convert existing programs to the new equipment. To date GO and the Courseware Authoring Template System (CATS) are operational on the new equipment. Training on the IVD has been provided to a large portion of the faculty to acquaint them with the role of IVD in a communicative classroom. This month a series of classes will begin to teach the CATS to teachers in departments where video discs are available for their use. CATS will enable them to create VELVET lessons from their discs. Current projects in our Educational Technology Division include:

- BBC Videotape Adaption Projects. Videodiscs have been produced for Greek, Spanish, Italian, and Russian. Off-line editing has been completed for French. CATS has been converted to allow development of courseware for these languages.

- VELVET Projects. IVD courses in Korean, Greek, Italian, Spanish, and Turkish have been accepted by the Army for contractor development this fiscal year. These courses will be modeled on the German Gateway, including video production in the country of the language.

- Satellite Dish. Two satellite dishes have been ordered with an expected delivery date in September. One will receive Russian programs from the Molniya satellite, the other programs will receive Spanish from Latin America and French from Canada.

- Number Drills Templates. Two templates have been developed to teach number comprehension. Audio only video discs are being produced in Korean and Spanish as models for other languages.

- Shape (Font) Sets. A Foreign Language Font Generator is being developed under contract that will enable teachers from any language department to display text in their language on the video monitor and incorporate exercises into IVD courses that include student input from the keyboard in the appropriate orthography.

- Arabic Sound and Script. Two video discs were designed and produced to teach the Arabic writing system to students in Term I of the GO course. Lessons one through six are completed with seven through twelve under development.

- Educational Technology Briefing. A fifteen minute video tape was developed showing educational technology initiatives.

On-going and future plans:

- Electronic Information Delivery System (EIDS). DLIFLC is scheduled to receive 830 IVD systems under the Army's EIDS program. Delivery of the first increment is scheduled for December 1987.

- Up Link-Down Link. A proposal has been made to upgrade the Nonresident program through the use of a satellite classroom interactive video teletraining system, which would allow live instruction to be beamed to remote locations in the continental US and overseas.

- VELVET. The following languages have been approved by Army Extension Training for VELVET type development in Fiscal Year 88: Chinese, French, German and Egyptian Arabic.

- Electronic Desktop Publishing. A total of 58 Xerox workstations have been obtained in support of on-going foreign language training materials development efforts. This equipment currently supports all foreign language requirements of DLI except Hebrew, Korean, and Vietnamese, which will be available early in 1988 and Thai, which does not yet have a delivery date scheduled.

EVALUATION

The Evaluation Division has continued to provide feedback to the language schools and departments to assist in identifying strengths and weaknesses in their programs in order to improve the DLIFLC language program as a whole. Student Opinion Questionnaires (SOQs) continue to be the major component of this program. After nearly two years of effort involving nationally recognized experts in educational evaluation and many other professionals at DLIFLC, both the "instructional effectiveness" questionnaire (SOQ:IE) and the "program effectiveness" questionnaire (SOQ:PE) have been completely revised and will be implemented soon. With the implementation of these instruments, DLIFLC's internal evaluation structure will continue to improve. Our external evaluation activities focus on the two follow-on schools which receive a majority of our graduates. In addition, the Evaluation Division continues to work closely with the Research Division on many projects, including the longitudinal Language Skill Change Project. Recent recommendations made by the TRADOC Evaluation Team will assist us in expanding both internal and external evaluation efforts into a wide range of other pertinent areas, including direct classroom observation, field evaluation of practicing linguists, and an expanded role in the quality control of curriculum materials.

RESEARCH

Research activities in the Directorate of Evaluation and Standardization continued to grow during the previous year, resulting in the recent establishment of a separate Research Division. Additional staff have been authorized, ranging from secretarial and clerical to professional research personnel. Two positions have been filled, and recruitment actions are under way to fill the remaining vacancies. Major effort was expended over the past year in launching several new projects under the TRADOC-DLIFLC Training Technology Field Activity (TTFA). These projects were focused primarily upon the role of educational technology in foreign language education and training, the major objective being to clarify the optimal employment of both live instructors and computerized

technology, including videodiscs, compact discs, and distance learning options, in achieving given learning objectives under stated conditions. Alternative funding sources are being sought to support these and other projects now that the TTFA activity has been transferred to another site.

In addition to launching new projects, support continued for activities already under way, including the Language Skill Change Project (a major longitudinal study of language learning and language skill decay/enhancement of selected DLIFLC graduates in four languages from entry to DLIFLC through their first tour of duty, being conducted jointly with the Army Research Institute), several studies relating to the time required to achieve given proficiency levels, and consultation with other agencies on the development of job performance language tests. Current initiatives are focused on building systems to encourage and support faculty research at DLIFLC, so as to expand the research-generated knowledge that can be applied to improve the effectiveness and efficiency of foreign language education and training.

TESTING

Graduation Standards: Because of the early success of the Team Teaching concept, graduation standards will be raised to level 2 in listening comprehension, level 2 in one other skill, and a minimum of level 1 in the third skill effective with all classes beginning 1 October 1987. As before, students failing to achieve these standards of proficiency will receive either a certificate of completion or attendance rather than a diploma.

Tester Certification: Two hundred and fifty staff and faculty members are currently certified to administer the oral proficiency interview in approximately 30 languages and dialects.

Proficiency Advancement Tests (PATs): These are within-course proficiency tests, intended to be given after the first third and the first two-thirds of the course. PAT I and PAT IIs are in use for Korean and Russian; PAT Is are in use for Arabic, French, German, and Spanish. Tests are under development for Indonesian, Polish, Thai, Norwegian, and Vietnamese.

Defense Language Proficiency Tests (DLPT): We are continuing to replace DLPT Is and IIs with DLPT IIIs, with 10 DLPT IIIs currently available to the field. Furthermore, Testing Division has produced 2 additional forms of the DLPT III in Russian, Korean, Spanish, and German to support a long-range research project designed to study changes in language skills over time. There are also DLPT IIIs in development in Czech, Persian, Vietnamese, Portuguese (European), and Romanian.

The DLPT III serves as the end-of-course tests at DLI and as a periodic proficiency measure for linguists in the field. Like the earlier DLPTs, it tests the language at large and not any particular course of instruction. Examinees are measured in relation to the U.S. government-wide language skill level descriptions; the test is based upon authentic target language material.

DLIFLC has initiated a computer-adaptive language proficiency test project and expects to have a prototype test in Russian by fall of 1988. This test will use items selected from a data bank and afford rapid identification of the examinee's skill level by following a carefully tailored algorithm. This process will not force experienced linguists to plod through dozens of simple items nor relatively unskilled linguists to struggle through large numbers of items that are clearly too difficult for them. Projects are also being initiated to investigate both alternative protocols for assessing proficiency in the very low enrollment, less commonly taught languages, as well as new formats and techniques that will eventually result in a new generation of tests, the DLPT IV.

FACULTY AND STAFF DEVELOPMENT

The Faculty and Staff Development Division has moved forward on a number of the initiatives for professionalization of the faculty that were cited in last year's report.

- Under an arrangement with the Monterey Institute of International Studies, DLIFLC faculty began taking graduate level courses in foreign language education. Among the subjects taught were educational research methods, sociolinguistics, psycholinguistics, contrastive analysis, classroom research, second language acquisition, language testing, and curriculum and materials.

- An agreement was concluded with Monterey Peninsula College to offer DLIFLC faculty English language skills enhancement. The tutor-based program is oriented to the specific needs of the individual, with a focus on one or more of the following areas: speaking, listening, reading, writing, grammar, and English idioms. In addition, the various skills can be treated in a subject context that suits the person's needs, which allows for a job-specific connection.

- A consensus-building and problem-solving process called Team Building was implemented to enable faculty to function effectively in Team Teaching, DLIFLC's new academic reorganization policy.

- Development of the in-house training function has continued. Faculty and Staff Development Division has implemented the first phase of a new Instructor Certification Course. This workshop is designed to give faculty a working knowledge of the issues of foreign language education, as well as practical classroom skills. Other workshops include: Introduction to Interactive Video, which focuses on the development of lessons using that computer technology, and Media, which trains faculty in the selection and development of appropriate classroom audio-visuals. An academic course in curriculum theory, design and development has recently begun. This course, which entails extensive individualized research projects, gives participants a theoretical grounding in four different approaches to foreign language curriculum development, as well as practical skills in syllabus design.

NONRESIDENT TRAINING

1987 marked an important turning point for the Nonresident Training Division. Since its inception in October 1974, the division's mission has been to provide quality control and a full range of training support services for DOD linguist components worldwide. In practice, however, the division has never been adequately funded to do much more than serve as a bookstore for DLIFLC language materials

In recent years there has been growing recognition that "one-shot" language training will not provide the corps of professional career linguists that DOD needs, and that follow-on refresher, sustainment, and enhancement training are just as important as initial resident basic training.

One expression of this recognition was approval in March by DLIFLC's General Officer Steering Committee of a comprehensive Master Plan for Nonresident Training. Significantly, the Master Plan was developed by a DOD Task Force on Nonresident Training comprised of DLIFLC, Service, and intelligence agency representatives.

Highlights of the plan, which will be implemented over the next five years, are the provision of refresher, sustainment, and enhancement programs for linguists in field units, as well as improved language training support services for field commands (e.g., staff assistance visits to conduct teacher training and program evaluation). The nine major initiatives contained in the plan are:

- Define the training need
- Develop new programs and materials
- Find better technology
- Intensify training support
- Facilitate closer communication and coordination
- Streamline administrative support systems
- Improve customer service
- Develop esprit and professionalism in the work force
- Build an effective organization

Upon receiving approval for the plan, DLI immediately established a Nonresident Training Advisory Team to review existing materials and recommend training strategies and technology for new programs. Steps are also being initiated to get resources to implement the plan.

CONSTRUCTION PROGRAM

A total of six MCA Scope construction projects are currently on-going with ten completed and six expected to be started prior to Fiscal Year 88. Upon completion of on-going construction, the satellite campus at the Presidio of San Francisco can be absorbed at the Presidio of Monterey. New construction and status of on-going projects are:

General Instruction Facility I	Completed
General Instruction Facility II	Completed
Barrack Phase I (8 bldgs)	Completed
Barrack Phase II (5 bldgs)	Completed
Dining Facility Upgrade	Completed
Dining Facility (New)	52% Complete
Company Admin/Supply Bldgs	50% Complete
Roads/Utilities Upgrade	Completed
Physical Fitness Center	99% Complete
Child Care Center	Completed
Enlisted Recreation Center	40% Complete
Academic Library	80% Complete
AAFES Exchange Mall	Completed
Logistics Warehouses	Completed
Military Personnel Center	Ready for Award
Barracks Phase III (2 bldgs)	Ready for Award

Three of our four Fiscal Year 87 construction projects were dropped. There are no projects for Fiscal Year 88 and Fiscal Year 89. The only remaining Fiscal Year 87 projects are two barrack buildings required to support our projected student loads. The following are our Fiscal Year 90 and Fiscal Year 91 construction projects in order of priority:

Academic Auditorium
Instructional Media Center Expansion
General Instruction Facility III
Athletic Tracks/Fields
Company Admin/Supply Buildings (5)
Data Processing Facility
Print Plant Building

The Athletic Fields and the Print Plant are reprogramming actions which fall out of our Fiscal Year 90 construction program due to lack of funds. Construction projects beyond Fiscal Year 92 will consist mainly of renovation projects for classrooms, dining facilities, barracks and roads.

SEMINARS

- DLIFLC was host to the Annual Seminar of the Computer Assisted Language Learning and Instruction Consortium (CALICO), 6-10 April 1987, with attendance of over 400.
- DLIFLC was co-host with the Monterey Institute of International Studies for the Seminar West of the Association of Departments of Foreign Languages, 26-29 June 1986.
- A Faculty Seminar sponsored by the Academic Advisory Council took place on 28 November 1986.
- The quarterly master lecture series continues through a contract with the American Council on the Teaching of Foreign Languages.

NATIONAL REPORT - USA

DLI ENGLISH LANGUAGE CENTER

ANNUAL REPORT

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 86, 3,267 FMT entered DLIELC. 3,200 are programmed to attend in FY 87. The average daily student load of 700 consists of US personnel who are not native speakers of English and FMT from approximately 82 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 (SET) 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 is an 8-week program. 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 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 interviews, advise and instruct. MTTs have gone to Bolivia, Burkina Faso, Chad, Djibouti, Ecuador, Egypt, Honduras, Japan, Morocco, Niger, Puerto Rico, the Republic of the Philippines, and the Yemen Arab Republic. Language Training Detachment (LTD) personnel on long-term assignments are currently stationed in Indonesia, Japan, Puerto Rico, Somalia, Spain, The Republic of the Sudan, Thailand, Venezuela and the Yemen Arab Republic.
 - 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 recently visited the following countries 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: Egypt, Saudi Arabia, Somalia, the Republic of Sudan and the Yemen Arab Republic.
 - d. During the past year 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) materials to US military personnel, civilian employees of the US military, and family members of US military personnel who are not native speakers of English. Currently there are 73 approved Army NRELs in approximately 191 locations in CONUS and overseas. The USAF and the USN each have two active programs. One is at the US Navy Ship Repair Facility in Yokosuka, Japan which has recently grown and is currently manned with five DLIELC LTD personnel.

4. Curriculum Development Activities

- a. The Instructor Development curriculum is designed to prepare students/trainees to become skilled and knowledgeable English language instructors and/or managers of English language training programs. Instructor Development course materials consist primarily of four main courses: the Basic English Language Instructor Course (27 weeks), the Advanced English Language Instructor Course (13 weeks), the Advanced Program in English Language Training Systems Management (8 weeks) for managers of English language training programs, and the English as a Medium of Instruction Course (16 weeks), for teachers who will be teaching science and mathematics using English as the medium of instruction. In the past year, Instructor Development curriculum efforts have concentrated on the Basic Course, the Advanced Course, and the Advanced program in English Language Training Systems Management. In the Basic course, the new methodology modules, undergoing revision after field-testing last year, have been completed and are now operational. The new grammar modules, in the process of field-testing last year, are now undergoing revision after the completion of field-testing. The writing of the new phonology modules has just begun. In the Advanced course, as a result of input from students, faculty, and course development personnel, the course was modified with the elimination of one of the commercial texts that was being used. New instructor guidance was published to reflect the changes resulting from this. In the Advanced Program in English Language Training Systems Management the course has been modified to incorporate a seminar approach to management with emphasis placed on actual management experience. A guidance letter to instructors has been developed, and will be field-tested this summer.
- b. Specialized English Training (SET) materials consist of 31 separate curricula (increased from 29 designed to meet the international students' needs in the specialized terminology and language skills necessary for follow-on technical training (FOT). Students are placed into one of these curricula depending upon their FOT requirements. Each curricula is a nine-week block of instruction consisting of two weeks of Language Skills Development and seven weeks of SET selected from 88 individual weeks of instruction. In 1986, one module, one instructor guide, and seven sets of separate quizzes went into operational use. Four modules and one instructor guide completed Training materials Operational Tryout (TMOT). One module and one instructor guide entered TMOT. Planning, development, or revision began on one module and two instructor guides.
- c. Development on a Language Skills Motor Skills (LSMS) system for DLIELC students scheduled for pilot training is proceeding. Through the combined use of audio tapes and microcomputers, the supplementary system will provide practice in using relevant language skills while performing eye-hand psychomotor training tasks. A set of six audio tapes has been released for use in the language lab. Developmental microcomputer equipment has been installed, and acquisition of developmental software is under investigation.
- d. Developing of training materials and course documentation began for the Language Laboratory Maintenance Training Program in conjunction with the USAF Occupational Measurement Center.
- e. An instructor review was conducted of all the existing materials in Code 50, Electronics. Extensive revisions are planned in the near future of the six modules in this code.

- f. As part of the ongoing effort of having follow-on training installations conduct technical reviews, 41 modules were sent to various US Army installations and 8 to US Air Force installations for an updated technical review. These same modules had been reviewed some time in the last three years.
- g. Beginning in October, 1987, DLIELC will offer an 5-week SET refresher program for returning students who have successfully completed training at DLIELC within the last three years. The course of instruction will be tailored to fit the needs of the returning students on a case-by-case basis, and will be drawn from the existing inventory of materials. Emphasis will be placed on those materials deemed most recently developed/ revised and most appropriate.
- h. The current series of General English materials was designed to provide practice in basic English language and structure. The series provides materials for thirty-five weeks of intensive instruction and covers three phases: elementary, intermediate, and advanced. The materials include student and instructor texts, tapes, tape support material, book quizzes, and transparencies. The materials are presented through dialogs, readings, supporting drills and exercises and employ an eclectic approach to language teaching. This series of General English materials is in the process of being replaced. The new program will be comprised of thirty-six one-week instructional packages beginning at the elementary and continuing to the advanced level. Each instructional package will include student and instructor texts, tapes, student and instructor tape support material, and training aids, such as flashcards and transparencies. The instructional objectives of the course will cover functions, vocabulary, grammar, and language skills (listening, reading, speaking, and writing). More than one-third of the course has been written. The initial phase of field testing the materials will be conducted on the first half of the series as soon as the first eighteen instructional packages have been developed.
- i. The English Comprehension Level (ECL) test continues to be the primary proficiency-measuring instrument within the U.S. Department of Defense. It is a general test of American English rather than a direct measure of a student's attainment of language skills taught in a particular set of lessons. The ECL is used both to check the student's progress in language proficiency and to determine if the student has reached the level of proficiency required for technical training. Continuing statistical analyses of test results confirm the reliability and validity of the ECL system. During the last year the database from which these tests are generated has undergone extensive editing and general "cleaning up". The number of operational resident (DLIELC campus) forms has been increased from 50 to 72. These resident forms are normally retired after three years. Fifteen forms are used in nonresident programs and are replaced annually. These fifteen forms are chosen each year from forms that have been used on the resident campus and have consistently shown Pearson Product reliabilities of .90 or better with each other. Projected activities include increasing the size of the test item bank and continuing analysis of test results in order to refine and polish the individual test items. There is also a Computer Adaptive Testing (CAT) project planned to start in FY 88 and could lead to changes in the ECL test system.

BILC 1987 -- U.S.A. NATIONAL REPORT

Foreign Service Institute
School of Language Studies
DEPARTMENT OF STATE

I. The WASHINGTON PROGRAMS

A. BASIC Course Development

During FY86 nearly 1000 students enrolled in SLS BASIC courses--full-length Language/Area Studies programs. Almost all such courses require "maintenance," i.e., a regular expenditure of resources to keep instructional programs up-to-date. Each year FSI's School of Language Studies must invest a portion of its manpower and money to keep the 40+ full-length (20 - 24 weeks in Romance and Germanic languages, 24 - 44 weeks in "hard" languages) BASIC courses current with improvements in methods in the second-language teaching field and with the ever-changing linguistic and situational realities overseas.

Additionally, each year a few programs receive major attention when they require more than routine supplementation and revision. These major projects range from the development of new course elements (such as the two-to-four-week unified language-and-area programs) to the creation of completely new training programs--including student and teacher instructional materials, audio/video tapes, and reading matter.

The personnel expenditure for BASIC course development in FY86 was 11.1 FTEs (or approximately 5.7% of SLS personnel costs). Significant major programs undertaken in FY86 include:

- Continued the 3-year project to create five new East European language/area programs--Bulgarian, Czech, Hungarian, Polish, and Serbo-Croatian to specifications appropriate to Foreign Affairs requirements. Several distinct course "phases" were written, field-tested and revised in 1986.
- Added to the Spanish curriculum a "unified" 4-week language-and-area-studies program for students who are bound for Central America and the Caribbean. The highly successful prototype for this, for Mexico-bound students, has become a regular part of their training. Pilot programs were also done on this model for Czech and Polish during 1986.

- Continued a multi-year project to incorporate curriculum elements developed independently over recent years by the four Romance languages into a shared basic course plan to be further developed and implemented jointly in those training programs.
- Substantially augmented and revised professional elements in critical Asian languages: Burmese, Indonesian, Lao and Thai.
- Implemented new Czech core curriculum; updated, expanded, or supplemented materials in Arabic, Chinese, Danish, Dari, French, Hindi/Urdu, Italian, Korean, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, Tagalog, and Turkish.
- Completed and readied for publication: a complete basic course, "Conversational Finnish;" a supplement to "Programmatic Spanish;" a book of work-related course elements for French, "French Bridges;" and the core curriculum for the basic course in Greek.
- Implemented intensive comprehension-based program as initial weeks of Afrikaans, Danish, German, Italian, Norwegian, and Swedish. Success seen in increase in competence, confidence and motivation of students.
- Increased number of dedicated multilingual word processors to 13. Currently there are 10,000 pages of "electronic text materials" on-line with ongoing production in 20 languages.
- Set up task-force in conjunction with Language Services to identify potential interpreters among FSI language students and to develop capability to practice informal interpreting.

B. F.A.S.T. Course Development

The FAST courses ("Familiarization and Short-term") are entirely distinct from the BASIC long-term language training which is provided to LDP incumbents and others who require a "working" or "professional" proficiency in a language. FAST programs are language curricula specifically designed to meet the general orientation and cross-cultural needs of support personnel and others not serving in language designated positions. They are also appropriate and highly effective for officers whose schedules do not permit longer-term training and for family members. These full-time intensive programs of either 6 or 10 weeks duration were first offered in FY78. FAST courses in 16 languages are now offered annually, but these offerings are in general undersubscribed due to time pressures of assignments. In FY86 approximately 300 students enrolled in FAST programs.

Materials for the most frequently run courses--European French, Sub-Saharan French and Spanish--have been published; materials currently in final pre-publication stage are Arabic, German, Indonesian, Italian, Japanese, Malay, Polish, Russian, and Turkish. Chinese, Hebrew, Hindi, Icelandic, Portuguese, Serbo-Croatian, Thai, and Urdu are in various stages of preparation awaiting sufficient resources of personnel and money to finalize publishable versions.

Only 1.5 FTE's (3/4 of 1 percent of SLS personnel costs) were available to be expended on FAST development in FY86. No new FAST courses were begun, although teaching materials were renovated, revised, or expanded in Arabic, Chinese, German, Hebrew, Hindi, Indonesian, Malay, Polish, Portuguese (Brazilian), and Turkish.

FAST materials development continues in FY87. Norwegian will be added as a new program, and others are scheduled to continue, on a time-available basis, the creation, editing and keyboarding process.

C. Staff Development

SLS training is delivered by a cadre of Language and Culture instructors who are all native speakers of the language being taught. Their work is supervised by a corps of "Language Training Supervisors" (LTS's), the majority of whom are academically-trained specialists in applied linguistics. The quality of the professional development provided by FSI/SLS for the Foreign Affairs Agencies ultimately depends on the excellence of the SLS staff itself--the instructors and supervisors--as well as on the training materials and program designs. FSI/SLS is, therefore, as concerned about the internal professional staff development as it is about the professional development it provides to its clientele. 30-40 new instructors, a normal turnover, were hired during 1986. SLS's orientation/training programs for new faculty were further developed and supplemented in 1986:

For new instructors, workshops given over the first six months were augmented to cover: the work environment of FSI/SLS, the structure of an Embassy, the missions of the Foreign Affairs Agencies, language-use needs in the overseas context, pedagogical principles, the dynamics of classroom behavior, profiles of students from different client agencies, student counseling, learning/teaching styles, error-correction, language testing, and special curriculum initiatives in SLS language training programs.

For new Language Training Supervisors, workshops cover the same subjects as for the instructors, but in greater depth. LTS's have workshops in general supervisory skills and a more extensive version of the instructors' guidelines for counseling via case studies drawn from SLS experience.

In 1986 SLS professional staff development was augmented by:

- An "inreach" program, bringing theoreticians and practitioners from universities and other USG training institutions to the School frequently for workshops and lectures. Presentations are taped for future use.
- Participation by nearly 50 SLS staff members in the Georgetown University Roundtable on Languages and Linguistics.
- An initiative to explore the utility of cognitive style assessment and other aptitude measures to the enhancement of training materials, student counseling, and the management of training programs. Initial indications are that very constructive improvements will result. FSI is part of an interagency group which will further examine the possibilities of more sophisticated language aptitude evaluation.
- A regular series of in-service training programs put on by FSI Romance Language staff to audiences of more than one hundred instructors. Additional workshops were put on by members of other departments as well.
- Sponsorship (with CSFA) of the second SLS Symposium. SLS panelists and academic experts in second-language-learning spoke to SLS staff and fifty local leaders in the language field.
- Representation at major conferences in the linguistics, language teaching, and computer-aided-instruction fields. 10 FSI/SLS staff gave papers or workshops at professional meetings in 1986.

D. Resources

The cost of development work is almost exclusively personnel time. Language training supervisors in individual sections, and, centrally, the curriculum specialists in the department of Program and Staff Development (PSD), oversee the work as a specific requirement of their positions on the professional staff. There is only one SLS staff member whose regular full-time duties are entirely dedicated to program and staff development, however.

Instructor participation requires that they be released from classes for periods of time long enough that the creation and drafting process is not fragmented. The usual practice is to hire additional instructors to cover classroom requirements while others work as developers. The additional instructor-time--over what would otherwise normally be required to provide training and testing services--constitutes the SLS development "budget."

	<u>FTEs</u>	<u>%</u>
Training/Testing/Leave	181.7	93.5%
BASIC Course development	11.1	5.7%
<u>FAST Course development</u>	<u>1.5</u>	<u>.7%</u>
All purposes	<u>194.3</u>	<u>100%</u>

II. The POST LANGUAGE PROGRAMS

The Foreign Affairs Agencies have invested heavily in both time and money in the language training they provide for their personnel. One means of protecting and enhancing that investment is the post language program (PLP) which is available at the majority of missions abroad. FSI/SLS is responsible for supporting PLP's financially and maintaining them pedagogically. While in the previous two years, they received increasing attention via a much expanded program of "Regional Language Supervision" (RLS) travel which provided on-the-spot oversight of the PLP's, this came to a halt early in 1986 due to budgetary constraints. In FY-87 PLP funding has been severely cut in all but a few posts.

A major initiative was undertaken in 1985 to enhance the overall effectiveness of the post language programs by enriching them with several 20 to 40 hour job-specific modules. The objective is to focus on high-level language-use skills targeted at or beyond the 2+-level for personnel serving in specific consular/agency responsibilities overseas. The initial contract by mid-1986 produced a master plan and templates for this type of curriculum along with field-tested consular and political/economic modules. Development of further modules has been curtailed due to budgetary constraints.

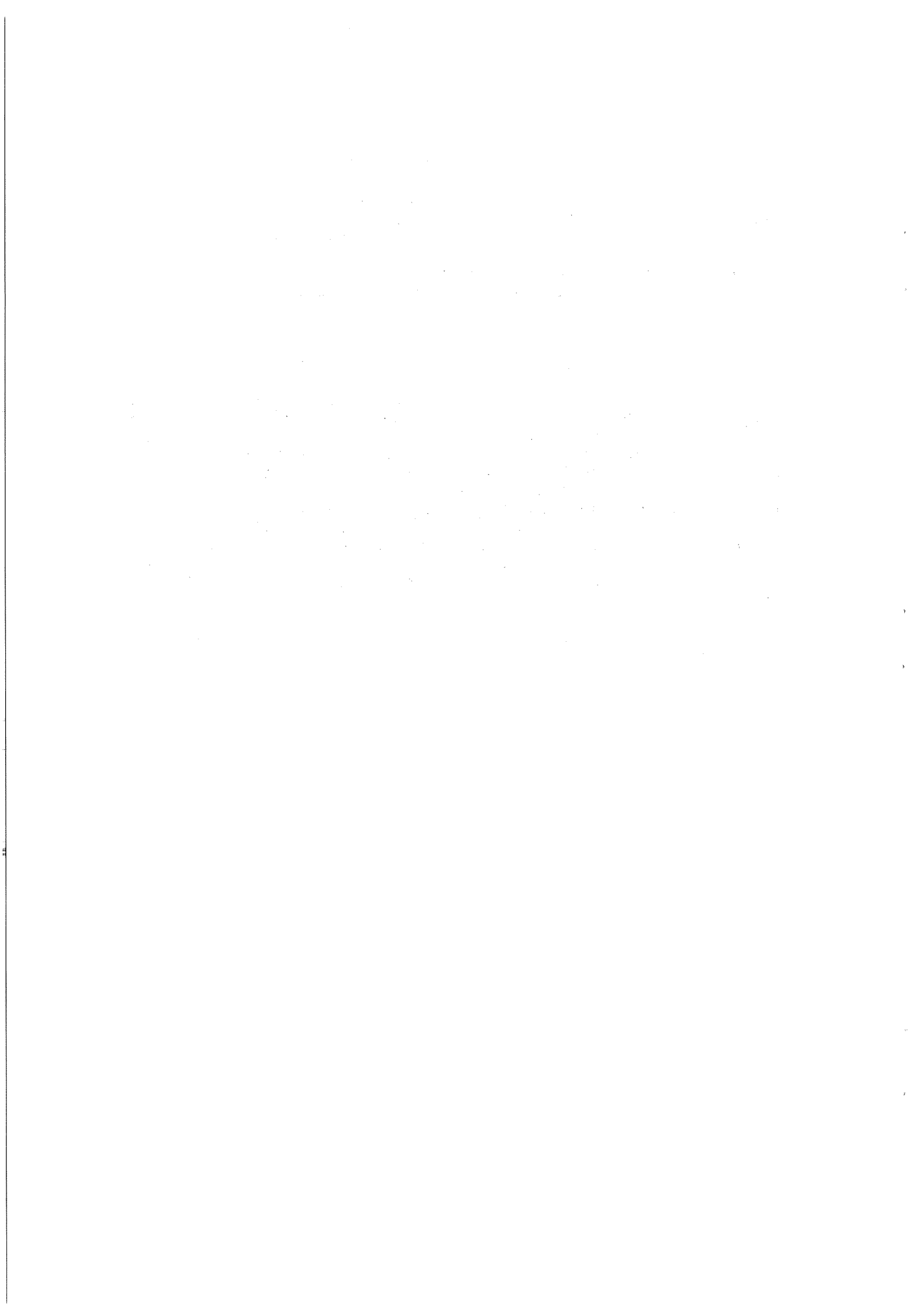
III. The FIELD SCHOOLS

FSI maintains advanced language programs in four critical languages: Arabic, Chinese, Japanese and Korean at schools in Tunis, Taipei, Yokohama, and Seoul. During FY-1986, approximately 90 students were enrolled in these "field schools." The enrollment includes students from the British Commonwealth and France as well as USG students.

IV. The E.L.P. Initiative

The three-year experiment with the Model Foreign Language Post Program (MLPP) established by the Foreign Service Act of 1980, was successfully completed in October 1985. A somewhat more economical yet more widespread program was initiated early in 1986. While the MLP required all U.S.G. positions at two posts to be filled with language qualified personnel, the new program, dubbed the Enhanced Language Program (ELP) would require a very substantial number of positions at a larger number of embassies to be language-designated. The initial proposal makes an ELP of at least one post from each of the Department's geographic bureaus, in addition to the original two model posts.

Implementation of the ELP initiative will depend upon financial support.



SHAPE LANGUAGE CENTRE (SLC) REPORT

1. Internationally Funded Programme (IFP)

a. English Programme

- (1) The main development of interest, following on from our 1986 Report, is the implementation (above the 1+ level) of a programme built around short skill-based courses. The courses run for 4 to 5 weeks, with one hour and a half of daily contact, and use short modules developed for the purpose. Under trial so far are modules at two levels to improve the skills of listening, duty writing, telephone use, discussion. We have been fortunate in developing the material for these modules to have had a great deal of support and cooperation from the Divisions we are trying to serve.
- (2) Content is related as closely as possible to the SHAPE environment and needs, and the emphasis is squarely on improving the student's ability to function in his job, rather than on study of the language. Typically, students follow 3 or 4 different short courses, with different teachers, and with breaks of one or two weeks in between.
- (3) The system has been in operation since September 1986 and seems so far to come closer to meeting the immediate real needs of newly-arrived personnel experiencing language problems, as well as helping to some extent to alleviate some of their inevitable problems of attendance.
- (4) The same system will be continued through the next year, and we hope to be able to add more modules as we go along.

b. French Programme

- (1) 1987 has seen a major innovation with the implementation of short, intensive courses (2 weeks, 8 hours daily) for personnel with a Level 1 mandatory French requirement in their job descriptions. (This applies essentially to military personnel supervising French-speaking civilians).
- (2) The DLI FRENCH HEADSTART for BELGIUM has been used with much success and fits well into this course structure.
- (3) In September 1987 a completely revised French programme is being introduced putting into effect the recommendations of manpower survey approved by the Chief of Staff, SHAPE in March this year. This gives priority to mandatory trainees.

c. General

- (1) Activities/projects that will continue into 1987-1988 include:
 - (a) support for ACE agencies (under the terms of ACE Directive (AD) 45-1) and for IMS NATO,
 - (b) the "corpus" project (computer-based text collection for course and test development) with the English Language Research Unit, University of Birmingham, England (see Annex A).

(c) coordination of the European side to the BILC Aptitude and Learning Styles Project.

(2) As each year, we are enclosing a list of the seminar reports issued in 1986 of which copies can be obtained from the SHAPE Language Centre (see Annex B).

2. Community Funded Programme (CFP) - The "Language Circle"

- a. Languages currently taught are English, French, German, Italian, Portuguese, Spanish and Turkish.
- b. The Circle has had considerable support for its programmes this past year from two sources: the National Military Representatives (NMRs) in SHAPE and the DLI. The Portuguese and Turkish NMRs are sponsoring courses in their languages and the DLI has provided most of the learning material for these and other languages.
- c. In addition to its language programmes the Circle has played an active role in promoting host country/SHAPE relations and is at present coordinating an exchange programme between young people (Belgian/SHAPE families).

SHAPE LANGUAGE CENTRE CORPUS

WRITTEN CORPUS

Estimate of Breakdown

<u>%</u>	<u>Words</u>	<u>Content</u>	<u>"Quantities"</u>	<u>TWACE code nos</u>	<u>Possible code letters</u>
A <u>ELR (KDem)</u>					
<u>+ 67 %</u>	<u>500,000</u>				
16	120,000	Facts and Figures	1 book	-	FF
15	112,500	NATO Review	225 pages (+ 7 issues)	00003	NR
6	45,000	News Review	100 pages (+ 30 issues)	00004	NS
10	75,000	Directives	250 pages (25 directives)	00005	DR
10	75,000	Newcomers' Guides	185 pages (4 or 5 handbooks)	00006	NG
10	75,000	SHAPE Community Life	80 ... 100 pages + (5 issues)	-	SC

B SLC (SHAPE) - on BBC word processor (floppies)

33 %	250,000	Various "Staff" papers, eg:			
		telex			TX
		internal correspondence			IC
		bulletins			BU
		circulars			CI
		NATO memoranda			ME

Total 750,000

NOTE - transfer to spoken corpus

30,000	ACE Output	120 pages (+ 5 speeches)	00001	AO
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SHAPE LANGUAGE CENTRE CORPUS

ESTIMATE OF BREAKDOWN

<u>Spoken</u>			
<u>%</u>	<u>Words</u>	<u>Content</u>	<u>"Quantities"</u>
20	50,000	Telephone Recordings	(60 calls)
15	37,500	Meetings - Informal.	
15	37,500	Meetings - Formal.	
15	37,500	Lectures/Presentations (Briefings).	
10	25,000	NATO Dispatches ("Interviews").	(30 dispatches)
10	25,000	NATO Press Conferences.	
5	12,500	Radio Broadcasts.	
5	12,500	TV/Video - Soundtracks.	
5	12,500	Films - "	
<hr/>			
100	250,000		

SPOKEN CORPUS

Estimate of Breakdown

Possible Code

1 Under lectures/presentations (briefings)

BR

30,000 words ACE Output 120 pages
(+ 5 speeches)

2 Right hand side add suggested code letters in following, chronological order:

telephone	TE
meetings - informal	MI
meetings - formal	MF
lectures etc	BR
NATO dispatches	DI
press conferences	PR
radio broadcasts	RB
TV - video	TV
film	FI

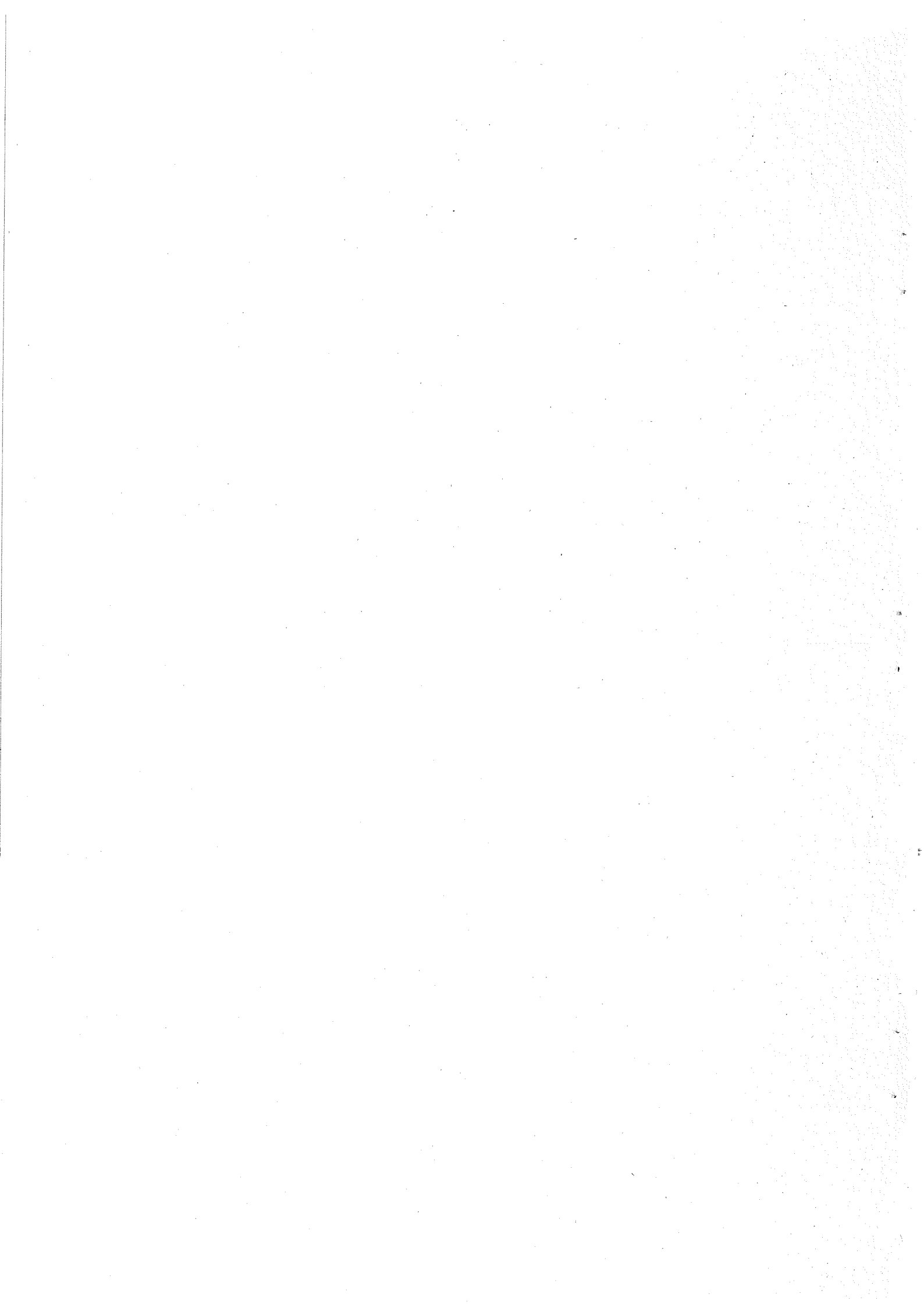
SEMINAR REPORTS - 1986

Serial No. SLC (86) SR/	Date	Place	Speaker	Subject	SLC REP
1	28 Feb 86	Mons University	Goethe Institut Prof. d'allemand	Journée Pédagogique	CW
2	3-7 Mar 86	SHAPE	M. Henri Sagot	Pourquoi Pas!	SLC Staff
3	11 Mar 86	BC Paris	Nic Underhill	Oral Testing	DHE
4	24-27 Mar 86	Duisburg FRG	John Sinclair	Computer-Corpus based studies of the English lexicon, syntax and text	DHE
5	2-6 Jun 86	DLIFLC Monterey, Ca, USA	Various Lecturers	BILC 1986 Conference	MGA
6	13 Jun 86	BC Paris	Kay Bruce	Use of telephone in ESL	SD
7	17-29 Aug 86	University of Birmingham (England)	John Sinclair (and 17 lecturers)	Project Evaluation - Language Education	DHE
8	24 Oct 86	BC Paris	Alison Piper	Word-Processing: its use and potential in foreign language teaching	NH
9	4 Nov 86	SLC, SHAPE	MGA	The Speaking Skill	SLC Staff IMS NATO Staff & E3A Geilenkirchen Germany, Staff
10	13 Nov 86	BC Paris	Derek Allwright	Why Don't Learners Learn What Teachers Teach	DHE
11	26 Nov 86	BC Bruxelles	Anne-Marie De Vos	Computer-Assisted Language Learning	CW



V. STUDY GROUP REPORT 1

"Task Analysis and Testing"



Report of Study Group 1

Task Analysis and Testing (Note 1)

(SGTT)

Chairman: Mr. D. Ellis

Members: LtCol L. Cadete
SqnLdr J. Callaghan
Dr. J. Clark
LtCdr G. Cottone
Mrs. S. Hafner
Maj A. Larsen
Mr. J. Moore
LtCol M. Paci
Capt Y. Renolleau
Mr. M. Schwarz

1. Following the proposed agenda (Telex from SLC SHAPE of 27 May 1987), the Group agreed to devote the first two sessions to a discussion of the U.S. government "plus level" descriptions put forward at the 1986 BILC Conference for possible adoption by NATO (pages 35 - 51 of the 1986 Conference Report).
2. Many members were new to BILC and/or the SGTT and were briefed on the background of STANAG 6001 and its application in NATO job descriptions (standardized language profiles - "slps"). Language testing issues and problems were also raised. The U.S. government levels were copied for members, several of whom had not had an opportunity to review them.
3. The SHAPE/IMS Representative presented the SHAPE and IMS NATO Military Personnel Branches' reaction to the proposed addition of plus levels.
4. There were reservations on the part of most SGTT members to recommend adoption of the plus levels at this stage.
5. In view of the position of the SHAPE/NATO Authorities and the initial reactions of SGTT members, the SGTT made the following recommendations to the Steering Committee (Note 2):
 - a. that BILC delegates discuss the U.S. proposed levels with their Authorities, language testing and training Divisions/personnel,
 - b. that BILC delegates report back to the SGTT (at the latest three months before the 1988 Conference) with suggestions as to how they or BILC might use the proposed levels.
6. The group then addressed the question of proficiency testing and the interpretation of STANAG 6001 by nations. It was agreed that:
 - a. Copies/specimens of tests being used by BILC members could be obtained by individual application through the Secretariat.
 - b. USA and Germany would provide samples of individual performances to illustrate assessment standards at SLP levels 2, 3 and 4. The US samples would comprise speaking performance and comprehension texts in German and English, and the samples provided by Germany would contain examples of speak-

Note 1: See below (para 9) for the future scope and title of this group.

Note 2: Those were superseded by subsequent discussion in the Steering Committee, reported in the minutes.

ing and writing performance as well as listening and reading comprehension texts. The test samples, which could be made available by February 1988, would be distributed to BILC members via the Secretariat.

- c. As a follow-up to the circulation of the US and German materials, it would be necessary to convene a meeting of specialist trainers and testers from members nations, possibly as a BILC sub-committee, to examine examples of student performance in order to agree on the interpretation of the SLP level descriptions contained in STANAG 6001. Only in this way could real progress be made in translating the SLP level descriptions into internationally agreed performance standards. If possible, this meeting should take place early enough for its conclusions to be available in time for the next BILC Conference. Some members of the SGTT, whilst fully supporting the proposal, were not certain that they would be able to make specialist representation for this proposal.
7. The group moved on to the Aptitude Project. A status report was available (enclosed as Annex A). On the question of aptitude testing, there had been little time for members to study the draft Skehan Report on the aptitude project so far. When the final report was available, it would be circulated to members by the SHAPE representative, who would highlight its main recommendations and ask members to consider the future of the project.
8. At the 1988 Conference, the SGTT would need approximately two hours to discuss:
 - the status of the Aptitude Project,
 - conclusions and recommendations made by the specialist trainer/tester sub-group.
9. For the 1988 Conference, the group could then be tasked with discussing 'Evaluation'. This could include consideration of the evaluation of teacher performance as well as the training of teachers to assess student proficiency. It might be considered appropriate to constitute separate groups to study each of these aspects. In addition, the group (or groups) might consider the question of tailoring teaching styles to different learner-types, as highlighted in the draft Skehan Report.

Annex A: BILC Aptitude and Learning Styles Project
Status Report No. 4 of 16 June 1987

Appendix 1: BILC Language Aptitude and Learning Styles Project
Status Report No. 3 of 30 May 1986

Appendix 2: Report of Study Group 1, Language Testing, 1986

Appendix 3: Reports by Dr. Hélène Trocmé of 28 December 1986 and 10 June 1987 -
Overview and Complete Reports

Appendix 4: Report by Peter Skehan: Aptitude and Learning Styles Project

BILC Language Aptitude and Learning Styles Project
Status Report No. 4 of 16 June 1987 by Project Coordinator
SHAPE Language Centre (SLC), SHAPE

- References:
- a. Minutes of the Steering Committee BILC 1984 Item 3 b (1) & Annex A
 - b. Consultant Report (Dr. Skehan), 27 May 1985
 - c. Report of Study Group 1 1985 (pages 101 - 107 BILC Conference Report 1985)
 - d. Status Report (No. 1) SLC, 15 Sept 1985
 - e. Status Report (No. 2) SLC Telex 5 Mar 1986
 - f. Status Report (No. 3) SLC, 30 May 1986
 - g. Report of Study Group No. 1 1986 (pages 115 - 136 BILC Conference Report 1986)
 - h. Consultant Report (Dr. Trocmé), 28 Dec 1986
 - i. Consultant Report (Dr. Skehan), 17 May 1987
 - j. Agenda for SGT T Meeting (BILC 1987) SLC Telex 27 May 1987
 - k. Consultant Report (Dr. Trocmé), 10 June 1987

1. The last full status report put out by the SHAPE Language Centre (SLC), dated 30 May 1986 (ref f.), may not have been seen by all addresses; a copy is at Enclosure 1.
2. The Study Group on this project at the 1986 BILC Conference published a report on its meetings (ref g.); this is at Enclosure 2 (less Annex - Lefrançois/Sibiga paper).
3. Following is a brief summary of events since July 1986:

1986 August	Italian/UK scripts returned to SLC by Dr. Rollason
September (thru to Jan 1987)	scripts received from the UK
December 10	London, UK. Meeting with Dr. Skehan, Principal Consultant to SLC on the project. Discussion (mainly) of statistical analysis.
1987 January	Report received from Dr. Trocmé, consultant to the SLC, with particular emphasis on the learning styles aspect (ref h.).
February 24	London, UK. Meeting with Dr. Skehan and Dr. Trocmé to discuss the project and its possible continuation and details of statistical analysis report.
May 20	Draft report received from Dr. Skehan (ref i.).

4. The consultants' reports mentioned above run to over 40 pages (and another 40 pages of reference material); Dr. Trocmé's reports are in French. Only the major findings and recommendations are therefore being included here (Enclosures 3 and 4). The Coordinator will have the full reports available at the 1987 Conference and these can be read by group members.

5. Future continuation of the project really depends on the resources that members can devote to it. SLC hopes to have some estimation of the resources required for discussion at the meeting in Lisbon.

BILC Language Aptitude and Learning Styles Project
Status Report No. 3 of 30 May 1986 by Project Coordinator
SHAPE Language Centre (SLC), SHAPE

Referencing again the points in earlier status reports, here is the latest position (30 May 1986).

- a. truncated DLAB: The SLC has produced its own version for French-speaking candidates (Parts II and IV); other participating members with non-native speakers of English as candidates have presumably done likewise.
- b. purchase of MLAT/TALV: The SLC has the MLAT still on order but has purchased the TALV. Participating members have been given full information available on purchase of these tests (through earlier telexes and dispatches).
- c. authorization from Psychological Corporation: this has been obtained - members already advised (approval of BILC project, use of MLAT; Portuguese version subject to bi-lateral (Portugal/Psychological Corporation) agreement).
- d. Portuguese version of MLAT: see above (c).
- e. interpretation of results: to be covered by Canadian Delegation at 1986 Conference (SLC would like written text as not attending the Study Group).
- f. progress reports: copy enclosed of earlier reports (15 Sept 85, 5 Mar 86).
- g. administration of tests:
 - **Italy**. Scripts were sent to Dr. Rollason, University College of Wales, for analysis. By phone 30 May, Bryan said he would require far more scripts/results before any meaningful predictions and analysis could be made. He therefore requests that all scripts be sent to him as agreed (he may be in Canada after leaving Wales this summer).
 - **France** is looking for a solution/source for the TALV, unobtainable by the French authorities. SLC is assisting ...
 - **UK** is apparently proceeding with testing
 - **SLC** administered TALV and DLAB (Parts II and IV) to 40 students at the University of Mons, Interpreter School, in April/May. Results are being collated and will be sent to Bryan.
 - **Canada** and **US** will brief Group on their testing at BILC 86.

That's all from the European end. Have a good meeting and conference.



Report of Study Group 1

Language Testing

1986

Co-chairmen: Dr. Herzog
Mrs. Lefrançois

Members: LtCol Barré
WCdr Bishop
LtCol Catto
Dr. Curica
Maj Larsen
Col Lenci
LtCol Lorenzo
Mrs. Smith
Mr. Moore

1. Status reports on the aptitude testing project

Each participating nation presented a status report on the aptitude testing project, comparing MLAT and DLAB results. These can be summarized as follows:

Canada: In March of 1986, the DLAB was administered to 95 examinees. As only 71 of these participants had done the MLAT, the study was carried out using a sample population of 71. Preliminary studies seem to indicate that there is not a high correlation between the DLAB and the MLAT, except that participants with low DLAB scores usually have low MLAT scores. Further in-depth studies will have to be made in order to arrive at some significant conclusion. Canada is prepared to submit MLAT/DLAB scores for analysis by the end of December 1986. However, at this point, Canada cannot promise to participate in the correlation study.

France: France reported that 106 examinees now in language training have been tested with Parts 2 and 4 of the DLAB. They will be tested with the French version of the MLAT (the TALV) this month. In a preliminary analysis, LtCol Barré found a .66 correlation between DLAB results and achievement scores. The French participants are studying Arabic, Czech, and Russian.

Italy: Italy has tested approximately 80 examinees with both DLAB and the Italian version of MLAT. Results have been forwarded to Mr. David Ellis at SHAPE for analysis.

Portugal: Portugal has prepared an adaptation of MLAT and requested guidance whether to administer it before approval was obtained from the Psychological Corporation. Canada responded that their experience with the TALV indicated that it should be administered as an experimental test and that the test and test data should be forwarded to the Psychological Corporation together.

UK: The United Kingdom has tested 30 examinees to date and has forwarded results for analysis. The remaining examinees will be tested before the end of the year.

USA: The United States reported that data collection will be done with an Air Force population during June, July, and August. Results will be forwarded to Mr. Ellis as soon as tests can be scored.

All representatives agreed to submit data to SHAPE by the end of December. After data have been computed, the Study Group will have a clearer idea of the issues on aptitude that should be discussed next year at BILC.

2. The diagnostic role of aptitude testing

The Canadian delegation presented a paper on the use of the MLAT as a diagnostic tool. The paper consisted of two parts. Part I described the orientation process of the Public Service Commission of Canada. The use of the MLAT and TALV as diagnostic tools stem from this experience. Part II consisted of the interpretation of the MLAT and TALV, a description of student behaviors as encountered in everyday classroom situations, and proposed approaches and techniques for specific learning difficulties.

3. Proficiency tests

The USA presented various formats for proficiency testing in three skills for several languages. There was also discussion of validation procedures.

4. Proposal for a continuing Study Group

There was a proposal by Canada to form a standing Study Group on Language Testing to include proficiency, aptitude, and achievement testing. The purpose would be to exchange information on testing procedures, test materials, validation, etc. This proposal was referred to the Steering Committee.

5. Finally, the Study Group recommended that the BILC member nations examine the revised U. S. government language level descriptions to determine whether they should replace the older U. S. definitions in the standardization agreement.

Annex A: Use of the Modern Language Aptitude Test (MLAT) as a Diagnostic Tool -
J. Lefrançois, T. Couillard Sibiga

BILC LANGUAGE APTITUDE AND LEARNING STYLES PROJECT

Overview and Complete Reports

Reports by Dr. Hélène Trocmé, Université de la Rochelle, France,
Consultant to the SLC.

A. Report of 28 December 1986.

1. The SLC requested Dr. Trocmé's views on the project; she was given copies of the following documents:

- a. Report by Dr. Skehan of 27 May 1985.
- b. Study Group 1 report (BILC Conference) 1985.
- c. Study Group 1 report (BILC Conference) 1986.
- d. Lefrançois-Sibiga paper (Annex A to c. above).

2. Her report is organized as follows:

I. General remarks (Lefrançois-Sibiga paper)

A. Analysis of documents.

1. Need for clearer definition of learning, knowledge skills etc.
2. Need to clarify notions of "difficulties," "success;" include factors facilitating learning also.
3. MLAT: limits of usefulness.

B. Fundamental considerations.

1. "Neuro-pedagogical" aspect: What to measure and when? What tasks, inputs are given to the learner? Can aptitude and achievement be separated?
2. "Logical" aspect: In particular, test conditions, preparation of candidates and criteria for "success."
3. "Scientific" aspect: Statistical validity, relation to learning theory.
4. "Linguistic" aspect: (L1 - L2) difficulty of pooling results, need for samples from different language groups (Romance, Germanic).

II. Detailed comments and practical proposals

A. Study Group 1 Report 1985: Additions to Annexes A and B (Forms for candidates).

B. Lefrançois/Sibiga paper: Part I, para 13 "variables." Dr. Trocmé proposes a check-list (reference document). Para 14 Teacher's profile/styles should be included.

Paras 18, 19 objectives. Need to define clearly the relationships between the 3 objectives: learner, teacher, Institution. (Dr. Trocmé's Doctoral thesis is quoted).

Paras 26 - 29 Detailed comments.

Part II

Sub-Test I (MLAT/TALV)) Detailed critique - especially
Sub-Test II) on discrete item testing and
Sub-Test III & IV) lack of contextuality.

Observable Behaviours (p. 4 ff) Paras 48 ff
Difficulties of learners should act as clues and teaching approach should take into account:

1. information source (input) - multi-dimensional,
2. time for structuring,
3. clear objectives/instructions.

Classroom observation grid

It would be valuable to analyze this to point up the different "sensorial modalities" (auditory, visual, kinesthetic) and implicit strategies.

C. Peter Skehan report

Agrees on need to standardize test conditions, on lack of theory behind the project and on analysis of achievement tests.

Less optimistic about listening sub-tests.

To (Skehan's) conclusions, would add need to train teachers to take a new look at learning, teaching (details given).

Comments on computer/statistical analysis

Should take into account all parameters, aspects of the learning situation.

Conclusions and future development

- Project is "downstream" of the learning problems it proposes to tackle. A systems approach is needed.
- Teaching/testing based on "knowledge" cannot throw light on research into learner behaviour and strategies; learning, teaching and testing should be considered from the point of view of content and approach. (DHE: "product" and "process"?).

- To work towards optimum learning and teaching conditions, learners need to be made aware of their potential and how to exploit it in authentic language learning and communication situations.

B. Dr. Trocmé, June 10 1987

(Comments after reading Dr. Skehan's report of May 1987).

1. Statistical Analysis: Seems unusable as long as there is such diversity in the various training centres in the underlying learning, testing and even language theories.
2. Testing: Need for a common understanding on what to test, when, how and why?
3. Teaching: Prior to testing, decide on what to teach, how, when and why?
4. Three inseparable "poles" of: learning (styles, strategies), teaching (methods), testing (how).
Testing has to be approached in relation to:
 - a. training of candidates (for tests given),
 - b. formative testing,
 - c. all types of student (different profiles).

Teaching strategies should be built up taking the learner as the starting point.

5. Search for quality starts with a better knowledge of the capacities of all involved and how they manage these.

Before testing, teachers should:

- be familiar with their own styles and strategies,
- know the brain mechanisms involved in aptitude, attitudes and learning,
- have a global ("holistic") view of language and the learner,
- be aware of the importance of the cultural context in attitudes to learning and of the "cultural/shock" involved in second language learning.

CONCLUSION:

Emphasis needed on coherence between learning, teaching and testing. Setting up of a Working Group to seek the answers to questions raised in paras 3. and 4. above and to establish a coherent relationship between the three factors involved.

I. Remarques Générales sur le Projet (doc. Lefrançois)

A. Remarques préliminaires et analyse des documents

N'ayant pas pris connaissance directement des Tests et des Questionnaires destinés aux candidats, je me fie à la description donnée par J. Lefrançois et Th. Couillard Sibiga (June 1986).

J'en retire les impressions générales suivantes :

1. Les notions d'*apprentissage*, de *connaissances* (levels of knowledge), et même de *skills* sont floues (cf plus loin, les différents *aspects* sous lesquels les problèmes devraient être abordés)

Les notions de *processus d'acquisition*, de *perception*, de *mémorisation* (qui ne se réduit pas à la répétition), de *passage à l'acte*, d'*attention* ... restent à introduire ou à préciser considérablement.

2. Les notions de *difficultés* et de *réussite* (leur nature, leurs conditions d'apparition et de maintien - quand, où, comment -, leurs *relations* avec la source d'information, avec la tâche à accomplir, avec le groupe, avec l'enseignant...) sont à définir plus finement.

En particulier, ce qu'il semble essentiel de découvrir chez l'apprenant, ce sont les facteurs qui *facilitent* l'apprentissage, le stimulent etc. et pas seulement ceux qui le bloquent et le freinent (cf II, A, Annex B)

3. Trois hypothèses me semblent sous-tendre le MLAT (tel que je le perçois dans le document Lefrançois) Ce sont :

a. le test, épreuve plus ou moins conforme à l'enseignement reçu, est un outil capable de mesurer les aptitudes d'un apprenant face à son apprentissage *en classe*

b. les difficultés de l'apprenant peuvent être résolues/amointries si l'approche pédagogique est adaptée, ce qui sous-entend que ces approches sont bonnes, c'est-à-dire qu'elles tiennent compte de la *réalité* de la langue de départ ET de la langue-cible, de leurs relations, ainsi que des *mécanismes mentaux* de l'apprenant CE QUI RESTE A PROUVER).

Hélène Trocmé

c. une certaine homogénéisation des résultats (donc des conditions et des contenus d'apprentissage) est possible (souhaitable ?) et l'outil informatique peut être utilisé pour orienter/planifier l'enseignement et réguler les coûts.

B. Réflexions sur le fond: (qui évalue quoi, quand, comment, où, pourquoi et pour quoi ? ...)

L'évaluation d'un apprentissage et d'un comportement d'apprenant doit tenir compte des aspects suivants :

1. aspect "neuropédagogique" :

Des questions fondamentales sont à poser par rapport au Projet :

@ Que mesure-t-on et à quel moment de l'itinéraire de l'apprenant ? :
sa prise d'information, son traitement de l'information, ou sa production ?

@ Qu' a-t-on donné au départ à l'apprenant :
- une source visuelle? auditive ? kinesthésique ?

@ Quel type de tâche lui demande-t-on ? reproduction ? ou production (transformation à partir de la source) ?
- la tâche est-elle visuelle , auditive, kinesthésique ? (y a-t-il eu croisement de modalité sensorielle entre la source d'information et la tâche à accomplir ?)

@ Quelle stratégie l'apprenant a-t-il utilisé pour accomplir sa tâche :
a-t-il gardé le même canal sensoriel ? (visuel --> visuel ?) ou a-t-il changé de "canal" (visuel ---> auditif) parce qu'il a une mémoire d'un autre type, auditif par exemple ou kinesthésique (ce dernier cas est une source principale de difficultés, mais l'observateur en est rarement conscient).

@ Peut-on séparer "aptitude" de "réalisation" (achievement) ?
Un exemple : on sait maintenant que le processus d'attention est fonction, non pas de la nature du stimulus mais de la tâche à accomplir (et donc de la motivation à la faire). Aptitude et réalisation forment un tout.
Cette distinction - commode il est vrai- ressemble au cloisonnement entre anatomie et physiologie.....Que vaut l'une sans l'autre ??

Décembre 1986

2. aspect logique :

@ la situation dans laquelle le test est administré est-elle *la même* que la situation de classe ? (paramètres de temps, lieu, groupe, types d'exercices...) cf Lefrançois, p 7, par. 59, sur l'importance du contexte : cette idée est à introduire dans le matériel d'évaluation AUSSI.

@ l'apprenant a-t-il été entraîné à ce type d'épreuve ? combien de fois ? avec quelle évaluation *formative* en chemin ? A-t-on pris les mesures de ce qu'on évalue *avant* l'enseignement ? comment mesurer la performance à l'arrivée, le comportement pendant la tâche, si l'on ne sait pas d'où part l'apprenant ?

@ l'apprenant connaît-il les *critères* d'évaluation (critères de réussite : 100% ? 80 % ou 50% ? ou?)

@ connaît-il les *conditions* de réussite : une seule audition, 5 minutes etc...

3. aspect scientifique :

Pour que les résultats soient exploitables statistiquement, les candidats qui constituent la population à partir de laquelle on établit les moyennes et les écarts-types doivent être autres que ceux qui seront évalués par rapport à cette moyenne obtenue statistiquement.

(on ne peut pas évaluer une population avec la courbe de Gauss qu'on a établie à partir de cette même population..)

@ Sur quelles bases les décideurs détermineront-ils un niveau ou un comportement comme acceptable, suffisant, conforme....pour tous ici ET là ?

@ Sur quels critères les résultats des tests permettront-ils de déterminer les orientations /l'aide à l'apprenant s'il n'y a pas des données constituant une base conception commune, c'est-à-dire une *théorie de l'apprentissage* cohérente et *compatible* avec les mécanismes cérébraux (seuls paramètres communs aux différentes cultures) ?

Hélène Trocmé

4. aspect linguistique :

Il semble difficile de traiter ensemble les résultats des candidats ayant :

- une langue de départ différente (latine/germanique) et une langue-cible identique, et
- une langue de départ identique et une langue-cible différente

@ Il serait bon, me semble-t-il, de tenir compte *au moins* des grandes familles occidentales latines/germaniques, car l'itinéraire d'une langue latine à une autre langue latine (français <---> espagnol/italien), ou d'une langue germanique à une autre langue germanique (anglais <---> allemand) ne représente pas le même parcours, les mêmes mécanismes (perceptifs, structuraux...) que l'itinéraire d'une langue germanique à une langue latine, ou vice-versa (anglais/allemand <---> français /espagnol/italien)

II. Commentaires plus détaillés sur les documents envoyés et propositions/suggestions pratiques :

A. Study Group Report 1 1985 :

- *Annex A*

p. 105, point 4 :

@ to be added : "Was it your decision to study or was the study of... imposed on you ?"

- *Annex B*,

p. 107, point B. (skills)

Be more specific : Understanding/speaking etc... : what ? and what for ?

@ to be added : :

- the learner's interests, objectives
- the learner's preference about resources (visual - films, slides, video, verbal, motor ...)
- the learner's opinion on what he CAN do /CANT do in the FL.
- the learner's opinion on what HELPS /Freezes him...
- how he manages his learning time, makes decision....

Décembre 1986

B. Document Lefrançois

Part I.

1. Les paragraphes 13 et 14 soulignent les éléments fondamentaux du problème. Mais ils ne semblent pas que la réalisation du Projet en tiennent compte. En effet :

- Par. 13 : les "variables" sont à rechercher autour des questions-pivots (cf Check-list ci-jointe, Module n°6 "Pédagogie Différenciée", INRP, vol.1, 1980)
- Par. 14 : les "profils", "stratégies", "comportements" de l'apprenant sont étroitement liés ... à ceux de l'enseignant. D'où l'importance d'introduire l'élément "teaching style" dans l'analyse.
- Les par. 18 et 19 décrivent des objectifs de 3 sortes: ceux de l'apprenant, ceux de l'enseignant (des méthodes), ceux de l'Administration./l'Institution

Tant que les relations entre ces 3 types d'objectifs ne seront pas clairement définies, l'évaluation sera boîteuse pour ne pas dire inutile...

(cf p. 315 et sv. de ma thèse- ci-joint)

- Par. 26 a. Whose objectives ?
 - b. "level" in terms of capacities ("be able to do what /how...") ?
 - e. learning potential (meaning here open-mindedness ? alertness, readiness ? awareness ?)????
 - f. should provide an opportunity to establish CONTRACTS (see pages 315 & foll.)

-Par. 27, 28 , 29 : the counsellor should also be fully aware of a) how the brain works and b) the content /approach of the course.

Hélène Trocmé

Part II

Subtest I

- Par. 33, 34, 35 : l'analyse "neuropédagogique" des épreuves du Subtest I Number learning fait apparaître qu'à partir d'une source Auditive externe (Ae) on demande au candidat :

- a. et b. : identifier des sons (isolés ? comment ?)
- c. identifier + associer + reconnaître auditivement (donc avoir au préalable compris et mémorisé mais comment ?)
- d. stocker en mémoire (à court-terme ? en-deçà ou au-delà de 4-5 secondes ? combien d'éléments ?)
- e. transposer des sons entendus (immédiatement ? en différés ?) dans d'autres modalités sensorielles (écrire = modalités Visuelle + Kinesthésique) et dans un autre code (numérique) : double transformation
- f. passer de l'auditif au Visuel verbal (ou digital ?) + kinesthésique (écriture)
- g. reconnaître, puis classer Visuellement + Kinesthésiquement (donc faire appel à des connaissances antérieures mémorisées)

Subtest II

a.b.c. : la discrimination de sons isolés n'a RIEN à voir avec la compréhension du langage oral. Ce test est le type de test-inutile-qui-fait plaisir -aux -examineurs mais qui, en éliminant les paramètres contextuels, faussent les données de départ, donc d'arrivée.

(Qu'est-ce qu'un son "correct" et comment une écriture phonétique peut-elle rendre les données indispensables à la compréhension orale que sont la durée, l'intonation, le rythme ??????????)

La "norme", le "modèle" en phonétique, est à chercher dans le contexte. Tout son isolé est déformé acoustiquement : dans la syllabe CVC, qui est l'unité (et non le son), les sons s'influencent mutuellement : consonne <--<voyelle <--> consonne)

Ce qu'il serait essentiel de mesurer, c'est la capacité et la disponibilité des apprenants à imiter, rectifier, s'adapter à un

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modèle contextuel vivant.

- par 37 : si l'on veut tester les relations code écrit -code oral (auditory and visual perception), il faut travailler " pleine peau " !

Subtest III and IV : mêmes remarques sur le code

- L'idée d "approximate", "explore", "spell in one's mind" est excellente si elle a été introduite et vérifiée dans un entraînement préalable mais ATTENTION aux "croisements de modalités" :

@ *rien ne prouve que l'image mentale d'un son LL (et codé) va être automatiquement auditive...* Certaines personnes restent dans le canal visuel (dans ce cas précis, artificiel, il faut l'avouer)...sans pour cela être incompetentes dans la langue apprise...

- Interprétation : (par. 39) je ne suis pas sûre que l'évaluation soit vraiment celle que l'on croit.

- Par. 40 : que met-on sous le terme "understand" ? Il faudrait préciser le sens de "role" également : sémantique ? syntaxique ?
Les apprenants ont-ils été entraînés à l'analogie ?

Observable Behaviors....(p4 et sv.)

Les difficultés énumérées au par. 48 et sv. sont une mine pour construire une approche pédagogique qui parte de la réalité de l'élève : identification, production, mémorisation, passage à l'acte (du savoir au savoir-faire).

Les difficultés mentionnées au par. 49 risquent d'être la conséquence du matériel et de l'approche du Subtest II qui élimine les éléments contextuels.

Par. 51, 52, 53, 54 : il serait intéressant de passer au "double crible"

1. des situations réelles de la "vie communicative"
2. du temps d'entraînement auquel l'apprenant a été soumis

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les tâches à accomplir et pour lesquelles les résultats sont faibles.

Les difficultés des apprenants devraient être considérées comme des indices et les outils pédagogiques devraient toujours s'inscrire dans une démarche qui tienne compte :

1. de la source d'information donnée : a-t-elle été suffisante, et multidimensionnelle (Visuelle, auditive, kinesthésique)
2. du temps de structuration et de maturation (y a-t-il eu des réactivations ? sous quelles formes ? à quels moments ?)
3. les objectifs et intructions doivent être clairement établis

Classroom observation grid

Une analyse peut être faite de ces rubriques qui ferait apparaître les modalités sensorielles et les stratégies impliquées dans les différentes situations.

C. Document Peter Skehan

Je le rejoins dans ses remarques sur l'importance de s'assurer que les conditions des tests soient les mêmes pour tous les groupes (p 2) ; sur le manque de théorie sous-jacente (p 3); sur son analyse de l'Achievemebt Test (p 5 et 6).

J'ajouterai à ses commentaires p 6 (1er par.) :

tests

- c) should take into account the actual learner's pathway (perception of info./, processing info./ production) and
- d) should take into account the relationship between source of info. and task to be performed
- e) should be broader-based on long-term objectives (research of info by learners/ use of reference tools e.g. dictionaries, grammar books etc...)

Je suis moins optimiste que lui sur les sub-tests auditifs (p 4, dernier paragraphe) pour les raisons données plus haut.

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Hélène Trocmé

A propos de son Analyse des résultats (p 6 et 7) :

Phase One : j'ai envie de demander s'il faut sauver le projet à tout prix ou encore s'il faut utiliser l'utilinformatique à tout prix ?

Phase Two : I'd like to add: "*investigate the teacher's styles as well.*"

Peter's Conclusions : la formation des maîtres s'impose qui consisterait en un "nouveau regard" sur l'apprentissage à partir des difficultés des apprenants et un regard critique sur les méthodes

• quelle part font-elles à

l'auditif reçu/émis ;

au visuel verbal / non-verbal ; reçu/émis) ;

au kinesthésique ;

au stockage,

à la réactivation des données ;

à la transformation de l'information

Remarque sur l'utilisation de l'outil informatique :

• Il devrait servir à mesurer *tous les paramètres* de la situation d'apprentissage , et pas seulement l'apprenant et ses comportements.

En particulier la quantité d'informations et le temps consacrés aux informations verbales lues/ écrites ; auditives écoutées/émises ;

à la *prise en charge* de ces informations (images mentales, mémorisations, transferts de modalités - du visuel à l'auditif, etc...) ; à la place laissée à l'inattendu, l'imprévisible, les recherches faites par l'apprenant etc.....

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Hélène Trocmé

CONCLUSION et PERSPECTIVES

Le Projet se place en aval des problèmes d'apprentissage qu'il voudrait résoudre. L'analyse, comme les tests, gagnerait à être moins morcelée et bénéficierait d'une **analyse systémique** (cf pages 312 et sv).

⊙ Une pédagogie (et une évaluation) basée sur un contenu de connaissances ne peut pas éclairer une recherche sur les comportements et les stratégies des apprenants : apprentissage, pédagogie et évaluation sont à considérer sous l'angle du **contenu + démarche**. (*autrement on crée des problèmes, puis on les examine gravement, puis on les soumet à l'outil informatique ...*)

⊙ Chercher les conditions optimales de fonctionnement d'un apprenant et d'une ~~ap~~proche pédagogique implique que l'on connaisse et fasse connaître à l'apprenant son *potentiel* et *ce qu'il en fait* en situation **réelle** d'apprentissage de la **communication** en langue étrangère. (cf Partie II, dans le Chapitre IV les 3 pôles : Comprendre, Faire, Laisser-faire)

Décembre 1986

Commentaire sur le Projet "Aptitude and Learning styles"
Après lecture du Rapport de Peter Skehan (May 1987)

1. L'outil statistique : je réitère les remarques faites dans mon rapport de Décembre sur l'outil statistique : il me semble impossible de l'utiliser tant que les enseignements donnés dans les différents centres de langues se basent sur des conceptions aussi floues et diverses de l'apprentissage, de l'évaluation et .. même de la langue.

2. L'évaluation : une des premières mesures à prendre serait, me semble-t-il d'adopter une vue commune sur : *évaluer quoi, quand, comment et pour quoi*.

3. L'enseignement : en se posant les questions sur l'évaluation, on s'apercevra qu'il faut aussi - et auparavant - se poser les questions : *apprendre quoi, comment, quand et pour quoi ?* et...évidemment la question : comment enseigner.

4. La relation entre le "comment on apprend" (les styles et les stratégies), le "comment on enseigne"(les méthodologies) et le "comment on évalue" est évidente.

IL EST IMPOSSIBLE DE SEPARER CES TROIS POLES.

Il faut donc traiter l'évaluation *en relation* avec les deux autres pôles :

- a) entraîner les apprenants au type de test donné
- b) effectuer des évaluations formatives *avant* l'évaluation sommative, c'est-à-dire avoir une conception dynamique de l'erreur qui devient " *indice* ", et repère de la stratégie utilisée et non "élément de comptage" en terme de "juste ou faux"
- c) se préoccuper de *tous* les types d'apprenants : à dominante auditive visuelle, kinesthésique, analytique, globalisants, "corticale", "émotionnelle" et même la dominante "reptilienne" (qui veut des automatismes, des répétitions, des stéréotypes...)

----> construire les interventions pédagogiques à partir de la réalité de l'apprenant

5. La recherche de la qualité (si c'est bien de cela qu'il s'agit dans le Projet ?) passe par une meilleure connaissance des ressources de chacun et de ce qu'il en fait (= sa gestion).

Si les enseignants veulent être efficaces... il leur faut, *avant* d'évaluer quoi que ce soit :

- *connaître leur propre style* et stratégie préférentielle (au moment de la prise d'information, du traitement, et de la communication de l'information)

- *connaître le fonctionnement cérébral* au niveau des aptitudes et attitudes de base pour apprendre quoi que ce soit (l'attention, la motivation, la mémoire, le passage à l'acte (passer du savoir au savoir-faire))

- *avoir une conception holistique* de la langue et de l'apprenant (et non plus mécaniste....) : tous deux sont des systèmes dans lesquels tout est relation...

- *être conscient du poids du contexte culturel* dans l'attitude face à l'apprentissage, et du "choc des cultures" que provoque l'apprentissage d'une langue étrangère.

Conclusion :

Souligner l'exigence de cohérence entre apprentissage, enseignement et évaluation me semble une conclusion logique et indispensable à tirer de l'analyse de ce Projet.

Une proposition de formation d'un groupe de travail désigné pour chercher une réponse aux questions posées aux points 3 et 4 ci-dessus et établir des relations cohérentes entre les 3 facteurs en présence, semblerait découler des remarques suggérées à la fois par Peter Skehan et moi-même.



Aptitude and Learning Styles Project

Report

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Aims

The purpose of this report is to examine the results of aptitude testing in a group of military and civilian establishments to try to establish whether there is evidence of some instructional conditions being more appropriately targeted on certain learner types. In addition, it is, as a subsidiary purpose, hoped to make recommendations as to what changes in educational administration can be made so as to maximise the return from a matching of treatment, i.e. teaching, and learning style. In other words, the aim is to achieve a better matching of learner with method.

Subject Populations: General Considerations

This report is based on information collected as part of the BILC Learning Styles project. It therefore represents an opportunity sample, in that the present author had no control over its collection; and in that there was no opportunity for intervention at any stage of its collection. The data represents the collation of what information was collected routinely at several diverse sites. As such it was not specifically (or even generally) intended to form part of an investigation such as this one. It is more a case of seeing whether the data lend themselves to appropriate conclusions, and whether those conclusions justify planning more actively for a subsequent phase of the investigation in which intervention might have some role. Quite clearly, however, it should be already apparent that any conclusions that are drawn here will have to be provisional, and the "opportunity sample" nature of the work constantly borne in mind.

As a first stage, it is important to describe the different sub-samples that make up the total. There are thirteen distinguishable sub-samples, and each will be covered briefly and labelled for subsequent discussion. The different sub-samples can be organised into four main groups. These will be described in turn.

THE SUBJECT SAMPLES

Britain: Learners of Russian

1. Russian 9 months: RU9: Intensive learners of Russian tested after nine months of their course.
2. Russian 3 months: RU3: As above, but with the achievement test results after three months of study.
3. Russian 6 weeks: RU1.5: Again, an intensive course, but with achievement testing at an even earlier stage.
4. Russian 8 weeks: RU8/15: A group of students tested after 8 weeks of a 15 week course.
5. Russian 1 week: RU1/15: As above, but with the students tested after only 1 week of a similar length course.

Britain: Learners of German

6. German 6 weeks: GE1.5: A group of learners of German tested at the end of their 6 week intensive course.
7. German 2 weeks: GE0.5: A group tested at the end of a two week intensive course.
8. German : A second group receiving intensive German teaching
9. German 6 week: GE(b)1.5: Another group of learners of German tested at the end of a six week course.

Belgium: Learners of English

10. Mons 1: MO1: A group of university students at the University of Mons, learning English and translating, and tested at the end of their first year of studies.
11. Mons 2a: MO2a: As above, but with the students tested at the end of their second year.
12. Mons 2b: MO2b: Exactly as above, but with the students in this second group having taken a slightly shorter battery of aptitude tests.

Italy: Learners of English

13. Italian 1: A large group of learners who have studied English intensively for 350 hours, and who have been given an FSI style test at the beginning and end of their course of study.

The Tests and Measures Used

There are three types of measure used in the present study. The first of these is the Modern Languages Aptitude Test, from which all five sub-tests were used with most of the total sample, with slightly reduced subsets being used with one or two groups. The second test type was the Defense Language Aptitude Battery (Petersen and Al-Haik 1975) from which all four sub-tests were administered to some of the sub-samples, two to others, and none to yet other sub-samples.

Finally, we have the most difficult issue of all with the criterion tests. Three of the sub-samples were not administered any criterion tests at all (or at least if they were, results are not available to the present investigator). All the remaining sub-samples were given end-of-course or mid-course tests, but two problems exist. First of all, the tests in almost every case were different from one another, with the result that pooling of results is impossible. (In fact, the differences in instructional conditions also rule out pooling of results.) Consequently, the correlations with criterion tests have to be based on different and very small samples. This is undoubtedly the most serious limitation of the present research. Second, it is clear that some of the criterion tests are unreliable. The tests were not available to the present author for examination, nor were the detailed results from these test sessions. However, some of the statistical results presented later suggest that although one is forced to treat the criterion measures as "given", there may be many hidden problems associated with this data.

Summary: Subject Samples and Tests Administered

Table One gives, in summary form, an overview of the different data sets that were involved in the present study.

Table One: Subject Samples and Tests Administered

No. Sub-jects	Group	M. L. A. T.					D. L. A. B				TOT	Crit.	
		1	2	3	4	5	1	2	3	4			
7	RU9	x	x	x	x	x	x	x	x	x	x	x	-
7	RU3	x	x	x	x	x	x	x	x	x	x	x	-
8	RU1.5	x	x	x	x	x	x	x	x	x	x	x	-
5	RU8/15	x	x	x	x	x	x	x	x	x	x	x	x
7	RU1/15	x	x	x	x	x	x	x	x	x	x	x	x
9	GE1.5	x	x	x	x	x	-	-	-	-	-	x	x
10	GEO.5	x	x	x	x	x	-	-	-	-	-	x	x
8	GE	x	x	x	x	x	-	-	-	-	-	-	x
19	GE1.5	x	x	x	x	x	-	-	-	-	-	-	x
25	MO1	x	x	x	x	x	-	x	-	x	-	-	x
20	MO2a	x	x	x	x	x	-	x	-	x	-	-	x
14	MO2b	-	-	-	-	-	-	x	-	x	-	-	x
93	IT	x	x	-	x	x	-	-	-	-	-	-	x

Basic Descriptive Statistics

Against the background of Table One, Table Two presents the basic statistics, in the form of mean scores, for each of the sub-samples from the study. The criterion scores have not been shown because they are so variable from sample to sample, and any comparison would be misleading.

Table Two: Mean Scores for Each of the Sub-Samples

	M.I.A.T.					D.L.A.B.					
	1	2	3	4	5	Tot.	1	2	3	4	Tot.
RU9+RU3	39.4	26.0	26.5	18.8	17.6	128.4	11.1	9.8	19.7	17.1	57.7
RU1.5	40.3	25.3	31.3	14.8	17.5	129.3	8.3	9.0	15.4	15.1	47.8
RU8/15	42.0	26.4	31.8	17.4	18.8	136.4	12.2	9.8	21.2	16.0	59.2
RU1/15	40.0	27.7	29.7	20.3	19.0	136.3	11.7	10.0	21.0	16.0	58.4
GE1.5	25.1	20.6	14.3	16.8	10.7	87.6	-	-	-	-	51.6
GE0.5	31.7	22.9	16.0	18.2	12.6	100.8	-	-	-	-	65.0
GE	30.5	24.4	16.0	19.2	11.3	101.3	-	-	-	-	-
GE1.5	31.0	23.0	20.3	17.2	13.5	105.1	-	-	-	-	-
MO1	38.5	25.9	25.8	25.1	21.0	136.2	-	11.5	-	17.5	-
MO2a	37.0	27.6	25.8	22.6	22.7	135.5	-	13.1	-	19.1	-
MO2b	-	-	-	-	-	-	-	12.1	-	18.7	-

Quite clearly, there are considerable differences between the various groups. The clearest contrast is between the various Russian groups and the Mons students, on the one hand, and the British learners of German and the Italian learners of English, on the other. What we are seeing, basically, is the difference between selected groups and those which are unstreamed. The Mons students are obviously a group which have distinguished themselves academically in general, and which have also shown some aptitude and inclination to pursue language studies. The Russian groups, I understand, have been admitted to the Russian course only after some selectional procedures which ensure that those students who are selected have shown some aptness for rapid

language study. Neither the Belgian nor the British learners of Russian, therefore, can be considered a cross-section of the population. In contrast, it looks as if the British learners of German, and the Italian learners of English are such a cross-section and their scores are clearly lower than those obtained for the other groups in the present investigation.

We must also consider the implications of these results for the more interesting correlational findings that will be reported later. Basically, the higher mean scores for the RU groups and the MO groups mean that the average score on each of the tests is closer to the maximum in each case. This also has the result that the distribution is somewhat restricted, and skewed. Since people in the superior groups are performing closer to the maximum score attainable, it is likely that the discrimination achieved at the upper end of the test scores is both restricted and unreliable. In turn, this means that the capacity of these results to covary with the results on other tests has been reduced. As a result, it is likely that correlations with other measures will be attenuated, i.e. reduced relative to what they would have been had the aptitude measures discriminated more effectively. We will return to this point later.

Basic Correlational Results

There are a number of correlation matrices to be presented, and it makes sense to present them first for the whole sample, and then for sub-groups who have taken particular sets of sub-tests. The first set to be presented are for the MLAT for the whole sample.

MLAT: (RU: GE: MO:)

The correlation matrix concerned is presented as Table 3.

Table 3: MLAT Correlation Matrix: RU, GE, and MO Samples

	MLAT1	MLAT2	MLAT3	MLAT4	MLAT5	MLATTOT
MLAT1	-	.40	.39	.25	.44	.74
MLAT2		-	.53	.35	.44	.70
MLAT3			-	.26	.47	.78
MLAT4				-	.43	.60
MLAT5					-	.76
MLATTOT						-

All these correlations are significant beyond the 0.01 level, and indicate a high degree of inter-relationship. In fact, a factor analysis performed on this data gave a one-factor solution, with the one factor accounting for 52% of the variance.

These results are broadly in accord with what one would expect, and suggest patterns of relationship consistent with what has been reported elsewhere, giving some confidence for the interpretations to come with criterion scores. The one slightly discordant note is the relatively low correlation between MLAT4 and the MLAT Total (at 0.60): one would have expected slightly higher.

A broadly similar pattern of relationships is shown in Table Four, based on the Italian data.

Table Four: MLAT Inter-correlations for the Italian Sample

	MLAT1	MLAT2	MLAT4	MLAT5
MLAT1	-	.45	.47	.34
MLAT2		-	.36	.25
MLAT4			-	.26
MLAT5				-

Once again the table indicates a fair degree of sub-test inter-correlation, but with each sub-test obviously making an individual contribution.

However, this pattern contrast with that found with the Russian groups i.e RU9, RU3, RU1.5, RU8/15, and RU1/15. The relevant correlations are shown in Table Five.

Table Five: MLAT Correlations for Russian Groups

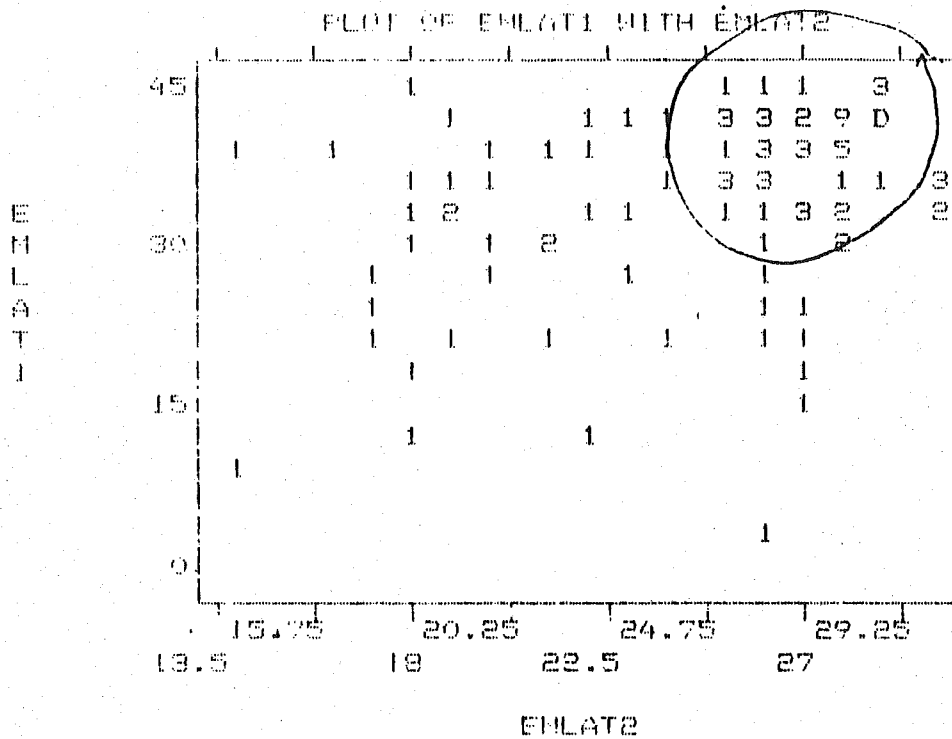
	MLAT1	MLAT2	MLAT3	MLAT4	MLAT5
MLAT1	-	-.09	-.21	.04	-.05
MLAT2		-	.22	-.10	-.21
MLAT3			-	-.07	.11
MLAT4				-	.25
MLAT5					-

Not one of these correlations reaches statistical significance, and the table indicates basically the lack of a relationship between the sub-test components of the MLAT. It would seem, therefore, that the MLAT is not working with this group. We can say that the MONS groups produce basically the same results, with even more of a difference with the overall results, since there is quite a lot of fluctuation between the highest (positive) correlation, and the lowest (negative) value.

Essentially, however, we need to go back to the descriptive statistics to understand the results with the Russian groups. What seems to be happening is that since there is compression of the variance on the various sub-tests because people of some considerable ability are obtaining high (and near-maximum)

scores, there is insufficient basis for meaningful covariation, and as a result a spurious set of correlational values emerges. This can be illustrated graphically by a scattergram of the relationship between MLAT1 and MLAT2, shown in Figure One.

Figure One: Scattergram of the MLAT1 and MLAT2 Tests



Here it can be seen quite clearly that the "points" in this two-dimensional space are concentrated in the top right hand corner, where they appear with the greatest density, and where the multiple values almost all appear. Since the scores are concentrated so much in this area, they are unable to reveal any relationship between the two variables. It is fairly clear, therefore, that the MLAT test battery has worked effectively with some of the sub-samples studied, and nothing like as effectively with others. The reason is also straightforward: high-level, selected learners need a more purpose built aptitude battery which presents more challenging tasks.

In this regard it is instructive to examine the performance of the DLAB, since this was constructed, amongst other reasons, to discriminate at slightly higher aptitude levels. We can

accordingly examine the inter-correlations of these sub-tests, too. The correlations for the Russian groups are shown in Table Six.

Table Six: DLAB Inter-correlations for the Russian Groups

	DLAB1	DLAB2	DLAB3	DLAB4
DLAB1	-	.36	.39	.23
DLAB2		-	.58	.38
DLAB3			-	.42
DLAB4				-

Quite clearly, these are far more impressive correlations, and represent the picture one would be expecting to see, in terms of the amount of covariation between the different sets of measures. Basically, as far as the Russian group is concerned, the DLAB seems to have coped with the higher level of overall aptitude far more effectively.

The other high aptitude group are the students at Mons. Here the problem is that only the DLAB2 and DLAB4 sub-tests were administered. For that reason there is only one correlation to report. The correlation between these two sub-tests for this group was 0.47, which is broadly in agreement with that obtained with the Russian students in Britain. It would seem therefore that while the MLAT has worked perfectly satisfactorily with the more heterogeneous groups of Italian learners of English and British learners of German, the DLAB has proved more effective with the higher ability groups.

Finally, we can examine the inter-correlations found with the Italian group. The relevant correlations are shown in Table Seven.

Table Seven: Inter-correlations of Aptitude Measures: Italian Group

	MLAT1	MLAT2	MLAT4	MLAT5	DLAB2	DLAB4
MLAT1	-	.45	.47	.34	.23	.31
MLAT2		-	.36	.25	.20	.46
MLAT4			-	.26	.31	.44
MLAT5				-	.08	.11
DLAB2					-	.39
DLAB4						-

As we would expect, given the much lower mean scores for this group, coupled with the consequent wider dispersion, the correlations are much more impressive. Once again, the MLAT inter-correlations are what one would expect, with all of them

reaching significance. Similarly, the DLAB2 by DLAB4 correlations is also at the expected level, and significant. Interestingly, in this matrix, the MLAT sub-tests do not correlate terribly highly with DLAB2, with only the Words in Sentences test (MLAT4) reaching significance. In contrast, DLAB4 enters into significant correlations with all the MLAT sub-tests except that of Paired Associates (MLAT5).

Validity Coefficients

The analyses which have been reported above are important, but preliminary. They are the basis for the investigation of the correlations between the predictor variables (aptitude) and the predicted variables (achievement or proficiency). And here one has to signal a considerable degree of disappointment, since the relevant evidence in this area is thin indeed. The reason for this is that:

- a) no criterion tests were given to the Russian 9month, 3 month, and 6 weeks groups
- b) the remaining British groups, although provided with criterion results, are essentially separate, so that each group must be considered separately, causing the N involved to be very small in each case
- c) the Mons and Italian groups, although sizeable in terms of numbers, and although provided with criterion scores, are severely compromised by the nature of the criterion scores themselves. Although the data is available, it is difficult to place much credence on the results obtained. This point will be developed below.

In any case, we will take the groups one by one, and try and generalise from the results to the extent that this is possible. The results for several of the British groups are presented in Table Eight.

Table Eight: Criterion Correlations for British Groups

	German 1.5 (n=7)	German 0.5 (n=7)	German (n=6)	German (n=12)
MLAT1	.21	.52	.43	.38
MLAT2	.46	.53	.79	.39
MLAT3	.14	.66	.53	.61
MLAT4	.30	.86	-.40	-.16
MLAT5	-.63	.57	.72	.44
MLAT Tot	.13	.79	.62	.54
DLAB Tot	.56	.83	-	-

There is both variation and inconsistency in this table. Even so, there are encouraging signs. Many of the correlations are such as to be the basis for effective prediction, with levels of relationship which are, at times, quite high. One can imagine that if similar levels of relationship were sustained, and if there were the basis for pooling groups, or accumulating groups over time, one could use such figures as the basis for fairly accurate forecasting of language learning success.

There are, however, some less encouraging aspects of the results. Two of the more robust of the MLAT tests (4:Words in Sentences, and 5:Paired Associates), as judged from other aptitude research, actually generate negative correlations, twice in the case of Words in Sentences. It is difficult to account for such failures.

On the other hand, the DLAB performs quite well on the two occasions on which it was used, producing correlations of 0.56 and 0.83, in each case superior to those for the MLAT with the same group. It would certainly seem that the DLAB is worth using more extensively.

In contrast, the results for the MONS groups are nothing like as encouraging. The results are shown in Table Nine.

Table Nine: Correlations with Criterion for Mons Groups

	Mons 1st Year	Mons 2nd Year
MLAT1	-.15	.21
MLAT2	.26	.22
MLAT3	.28	-.31
MLAT4	.11	.17
MLAT5	-.01	-.02
MLAT Tot	.12	.06
DLAB2	.23	.23
DLAB4	.10	.70

None of these correlations attains significance, not even the value of 0.70 between DLAB4 and the Mons 2nd Year test (since in this case the N of 6 would require a very high correlation indeed to reach significance). So here, despite the more meaningful inter-relationships of the DLAB reported earlier in Table ??, the DLAB too fails to achieve any significant prediction.

Much the same can be said for the results with the Italian learners. The correlations are shown in Table Ten, but some preliminary remarks are needed to explain the layout of this

table. The Italian group were administered a test at the beginning and end of their course. This test yielded scores for all four language skills, using FSI type scales, ranging from zero to five, with plus marks awarded at each level for particularly good candidates at that level. Most scores were at the lower end of this range. Thus, for each candidate, eight scores are available, i.e. four pre-course scores, and four post-course scores. In addition, four scores can be calculated by subtracting the pre-course from the post-course result, to produce a gain score. Table Ten shows the correlations for the post-test scores and the gain scores. The pre-test scores have not been included since, quite clearly, they cannot relate to any learning that has taken place in class, whereas both the post-course and gain scores potentially can.

Table Ten: Correlations with Criterion for Italian Students

	Post Under stand ing	Post Speak ing	Post Read ing	Post Writ ing	Gain Under stand ing	Gain Speak ing	Gain Read ing	Gain Writ ing
MLAT1	.33	.33	.30	.28	.05	-.07	-.07	-.10
MLAT2	.17	.18	.15	.21	.11	.03	.06	.12
MLAT4	.38	.44	.29	.30	.22	.25	.09	.02
MLAT5	.19	.20	.19	.18	-.10	-.10	-.08	-.08
DLAB2	.26	.27	.12	.23	.13	.07	-.02	.08
DLAB4	.21	.23	.16	.19	.23	.16	.07	.11

There is a slight contrast between the "Post" block of correlations here and the "Gain" correlations. In the main, the "Post" correlations do indicate some sort of relationship between the aptitude measures and performance on the end-of-course tests. However, the gain scores do not reflect any such relationship, and look as if they are portraying essentially no relationship at all. What seems to be happening here is that the aptitude scores correlate with the entry achievement level of the students, and the correlation with the post-course scores is a reflection of the aptitude tests correlating with the residue of the entry level accomplishments of the students. When the focus is on how much has been achieved within the time span of the course, the correlation is removed. Finally, there is nothing to choose, in terms of the results with the Italian students, between the MLAT and the DLAB. We can conclude, therefore, that the aptitude tests do not have a significant relationship with achievement on the English course for the Italian students.

There are two potential explanations for this disappointing result. First of all, the near-zero correlations with the gain scores may simply be reflecting a lack of association between aptitude and achievement for this group. The course may be such that whatever skills, aptitude tests are irrelevant for the learning activities at hand. Alternatively, however, the low

correlations may be the consequence of unreliable criterion measures. It is difficult to make any direct assessment of this issue. However, it seems likely that the gain scores may be particularly unreliable indicators of how much has been achieved from the course. This is certainly indicated by the gain score inter-correlations, which are suspiciously low. One would ordinarily expect correlations between the different skill measures at 0.40 or above. The low values found here may simply indicate that an inappropriate measure was being used to evaluate the progress that was made. If this is indeed the case, it seems likely that far more positive and encouraging results would be achieved were a different criterion measure to be used.

Cluster Analysis and the Identification of Learner Types

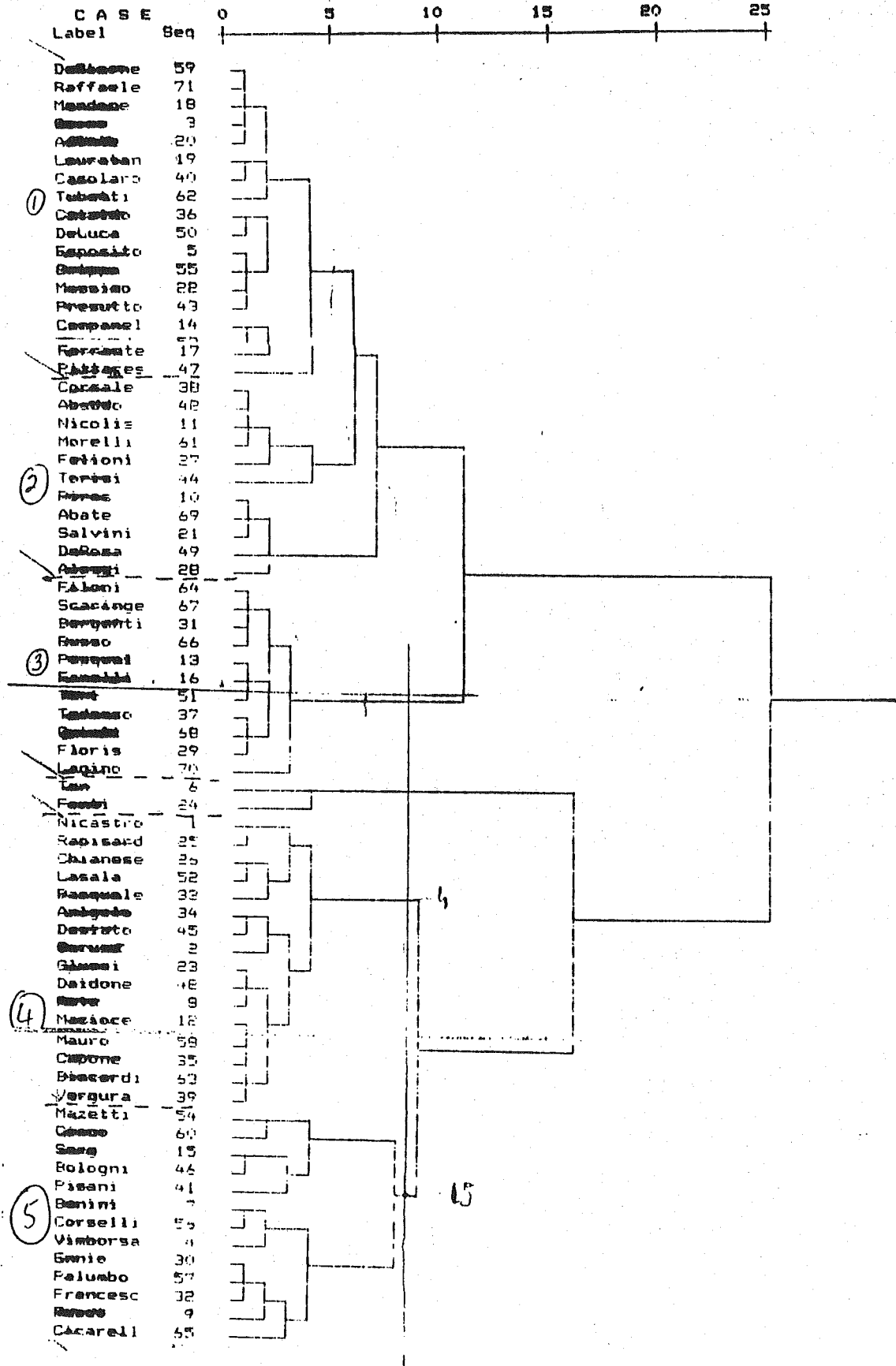
Even if some of the other analyses have produced mixed results, with encouragement as well as some disappointment, the cluster analysis results do have some good features. Basically, the aim here is to analyse the aptitude results to see if patterns or configurations of scores can be identified which suggest distinct learner types who may differ from one another qualitatively. To that end, a cluster analysis was run on the Italian students to see how they would group, and to see if meaning could be brought to the profiles which characterise each of the groups so identified.

The procedure of cluster analysis usually proceeds by calculating a similarity matrix for all of the subjects for whom test results are available and then examining the matrix to identify the two individuals who are most similar on a variety of measures. These two individuals are then "fused" to make a cluster, and a new matrix of similarity is calculated, based on the new "superindividual" or fused cluster, and all the other remaining original individuals. Once again, the two most similar members of the matrix are fused, and the process continues until all the individuals have been fused into one giant cluster.

Cluster analysis produces output in a number of forms. One such is a dendrogram, i.e. a graphical representation of the fusion paths that the analysis has taken. The dendrogram allows the actual path of clustering to be retrieved, (so that the way an individual joins a cluster, and that cluster joins other clusters can be seen at a glance), as well as providing an indication of how much a jump is involved at each stage of the cluster analysis, as more similar and 'dense' clusters are added to by individuals who make the clusters less dense or similar. Inspection of the dendrogram can also allow one to decide at what point "natural" clusters have been formed. There is a certain degree of subjectivity in the interpretation of cluster analysis, but it is to be hoped that this will not be excessive especially if the cluster solution finally adopted can be the basis for meaningful psychological interpretation.

The dendrogram for the Italian students is shown in Figure Two.

Figure Two: Dendrogram for Cluster Analysis with Italian Group



The dendrogram in Figure Two shows the way in which the different learners in the Italian data cluster to form sub-groups within the whole. It was decided to take a five cluster solution with this data. Cluster One is formed of the learners from DeSimone to Pittares; Cluster two takes in those learners from Corsale to Alessi; Cluster three includes all learners from Filoni to Lagino; Ten and Ponti, although forming a cluster of just two individuals, are left out of the analysis since they then agglomerate into a large cluster at quite a late stage in the analysis, and so are considered "odd" individuals. Cluster Four is made up of learners from Nicastro to Vergura; and finally, Cluster Five comprises those learners from Mazetti to Cicarelli.

Given that these five groups of learners have been identified, the question arises as to what we can say about each of them. The cluster analysis has statistically grouped them as similar in terms of their performance on six sub-tests (MLAT1, MLAT2, MLAT4, MLAT5, DLAB2, DLAB4) suggesting that similar profiles or configurations of abilities are involved within the members of each group. Quite clearly, the next step is to discover in more detail what these characteristic profiles are.

The mean scores for each of the groups on each of the sub-tests used in the analysis is shown in Table Eleven.

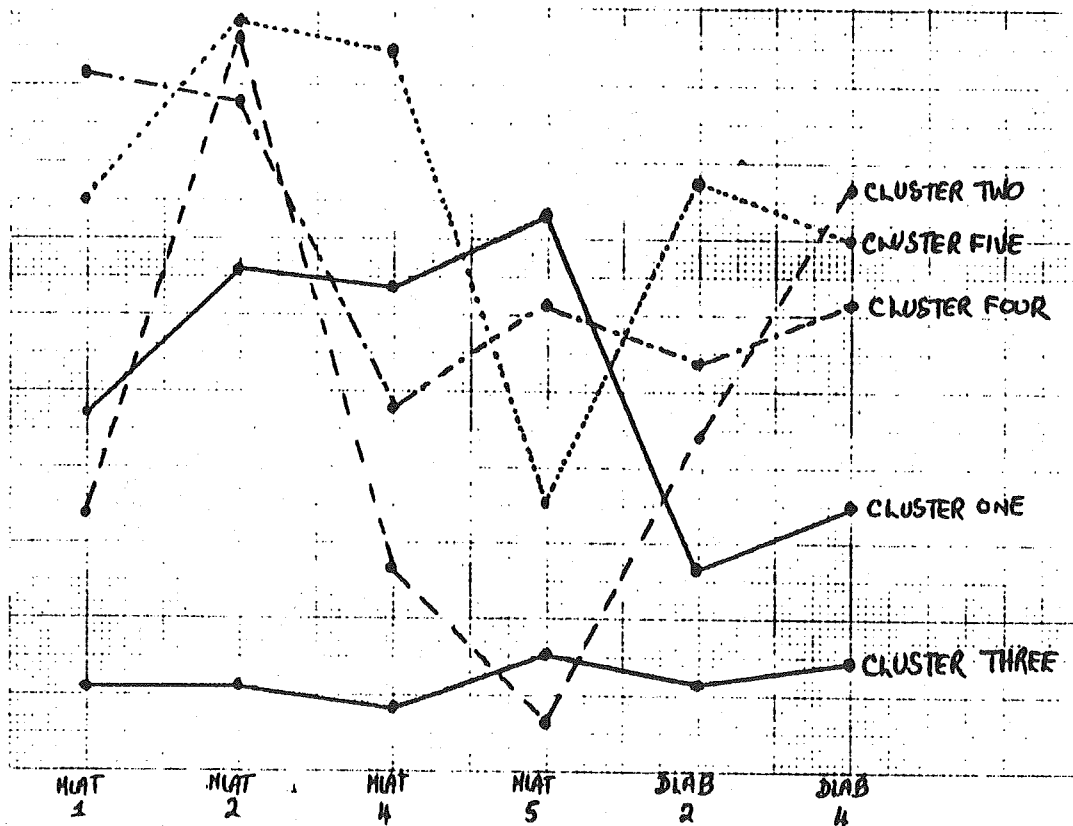
Table Eleven. Mean Scores for the Five Clusters

	MLAT1	MLAT2	MLAT4	MLAT5	DLAB2	DLAB4
Cluster One	16.9	19.1	16.7	13.3	8.3	10.4
Cluster Two	12.3	21.4	12.7	6.6	9.2	13.1
Cluster Three	7.6	15.6	9.7	7.5	7.6	8.8
Cluster Four	27.6	20.6	14.9	12.1	9.8	12.1
Cluster Five	23.1	20.9	24.4	9.5	10.9	12.4

Essentially the same information is presented graphically in Figure Three, where the actual profiles for each group are shown. In many ways the graphical presentation conveys information more easily.

It is interesting that the five profiles do lend themselves to some sort of interpretation. Cluster Three, for example, looks to be fairly even profiled, with the unfortunates in this group scoring well below average on each of the measures. In a sense therefore this is the least interesting of the clusters. The remainder are all uneven, and indicate strengths and weakness in the learners concerned. Interestingly, there is no profile of a learner group which functions at a high level on all the sub-tests. Even though it is logically possible to find such a group, all the groups which were actually identified had weaknesses in one area or another.

Figure Three: Profiles For the Five Clusters: Italian Students



Cluster Five is perhaps the closest to a uniformly high level. But even here there are differences. The profile is characterised by two peaks: with MLAT 4 and DLAB 2. These are the tests from the respective batteries which are concerned with analysing language, and so it would seem that the thirteen members of this cluster are the ones most concerned with language as a system. This conclusion is given some support by the relatively low score that this group has on the Paired Associates sub-test from the MLAT, since it is as if this learner type is least dependent on a memory-driven approach to learning. As such it corresponds to the groups similarly identified in aptitude research by Skehan (1986) and Wesche (1981). The most telling contrast then is with Cluster One, the group which is maximally distant from Cluster Five in the actual cluster analysis. Cluster One is actually fairly even, except for its performance on MLAT Part 5: Paired Associates, suggesting that here we have a group which is memory-driven, and which relies on associative memory ability to overcome average performance on other aspects of language aptitude. This, too, corresponds to one of the groups identified by Skehan (1986).

Cluster Two, the next to be considered, peaks on MLAT 2: Phonetic Script, and DLAB 4. Both these tests are concerned with the processing of phonetic-auditory material, and it looks as if

those learners who fall into this group may prefer to learn through their auditory abilities, i.e. because they have good auditory perception and storage abilities. Finally, we have Cluster 4, a fairly even profiled cluster, with highest scores on auditory memory, paired associates, and both the DLAB tests.

The most important thing about these cluster analysis results is that they can be seen quite easily as the basis for educational intervention. One can imagine, for example, providing learners of the type that compose Cluster Five with a more analytically oriented course, since they seem to have a profile of abilities which would benefit from such a form of instruction. It would even seem quite likely that they would do poorly with a methodology which stressed rote learning or oral/aural methods as an unvarying diet. These results would confirm those reported by Wesche (1981).

Cluster One, in contrast, and possibly Cluster Four, would perhaps best be served by instruction which stresses the assimilation of large amounts of material through memory, with much less emphasis on grammatical analysis. These would be learners corresponding to those identified by Wesche (1981) and Skehan (1986), and also a first language learning style discussed by Peters (1983). Such learners would be likely to operate most successfully and happily with chunks of unanalysed material which would carry out functions they wanted to carry out without any great understanding at a more micro level. Interestingly, this group does not distinguish itself particularly on the auditory tests, with the possible implication that instruction should either not emphasise the auditory mode, or at least not regard it as a primary entry route. In other words, although the development of oral/aural skills may be important, it may be necessary to proceed cautiously with this group in terms of the proportion of auditory material that is presented.

Finally, there is Cluster 2, an interesting cluster indeed, since it does not correspond to the learners types identified by Wesche (1981) or Skehan (1986). It seems to be characterised by high performance on the auditory tests, i.e. MLAT2 and DLAB4, suggesting a learner who is positively attracted to oral/aural material presentation, and for whom language learning is the learning of sound patterns. We have here the learner, it would seem, who learns language by ear, someone who likes to analyse and remember auditory material. Interestingly, although neither of the previous studies into learner types has uncovered such an approach, there has been research into first language learning which has proposed such an orientation.

Certainly this aspect of the research is encouraging. There seems ample scope now to use these results to categorise learners, to match (or mismatch!) them with methods, and to investigate whether such matches (or mismatches) produce disproportionate success and efficiency (or failure and inefficiency). One might, in this way, be able to use training time far more effectively than is done at present.

Conclusions

1. Reliability: Earlier phases of the BILC Project laid great emphasis on the determination of the reliability of the different measures used. It was not an integral part of the present report to investigate this issue, nor was this in fact possible, since the requisite information for the calculation of internal consistency reliability was not readily available. However, some comments can be made, of an indirect nature. The patterning of correlations is very often consistent with what one would expect from previous research, such as that provided in the manuals, e.g. of the MLAT. So, for those samples in which moderate correlations have been found between the different sub-tests of the MLAT or the DLAB, it seems likely (though not certain) that satisfactory reliability has been achieved. This would be the case with the British learners of German and the Italian learners of English. The situation is a little different with the British learners of Russian and the Belgian learners of English. With both of these groups the truncated scores and the restriction of range are likely to mean that lower reliability is involved. It is difficult to estimate just how low the reliability in these cases is, but one can conclude, I think, that the lowered reliability is largely a function of the testing populations, rather than an indication of an inherent weakness of the two test batteries themselves. The more successful test populations have established, I feel, that the two batteries can work in the situations in which they are intended to operate for the BILC study. Quite clearly, the slightly greater applicability of the DLAB, and its robustness with higher level students (see below) makes this the test that is likely to be slightly more reliable.

2. Correlational Data: The section on validity coefficients has shown that there are successes and failures in this study, and that conclusions in this section have to be particularly tentative because either (a) criterion scores were only available for small groups (e.g. the British learners of German), or (b) the larger groups for whom criterion scores were available were difficult to work with because the criterion measures themselves were probably unreliable (the Italian and the Belgian data) or because the groups had already been preselected (the Belgian data). In general, the most successful prediction could be achieved with the British learners of German, but with the considerable problem that the group sizes involved were very small. Validity coefficients of quite respectable sizes occurred frequently (see Table Eight), and the results are encouraging for the use of such an approach on a wider basis. Certainly here the skills tapped by the aptitude tests seem to be very relevant to the skills that are required by learners of German under these conditions.

The less promising results mostly occur with the selected groups, e.g. the Russian groups and the students at Mons. In the

former case there are no criterion scores to work with. It is worth saying, though, that the DLAB looks much more promising with this set of students. It is much less susceptible to plateauing, and contrasts strongly with the MLAT, which compresses the scores at the top end excessively. The DLAB also shows a much more reasonable pattern of inter-correlation, so that one has to conclude that it is more suitable as a basis for prediction than the MLAT with such groups.

The results are also disappointing with the Mons group. With one exception the validity correlations are low, and not infrequently negative. As mentioned earlier, there are two problems with this group. They are highly selected, and the criterion measure is in the form of teachers' ratings, a form of assessment which is notoriously less reliable. Even so, the results are disappointing, and not made up for by the one sizable coefficient of 0.70 with the second year group, since this result is based on a very small sample. One has to conclude that there is a lot still to be discovered about predicting success with selected groups.

Finally, the validity coefficients with the Italian groups are very low. Given that there are some interesting correlations with the raw end-of-course scores, (although the gain score correlations are essentially zero), one may wonder whether the test used, since it is based on the more criterion-referenced FSI rating scale, may not register sufficient change during the time span of the course. In these terms changes of the order of a "plus point" increase, from (say) '2' to '2+' may often be a crude and unreliable measure, reflecting possible teacher bias or "lucky" progress, e.g. from a 'high 2' to a 'low 2+'. The situation is not helped either by the fact that some of the learners in this group have studied English in the past while others have not, and little information is provided as to how much previous study has been undertaken. As a result, while one has to accept that the Italian results are disappointing in terms of validity coefficients, one has to say also that significant relationships might potentially be involved, but obscured by all the interfering variables.

Recommendations

1. Use of DLAB and MLAT: The results reported here argue for the continuation of use of both the MLAT and DLAB. Where the conditions are favourable for their use, they seem to do a good job, and could be the basis for effective prediction. In addition, one could make the following points:

- a) in those circumstances where the conditions do not seem favourable for the use of aptitude tests, it is recommended that effort should be put into making the conditions more favourable, and in particular to improving the quality and dependability of the crit-

erion tests used (see below).

- b) where selected students are involved, the DLAB seems to be preferred, since the MLAT does not seem to discriminate effectively. The DLAB, that is, seems to be challenging at a wider range of performance levels.

2. Criterion Testing: I would recommend most strongly that systematic attention should be put into reviewing the criterion tests that are used in the different sites concerned. I feel that this issue above all others has compromised the research that has been done to date. The tests concerned in the different locations have obviously differed from one another, but more seriously, they have had no common yardstick or point of comparison. It has even been impossible to pool results from one site, on occasions. This situation needs to be changed if any worthwhile research is to be done in the future. I would recommend that a working group should be set up to consider the following questions:

- a) to establish good descriptions of each of the criterion tests used. This, at least, even if it did nothing to change the existing situation, would provide a better basis for comparison.
- b) to examine the suitability and comparability of tests used in the different sites. It is difficult to produce tests which are standard in format or aim. Even so, it is important that an attempt to make progress in this direction should be attempted. Except for the Mons groups, all sites are concerned with military personnel. Accordingly, it would not seem impossible to undertake some work broadly comparable with the Council of Europe initiative to develop Unit/Credit systems of accreditation. Such a development would transform the BILC project from a piecemeal examination of individual sites (and individual groups sometimes) into a co-ordinated research programme.
- c) to convey to different teaching sites the importance of the criterion measures. It is obviously tempting to produce tests for one's own situation, and which seem appropriate in those terms. It is equally important to convey to the different sites that this is an issue on which they cannot proceed with complete autonomy if the BILC project is to be meaningful. Accordingly, a public relations cum publicity initiative is important here.
- d) to establish minimum guidelines for achievement test battery structure. It would be desirable if there could be some discussion and some agreement on what aspects of performance should be included in test batteries and what the relative weighting of such aspects should be. There is a danger that otherwise the different sites will continue to give importance to different aspects of performance on a subjective basis.

- e) to discuss methods of comparing instructional conditions also. It seems over-ambitious to hope that there should be agreement on the instructional conditions and procedures that are used in the different sites. At a more attainable level, therefore, it would be useful to know what factors are taken most seriously by the different sites and what are the main features of the organisational approach to instruction that they adopt. This becomes even more important if the recommendations on aptitude-treatment interactions (see below) are adopted.

3. Cluster Analysis and Aptitude-Treatment Interactions: The most interesting and fruitful results from the present study are those from the cluster analyses. They support the existence of several learner types, as these types have been discussed in the literature. In particular, there is evidence for an analytically oriented learner, a memory driven learner, and an auditory oriented learner. It also seem possible to identify some learners who have even profiles (i.e. no peaks or troughs) on the aptitude scores.

It would be highly desirable now to try to link these learner types with appropriate instructional conditions. The Canadian research (cf. the paper by Janine Lefrancois) gives a clear lead here. In the context of instruction in SHAPE, two alternative approaches seem possible. The first would be simply to gather data from the different instructional sites, in the hope that they would differ from one another. Subsequently, when learners in each site were identified in terms of learner types, their performance could be monitored to see whether this chance matching of learner type with methodology had led to disproportionate over- or under-achievement.

More satisfactorily, within a particular site, there could be an attempt to provide different instructional options (as was done in the Canadian work). This would provide much clearer evidence of the operation of learner-treatment interactions, since one would know that a comparable population was involved. However, some preconditions are necessary for its practicality. First of all, there must be adequate numbers of students to make it realistic to expect sufficient numbers of each learner type, so as to allow meaningful assignment of learner types to different conditions. Second, there must be enough flexibility to allow the design of different instructional conditions. This presupposes both teaching expertise, syllabus design and materials competence, and time and resources. Third, there must be a sufficient throughput of students to ensure that the results can be obtained in reasonable time.

From the author's very limited knowledge of the various contributing sites, the only viable setting for such learner-treatment interaction research is with the Italian students. They certainly have the numbers. What is unknown is whether the Italian setting would be able to produce or find adequate

achievement tests and whether it would be able to offer varied instructional programmes. It is to be hoped that it could, since this would represent some of the most exciting research feasible in contemporary language teaching.

4. Collection of Interview Data: The suggestions that have been made so far have been the "core" recommendations from the results that have been analysed. They have been arranged in an order that is based on practical feasibility. The remaining three recommendations are less from the "core" of the existing study. They are all important, but it is accepted that practical considerations may make them less attractive to those who make decisions on research programmes within the different contributing military forces.

The research that has been reported has been essentially based on test data. The biographical data that has also been collected has been minimal, and has not been such as to justify extensive analysis. The Canadian research, which in many ways was the starting point for the present investigation of the potential for aptitude-treatment interactions, actually assigned much greater importance to biographical information and to counselling based on interviews. In other words, the biographical data was obtained at greater depth and with more extensive involvement of the individual learner. Information was obtained on attitudes to language learning, and on preferred learning modes, and self-perceptions of learner strengths and weaknesses. Subsequent assignment to particular methodologies was based on aptitude profiles complemented by data from the counselling interview. It is recommended here that some such counselling interviews might be instituted with sub-groups of learners in any subsequent BILC studies. They could be tried out to see whether they provide additional and complementary information to that obtained directly through testing. In particular they might probe the area of learner strategies, an area that has grown in importance since the Canadian research was designed. In this way, a broader base for decision making might be established, and one with a more human face as well.

5. Classroom Observation: The Lefrancois Report, amongst other things, attempts to profile learners on the basis of their MLAT sub-test scores. In addition, the sub-test diagnostics are translated into consequent classroom performance, and a series of observation grids are proposed. These look very interesting, and it would be very useful to see whether the deductions from sub-test performance are translated into actual classroom behaviour in the manner predicted. Some classroom observation in selected sites might be very useful in this regard.

6. Development of New Aptitude Tests: The aptitude tests in the present study, the MLAT and the DLAB, are both now rather dated. They have a traditional approach to the components of aptitude,

and attempt to measure it with standardised tests which can be administered objectively and easily. Clearly, there are limitations that arise because of each of these characteristics. It would also be desirable, therefore, if additional aptitude tests were produced. Some indications as to how this might be done are contained in Reves (1982). There are additional indications as to the sorts of memory tests that might be included in Skehan (1982). Finally, there are many points that arise from the neuropedagogic/information processing perspective in the Trocme report which suggest potential lines of development for test construction, or even more individual orientations by way of interviews. Were some of these developments to be built upon, it is likely that higher levels of prediction could be achieved, both because the tests themselves could take account of developments in psychology, and also because they could be designed to relate more clearly to instructional conditions. This might be a distinctive and influential line of inquiry to pursue.

V. STUDY GROUP REPORT 2

"Program and Staff Development"

Report of Study Group 2

Program and Staff Development

Chairman: G. Crawford

Members: LtCol J. Aubin
LtCol D. Cappiello
RR G. Gerth
Mrs. A. Hadley
Dr. J. Hutchinson
Mr. L. Johnson
Dra. M. Melo
Maj L. Noordsij
1st Lt M. Samsunlu
Mr. G. Worrall

Subject: Teacher Hiring Criteria

Members of the study group noted that there are different criteria for full-time/permanent teachers and for part-time/temporary teachers.

Criteria for full-time permanent teachers are listed below, in no particular order.

- Target Language (TL) proficiency - Some members expressed strong preference for native-level proficiency. All agreed that that TL proficiency must be tested, either by interview or examination. LIS/DLI tests all applicants via written essays and audiotape recording. Canada tests those not born in the TL area.
- Academic Credentials - Members agreed that university training (in the TL, pedagogy, philology and other related subjects) is very useful. Specific requirements vary from country to country, depending in large part upon the availability of applicants.

These credentials are examined in writing and discussed during interviews.

- Foreign language Teaching Experience - Members agreed that prior teaching experience is very desirable. This experience is described on applications and discussed during interviews. Other work experience is valued also: experience as translators, interpreters, linguistic research, second language teaching, personnel management/supervision, curriculum development, etc.
- Teaching Skills - Members recognize the need to determine the candidate's ability to conduct a successful class. For most, this ability is explored during interviews. Canada asks applicants to talk through a typical lesson from their curriculum. Germany requires its applicants to conduct a class.
- Suitability - Efforts are made to assess the maturity, adaptability's, interpersonal skills. These assessments are typically made through an interview, through Canada poses imaginary situations and asks candidates how they might handle them.

To these hirings criteria are added performance criteria. All members reported that new teachers are on probation for a period of time - except in Turkey, where all language teachers are members of the military service. Probationary

periods range from 6 months (FRG, UK) to one year (CAN, US) to two years (NETH) to three years (some FRG employees).

Regarding temporary/short-term teachers, hiring criteria vary widely. In most cases, these teachers need not be as fully qualified as those being considered for permanent posts. (See UK tutor hiring criteria and agreement).

In general the following standards should apply:

1. Should be able to demonstrate a knowledge and understanding of least that basic military terminology which is used in the national press of the country concerned and a readiness to acquire some additional specialised terminology which the student may need.
2. Should be proposed to demonstrate and acquire skills for exercising students in the areas of specialised/military terminology.

Subject: Teacher Training

The German delegate presented an outline of the topics addressed during their teacher training course. This course is of three weeks duration, five hours per day - approximately 75 hours in total. Classes consist of 3 - 5 new teachers; activities include discussions and demonstrations.

In the UK, native-speaker tutors are presumed to have the necessary teaching skills. Non-native military personnel serving as tutors take a one-months course after attaining proficiency at the 4/3/4/3 level and before they become tutors. The course is for teachers of English as a second language and is provided by an external school (I.T.T.I.).

Canada has no systematic teacher training scheme. They do have an extensive program of professional development, however, including paid travel to conferences, subsidized after-hours study, and in-service training as needs arise. Also, 4 % of the faculty each year are granted educational leave, for periods up to 12 months.

Italy has no teacher training, as all teachers are native speakers on one-year renewable contracts.

Portugal and Turkey have no systematic teacher training programs.

US/DLI maintains an extensive program of in-service training, both for new teachers (a 2-week course) and for teachers as they take on new duties. Also, a local school (M.I.I.S.) offers a masters degree program in second language teaching, designed to DLI specifications. DLI pays the tuition costs and allows duty time for those attending.

US/FSI offers a 5-day orientation program to introduce new teachers to the goals of FSI and the approaches to language learning/teaching currently in use at the Institute.

Methodology for a Situation-Based Lesson

The US/FSI delegate described the sequence of events in a typical situational lesson, as designed by FSI in 1981 for use in the survival level F.A.S.T. courses. The sequence is applicable to any situation and consists of the following steps:

1. Hearing it
2. Seeing it
3. Taking it apart
4. Getting the feel of it
5. Making it work
6. Using it

Methodology for a Function-based Lesson

The US/FSI delegate described the sequence of events in a typical functional lesson, as designed by FSI in 1982. Known as "bridges", these lessons are inserted into existing courses and serve to make them more job-related. The methodology affords students with opportunities for both "learning" and "acquiring" language, à la the theories of S. Krashen.

The sequence is applicable to any (medium-sized) function and consists of the following steps:

1. Task description (by the teacher)
2. Task consideration (by the class)
3. Key line elicitation (from the class)
4. Sample examination (prepared by staff in advance)
5. Overheard conversations (aural comprehension, on matter related to context)
6. Written documents (reading comprehension, on matter related to context)
7. Rehearsals (students with teacher, who guides and corrects as appropriate)
8. Simulations (each student alone with teacher, no correction, no stopping)
9. Micro tasks (roleplays with student and teacher on new task involving same function)

Annex A: Canada - Military Second Language Training Plan (MSLTP)

Annex B: Italy - Course Format

Annex C: UK - Program and Staff Development

Annex D: US - Program and Staff Development

Appendix 1: Employment Opportunity Bulletin in the Expected Civil
Service for Training Instructor (Foreign Language)
GS-5/7/9

Appendix 2: DLIFLC Team Teaching Policy

Appendix 3: Future Personnel System - DLIFLC

MILITARY SECOND LANGUAGE TRAINING PLAN (MSLTP)

CF Individual
Training System

Systematic
approach
to stages
of the training
process:

- management
- design
- conduct
- evaluation
- validation

Andragogy

Components
of adult
learning
process:

- self perception
- experience
- time
- motivation
- accountability

Communicative approach

-military context

-learners' needs

-functions to carry out

PROGRAM DEVELOPMENT

- Analysis - of jobs requiring bilingual personnel
- of functions to be carried out
 - write Performance Objectives
 - write Standards

- Design - sequence Performance Objectives
- sequence skills
 - write Enabling Objectives
 - write Performance Checks

- Conduct - write Master Lesson Plans
- teach program

- Evaluation - administer performance checks
- record and analyse results
 - make changes as required

- Validation - conduct validation survey
- record and analyse results
 - make changes as required

ITALY

Course Format

The English courses held at the Army Language School (Scuola Lingue Estere dell' Esercito) are organized as follows:

1. Correspondence course - 1st phase:

- number of students: 130 officers, 70 N.C.O.s, giving a total of 200 students,
- length of course: 39 weeks, from September to June,
- courses held at: departments to which students belong,
- aim: to enable students to acquire a basic knowledge of English grammar and vocabulary,
- students admitted to 2nd phase: 80 students, selected via regular assessment and final ALCPT (placement) test.

2. Correspondence course - 2nd phase:

- number of student enrolled: 80 students including officers and N.C.O.s, subdivided into 2 shifts,
- length of course: 12 weeks; the 1st shift lasts from September to November, the second from December to February,
- hours per week: 36, giving a total of 430 hours,
- course held at: S.L.E.E.,
- aim: to improve the students knowledge of the language by integrating the notions learnt during the 1st phase through a move in depth study so as to allow the students to obtain a 2nd or 3rd grade,
- results: 1st grade - average -- 25 %,
2nd grade - average -- 70 %,
3rd grade - average -- 5 %.

3. Advanced course:

- number of students enrolled: 20 students including officers and N.C.O.s,
- number of hours per week: 36, giving a total of 430 hours,
- course held at: S.L.E.E.,
- aim: to perfect the students knowledge of the language so as to obtain a 2nd or 3rd grade,
- results: 1st grade - average -- 15 %,
2nd grade - average -- 65 %,
3rd grade - average -- 20 %.

4. Course of officers admitted to the 2nd year of war college

- number of students enrolled: 60 officers,
- length of course: 18 weeks, from March to July,
- number of hours per week: 36, giving a total of 650 hours,
- course held at: S.L.E.E.,

- aim: to improve the students knowledge of English so as to enable them to read documents, deal with specific topics of a military nature, and work in an international position.

5. Guided courses held at the department

- number of students enrolled: 320 students including officers and N.C.O.s, subdivided into sections with 20 students in 8 different bases; students can attend lessons during working hours,
- length of course: 36 weeks, from October to June,
- number of hours per week: 5, giving a total of 180 hours,
- course held at: different units + headquarters where the knowledge of a second language is necessary for specific operative requirements (FTASE, SETAF, MISSILE BR., etc.),
- aim: to spread the knowledge of English as much as possible, extending it to all ranks of the military units.

As far as these courses are concerned it is not possible to calculate the annual average of results according to level, given the limited number of lessons and the normal training activities in which students are involved. These courses however give students a good basic knowledge which allows those who so desire, to participate in the courses programmed at SLEE or to sit for exams as external students, following at least a 3 year study period.

6. Guided courses for staff at central units

- number of students enrolled: 200 students including officers and N.C.O.s of various offices of Army Headquarters, subdivided into beginner, intermediate and advanced sections for both English and French,
- length of course: 36 weeks, from October to June,
- number of hours per week: 5, giving a total of 180 hours,
- courses held at: Army Headquarters, Army Building, various offices in Roma,
- aim: to spread, increase and maintain to knowledge of English and French extending it to all levels at Army Headquarter Staff.

7. Teachers

The teachers employed by the Scuola Lingui Estere dell'Esercito are all native-speakers, and for the most part, have a degree and considerate teaching experience.

8. Teaching material

- Books: the basic texts are the ALC 1.000 and 2.000 series used in conjunction with other books aiding in the teaching of grammar, written and oral production and military topics,
- teaching aids: the school has two language laboratories, and there video-recorders and monitors, as well as blackboards and overhead projectors in each classroom.

9. Tests

T-Tests are given weekly during the course. These tests are drawn up by the teachers at the school and they deal with the points included in the weekly

programmes; SLEE tests prepared by the School authorities which have the same format of the final test, and vary in level according to the number of hours spent in learning the language; the other tests used by teachers include Toefl and Nelson.

10. The unified test for the Armed Forces

This test has been drawn up by the General Defence Staff and is used by the three Armed Forces.

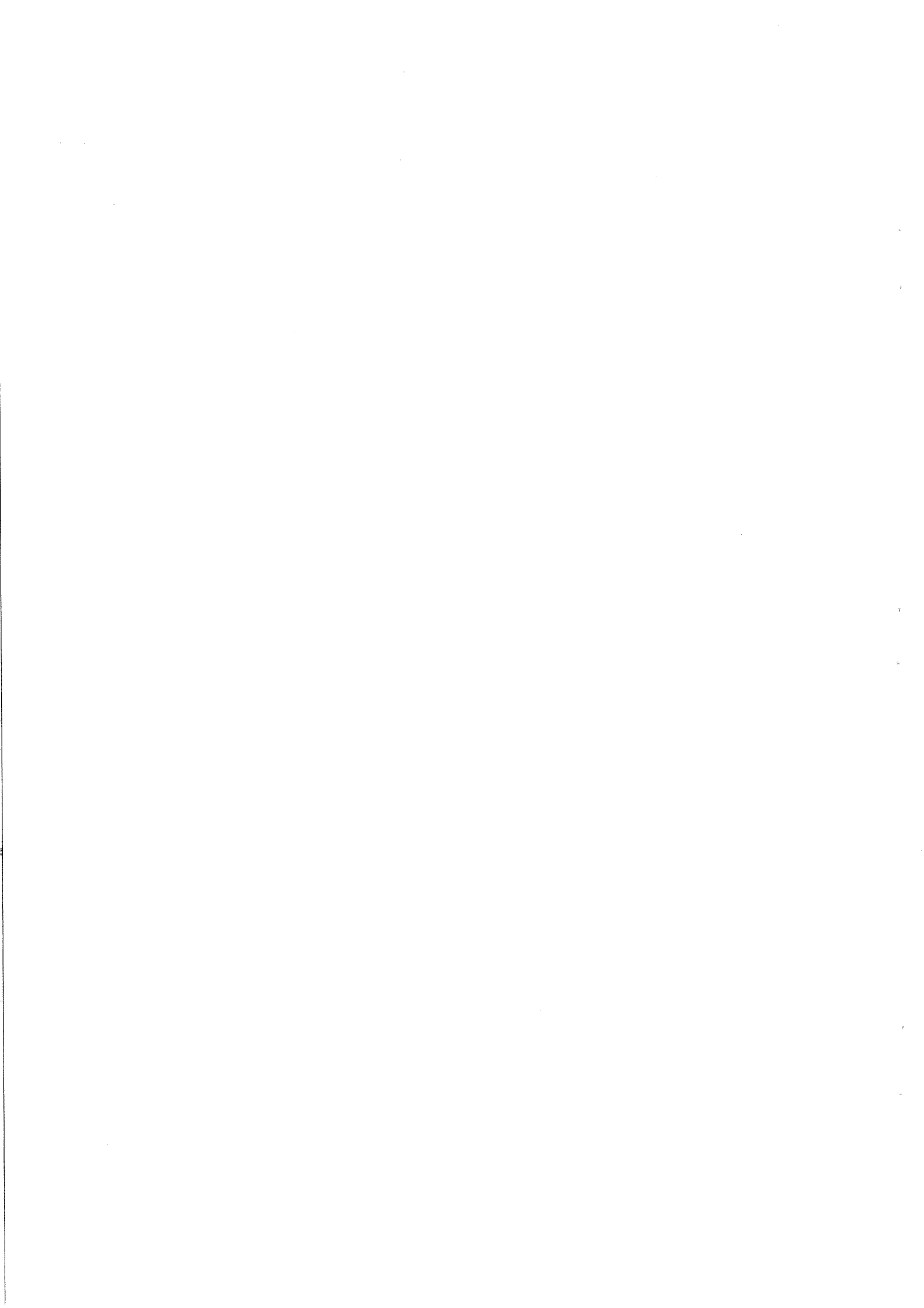
It consists of an oral and written part marking a total of 10 parts. Each part is worth a certain number of points that varies according to difficulty and the total reached by the test as a whole is 100 points.

The level is worked out according to the points the student gets out of 100.

- 1st level - from 50 to 64 out of 100,
- 2nd level - from 65 to 85 out of 100,
- 3rd level - from 86 to 100 out of 100.

Any student who obtains a score of 80 or over in the Unified Test has to sit for an oral exam.

The average score obtained from the sum of the results obtained in the Unified Test and the oral exam will establish the level.



Notes on the Locating and Engaging of Private Part-time Tutors
for Sponsored Language Students

1. It is understood that circumstances make it preferable for you to have private tuition in a location where we have no knowledge of a suitable tutor in the language concerned.
2. The following notes may serve to help you in finding and in negotiating with such a tutor. As soon as you have made a contact please return the attached details slip to this Section.
 - a. The ideal tutor will be:
 - (1) A well educated and mature native speaker of the target language who is also completely fluent in English.
 - (2) Will have experience of teaching the language in private tutorials.
 - (3) Will have experience of teaching a practical usage rather than solely an academic understanding of the target language.
 - (4) Will have language teaching materials at his disposal.
 - (5) Will be able to give tutorials in his own home at times which meet the student's requirements.
 - b. It is not necessarily wise to approach educational institutions before other possible sources have been considered. This is not only because such bodies may be too academically orientated in their approach to language teaching, but also because it is rather inappropriate to interview learned language teachers, and perhaps impolitic not to engage them if they indicate willingness to undertake the tuition of Army students. In addition the fees they require can be significantly higher than those which can be negotiated with other tutors who are equally capable of meeting a specific language training requirement.
 - c. Wives of sponsored students who are so eligible may be taught by the same tutor as the serving student himself. It is a matter for individual decision. It must be borne in mind that joint tuition can only proceed at the rate of the slowest student and that the serving student has different objectives and more language training to undergo than has his spouse. (See paras of the Students Handbook).
 - d. The whereabouts of prospective language tutors may be determined from:
 - (1) local libraries (including those at educational establishments)
 - (2) telephone directories (listed in Yellow Pages under "Schools-Languages")
 - (3) advertisements in the local press
 - (4) informal approaches to teaching staff
 - (5) formal approaches to academic institutions

(Many sponsored students have successfully found tutors by asking friends if they know of anyone suitable).

e. This way of locating suitable tutors not only compensates for the shortage of trained manpower resources to do the necessary field work but in particular allows students to solve their own difficulties concerning locality, tutor/student compatibility etc.

f. Any preliminary discussions with prospective tutors should include mention of

(1) The need for them to be informally visited by a member of this section.

(2) The fact that no payments are made for tutor transport costs, teaching materials used, periods during which no actual tuition takes place such as when the student is away on leave or courses (i. e. tutors will be engaged for up to a given number of hours but will not necessarily be paid for the whole of that number).

(3) Fees will be negotiated by a member of this section (students should not say anything about fees other than this).

NB: In those cases where no suitable tutor can be found in the preferred area students must be prepared to regard London as the likely venue for their tuition, particularly if it concerns a language which is less commonly studies.

Prospective Language Tutors - Preliminary Details Report From

A. Rank and Name of Student

Address

Tel No

Language

Destination Country

Target Level - Colloquial/Linguist/Interpreter/Not specified.

Qualifications in and Knowledge of Languages

B. Name of Prospective Tutor

Address

Tel No

How contact was made

Present occupation

Remarks (Give as many details as possible concerning the prospective tutor as suggested in the attached narrative)

D/DAEd/22/9/6

MINISTRY OF DEFENCE - AEd4b
Court Road
Eltham
LONDON SE9 5NR

Telephone: 01-859 2112 Ext:

Dear

I am pleased to advise you that your engagement as a part-time tutor in
..... for at an
agreed fee of/hour has been confirmed.

You are reminded that fees are paid only in terms of actual hours of tuition
given and that no additional payments are made for the necessary preparatory,
marking, or other work associated with the tutorials. The right is reserved
for the student to be withdrawn from training or for the tutor to discontinue
tuition at any time without prejudice to these arrangements.

During the period of the course this Section will be pleased to provide such
advice and assistance as resources permit to enable the goals of the language
training to be achieved.

If these arrangements are still acceptable to you would you please sign below
and return this letter intact to this Section. A copy of this letter is enclosed
for your own retention.

Yours sincerely

I understand and agree to the arrangements outlined in the above letter.

Date: Signature

IN CONFIDENCE (WHEN COMPLETED)

PART-TIME TUTORS FOR SPONSORED LANGUAGE STUDENTS - INTERVIEWERS AIDE MEMOIRE
AND REPORT PROFORMA

STUDENT LANGUAGE

ADDRESS TEL NO

.....

TUTOR'S NAME

ADDRESS

..... TEL NO

a. PERSONAL DETAILS

Age (approx), Potted History (Jobs etc)
General Knowledge Level
Power of expression (English)
Intelligence, Sociability
Travel Abroad, Interests
Diplomatic/FO Experience
Spouse's occupation, children

b. EDUCATIONAL QUALIFICATIONS

Particular languages
(including English and Classics)

c. TEACHING QUALIFICATIONS

+ evidence of recent studies

d. TEACHING EXPERIENCE

Audio Visual CAL
Direct Method
Private Tutorials
Teaching Military Personnel

e. EQUIPMENT & ORIENTATION

T.R./Record player etc
Course materials
Knowledge of military terminology
Are practical goals understood?

f. TUTORIALS

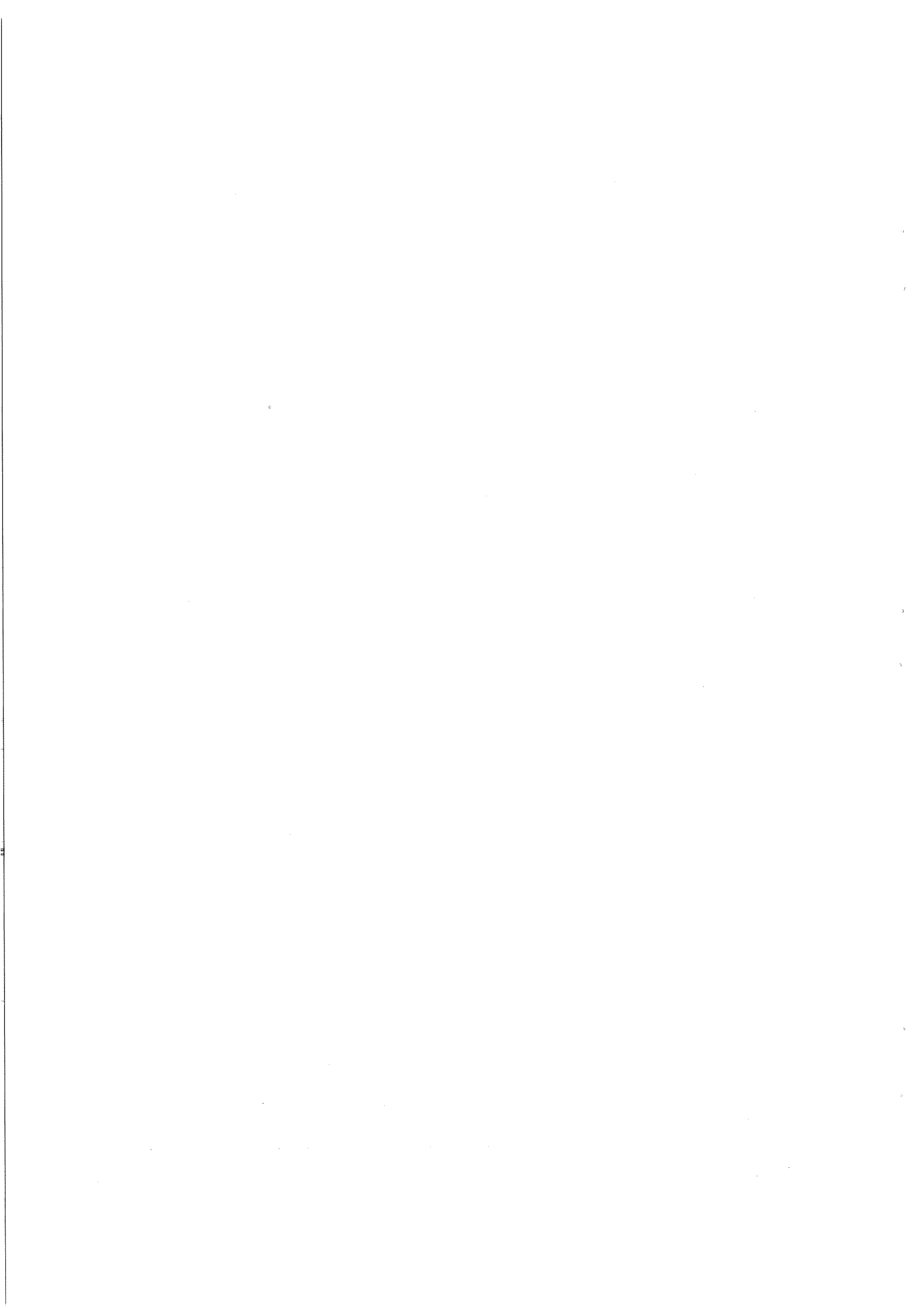
Venue suitability
Ability to respond to
Student's requirements as to
dates and times

g. REMARKS

h. RECOMMENDED FEE: £ /hour for up to hours

DATE

SIGNED



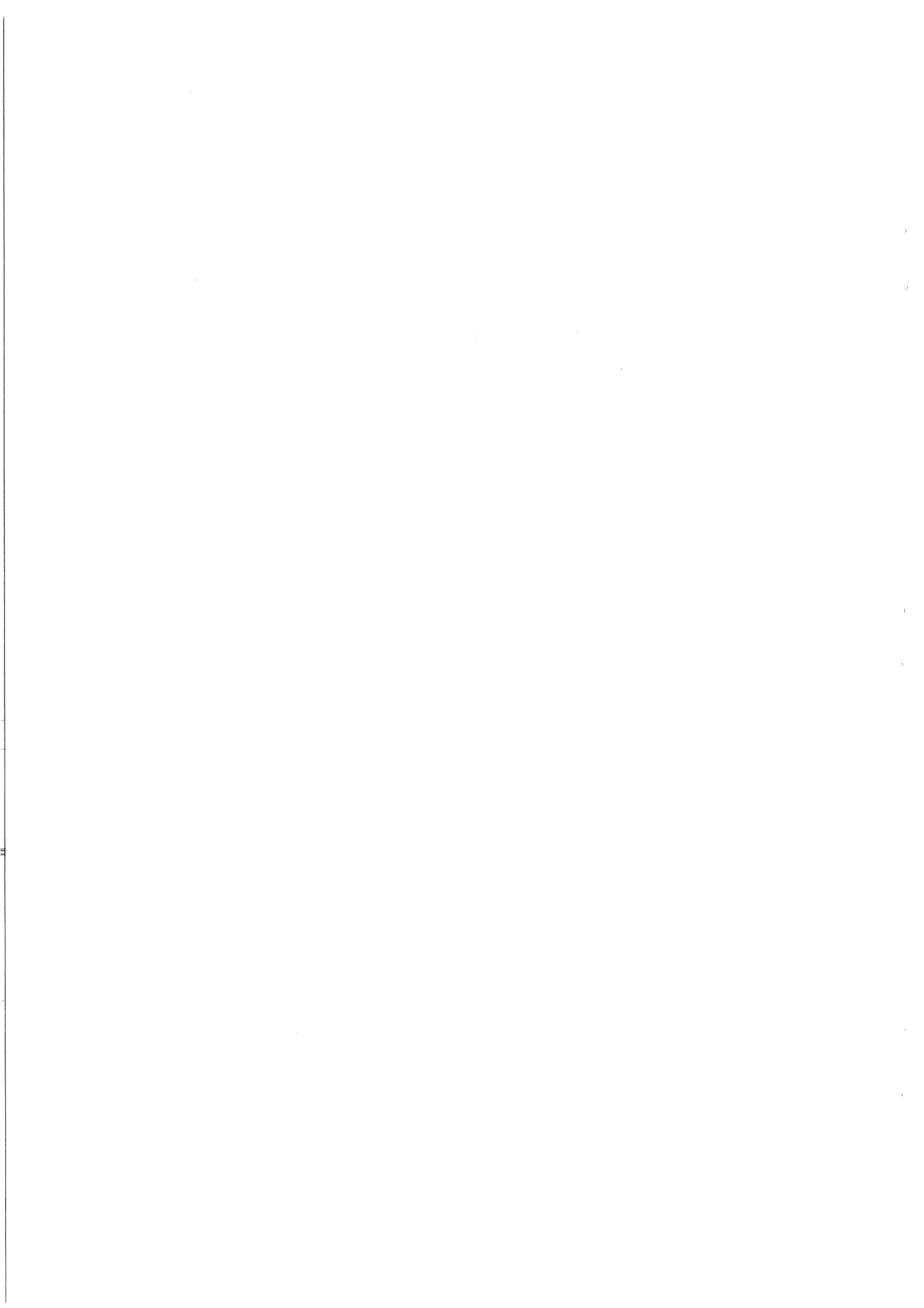
UNITED STATES

This annex consists of:

Appendix 1: Employment Opportunity Bulletin in the Expected Civil
Service for Training Instructor (Foreign Language)
GS-5/7/9

Appendix 2: DLIFLC Team Teaching Policy

Appendix 3: Future Personnel System - DLIFLC



**DEFENSE LANGUAGE INSTITUTE,
Presidio of Monterey, CA 93940**

**EMPLOYMENT OPPORTUNITY
BULLETIN DLI-1**

OPEN UNTIL FURTHER NOTICE

**EMPLOYMENT OPPORTUNITY BULLETIN
in the Excepted Civil Service
for
TRAINING INSTRUCTOR
(*Foreign Language*)
GS-5/7/9**

**Applications continuously accepted from U.S. Citizens
and Immigrants with Permanent Resident Status**

**(THIS ANNOUNCEMENT MAY ALSO BE USED TO FILL TRAINING SPECIALIST
COURSE WRITER POSITIONS IN SELECTED FOREIGN LANGUAGES)**

VIII. TERM OF ELIGIBILITY: the period of eligibility for positions filled under this Employment Opportunity Bulletin is two years after the date of the Notice of Rating. Applicants may extend their eligibility for employment consideration no sooner than 18 months after the date of their Notice of Rating.

IX. REFERRAL FOR EMPLOYMENT CONSIDERATION: In filling vacancies, consideration will be given to the qualified applicants with the highest numerical ratings who indicate they are available for the location and for the type of position being filled.

X. HOW TO APPLY:

A. WHAT TO FILE:

- SF 171, Personal Qualifications Statement
- Copy of diploma and DLIFLC Form 332, List of College Courses OR transcripts of all college level work completed
- DLIFLC Cards 318-1 and 318-2
- An essay in the foreign language for which application is made
- An essay in English
- A cassette recording both in English and in the target language for which you are applying
- DLIFLC Form 301 (if needed)
- SF 15 (applicants claiming 10-point veteran's preference)

B. INSTRUCTIONS TO APPLICANTS FOR POSITIONS OF FOREIGN LANGUAGE INSTRUCTOR

The process of completing the application forms for a position as Instructor of Foreign Languages at the Defense Language Institute, Foreign Language Center is important. Consideration for a position will be based on the information you submit in this application. Failure to properly complete the application, or failure to submit all of the information required may result in your being declared disqualified for the position. Your application is the basis on which the decision to select you or not to select you will be made. The impression you make on the person responsible for the selection decision is heavily weighted by your application.

Your application will be rated against a rating schedule that evaluates and scores your experience, your education, and your language capability. In addition, any honors or awards received, any publications, and extensive service as a foreign language teacher will have minor influence on the final rating given.

Read the following instructions carefully. They will deal with each of the Forms that you must complete and will provide you with further information on the rating process itself.

1. Standard Form 171, Personal Qualifications Statement

This Form should be completed first. Attached to it are instructions that should be followed. Special care should be taken to complete every item on the Form. Failure to do so will result in your entire application being returned and thus delay consideration of your application.

In completing the description of your work, please be explicit. Simply entering a phrase like "Teacher of German" is not enough. If your experience has been as a teacher of languages, you should indicate whether you were teaching all four skills (reading, writing, speaking, and listening comprehension). Were your students native speakers of the same language? Of another language? Of English? Did you use a recognized teaching methodology? If so, describe it. If the name of the institution where you taught does not indicate, then you should indicate in this description whether it is a college, a secondary or elementary school or other description. You may wish to identify the text(s) used.

In entering the average number of hours per week in the Experience Blocks, please show the total number of hours worked. For example, a college instructor normally spends 15 hours in the classroom. Time is spent, however, in preparation for the classroom work, in student counseling, grading papers, and in administrative duties, all of which are a part of the instructors duties. In this

example, then, the applicant should enter 40 hours to indicate that the assignment was full time. Conversely, if you taught only a single course, you were a part time employee and should so indicate in your application. Here again, if you fail to indicate clearly the nature of your appointment, your application will be returned for clarification.

In completing Item 23, Education, please give us your judgement as to the level of degree attained in terms of American equivalents. If you are not sure, please so indicate. Credit will be given based upon one or more references available to us describing foreign equivalencies to American degree levels.

For all education above the High School level or its equivalent, please provide transcripts of the courses completed. If your education was obtained in a foreign country and you do not have translations available, we will have them translated by one of our linguists at DLIFLC. If you cannot submit a transcript, then you should submit a copy of your diploma or certificate of graduation. **DO NOT SEND ORIGINALS OF EITHER YOUR TRANSCRIPTS OR DIPLOMA.** They cannot be returned, therefore, send photocopies only.

2. DLIFLC Form 301, Immigration Data

If you were born in a foreign country or if you have acquired United States citizenship by any means other than birthright, you should complete this form. We are unable to employ noncitizens unless they have a valid passport with a visa or with immigration status that permits them to work in the United States. Accuracy in completing this form is essential. If you are offered a position, your credentials will be checked at time of employment and if you are not legally authorized to work, the employment offer will be withdrawn.

3. Language Evaluation

Your capability in the foreign language and the English language is an important aspect of our review of your application. This evaluation will be made by a panel of native speakers of the foreign language for which you are applying and by a panel of native speakers of English for the English language. The panel members doing these evaluations have been trained in language evaluation techniques. Needless to say, it is important that you carefully follow these instructions in preparing the materials for these language evaluations.

Language Evaluations are conducted by reviewing samples of your language on tape and by your written essay, by telephone or personal interview with you, or by a combination of these methods.

In order to be referred for vacancies, applicants must score at least level 3 in the foreign language and level 2 in the English language. These levels are defined for you in the proficiency level definitions included in these materials. We suggest that you review these definitions carefully for a better understanding. Applicants who score lower than these levels will have their applications retained in our files and may be referred if there are no applicants who meet the minimum language levels described above. If you fail to meet the minimum level you will be notified and may request a new evaluation 6 months after you have received your Notice of Rating.

All applicants must submit two essays of at least 300 words or more in length. One of these essays must be in the foreign language for which application is being made and the other must be in English. These essays must be prepared in your own handwriting. In your essays, summarize how your experience, education, and training have prepared you to perform Training Instructor duties at DLI.

Each applicant must also submit a cassette tape recording of his/her voice in the foreign language and the English language. Specific instructions for the preparation of these tape recordings is contained in separate instructions attached to these instructions. Read and follow those instructions carefully. Failure to follow these instructions may result in your disqualification.

One of the most sensitive concerns of applicants has been the question of language evaluation. For obvious reasons, DLI has set very high standards in the language. Applicants are frequently surprised to find that their language does not evaluate as high as they expected.

A FINAL THOUGHT: Your application represents you in the selection process. It is sensible, then, to prepare your application thoughtfully and carefully in order to make the best possible impression.

C. WHERE TO OBTAIN FORMS: All necessary forms may be obtained from the Civilian Personnel Office, Defense Language Institute, Presidio of Monterey, CA 93944-5006. Telephone: (408) 647 - 5161/5261/5137.

In addition, applicants will be furnished copies of the DLIFLC Qualification Standards for Instruction Series, GS-1712-5/14, and the External Examining Evaluation Procedures for Training Instructor (Foreign Language), GS-1712-5/7/9 Positions (Excepted Civil Service) on request.

D. WHERE TO FILE: All required forms must be sent to:

DEFENSE LANGUAGE INSTITUTE
ATTN: CIVILIAN PERSONNEL OFFICE
PRESIDIO OF MONTEREY, CA 93944-5006

PRIVACY ACT INFORMATION

DLI is delegated the authority to rate applications for DLI excepted service positions by the Office of Personnel Management. Privacy Act information provided on the SF 171, Personal Qualifications Statement, also applies to DLI requirements. The purpose of the information requested is to evaluate the qualifications of applicants who apply for consideration for DLI excepted service positions. Data required concerning qualifications for this position is voluntary. However, failure to provide complete information could result in an applicant being rated disqualified or receiving a low rating. The name of the applicant is mandatory.

DLI IS AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

All qualified applicants will receive consideration for appointment without regard to race, religion, color, national origin, sex, age, physical handicap not disabling to the job, political affiliation, or any other non-merit factor.

An Office of Personnel Management Pamphlet BRE 37, Working for the U.S.A., is available to all applicants upon request. Contact any Federal Job Information Center to obtain a copy. See your telephone book for the center nearest you.



REPLY TO
ATTENTION OF:

DEFENSE LANGUAGE INSTITUTE

PRESIDIO OF MONTEREY, CALIFORNIA 93944-5006

ATFL-D

5 January 1987

SUBJECT: Provost Academic Policy Letter #1-87

SEE DISTRIBUTION

TEAM TEACHING POLICY

This Academic Policy Letter describes the concept of Team Teaching at the Defense Language Institute (DLI) and establishes policy guidelines for its implementation and practice. This policy is a compilation of the ideas, perspectives, and concerns expressed by senior leadership, management, and the faculty.

1. Team Teaching is a learner-centered strategy for enhancing the mission of the Defense Language Institute. It is aimed at improving the training of military linguists by focusing on and tapping the professional competence of the faculty. The concept is based on a commitment at all levels of the organization to building trust and a sense of personal involvement among faculty and staff, and thereby, to create an environment in which teachers are allowed to reach their full professional potential. Team Teaching will foster initiative and innovation by stimulating faculty creativity, by encouraging responsiveness to institutional needs, and by providing broad flexibility of action.
2. DLI Team Teaching, in concert with other general policies promoting the decentralization of authority to schools and departments, supports a restructuring of academic policy to further increase decentralization of instructional authority and responsibilities. Responsibility for classroom instructional activities will be vested in the faculty, who will function in teams. A team is defined as a group of teachers who are linked to a specific group of students, are committed to common goals, function interdependently, and are accountable for academic and administrative responsibilities as outlined in paragraph 4.
3. Team Teaching requires a faculty-to-section ratio of 6:3. While the implementation of Team Teaching will depend on the availability of personnel, any lower staffing ratio cannot be considered to be Team Teaching. If teams vary in size, then corresponding adjustments must be made in the level of team responsibilities as well as in the degree of management involvement to accommodate adaptations in team size.

ATFL-D

5 January 1987

SUBJECT: Provost Academic Policy Letter #1-87, Team Teaching Policy

4. The responsibilities of teams incorporate both academic and administrative duties.

a. Academic authority and responsibilities for each team include:

- (1) Exerting every effort to bring all students for whom it is responsible to at least the DLI graduation standards.
- (2) Coordinating with the Department Chairperson on course objectives and interim milestones and for meeting those requirements.
- (3) Developing and providing all lesson content, lesson objectives, approaches and strategies, materials, language lab material, remedial instruction, enrichment, and other learning activities necessary to supplement and implement the approved core curriculum.
- (4) Developing and administering all forms of tests with the exception of major departmental exams and end-of-course proficiency tests.
- (5) Determining team member roles and assignments.
- (6) Having the latitude to determine, develop and use classroom methods and instructional activities.
- (7) Developing, where needed, proposals to replace existing core materials and submitting those proposals for review and approval to the department and school.

b. Team administrative responsibilities include:

- (1) Identifying, ordering, and distributing all non-core instructional materials.
- (2) Planning to cover normal absences of its members. When abnormal or unexpected absences occur, the team should coordinate with Chairperson to provide resources or take other appropriate action.
- (3) Coordinating use of shared facilities.

ATFL-D

5 January 1987

SUBJECT: Provost Academic Policy Letter #1-87, Team Teaching Policy

(4) Evaluating student performance, in accordance with general Institute policy and guidelines, including the grading and assessment of written and oral work.

(5) Maintaining records, of grades and documenting student actions, such as relief or advancement.

(6) Scheduling team meetings on a regular basis to determine goals and priorities.

(7) Maintaining liaison with other teams. A team can also request, through channels, additional assistance of the school staff and external staff support elements.

(8) Scheduling professional development opportunities for team members. While professional development is an individual responsibility, the team should consider the needs of all its members in providing the educational opportunities, training, and mentoring necessary to achieve team goals.

5. Department Chairpersons and school-level management are responsible for assuring that:

a. Teams are formed based on:

- Needs of the department.
- Capabilities of individual instructors.
- Faculty members' needs.

b. The best possible mix of instructors is achieved.

c. Upon request by the team, every possible effort is made to meet the team's needs, when abnormal or unexpected absences occur.

d. Every effort possible is made to minimize the impact on the team, when management directs reassignment of a team member to meet mission requirements.

e. Teams are making every effort to bring students to the graduation standard or better.

ATFL-D

5 January 1987

SUBJECT: Provost Academic Policy Letter #1-87, Team Teaching Policy

f. Measures and milestones are coordinated with teams and clear performance expectations are established.

g. Core curriculum and core materials are defined.

h. Proposals for core curriculum modifications are reviewed and approved or disapproved.

i. Classroom observation takes place, feedback is provided, and training/professional development of instructors occurs.

j. Team members are evaluated according to approved DLI performance evaluation procedures.

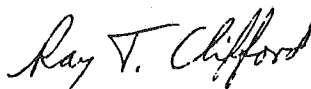
k. Personnel and resources are effectively utilized.

l. Training is provided for team members in their areas of academic and administrative responsibilities.

m. Liaison with academic support offices is maintained and relevant information and policies are communicated to faculty and staff.

n. Liaison with professional organizations is maintained and data and information on experimental instructional approaches and other developments in foreign language teaching are collected and disseminated.

6. The Provost is responsible for establishing and maintaining this general policy on Team Teaching. School Deans and Department Chairpersons are responsible for implementing the Team Teaching policy within their areas of responsibility. This general policy may be supplemented to meet local needs, but departures from the general policy must be approved by Department Chairpersons, School Deans, and the Provost.



RAY T. CLIFFORD
Provost

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E

PLUS :

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Future Personnel System - DLIFLC

QUALIFICATION REQUIREMENTS FOR ACADEMIC RANKS

a. Assistant Instructor

This is a nontenured, developmental position. The faculty member occupying this position will perform assigned tasks under close supervision and guidance by colleagues of higher academic rank and will be required to satisfactorily complete in-house training courses and university courses in order to advance to the next academic rank.

Minimum Language Proficiency Requirements:

Foreign Language: Level 3

English Language: Level 2
(all skills)

Education/Experience Requirements:

Education	General Experience	Total
B.A. OR	3 years	B.A. or 3 years or combination

Education: B.A. in any field/major. A B.A. is defined as study that requires the completion of at least four but not more than five years of academic work in an accredited college or university leading to a Bachelor's degree.

The Office of Personnel Management (OPM) Qualification Manual definition of an accredited college or university and criteria for crediting foreign education credentials will be used.

Experience: Three years of occupational experience acceptable for this position is any of the following:

- (1) Translating and/or interpreting from or into any language.
- (2) Educational Technician/Aid work developing foreign language instructional or training materials.
- (3) Formal teaching or instructing in any subject at any grade level.
- (4) Research or administrative assistant in related foreign language activities.

This position requires either a B.A. and no experience or the combination of education and experience or three years of general experience in the occupations described.

Substitution of Education for Experience:

For general experience: Any study successfully completed in resident schools above the high school level may be substituted for the general experience requirements at the rate of one academic year of study (30 - 59 semester hours or 45 - 89 quarter hours completed) for nine months of experience.

Waiver of Education/Experience:

The education/experience requirements for this position may be waived. This waiver will be granted only when there are no qualified candidates available. A written justification to waive the education/experience requirements will be prepared and must be approved by the academic dean, the assistant commandant, or the commandant. A candidate for whom the education/experience requirements have been waived can only occupy the position on a temporary basis and must obtain the necessary education/experience requirements in order to be considered for advancement. A candidate whose education/experience requirements have been waived will not be appointed for longer than three (3) years.

Accountability: The assistant instructor is accountable for the satisfactory performance of assigned duties and the satisfactory completion of all courses attended.

b. Instructor

This is a nontenured or a tenured position. The faculty member occupying this position will perform assigned tasks under the supervision and guidance of colleagues of higher academic ranks. The instructor will be required to teach the language portions of any course, maintain course materials, prepare course quizzes and tests, evaluate student performance, and evaluate the basic course components.

Minimum Language Proficiency Requirements:

Foreign Language: Level 3

English Language: Level 2

Education/Experience Requirements:

Education	Specialized Experience	Total
B.A.	2 years	B.A. + 2 years experience

Education: B.A. in any field/major.

Experience: The candidate must have a minimum of two years of experience in teaching foreign language or English as a second language. Included in the teaching experience is the development of training materials, tests, quizzes, or training aids used in the curriculum being taught. The teaching must have been performed as part of a formal curriculum.

Evidence of Teaching Effectiveness:

A minimum of three favorable letters of reference from individuals in a position to comment on the candidate's work habits, professional abilities, and personal characteristics must be received. The letters of reference will be solicited by the chairperson of the language department to which the candidate has applied.

and communication.

The assistant professor will participate in department-level academic meetings and conferences and will be encouraged to make academic contributions to the language department. The assistant professor may be asked to serve on administrative committees (e. g., tenure and promotion committees).

The assistant professor must have the ability to develop portions of course materials which can be used for the entire department or for nonresident training in the specific language. The assistant professor must have the ability to develop portions of language-specific tests that will be used for the entire department. The assistant professor may obtain certification as an Oral Proficiency Interview tester under the Interagency Language Roundtable rules.

Academic support positions will involve duties not directly related to teaching. The work will be in fields such as test development, curriculum, educational technology and/or research. The assistant professor must have the ability to develop portions of course materials which can be used for an entire department or for nonresident training in a specific language. The assistant professor must have the ability to develop portions of language-specific tests.

Minimum Language Proficiency Requirements:

Foreign Language: Level 4	3
	OR
English Language: Level 3	4

Language proficiency requirements for academic support positions will be determined based on job requirements.

Education/Experience Requirements:

Education	Specialized Experience	Total
M.A. directly related	3 years	M.A. directly related + 3 years
OR		
M.A. indirectly related	4 years	M.A. indirectly related + 4 years

Education: For faculty positions the degree must be granted in a field related to foreign language teaching such as foreign languages, English as a second language, foreign language education, or linguistics. For academic support positions the degree must be granted in a field related to the specialty.

Experience: In addition to the M.A. in a directly related field, the candidate must have a minimum of three years of directly related experience in teaching foreign languages to non-native adult students for faculty positions or experience directly related to the specialty for academic support positions. One year of this experience must have been at the postsecondary level or in an intensive language teaching environment (an intensive environment is one in which the student attends class for at least four hours per day and is not normally taking any other

subjects). The candidate must show teaching abilities in all four skills (reading, writing, speaking, and listening).

Equivalent Education/Experience Requirements:

The candidate must have credentials in fields indirectly related to foreign language teaching such as foreign language literature, area studies (histor², political science, economics, law, etc.) educational psychology, anthropology, sociology, or media technology. For faculty positions, the candidate must have at least four years of directly related experience in teaching foreign languages to non-native speakers with a two-year minimum at the postsecondary level or in an intensive language-teaching environment; or for academic support positions, experience directly related to the specialty.

Evidence of Teaching or Work Effectiveness:

A minimum of three favorable letters of reference from individuals in a position to comment on the candidate's work habits, professional abilities, and personal characteristics must be received.

Accountability: The assistant professor is responsible for the entire course or program.

e. **Associate Professor**

This is a nontenured or tenured position. The faculty member occupying this position will independently teach all levels of the foreign language training courses. (The duties will include the full range of instructional activities as described at the assistant professor level.) The associate professor will conduct area study classes within the assigned school and language-specific, in-house faculty training and will serve as a professional role model for other members of the faculty. In addition, the associate professor will be called upon to teach other faculty in the areas of test and curriculum development.

The associate professor will participate in departmental and school level academic meetings and conferences and will be required to make academic contributions. The associate professor will serve on administrative committees and may serve as committee chairperson.

The associate professor will be involved in the entire curriculum development process for an entire course. This includes the myriad of activities in the instructional systems processes, including such activities as ascertaining needs, determining the objectives and scope of the course, developing the materials, determining a course training plan, training faculty members on the use of the course materials, evaluating student progress, evaluating instruction to improve the training, and recommending changes to courses to meet needs.

The associate professor will be involved in the development of a variety of testing vehicles and will develop language proficiency tests as needed. The associate professor will be expected to obtain certification as an Oral Proficiency Interview tester under the Interagency Language Roundtable rules.

The associate professor will perform both formative and summative evaluation tasks.

This is the first academic rank for supervisory and/or managerial responsibility. The associate professor must possess the ability to administer programs in matters relating to the execution of policies, supervise employees (professional and non-professional), and to cooperate and work with associates, professionals, organizations and the like.

Academic support positions will involve duties not directly related to teaching. The work will be in fields such as tests and measurements, curriculum, instructional system design, educational technology and/or research, developing course materials, determining a course training plan, training faculty members on the use of the course materials, evaluating student progress, evaluating instruction to improve the training, and recommending changes to courses to meet needs.

Minimum Language Proficiency Requirements:

Foreign Language: Level 4

English Language: Level 3

Language proficiency requirements for academic support positions will be determined based on job requirements.

Education/Experience Requirements:

Education	Specialized Experience	Total
M.A. directly related	5 years	M.A. directly related + 5 years
OR		
M.A. indirectly related with 9 semester hours	9 years	M.A. indirectly related, 9 sem hours + 9 years

Education: A Master's degree must be obtained from an accredited U.S. university or foreign equivalent. For faculty positions, the degree must be granted in a field directly related to foreign language teaching such as foreign languages, English as a second language, or foreign language education. For academic support positions, the degree must be granted in a field related to the specialty.

Experience: For faculty positions, in addition to the M.A. in a directly related field, the candidate must have a minimum of five years of directly related experience in teaching foreign languages to non-native adult students with a minimum of three years of teaching at a degree-granting, postsecondary institution or in an intensive environment of language teaching; or for academic support positions, experience in a field directly related to the specialty. The candidate must show teaching abilities in all four skills (reading, writing, speaking, and listening).

Equivalent Education/Experience Requirements:

A candidate may substitute a Master's degree in a field indirectly related to foreign language teaching such as foreign language literature, area studies (history, political science, economics, law, etc.), educational psychology, anthropology, sociology, or media technology. For faculty positions, the candidate must have a minimum of nine years of directly related experience in teaching foreign languages to non-native adult students with a minimum of five (5) years of teaching at a degree-granting, postsecondary institution or in an intensive environment of language teaching; or for academic support positions, experience directly related to the specialty. The candidate must show teaching abilities in all four skills (reading, writing, speaking, and listening). There must be evidence of a minimum of 9 semester hours (or equivalent) in foreign language teaching methods, testing, and

curriculum development.

Evidence of Teaching or Work Effectiveness:

A minimum of five favorable letters of reference from individuals in a position to comment on the candidate's work habits, professional excellence in teaching or specialty abilities, and personal characteristics must be received.

Accountability: The associate professor is accountable for all aspects of the curriculum, students, and faculty and for projecting a positive image of DLI.

f. Professor

This is a nontenured or tenured position. The faculty member occupying this position will perform all duties as described at the associate professor level and will participate in scholarly and administrative activities at all DLI levels or in professional activities external to DLI.

Minimum Language Proficiency Requirements:

Foreign Language: Level 4

English Language: Level 3

Language proficiency requirements for Academic support positions will be determined based on job requirements.

Education/Experience Requirements:

Education	Specialized Experience	Total
Ph.D. directly related	7 years	Ph.D. directly related + 7 years
OR		
Ph.D. indirectly related	10 years	Ph.D. indirectly related + 10 years

Education: A Ph.D. must be obtained from an accredited U.S. university or foreign equivalent. For faculty positions, the degree must be granted in a field directly related to foreign language teaching such as foreign languages, English as a second language, or foreign language education. For academic support positions, the degree must be granted in a field directly related to the specialty.

Experience: For faculty positions, in addition to the Ph.D. in a directly related field, the candidate must have a minimum of seven years of directly related experience in teaching foreign languages to non-native adult students with a minimum of five years of teaching at a degree-granting, postsecondary institution or in an intensive environment of language teaching; or for academic support positions, experience directly related to the specialty. The candidate must show teaching abilities in all four skills (reading, writing, speaking, and listening).

Equivalent/Education/Experience Requirement:

A candidate may substitute a Ph.D. in a field indirectly related to foreign language teaching such as foreign language literature, area studies (history, science, economics, law, etc.), educational psychology, anthropology, sociology or media technology. The candidate must have a minimum of ten years of directly related experience in teaching foreign languages to non-native adult students with a minimum of seven years of teaching at a degree-granting, postsecondary institution or in an intensive environment of language teaching; or for academic support positions, experience directly related to the specialty. The candidate must show teaching abilities in all four skills (reading, writing, speaking, and listening).

Evidence of Teaching or Work Effectiveness and Professional Candor:

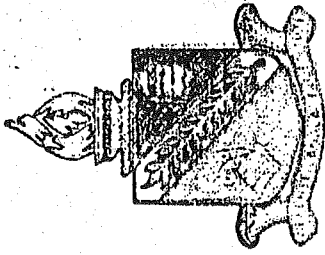
A minimum of five favorable letters of reference from individuals in a position to comment on the candidate's work habits, professional abilities, professional contributions, and personal characteristics must be received.

Accountability: The professor is accountable for all aspects of the curriculum, students, and faculty and for projecting a positive image of DLI on the professional field.

Senior Administrative Faculty:

Must meet the qualification requirements for a professor and total academic preparation must include at least six semester hours in postsecondary level administration or comparable managerial courses. The employee occupying this position will have the ability to administer educational systems and programs in matters relating to execution of policies, supervision of all employees (professional and non-professional), development of education philosophy, revision of courses of study to meet changing needs, procurement of instructional aids, materials and equipment; resource planning and reports, planning of use of facilities and facility requirements, and, for some positions, directing special research.

New Personnel System



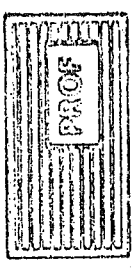
FACULTY QUALIFICATIONS

Academic Rank	Degree	Experience (years)	Language Proficiency FL/EL	Salary Range
Professor	PhD	7+	4/3	\$28-50K
Associate Professor 20%	MA	5	4/3 or 3/4	\$24-42K
Assistant Professor 50%	MA	3	4/3 or 3/4	\$22-33K
Senior Instructor 5%	BA	10+	4/3 or 3/4	\$27-29K
Instructor 15%	BA	2	3/2	\$17-27K
Assistant Instructor 5%	BA (Waivable)	0	3/2	\$15-18K

ADVANCEMENT OPPORTUNITIES

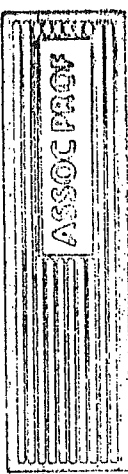
NEW SYSTEM

OLD SYSTEM



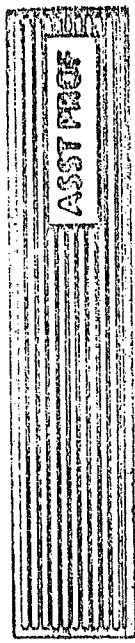
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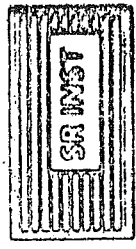
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\$42,306



(431)

\$33,266



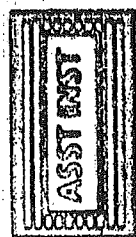
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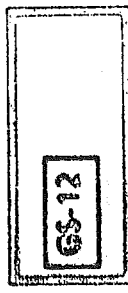


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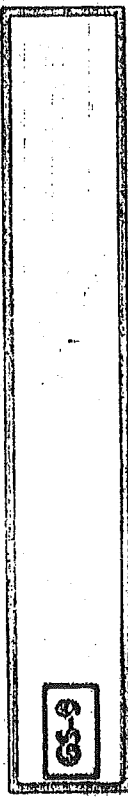
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(72)

\$35,326



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(55)

\$23,866

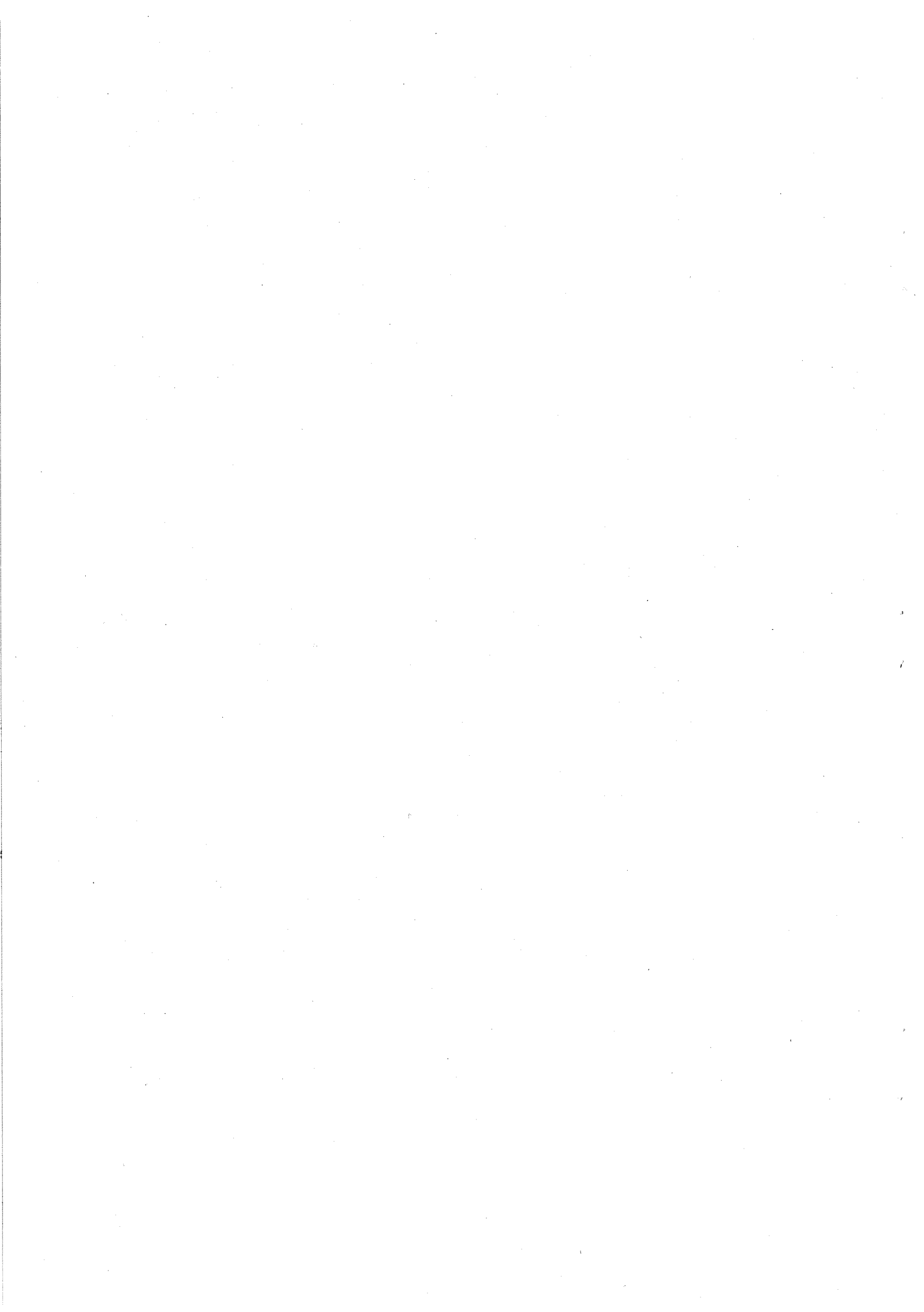


(9)

\$19,268

V. STUDY GROUP REPORT 3

"Self-Study"



Report of Study Group 3

Self-Study

Chairman: Cmdt D. Filleul

Members: Dr. R. Alves
BrigGen Burtney
Col E. Roque da Cunha
Mr. J. Desrosiers
Col F. Fernández Rojo
Maj F. Fernandes
LtCol J. Ferrer
Cdr J. Foot
RDir E. Leben
LtCol R. Lorenzo
Prof. F. van Passel

1. The Study Group began its meeting with a presentation by Portugal on the progress to date with a self-study package in elementary Portuguese which extends the survival kit in Portuguese prepared in 1985. The aim has been to produce a self learning grammar book with a military bias neither too extensive nor too short, attractive and directed at adult students who have limited time available for study. The course, when complete, will consist of 3 volumes of text and audio tapes and, it is estimated, will require approximately 120 hours of study.
2. The Study Group thanked the Portuguese delegation for the copies of volume 1 of the text and audio tapes of this self-study course, which were distributed to the Heads of Delegation, and also congratulated the Portuguese for their most valuable contribution to the work of BILC in the area of self-study.
3. During the discussion which followed the presentation, the group agreed that self-study packages are useful starting points for learning a language but are not suitable media for achieving proficiency at a high level without the aid of a tutor. The group considered that for self-study courses to be successful the student should be highly motivated and be provided with the right material. In addition the student should have free time to study with an ability to learn on his own. The self-study material should, however, contain clear instructions to guide the student throughout his learning process. These instructions should contain hints for the student on the techniques of learning.
4. For some students, successful completion of a self-study course will be achieved only if a tutor is available to give help when required. For other students it may be necessary to impose a physical control on the pace of learning of the student, by creating deadlines by which completed tests have to be submitted to a tutor so as to ensure that the student's initial interest in learning the language is maintained.
5. The Canadian co-chairman presented a paper on "Autonomous second language learning". A copy of this paper and introductory notes is attached as an Annex to this report.
6. The future of the group on self-study was discussed. There was general agreement amongst those present that the groupe should continue but that in future meetings it should turn its attention specifically to two major

topics viz:

a. strategies for learning,

b. information exchange and workshop to examine self-study material from nations.

Annex A: Canadian Contribution to Study Group "Self-Study" 1987
(Presentation by J. A. Desrosiers)

Canadian Contribution to Study Group "Self-study" 1987

1. The attached paper was presented to the 1987 members of the Study Group 3 "Self-study". It had previously (12 June 1987) been presented to the 1987 Société pour la Promotion de l'enseignement de l'anglais, langue seconde au Québec, (SPEAQ) Conference in Montreal, Canada.
2. Ideas expressed in this paper have prompted a considerable amount of discussion within Study Group Study 3.
3. Il est à noter cependant que les idées et les opinions exprimés dans ce document ne représentent pas nécessairement les vues de la délégation canadienne et ne sont pas pour autant partagées par tous les membres du Groupe d'Etude 3 ni par le BILC en général.
4. Ce document intitulé: **Une langue seconde, ça s'apprend!**, n'est qu'un essai de définition et tout au plus une discussion bien incomplète de l'apprentissage autodirigé en langue seconde, ou, "autonomous second language learning".

Jos. A. Desrosiers
BILC - Canadian Delegation
26 June 1987

Presentation

J. A. Desrosiers
Staff Officer Language
Training
at
Maritime Command
Department of National Defence

Canada

J. A. Desrosiers
Officier d'état major
enseignement de langues
au
Commandement maritime
Ministère de la défense nationale

Canada

Avant de commencer, j'aimerais dire que j'ai hésité un peu en ce qui a trait à la langue de communication préférée pour les présentations à cette conférence. However, to give participants here a true picture of the situation in Canada with respect to Language Training, I have decided to make this presentation in Canada's both official languages at once, like we sometimes do in Canada, and like I did just last week at a Conference of the **Société pour la promotion de l'enseignement de l'anglais au Québec**. A ce moment, je m'adressait a des professeurs d'anglais langues secondes aux adultes.

J'ai préparé à votre intention une courte bibliographie de certains auteurs que j'ai revus dans la préparation de cette présentation (Appendix A).

Entrons donc directement dans le sujet avec certaines précisions touchant la définition de l'autonomie - l'autonomie en apprentissage de langues secondes ou en langues secondes. Qu'est-ce que les linguistes et les spécialistes de l'enseignement des langues en disent? Le dictionnaire **le Petit Robert** d'abord définit comme autonome: "qui se régit par ses propres lois ... qui se détermine selon des règles librement choisies." **The Oxford Shorter English Dictionary** defines autonomy as "freedom of the will" and autonomous as "independent, i. e. not subject to control by others. In learning a second language, autonomy could be defined as - "the ability to assume control over one's learning."

Henry Holec, du CRAPEL du Conseil de l'Europe, une des autorités en la matière, cite lui même B. Schwartz dans "**L'éducation demain**" - "... la capacité de prendre en charge la responsabilité de ses propres affaires" - dans son propre apprentissage. Holec précise cependant qu'il s'agit d'une capacité, "puissance de faire quelque chose" et non d'une conduite, "façon d'agir". Il précise aussi que cette capacité doit s'acquérir "soit de manière naturelle, soit par un apprentissage formel, systématique et réfléchi". On donne même parfois comme équivalence des termes tels que "self management", "autogestion", "autoformation", "participation active à l'acquisition", "apprentissage autodirigé", et quoi encore. Holec distingue même "apprentissage autodirigé avec soutien/aprentissage autodirigé "sauvage" c'est à dire "avec ou sans l'aide d'un enseignant, avec ou sans recours à des produits didactiques". Il ajoute même qu'un apprentissage peut être totalement autodirigé, ou ne l'être que partiellement.

Holec précise de plus une distinction à ne pas négliger entre "apprentissage autodirigé" et "individualisation de l'apprentissage" cette dernière étant tout

simplement une prise en compte des problèmes individuels de chaque apprenant mais qui peut être réalisée dans un cadre parfaitement autoritaire et traditionnel.

Holec souligne de plus que "l'autonomisation de l'apprentissage implique que les deux conditions suivantes soient satisfaites:

- d'une part, que l'apprenant ait la capacité de prendre en charge son apprentissage, c'est à dire qu'il sache prendre les décisions que cette prise en charge comporte,
- et, d'autre part, qu'une structure d'apprentissage existe dans laquelle le contrôle de l'apprentissage soit du ressort de l'apprenant, c'est à dire dans laquelle l'apprenant puisse exercer sa capacité de prise en charge".

Toujours d'après Holec, "Le véritable problème pédagogique qui se pose est donc celui de la mise en place de systèmes d'apprentissage qui permette à la fois l'acquisition de l'autonomie et un apprentissage autodirigé ... appliqués au domaine de l'acquisition des langues."

Stephen D. Krashen, in his Second Language Acquisition Theory calls acquisition "picking-up" a language, a subconscious process similar, if not identical, to the way children develop ability in their first language. True, Krashen also includes "language learning" as part of the language competence development in adults. However, he goes on to explain that, sometimes, "language teaching does not help" in developing language competence and cites examples of studies demonstrating that fact. One study done at the University of Hawaii, simply allowed a small group of intermediate level international students to postpone a required ESL class for a semester. Their progress in ESL was compared to students who actually took the course. The author of the study reported no significant difference between the two groups.

Krashen concludes however that "language teaching certainly can help" but particularly for those who cannot get "comprehensible input" elsewhere, those constrained by their situation or by their limited competence.

For this reason, Krashen tasks the language teachers with the **responsibility of developing autonomy in the language learner** "... our task is to provide the students with the tools they will use to continue improving without us". And he goes on to say: "... they (students) need to know enough of the second language so they can understand significant portions of non-classroom language". Although Krashen does not define autonomy as such, he touches the subject in the following paragraphs:

"My main point (...) is that conversational competence gives students the **tools** they need to manage conversation, and is thus an essential part of instruction since it helps to insure that language acquisition will take place outside of class, and after the instructional program ends".

He therefore implies that teaching should emphasize the learning process, the "tools" and the learning and/or acquisition should be left for the student to manage.

Un certain nombre de nos collègues du Canada, je pense à Roger Tremblay, Lise Desmarais, Claude Germain, Raymond Leblanc, Monique Duplantie et bien d'autres ont su commenter, chacun à sa façon, la place de l'autonomie de l'apprentissage dans une approche communicative, particulièrement. Ici, sans faire de publicité aucune, je vous recommande chaudement une petite perle qui s'appelle - **Propos sur la pédagogie de la communication en langues secondes**, au CEPCEL.

Sans mettre d'emphase directement sur l'autonomie de l'apprenant, chacun attribue à l'apprenant une part considérable d'autogestion, de participation active, de l'implication des apprenants dans leurs propres processus d'apprentissage" (Anne Marie Boucher), "gestion participative de l'apprentissage (Jocelyne Bergeron) etc.. C'est Jocelyne Bergeron aussi qui dit en parlant de formation des professeurs "... plus les enseignants vivront une formation active et **autonomisante**, plus ils seront en mesure de la reproduire dans leurs relations avec les apprenants." Et plus loin, encore Jocelyne Bergeron "... la coplanification des activités de la salle de classe ... veut initier à la gestion participative des activités d'apprentissage enseignants/apprenants en salle de classe."

Il faut souligner l'apport de Roger Tremblay de l'Université de Sherbrooke qui dans ses propos sur les pratiques communicatives (simulation, jeu de rôle, etc.) fait ressortir l'importance de la participation, de la pratique, de l'implication de l'apprenant dans le perfectionnement de sa compétence communicative. "Evidemment, de dire Roger Tremblay, pour que la simulation réussisse, il faut que le participant **assume les responsabilités** et **accomplisse** avec sérieux les tâches que lui réclame sa fonction". Claude Germain et Raymon LeBlanc dans **La pédagogie de la Communication: essai de définition**, en parlant d'authenticité disent: "... l'authenticité ne doit pas se limiter aux documents mais se retrouver partout dans la situation de communication ... nous voulons dire qu'il faut placer l'apprenant en situation authentique afin qu'il soit à même de mettre en pratique ses nouvelles habiletés dans des conditions de communication normales."

Janice Yalden, from Carleton University, Ottawa, Canada in her **Communicative Language Teaching: Principle and Practice states**: "... the student has to find out independently how to learn the language". When she speaks of the New Teacher, she mentions: "After all, it is possible to learn without being taught". It is genuine communicative situations and activities which will yield the motivating force necessary to the development of skill in a second language."

Wilga M. Rivers from Harvard University says it rather forcefully in her book - **Communicating Naturally in a Second Language**. "To develop autonomous control of language for communication we must at some time allow the student autonomy and, conversely we must discourage dependence. We must give students practice in relying on their own resources and using their ingenuity, so that very early in their language learning they realize that only by interacting freely and independently with others can they learn the control and ready retrieval essential for fluent language use."

Il m'apparaît donc incontestable et indiscutable que l'apprentissage auto-dirigé, l'apprentissage en autonomie, ou encore la prise en charge de l'apprentissage par l'apprenant ou le groupe d'apprenants est devenu une des composantes à ne pas négliger dans le processus de développement d'une compétence communicative en langue seconde. Bon nombre d'expériences pratiquent révèlent déjà des possibilités d'application de ces concepts d'autonomie de l'apprenant et d'autodirection de l'apprentissage. C'est ainsi qu'Henri Holec commente son étude: "Quoique incomplète, (son étude) l'image ainsi obtenue révèle et traduit en termes de pratiques pédagogiques, la spécificité de la démarche d'apprentissage et non d'enseignement, conduite par l'apprenant et non par l'enseignant."

Deuxième Partie

Théoriquement parlant, c'est bien beau tout ça mais en pratique ..., mais, mes étudiants à moi ..., notre programme ne nous permet pas ça, chez-nous, c'est vraiment pas possible etc., etc..

Avant de sauter trop vite à ces conclusions, essayons de voir ensemble en quoi consistent les modalités pratiques des prises de décision, des actes de prises en charge que nécessite l'autonomie. Rappelons que entre l'autodirection totale et la dépendance totale, il y a toute une marge. Rappelons aussi que dans le cas d'une autodirection totale, toujours d'après Henri Holec, "... l'intervention de l'apprenant se situe aux 5 niveaux suivants:

1. la détermination des objectifs
2. la définition des contenus et des progressions
3. la sélection des méthodes et des techniques
4. le contrôle du déroulement de l'acquisition
5. l'évaluation de l'acquisition

Il est bien évident que des apprenants autonomes dès le départ seront plutôt rares et tant mieux, car cela nécessiterait une structure d'apprentissage totalement autodirigée avec une infrastructure technologique (centre de ressources, laboratoires, ordinateurs, soutien administratif, etc.). La situation actuelle dans les milieux que je connais est cependant celle où l'on trouve des apprenants non encore autonomes, voire même très dépendants. Donc, pas de panique; le changement, s'il y en a un, se fera lentement et progressivement. Et il faut qu'il en soit ainsi car un certain nombre de composantes de la structure institutionnelle doivent changer simultanément et toujours en parfaite coordination avec les changements que l'on désirerait chez les apprenants et chez les enseignants.

Voyons brièvement les changements que nécessite une véritable autodirection de l'apprentissage:

1. La détermination des objectifs

Traditionnellement dans un apprentissage dirigé les objectifs sont prédéterminés par l'institution et/ou l'enseignant en fonction de ce qu'ils estiment être la compétence indispensable à l'apprenant à différentes étapes de son apprentissage.

Dans un apprentissage autodirigé, l'apprenant définit **lui-même** ses objectifs, selon la compétence qu'il vise. Bien sûr que l'apprenant peut et doit même être aidé en cela par des spécialistes (conseillers, enseignants) dans la matière. Bien sûr aussi que l'institution qui fournit à l'apprenant la possibilité d'apprentissage aura un mot à dire dans la détermination de l'objectif terminal à atteindre, ou encore en ce que l'individu se représente comme devant être son niveau de compétence dans les situations de communication où il sera placé. Dans la plupart des cas, une certaine **norme minimale de compétence** sera déterminée par l'institution (l'employeur, l'école, la communauté ou évolue l'apprenant) mais l'apprenant se fixera pour lui-même une certaine portée, des critères à lui, ou encore une interprétation personnelle de cette norme (Annexé G). On s'aperçoit donc qu'il y a possibilité d'un certain accommodement qui, en soi, n'enlève rien à la qualité de l'autonomie de l'apprenant, surtout de l'apprenant adulte. Ce genre de décision partagée, de choix à l'intérieur d'un certain cadre, ce n'est pas étranger ni répugnant à l'andragogie, à l'adulte apprenant; bien au contraire.

2. La même chose s'applique pour ce qui est de la **définition des contenus et des progressions**. Il est d'ores et déjà bien établi, en formation linguistique, chez les adultes, en tout cas, que l'étudiant est libre d'enrichir son apprentissage à loisir, qu'il est libre de progresser à son propre rythme

(moyennant certaines réserves de l'institution et de l'enseignant) et qu'il est libre, aussi, même encouragé par le professeur de faire autant d'apprentissage qu'il voudra en dehors des heures de classe, "on his own time".

Il est rare d'entendre un professeur dire, je l'ai entendu l'autre jour, "Cet étudiant là, voyez-vous, il est fatigué, il est toujours en train d'apprendre des choses qu'il n'est pas supposé d'apprendre, des choses qui sont pas dans le programme". Ça, ça dérange le professeur.

3. Là où la co-gestion devient souvent plus pénible, c'est dans la **sélection des méthodes et des techniques**; c'est menaçant pour l'enseignant et pour l'apprenant. Le scénario habituel n'est-il pas la plupart du temps - le professeur **propose** et l'apprenant **dispose** ou accepte, quoique petit à petit, de plus en plus on commence à voir des étudiants qui proposent certaines activités et des enseignants qui vont même susciter des suggestions des étudiants. Le problème habituel, s'il y a problème, c'est que l'étudiant ne se sent pas du tout compétent en matière de méthodologie et de stratégies d'apprentissage. Ce qu'il ne faudrait pas oublier par ailleurs, c'est que l'enseignant lui, ne l'a pas toujours été compétent en matière d'apprentissage; il n'est que très rarement un spécialiste-né. Donc l'apprenant peut **apprendre à apprendre**, comme disait Karl Rogers, il peut, il doit être **initié** à l'apprentissage d'une langue seconde. La grande majorité des étudiants (surtout adultes) sauront choisir d'abord et plus tard modifier et même découvrir les stratégies d'apprentissage qui leur conviennent le mieux à la condition bien entendu, que le professeur se prête à ce genre de co-gestion, à ce partage des responsabilités.

4. & 5. Il en va de même quoique peut-être un peu plus difficilement, pour ce qui est du (4) **contrôle du déroulement de l'acquisition** et de (5) **l'évaluation de l'acquisition**. De toute façon, l'apprenant ne se sent pas très impliqué, très imputable, très responsable de son apprentissage lorsque tout est **contrôlé** et **évalué** par l'institution et l'enseignant. Si l'étudiant savait comment faire, il aimerait ça, en général, contrôler son apprentissage, évaluer son acquis, son acquisition. Est-ce que l'étudiant sait se servir d'une clef de correction, par exemple? Est-ce qu'il aime ça? Est-ce qu'il fait la correction correctement? Lorsqu'un étudiant est sensibilisé à l'importance de la correction phonétique, par exemple ou encore à l'importance de l'**emphase** en français ou des **accents toniques** en Anglais, est-ce qu'il n'a pas envie de prendre cette correction en main et de régler lui-même ce problème? Souvent si l'étudiant n'est pas tenté de se corriger, n'a pas le goût de s'améliorer, c'est qu'il ne sait pas comment s'y prendre; il n'a pas **appris à apprendre**! Il n'a pas appris l'auto-évaluation, l'auto-correction. Cependant, l'auto-correction, l'auto-évaluation, l'auto-apprentissage, ce sont pas tous les étudiants qui sont capables d'apprendre ça tout seuls! Je serais tenté de prononcer une affirmation qui deviendrait sans doute mémorable:

"L'auto-apprentissage est peut-être l'apprentissage le plus difficile à apprendre en situation d'auto-apprentissage". Ce qui pourrait se traduire par:

"Self-Directed Learning may be the most difficult thing to learn by oneself! So much simpler and shorter in English!"

Voilà, nous avons donc disposé des cinq (5) niveaux d'intervention de l'apprenant tels que proposés par Holec.

La prochaine et sans doute la dernière question qui se posent, en tout cas pour aujourd'hui, c'est probablement celle-ci: "Quelles sont les implications de l'apprentissage autodirigée d'abord pour l'apprenant et ensuite

pour l'enseignant; et aussi quelles implications pour la relation apprenant/apprentissage/enseignant?" Il est évident que le rôle de l'apprenant n'est plus le même! Je me souviens, il y a de ça 4 ou 5 ans lors d'un congrès de la Société pour la promotion de l'enseignement de l'anglais au Québec, alors que Roger Tremblay, de l'Université de Sherbrooke avait été invité à donner la conférence de clôture au Congrès dont le thème portait sur l'Approche Communicative; et M. Tremblay de dire avec sa verve habituelle: "Lorsque l'approche communicative sera implantée dans vos programmes, dans vos classes, vous ne pourrez plus être des professeurs, des instituteurs, des enseignants - vous deviendrez des conseillers, des animateurs, des spécialistes, des personnes ressources, et quoi encore?" Holec, lui, disait "... l'enseignement ne doit plus être considéré comme producteur d'apprentissage mais comme facilitateur d'apprentissage.

Il doit se réaliser sous forme d'un ensemble de procédures, dont la plupart restent à découvrir qui aident l'apprenant à apprendre, et non qui le font apprendre, dont l'apprenant se sert et non qui le modèlent." "Ainsi donc, l'apprentissage n'est plus nécessairement pris en charge par l'enseignant, il peut être pris en charge par l'apprenant."

Encore faut-il que l'apprenant soit prêt à l'assumer son apprentissage, et qu'il soit capable de l'assumer son apprentissage. A ce sujet c'est Bernard Schwartz qui le dit:

"Un nombre considérable de personnes éprouvant un besoin de formation vivent avec angoisse les responsabilités participatives qui leur sont offertes et se trouvent inhibées pour en user. C'est le résultat de leur formations scolaire de caractère directif, prolongée par des activités professionnelles conditionnantes et aliénantes". Et il ajoute de plus que peu d'adultes sont capables de prendre en charge leur apprentissage, pour la simple raison qu'il n'ont jamais eu à exercer une telle capacité. Pour la plupart d'entre eux, par conséquent, l'autonomie doit s'acquérir. Voilà qui n'est pas facile, voilà une compétence qui ne s'acquiert peut-être pas en autonomie.

Cette transformation est cependant indispensable si l'apprenant veut profiter des nouveaux objectifs, un nouveau rôle des enseignants: rôle diversifié plutôt que réduit, renforcé plutôt qu'allégé. Car comme le dit encore Holec: "... l'apprentissage n'est pas un processus passif de stockage des informations fournies par l'enseignement, mais au contraire une opération active et créative par laquelle l'apprenant transforme en acquisition des informations qui lui sont fournies sous forme organisée (enseignement) ou non organisée (informations "naturelles" brutes)."

L'enseignement, lui, doit aider l'apprenant à procéder aux acquisitions linguistiques et communicatives qu'il s'est définies. L'enseignement doit également aider l'apprenant à acquérir son autonomie, c'est à dire à apprendre.

"Un des objectifs pédagogiques intégré à un programme d'apprentissage devrait être de conduire l'apprenant d'une position initialement dépendante vers une finalement indépendante."

En conclusion, il serait intéressant n'est-ce pas d'identifier et de choisir les stratégies, les activités, les pratiques pédagogiques les plus aptes à bien servir l'apprentissage en autonomie. Cependant ne serait-il pas quelque peu bizarre pour nous d'essayer de prédéterminer ici, les techniques, les activités que normalement les apprenants autonomes choisiraient eux-mêmes dans leur processus d'autogestion de leur apprentissage, dans l'exercice de leur autonomie.

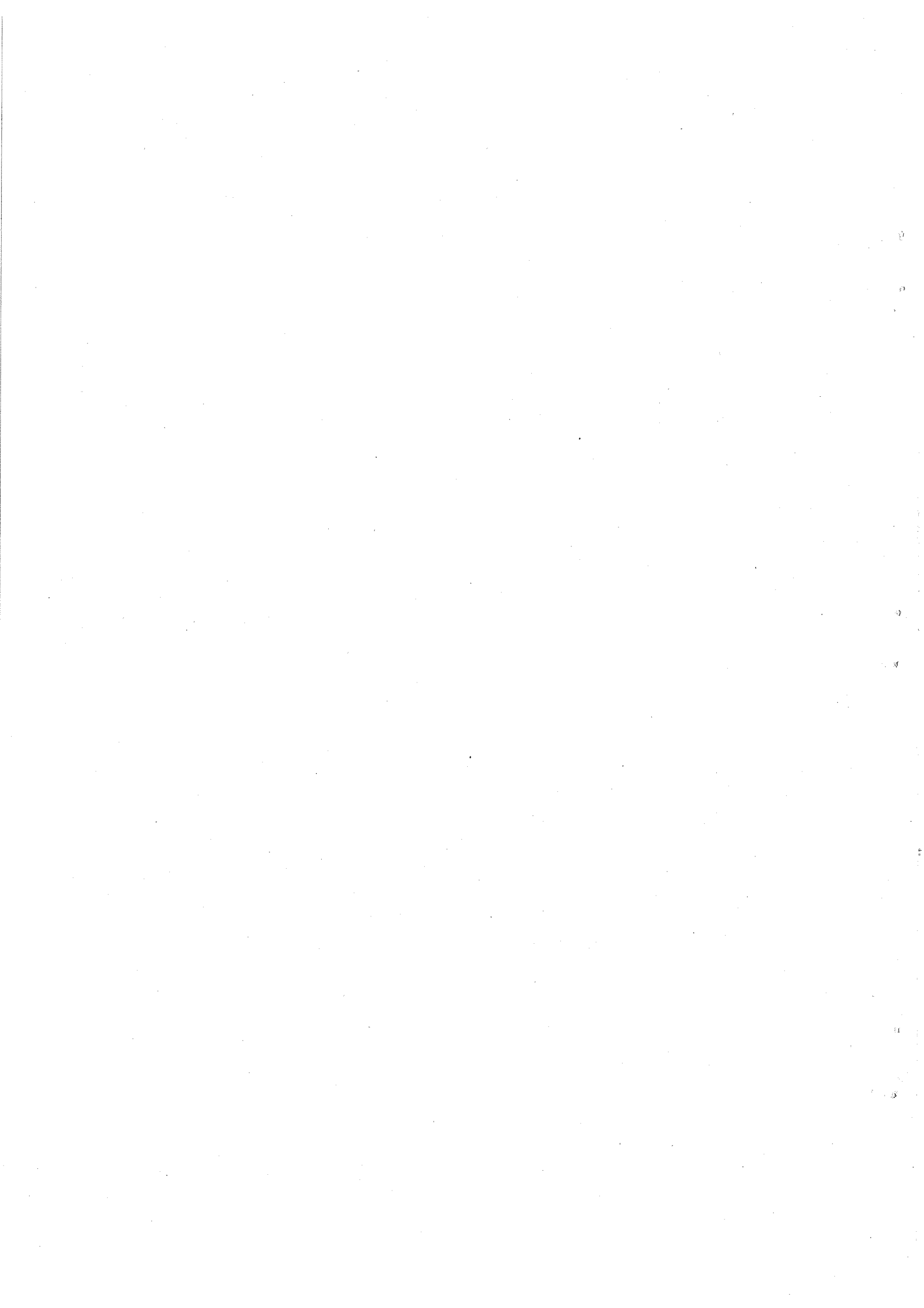
Oui, une langue seconde ça s'apprend; ça s'apprend même tout seul.

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V. STUDY GROUP REPORT 4

"Area Studies"



Report of Study Group 4

Area Studies

Report of Cross-cultural Communications

Chairman: Col J. Prince

Members: LtCol Delaigue
Col W. Devine
Col M. Drapeau
Col D. La Saracina
M. F. McGuigan
LRDir J. Rohrer
Mr. H. Walinsky

The Study Group met only once with all members present. Several meetings had only two individuals present (Canada, France). In future, Steering Committee members who must absent themselves for Steering Committee duties should not be clustered in one Study Group.

In the process of trying to define Area Studies Italy identified a problem of the difficulty encountered by its military in coping with the English language on arrival at NATO headquarters. While personnel are trained to the standard required they are often overwhelmed by the rapidity of the spoken language and the strangeness of the new environment. The Study Group accepted the validity of the problem but felt it was outside the scope of "area studies". The solution in part may be achieved through induction training both on arrival at NATO and prior to departure (pre-posting training) from the home country. English speaking countries may wish to sensitize their personnel to the difficulties encountered by new English speakers who possess only a "Threshold" level of comprehension of English.

The Study Group accepted as the definition of Area Studies the continuum of subjects described by John Prince on Day I of the plenary meeting. The Group recommends that the title Cross-Cultural Communication be substituted for Area Studies. We think this is more descriptive of what we mean, implies a contrastive approach, and avoids confusion with those studies of larger duration often at Post Graduate level which are frequently referred to as "Area Studies" i. e. Russian and Slavic Studies etc. and which have an existence quite separate from language studies. The Study Group toyed with the concept of a continuum of cultural distance i. e. can cultures be grouped on a continuum that moves from most similar to most different? The ends of the spectrum are the easiest to define. At one end for example, Canada, US, UK, Australia, New Zealand, at the other end Japan, China, Thailand etc., in between European countries, Arabic countries. The continuum, as yet not fully thought out would parallel the continuum of language difficulty. Its utility could be as an aid to determining cross-cultural training practices. It must be pointed out that very different cultures, because of their self-evident nature may be easier to incorporate into language training than cultures that are closer with differences we are often blind to because of the very closeness. The Study Group concludes that cross-cultural communication training is not without risks; principally, the risk that differences may be described in a judgemental way. For success, teachers will have to be well prepared and we recommend that this be a subject for consideration next year by the Program and Staff Development Study Group.

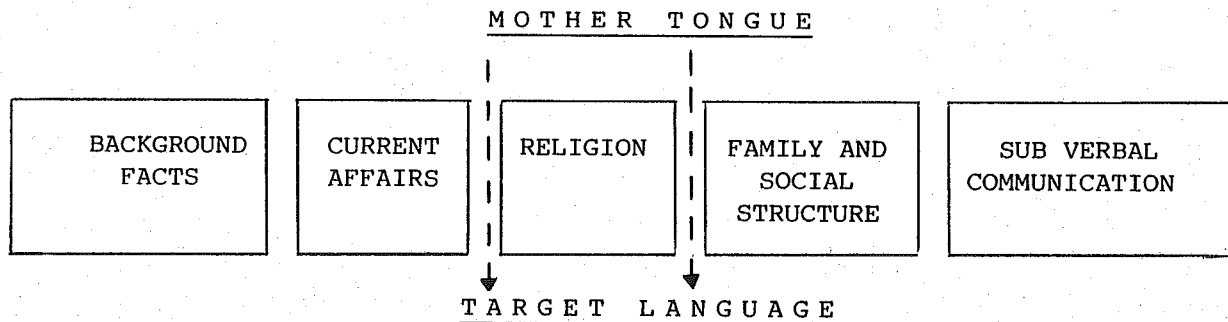
Finally the Study Group recommends that the BILC Secretariat act as a clearing house and go between for countries wishing cross-cultural materials from other countries to incorporate in their language training. It suggested that some of the best material may paradoxically come not from the targetted nation itself but from other nations, ex.: If you want to know the Germans ask the French.

Annex A: Questions to Study Group by Chairman

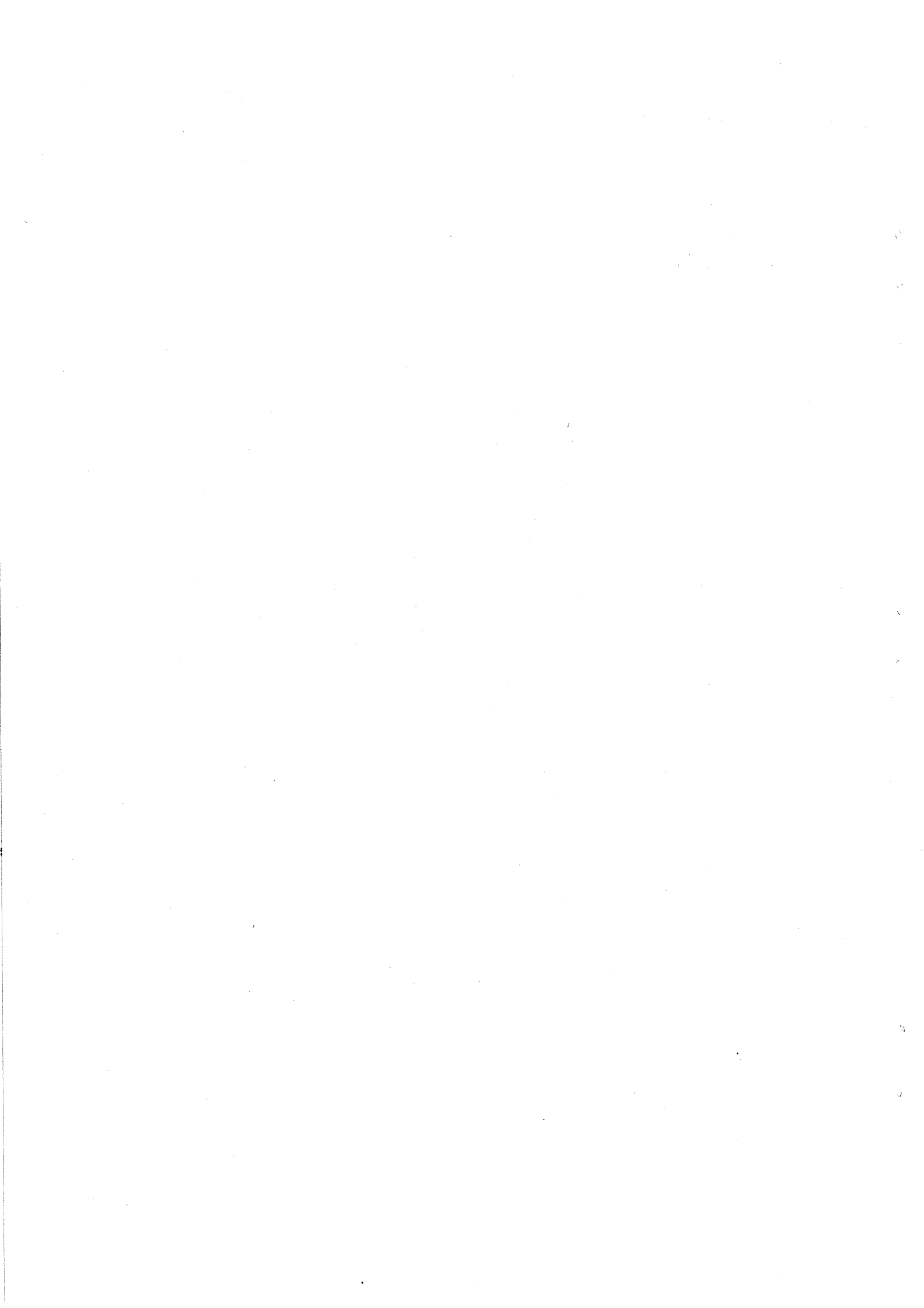
Questions for 1987 BILC Study Group 4

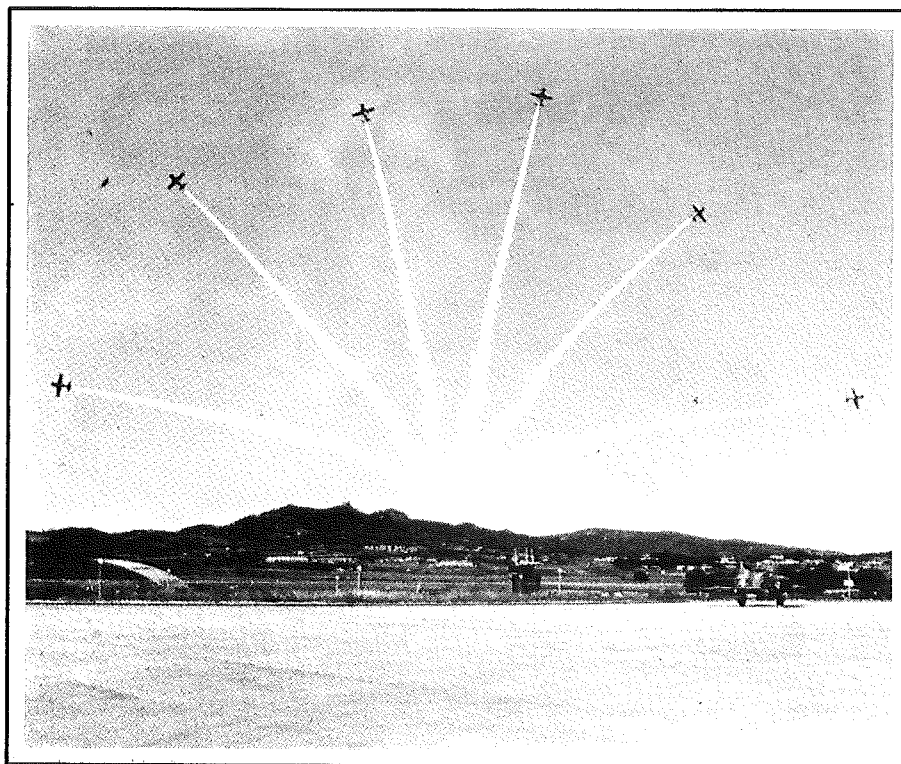
"Area Studies"

- Do we buy it and can we justify it?
- Integrate or not?
- Resources implications?
- How do we set objectives?
- How do we measure success?



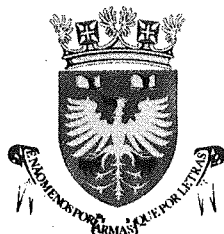
VI. CONFERENCE PHOTOGRAPH





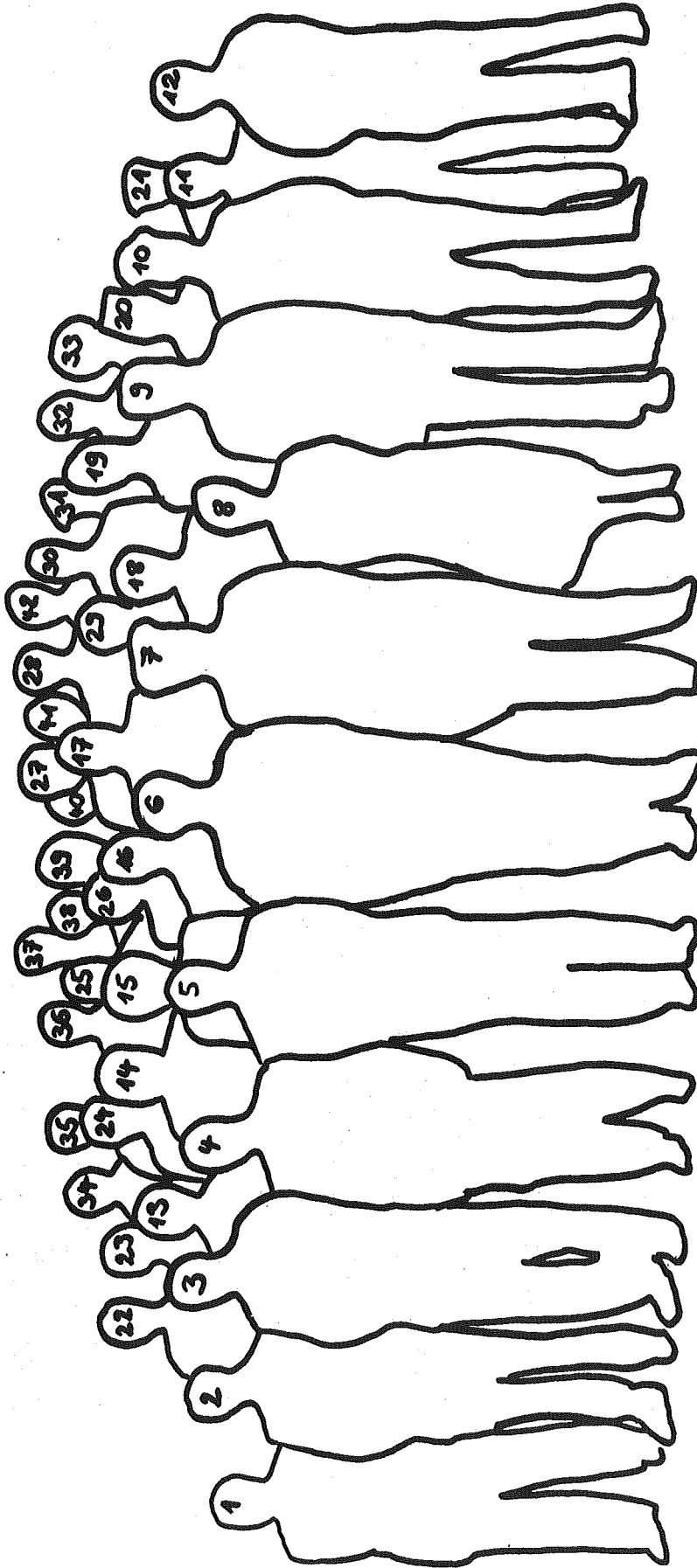
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 6 LRDir J. Rohrer 7 Gen Ramos Lopes 8 Mrs. S. Hafner 9 BrigGen Burthey 10 Col E. Roque da Cunha
 11 Col W. Devine 12 Col J. Prince
- Second Row: 13 LtCol M. Paci 14 Mr. G. Crawford 15 Mr. F. McGuigan 16 Dr. J. Hutchinson 17 LtCdr G. Cottone
 18 Mr. J. Desrosiers 19 LtCol J. Aubin 20 Capt Y. Renolleau 21 Cdr J. Subtil
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