

BUREAU
FOR INTERNATIONAL
LANGUAGE CO - ORDINATION

CONFERENCE

1988

04 - 08 JULY



Bundessprachenamt
D 5030 HÜRTH
Federal Republic of Germany

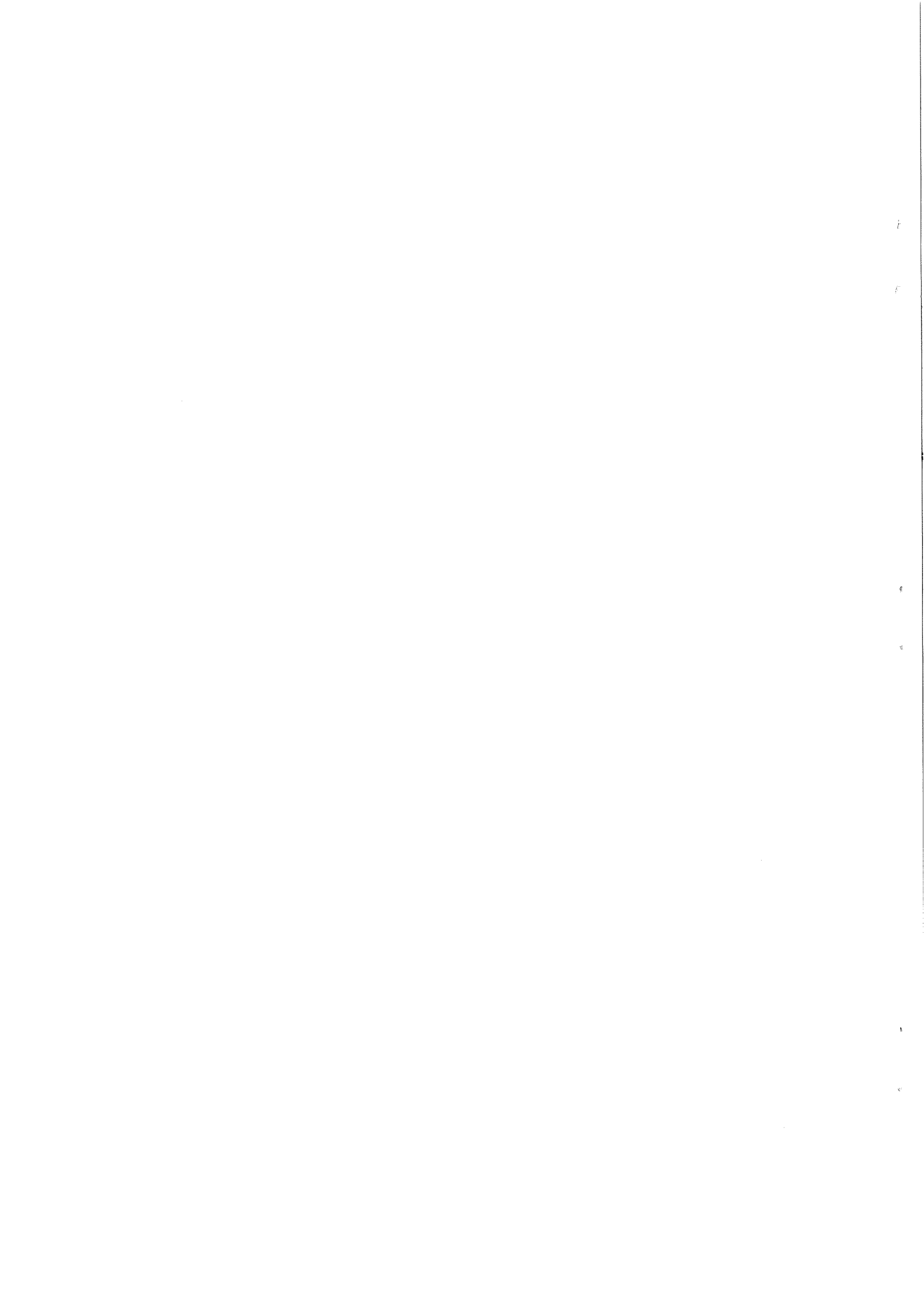


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I. PREFACE



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 are the continuous exchanges of information, ideas, materials and personnel among members, which are too numerous to list here. Suffice it to say, that all member countries have been or are involved in these exchanges and have generously and unbureaucratically provided assistances when requested during the reporting year 1987/88.

Current Study Group Activities

10. The current study groups will continue as follows:
 - a. Standing Group on Testing and Task Analysis (SGTT) - Chairmanship SHAPE
Priority of effort in 1989 will be the exchange of assessment standards in relation to STANAG 6001 particularly concerning oral production.
 - b. Study Group on Self-Instruction (formally Self-Study) - Chairmanship United Kingdom
Priority will be the production of the document "BILC Guidance Notes for the Management of Self-Instruction Arrangements" which is due to appear in draft form in time for the 1989 Conference.

1989 Conference

11. The 1989 Conference (to be held in Spain from 26 - 30 June) has the theme "International cooperation in the development and implementation of strategies for the retention and maintenance of foreign language skills". In preparation for the conference, various member countries have taken on tasks to conduct surveys and analyses dealing with this area.

II. CONFERENCE ORGANIZATION



PROGRAMME

BILC CONFERENCE 1988

Date	Time	Event	Remarks
Sunday 03 July 88	1400 - 2200 hrs	Arrival of participants	
	1900 - 2030 hrs	Evening meal	Buffet Transport to hotels from 2100 hrs
Monday 04 July 88	0900 hrs	Opening address	MoD representative/ President BSpra
	0920 hrs	Administrative briefing	BILC Secretariat
	0930 hrs	Conference photo and coffee	
	1000 - 1230 hrs	Presentation 1 (Professor Piepho) followed by workshop and discussion	Topic: "Training foreign language teachers for adult education in the Federal Republic - ob- jectives and reality"
	1230 - 1330 hrs	Lunch	
	1330 - 1630 hrs	National Reports	
	1630 - 1800 hrs	Study Group Session 1	Study Groups - Task Analysis and Testing - Program and Staff Development - Self-Study
	1800 hrs	Evening meal	
	from 1845 hrs	Evening free	Transport for Cologne leaves at 1845 hrs
Tuesday 05 July 88	0730 - 0900 hrs	Steering Committee Session 1	Working breakfast
	0900 - 1200 hrs	Presentation 2 (Studiendirektor Ch. Edelhoff) followed by workshop and discussion	Topic: "Professional development of trained foreign language teachers - objectives and reality"
	1230 - 1330 hrs	Lunch	

Date	Time	Event	Remarks
	1330 - 1630 hrs	Presentation 3 (Wing Commander M. Bishop) followed by workshop and discussion	Topic: "In-service training of language teachers of the UK Defence School of Lan- guages: problems and perspectives"
	1630 - 1800 hrs	Study Group Session 2	Participants as in Session 1
	1800 - 2300 hrs	Local tour of Cologne including evening meal	
Wednesday 06 July 88	0900 - 1200 hrs	Presentation 4 (Colonel J. G. Thériault - Canada) followed by workshop and discussion	Topic: "Training of lan- guage specialists - scope, principles or/and purpose"
	1200 - 1330 hrs	Lunch	
	1330 - 2200 hrs	BILC Excursion	Bergisches Land
Thursday 07 July 88	0730 - 0900 hrs	Steering Committee Session 2	Working breakfast
	0900 - 1200 hrs	Presentation 5 (Colonel T. R. Poch and Dr. R. Clifford - USA) followed by workshop and discussion	Topic: "Overview of DLI professional development program for faculty and academic staff including both in-service training (general and language- specific) and external education courses"
	1200 - 1330 hrs	Lunch	
	1330 - 1600 hrs	Presentation 6 (Oberregierungsrat G. Gerth - Bundessprachenamt) followed by workshop and discussion	Topic: "Training and pro- fessional development of foreign language teachers in the German Armed Forces"
	1715 hrs	Departure for BILC-Dinner	<u>Note:</u> Changing rooms available in dormitory
	1900 - 2200 hrs	BILC-Dinner	Quellenhof, Aachen

Date	Time	Event	Remarks
Friday 08 July 88	0900 - 1100 hrs	Presentation of study groups followed by discussion	
	1100 - 1200 hrs	Presentation of decisions of the Steering Committee followed by discussion	
	1200 - 1330 hrs	Lunch	
	1330 - 1500 hrs	Sum-up of conference by conference chairman followed by open forum	
	from 1500 hrs	Departure of conference participants	

Study Group 1: Task Analysis and Testing

Study Group 2: Program and Staff Development

Study Group 3: Self-Study



BILC CONFERENCE 1988

LIST OF PARTICIPANTS

CONFERENCE CHAIRMAN

Präsident Maur (Hanns)

Präsident Bundessprachenamt

DISTINGUISHED VISITOR TO BILC 88

Ministerialdirigent Fischer (Elmar)

Head, Vocational Training Branch
in the Social Services Division,
MoD Bonn

NATIONAL DELEGATIONS

BELGIUM

Head of
Delegation

First Lieutenant
Gykiere (Sabine)

English Assistant,
Royal Military Academy,
Brussels

CANADA

Head of
Delegation

Colonel
Thériault (Guy)

Director Language Training (DLT),
National Defence Headquarters,
Ottawa

Members

Mrs.
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Section Head DLT 3,
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Mr.
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Curriculum Testing Head,
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Mrs.
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Project Officer,
National Defence Headquarters,
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Mr.
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Chief of Training,
Department of External Affairs,
Ottawa

DENMARK

Head of
Delegation

Major
Larsen (Aage)

Staff Officer,
Chief of Defence,
Denmark

Member

Professor
Poulsen-Hansen (Lars)

Head of Language Section,
Danish Army Specialist
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FRANCE

Head of Delegation	Colonel Pichot-Duclos (Jean)	Commandant, Ecole Interarmée de Renseignement et des Etudes Linguistiques (EIREL), Strasbourg
Members	Lieutenant Colonel Delaigue (Jacques)	Chef Division Langue, EIREL, Strasbourg
	Lieutenant Colonel Vagner (Guy)	Chef Section Arabe, EIREL, Strasbourg

FEDERAL REPUBLIC OF GERMANY

Head of Delegation	Regierungsdirektor Leben (Erwin)	Deputy Head, Language Training and Language Services Section, MoD Bonn
Members	Oberregierungsrat Gerth (Georg)	Central Teacher Training, Bundessprachenamt
	Mrs. Beck (Ann)	Materials Development Section: Principles of Language Instruction and Materials Development, Bundessprachenamt
	Mrs. Rambow (Susan)	Materials Development Section: Principles of Language Instruction and Materials Development, Bundessprachenamt
	Mr. Schwarz (Michel)	Materials Development Section: Principles of Language Instruction and Materials Development, Bundessprachenamt

GREECE

Head of Delegation	Lieutenant Colonel Agadacos (Vassili)	Deputy Commandant Army Language School, Athens
--------------------	---------------------------------------	--

ITALY

Head of Delegation	Colonel Lasaracina (Domenico)	Chief Air Force Foreign Language School, Ciampino/Rome
Members	Colonel Atzeni (Arnaldo)	Chief Army Foreign Language School, Rome
	Lieutenant Colonel Lista (Salvatore)	Air Staff Training Branch

Lieutenant Commander
Cottone (Gregorio)

Defence General Staff
Training Branch

Captain
Marra (Michele)

Army Foreign Language School
Training Branch

NETHERLANDS

Head of
Delegation Major drs.
Noordsij (Leen)

Officer Commanding Russian Lan-
guage Wing, School Militaire,
Inlichtingendienst, Harderwijk

Member Mrs. drs.
Vogelpoel-van Heijningen (Els)

Language Teacher Russian, School
Militaire, Inlichtingendienst

SPAIN

Head of
Delegation Lieutenant Colonel
Ferrer Ayela (Jaime)

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

Members Lieutenant Colonel
Lorenzo Barrionuevo (Rafael)

Head of Group, ECIFAS

Commander
Castillo Cuervo (Miguel)

Ministry of Defence, Madrid

TURKEY

Head of
Delegation First Lieutenant
Samsunlu (Mustafa)

Planning Officer, Army Language
School, Ankara

UNITED KINGDOM

Head of
Delegation Commander
Foot (John)

Assistant Director, Naval Manning
and Training, Ministry of Defence

Colonel
Prince (John)

Head, Army Training Support and
Language Training Branch, Ministry
of Defence

Squadron Leader
Callaghan (John)

Language Training Policy Direc-
torate, RAF Training, Ministry
of Defence

Mr.
Worrall (George)

Language Adviser, Directorate of
Army Education, Ministry of
Defence

UNITED STATES

Head of
Delegation Colonel
Poch (Todd)

Commandant, Defense Language
Institute, Foreign Language Center
(DLIFLC), Monterey, California

Members	Dr. Clifford (Ray)	Provost, Defense Language Institute, Foreign Language Center (DLIFLC), Monterey, California
	Dr. Brendel (Gerd)	DLIFLC Representative to US Army Europe, Heidelberg
	Mr. Johnson (Leslie)	Language Coordinator, US Army Europe, Heidelberg
	Ms. Hunt (Candice)	Education Specialist, Department Program and Staff Development, School of Language Studies, Foreign Service Institute (FSI), Arlington, Virginia

SUPREME HEADQUARTERS ALLIED POWERS EUROPE (SHAPE)

Head of Delegation	Mrs. Stoltenberg (Kay)	Teacher of English, SHAPE Lan- guage Centre, Mons
Member	Ms. Allard (Martine)	In charge of English teaching NATO IMS Language Centre, Brussels

CONFERENCE ORGANIZATION

Präsident Maur (Hanns)		Conference Chairman
Leitender Regierungsdirektor Rohrer (Josef)		Head, Language Training BSprA, Chairman, BILC Secretariat, Chairman, Steering Committee
Mr. Walinsky (Herbert)		Head, English Language Training BSprA, BILC Secretary
Mr. Hüllen (Christopher)		Language Teacher, BSprA, BILC Secretariat
Ms. Hamacher (Monika)		Foreign Language Assistant, BSprA BILC Secretariat

1988 BILC CONFERENCE PLENARY SESSIONS

LIST OF PRESENTATIONS

SPEAKERS

SUBJECT

Presentation 1:
Professor E. Piepho
University of Giessen

Training foreign language teachers
for adult education in the Federal
Republic - objectives and reality

Presentation 2:
Studiendirektor Ch. Edelhoff
Head, Modern Languages Department
Hessian Institute for Teacher Training

Professional development of trained
foreign language teachers - objec-
tives and reality

Presentation 3:
Wing Commander J. M. Bishop
Commanding Officer
Defence School of Languages
Beaconsfield

In-service training of language
teachers of the UK Defence School
of Languages: problems and per-
spectives

Presentation 4:
Colonel J. G. Thériault
Director Language Training
National Defence Headquarters
Ottawa

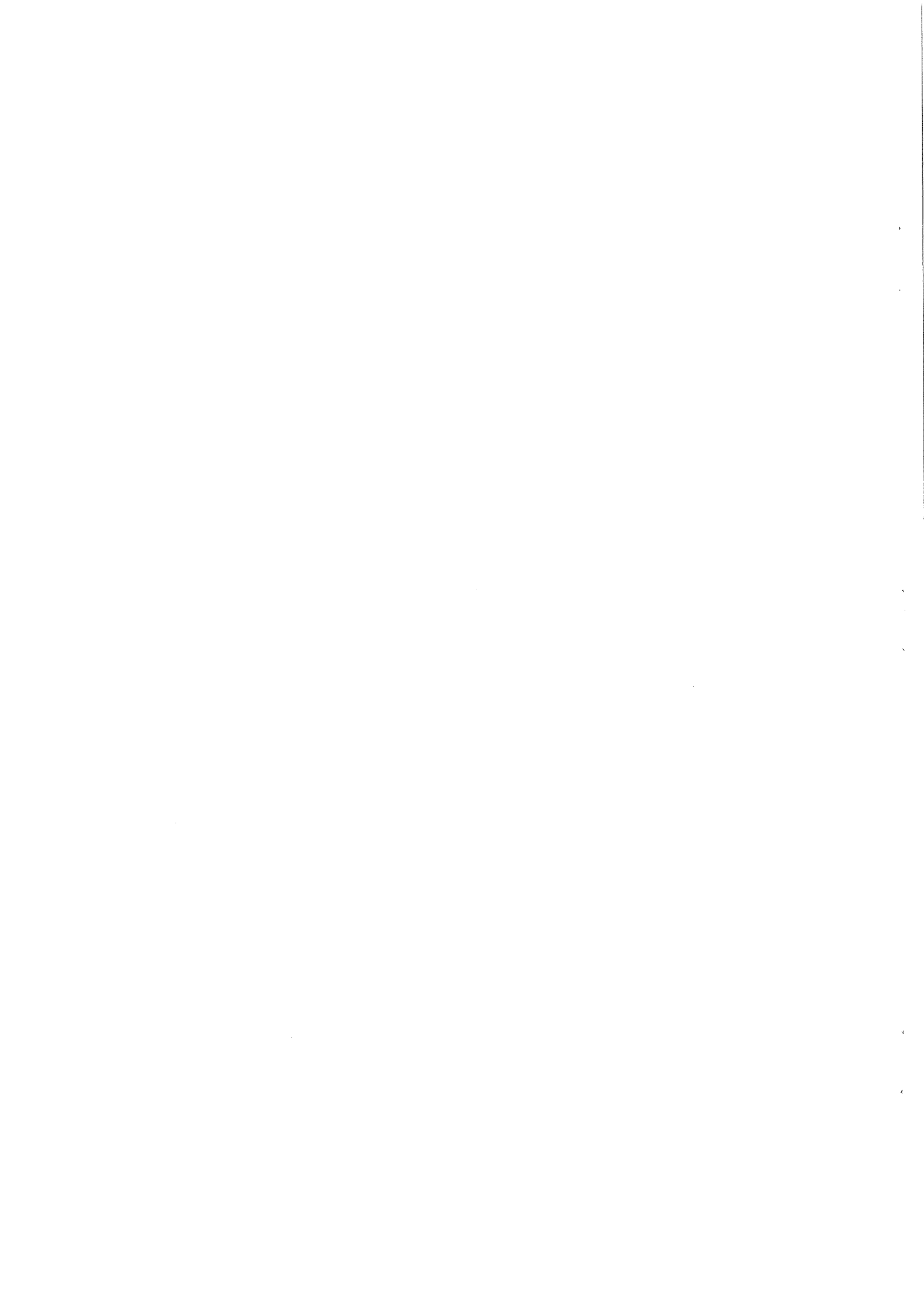
Training of language specialists -
scope, principles or/and purpose

Presentation 5:
Colonel T. R. Poch and Dr. R. T. Clifford
Commandant and Provost
Defense Language Institute
Foreign Language Center (DLIFLC)
Presidio of Monterey, California

Overview of DLI professional
development program for faculty
and academic staff including both
in-service training (general and
language-specific) and external
education courses

Presentation 6:
Oberregierungsrat G. Gerth
Central Teacher Training
Bundessprachenamt

Training and development of
foreign language teachers in the
German Armed Forces



III. PRESENTATIONS

Professional Development of Trained Foreign Language Teachers

Objectives and Reality

Christoph Edelhoff

1. Background

In-service teacher education in the FRG is mainly organised through state institutes. INSET is regarded as the third, or permanent, phase of a three-phase teacher education model: the first phase (basic teacher education) being offered by the universities or university-like institutions, the second phase (pre-service teacher education) being undertaken by state seminars. The course types in INSET range from in-school, local or regional day/afternoon activities (after teaching hours) to residential courses in and out of term time. There are numerous state centres both local/regional and residential provided by the various federal states (Länder) supplemented by non-state organisations and centres such as "academies" of the churches, the unions, embassies and cultural missions. INSET is voluntary but there is a growing tendency to enforce some kind of obligation on the part of the teacher to attend certain INSET measures.

In recent years it has become obvious that INSET is no longer regarded as a function of the state administration but a professional endeavour which has to be granted a certain degree of autonomy even though the state is responsible of education at large. Thus INSET has come to be regarded as professional adult learning, and a number of methodologies have been developed including self-access and task-based approaches. There is also a new national INSET association bringing together the state and non-state institutions, universities and professionals (DVLFB). It acts as a professional clearing place and forum of co-operation.

2. Motto

Here is a passage from an English textbook in a European country:

Good morning, everybody. Listen to me, please. I am your teacher. You are my pupils. I teach you every day. Yes, this is what I do. I teach you English. Every day you learn English from me. You come here, you sit down at your desks, you listen to me, and you speak English to me. You all learn English, that pupil learns English, those pupils learn English, everybody learns English. And everybody likes English. English is a beautiful language.

Please notice:	
I speak	English
you learn	
we teach	
they	
he speaks	Portuguese
she learns	
teaches	

This is accompanied by a picture of a teacher who is standing in front of his class, one hand holding a book to read from, his other hand in the pocket. He is wearing spectacles, a tie, and a suit.

Language teaching at its best, it seems. The task of the learner is one of listening, learning English from the teacher, sitting at a desk, repeating, memorising language bits of a 'this-that-those' grammar and the present simple tense for habitual actions. Miraculously enough, the realisation of the ending *-s* for the third person singular not only leads to liking the foreign language, but to aesthetic appreciation.

The teacher is there to instruct, to quote grammar, and make the students listen and speak. He is the teacher of the students, they are his property. He is creating them in his own image.

This caricature mirrors elements of language teaching practice, teacher training and teacher roles which, in the learned literature on foreign language teaching (FLT) and teacher training, do not receive much attention. But they exist and have to be dealt with if teaching for communication is taken seriously.

Indeed, a lot of teacher training all over the world still seems to reflect the learning and teaching philosophies which developed alongside authoritarian and hierarchy-oriented social systems of a predemocratic age. There is a strong belief that the teacher is the center of all teaching and learning activities in the classroom. He appears to know everything and the students are seen as empty vessels to be filled with what is presented. In foreign language teaching it is the teacher who knows - the students do not, how could they? Thus the teacher is often seen as the bearer and ambassador of the other language and culture.

Yet, as is well known, learners of foreign languages draw heavily on what they have already learnt, and indeed, all second language learning relies on experiences and knowledge of the world, and on the way learners have acquired their mother tongue and the knowledge and mastery of communication skills in it.

Language learning for communication needs a teacher who is aware of this and who is capable of linking the foreign language classroom activities with the lives and learning potentials of the students.

3. Example

INSET which aims at role changes will have to go beyond the merely academic level and invite teachers to experiment. The "Airport" Project filmed by West German Radio Cologne (WDR) serves as an example of experimental work of this kind.

A class of 12-year-olds from a local comprehensive school experience English as a foreign language and means of international communication at Frankfurt International Airport: They are interviewing travellers from all over the world using their cue cards and language patterns which they have carefully prepared in their classroom prior to the event. Afterwards they are checking on their audio and video recordings reporting back in school and writing up their interviews, making posters, picture collages and individual project books. They are learning by doing and, indeed, "how to do things with words", as the famous title of Austen's lectures runs.

(Cf. the film documentation on video and accompanying literature by Legutke/Thiel 1983, 1988).

4. Teaching for Communication

It seems that the old image of the Nuremberg funnel is still valid. The learner is seen as an empty vessel to be filled with the input of words, structures, rules, the phonology, syntax, morphology, situations - and

even functions and notions - all in due course and careful grading - in order to give it all out ("output") and "communicate". What is inaccurate, incomplete, incorrect will inevitably lead to bad marks.

It is, of course, very acceptable if young students can handle grammar items like if-clauses, the subjunctive, the tenses and tense system, modals and adverbials, and so on, but rather than knowing about language structure at meta level they should be able to handle language actively and be able "to do things with words", as I have said before.

This change in FLT seems to answer the challenges of growing mobility and direct contact of the people in Europe and other countries. Language is needed as a tool and, at the same time, it becomes a message itself. The nature of communication as direct and media encounter has become an overall education objective. It seems natural that the teaching of modern languages itself is regarded as a communicative task.

Language as communication is not confined to face-to-face interaction situations. Indeed, it would be misunderstanding the communicative approach to language teaching if this were to be taken as a purely functional or job-oriented curriculum.

Communication in its broader sense embraces all types and modes of communication, person to person, text and media-based, symbolic and fictional. Teaching for communication is to enable learners to understand - even though they fear that they cannot understand and will be drowned in the vast sea of unknown sounds, signals, signs, words and meanings; and they must use the foreign language in order to establish and maintain contacts, seek and give information, make reference to and transmit what they have heard or read and to convey meaning and opinion both in their freetime activities and leisure and for professional purposes. It is the willingness and capacity for international encounters ("internationale Begegnung") which covers all areas of communicative involvement.

It must be assumed, however, that a good part of the foreign language classroom only mirrors these purposes in a rather distorted way. Many classes are still governed by the dominant input of the teacher and the more or less patient intake of the learner who listens, imitates, repeats, memorises, reproduces and learns items and rules rather than strategies for understanding and creatively using the foreign language.

For all language learners the proof of the pudding is in the eating, for many an undigestable meal when they are confronted with real people, real texts and real tasks inside or outside their own country.

International encounter cannot wait until the learners, in real life situations outside the classroom finally experience it. Indeed, it must be prepared and trained for from the very first foreign language lesson. This requires the teacher to use his language classes to introduce the learners to the attitudes and skills of negotiation.

Negotiation is the term used by Candlin and others to describe the complex attitudinal, mental, intellectual, intercultural, pragmatic and linguistic domains which must be developed and controlled by the learner when he prepares for encounter (CANDLIN 1979).

This comprises

- learning about himself, his beliefs, motivations, background, history, social environment, culture and intentions. It is experience-based learning which primarily deals with his own experience, what is there and what can be gained (DEWEY);

and

-- learning about others, their beliefs, motivations, backgrounds, history, social environment, culture and intentions. It is the other people's experiences which the learner has got to come to grips with, so that the process of perceiving other people's experiences opens up a new level of experience making (EDELHOFF 1980).

This process, however, is not self-evident or easy. It is difficult to understand people, the way they speak or write, what they say or write, why they are saying or writing them. In the first place activities of understanding on the part of the learner are mental and pragmatic activities concerning his own knowledge, feelings, associations, predictions and analogies which he draws, including ones about language. It is trying to make sense ("Sinn entwerfen") which in fact is negotiating meaning.

There are two sides, as always. They have got to be brought together, yet they are distinctly different, firstly in a purely linguistic sense, but more important in a cultural, aesthetic and moral sense. This is why the notion of international encounter through negotiation is an educational concept of intercultural learning (ROBERT BOSCH STIFTUNG 1982).

The basic need then for teacher training for communication is that of education for negotiation.

It is obvious, of course, that this conflicts with the generally accepted role of the teacher, depicted in the passage quoted above.

5. Teacher Qualifications

5.1 Attitudes

Language teaching for communication requires a teacher who regards himself as a facilitator, an adviser and a counsellor rather than as an instructor and an assessor.

This attitude is a basic educational qualification and will best be achieved if the teacher is aware of the fact that he as a non-native speaker of the foreign language is in principle in the same position as the learner, and that differences between himself and the learner are relative.

It is in the nature of the communicative approach that the teachers should be effective and pedagogically-minded communicators themselves. Therefore the foreign language teacher should be able to use the target language in a communicative way, i.e. in such a way that he is able to initiate communicative situations in the classroom, assist the learners in finding their own learning goals and methods and to encourage understanding and the use of the foreign language - even though comprehension is difficult and uttering/using the language a problem.

It would not suffice, however, if teacher training were only to produce more or less perfect speakers of the target language. Its task is rather to create an attitude whereby teachers are ready to accept that communication is free interaction between people of all abilities, races and socio-cultural backgrounds and that foreign language communication, especially, is there for international understanding, human rights, democratic development and individual enrichment. The very nature of free communication demands an attitude of respect for the learner and his needs, and a readiness to regard teaching as enabling learners to develop their talents in a self-directed way both as members of groups and individuals.

5.2 Knowledge and Skills

Attitudes alone do not do the teaching. A lot of knowledge and skills are required.

The first insights the teachers should acquire are those into the nature of learning, more specifically the nature of language learning, the learners themselves and their environment and conditioning, both their mother tongue and the target language and the socio-cultural connotations.

One could make long list, and indeed, they have been made, of areas of basic knowledge in the fields of applied linguistics, educational psychology, sociology, pedagogy, culture and literature and the science of communication.

Yet knowing about things does not necessarily produce teaching competence. Indeed, it is the curricular and methodological skills that the classroom performance and educational strategies of the teacher depend upon.

The curricular skills comprise the ability to assess syllabuses and language courses educationally, culturally and linguistically and to make decisions on the nature and the use of texts, to process texts in different media for teaching purposes and to evaluate orientation frames or guidelines for their didactic potential as well as to devise and employ differentiated and branching exercises leading the student to carry out communicative tasks in the foreign language.

Teaching classroom skills embrace the readiness and ability to try out and apply a variety of classroom tactics, grouping practices, methods and different uses of media in order to make the teaching/learning process successful both for the individual student and the learning group.

Indeed, the teaching skills are part and parcel of the overall communication skills which enable the teacher to share meanings, experiences and affects (BREEN/CANDLIN) instead of being limited to the knowledge and handling of the formal system of the other language alone.

It would be wrong, however, if one were to demand all these qualifications of teachers in a dogmatic or idealistic way. All of these areas of competencies are part of a life-long learning process of professional adult learners linking their initial learning with everyday experience and experimentation. Materials and methodology have never been considered to be a closed and perfect system of the management of teaching but have always been part of the experimentation itself. The skill of skills, then, to be achieved by way of trial and error and constant participation in experimentation is that of handling innovation, not a set of recipe rules.

5.3 Points for discussion: "Teacher Requirements for International Language Teaching"

I Attitudes

1. Teachers who are meant to educate learners towards 'international learning' must be 'international learners' themselves.
2. Teachers should be prepared to consider how others see them and be curious about themselves and others.
3. Teachers should be prepared to experiment and negotiate in order to achieve understanding on both sides.

4. Teachers should be prepared to share meanings, experience and affects with both people from other countries and students from their own country in the classroom.
5. Teachers should be prepared to take an active part in the search for the modern languages contribution to international understanding and peace making at home and abroad.
6. Teachers should aim to adopt the role and function of social and inter-cultural interpreter, not ambassador.

II Knowledge

1. Teachers should have and seek knowledge about the socio-cultural environment and background of the language community (-ies) or country (-ies) their students come from.
2. Teachers should have and seek knowledge about their own country and community and how others see them.
3. Teachers' knowledge should be active knowledge which they are able to apply and interpret and to make accessible to the learning situations and styles of their students.
4. Teachers should know how language works in communication and how it is used successfully for understanding. They should know about the shortcomings of language and foreign language users and how misunderstandings can be avoided.

III Skills

1. Teachers should have and develop further appropriate communication skills in language which are suited for negotiation both in the classroom and in intercultural communication situations outside.
2. Teachers should have and develop further text skills, i.e. the ability to deal with authentic data in all media (print, audio, audio-visual) and in face-to-face interaction.
3. Teachers should have and develop further the necessary skills to connect the student experience with ideas, things and objects outside their direct reach and to create learning environment which lend themselves to experience learning, negotiation and experiment (1).

6. Working with Teachers

6.1 Experiential Learning in INSET: The "Outing Course Type"

"English on Location" is a programme of annual courses of hands-on English Studies ("Landeskunde zum Anfassen") in Great Britain jointly organised by the Hesse state INSET Institute (HILF) and the Bell Educational Trust. Teachers are doing field work experiencing the English language, culture and environment going through carefully graded sets of tasks and finally arriving at self-organised project work in small sub-groups. The courses are chained together with home-based activities in order to arrive at a school-based rooting of the programme. The following diagramme explains the programme in more detail:

(1) Ch. Edelhoff: "Language education and intercultural attitudes in teacher training," in: Intercultural Training of Teachers, Report on a conference Kolmarden/Sweden, 10 - 14 June, 1985, Dpt. of Higher Education, Stockholm 1986, pp. 124 - 134.

Background of 1983 NORWICH OUTING:

Recruitment of participants on a voluntary basis from HILF residential courses in the previous year (e.g. the Authenticity Course, the Creative Activities Course, the Communicative Grammar Course, the Language and Communication Course).

Pre-Workshop (1 day, at Reinhardswaldschule Centre (Expectations)



Socialisation of course during 20 hrs travel to England in coach (with native speaker course team)

two 30-minute television documentary films by WDR, Cologne ("English on Location")

Exploratory 10-day course in UK (Norwich)*

Objectives: language and communication
authenticity
materials and media
'negotiation'
'bottom-up' 'Landeskunde'
dossiers



Follow-up 3-day workshop (weekend) at Reinhardswaldschule
(with the help of the British Council Cologne)

Follow-up 2 (another weekend workshop)

Objectives: processing materials and media
preparing to teach



30-minute television studio film with documentary clips (WDR, Cologne)

Studio discussion 7 months later
video clips of teacher-made recordings
and comments of the teachers

Participants in future residential courses of HILF and in HILF regional teachers' centres disseminating ideas and materials.

* In co-operation with the Bell School of Languages, Norwich.

Reference: Ch. Edelhoff, The Lancaster Outing. Lehrerfortbildung zum Erfahrungen machen. In: M. Schratz (ed.): Englischunterricht im Gespräch, Kamp (Bochum) 1984.

"English on Location". The Norwich Outing. Teacher Training Observed. Three television films by Westdeutscher Rundfunk (WDR), Cologne 1984. Teacher Training Observed, 40 minute pilot video on the "Lancaster Outing" by The British Council Cologne and H.I.L.F. 1983.

6.2 Residential Teacher Work in INSET at Reinhardswaldschule

The principle of experience-based and task-oriented course work is also applied in the various courses held at the Hesse residential INSET centre of Reinhardswaldschule. The foreign language is used throughout, and besides mother-tongue members there are always native speakers on the course team. One example is from a course on "Americans in Germany" working on how to bring together German and American pupils in joint activities at local level where the findings and suggestions of a teacher working group as presented on the final day of the course include a project survey chart containing detailed topics, activities, language skills, end-products, presentations formats, perceived aims and - last not least - obstacles which teachers might have to face.

(As a result there are teacher-made handouts and a teacher-made video for information use in schools and in local inset centres which cannot be represented here.)

7. In Conclusion

In conclusion an INSET planning grid offering principles and organisational patterns of continuous teacher education and training is presented:

Continuous Teacher Education and Training

1. The need to combine basic (initial, pre-service) teacher training with continuous INSET

2. Principles for INSET

- INSET should be
- participatory
 - informed and informing
 - resourced
 - convincing
 - classroom-oriented
 - task-based
 - self-directed
 - patient
 - continuous

3. Forms of work and organisation in INSET (planning grid)

	single event	series of events	half day p.m.	study day	week-end Fri/ Sat Sat/ Sun Fri/ Sun	2 days	half a	1 week	more
School-based (in-school)									
Regional (from more than one school)									
Central (national)									

4. Key issues

- Control of teaching time used for INSET
- Control of INSET programmes (themes, topics, trainers, methods)
- Agencies and institutions for INSET
- Co-operations and networks
- Role and function of materials in INSET (kind, control, finance)
- Role and function of (INSET) teacher trainers (experts, teams)
- Relation of theory and practice

Literature and source material used:

Michael Legutke, Wolfgang Thiel, Westdeutscher Rundfunk: "Airport, ein Projekt für den Englischunterricht in Klasse 6", Institut für Film und Bild in Wissenschaft und Unterricht, vhs 42 0379, Grünwald 1983. - Cf. M. Legutke, W. Thiel: "Airport, ein Projekt im Englischunterricht", in: J. Bastian, H. Gudjons (eds.): Das Projektbuch, Hamburg (Bergmann und Helbig, 2nd ed., 1988, pp. 129 - 148.

Council of Europe (ed.): "The communicative teaching of English: Course for practising in-service teacher trainers (INSET Methodology) at school level", Report, Reinhardswaldschule (ed. by Ch. Edelhoff) 1984, CCC Doc. CC-GP 12 (84), Strasbourg 1985.

Ch. Edelhoff, K. Jones, C. Oakley, P. Teckentrup, HILF/Westdeutscher Rundfunk: "English on Location, The Norwich Outing", (3 television films), Cologne 1984.

Ch. Edelhoff: "Teacher training, A view from teacher in-service education and training", in: R. Quirk, H. G. Widdowson (eds.): English in the world, Teaching and learning the language and literatures, Cambridge (Cambridge University Press, The British Council) 1985, pp. 126 - 140.

Ch. Edelhoff: "Putting the communicative curriculum into practice, The organization of teacher in-service education and training in Hesse, Germany", in: J. E. Alatis, H. H. Stern, P. Strevens (eds.): GURT 83, Applied linguistics and the preparation of second language teachers: Toward a rationale, Washington D.C. (Georgetown University Press) 1983, pp. 152 - 167.

Ch. Edelhoff: "Lehrerfortbildung und interkulturelles Lehren und Lernen im Fremdsprachenunterricht", in: G. Baumgratz, R. Stephan (eds.): Fremdsprachenlernen als Beitrag zur internationalen Verständigung, Inhaltliche und organisatorische Perspektiven der Lehrerfortbildung in Europa, München (Judicium) 1987, pp. 110 - 148.

Ch. Edelhoff: "Lehrerfortbildung im Schnittfeld der Interessen und Bedürfnisse, Instrument zur Veränderung der Schule oder Service-Einrichtung für Lehrer?", in: Pädagogik vol. 6/June 1988, Weinheim (Beltz), pp. 8 - 12.

N. Jones, J. Roberts: "Street reading, street talking, Language and cross-cultural learning through the environment", in: Bulletin of Environmental Education No. 195/6, Sept./Oct. 1987, London 1987, pp. 15 - 21.

J. Roberts: Cross-Cultural Inset for Language Teachers, Academic Reports, The Bell Educational Trust, Cambridge 1988.

About the speaker:

Christoph Edelhoff, born in 1940, Studiendirektor, is head of the Department of Modern Languages at the Hesse State Institute for Teacher In-service Education and Training (HILF), Head Office: Reinhardswaldschule, D-3501 Fulda 1. He is presently chairman of the National German Association for Teacher In-service Education and Training (Deutscher Verein zur Förderung der Lehrerfortbildung und Lehrerweiterbildung e. V., DVLF, Gustav-Menzel-Str. 24, D-3523 Grebenstein) and a committee member of IATEFL, the International Association of Teachers of English as a Foreign Language.

In-Service Teacher Training - Problems and Perspectives

Max Bishop

1. The teaching staff at the Defence School of Languages is very heterogeneous. It comprises the following main categories:
 - a. **Uniformed education officers.** These officers, from the education and training branches of the three Services, have all been educated to uni-versity degree level (in languages or another subject). Many have a post-graduate qualification in education. Those who did not read languages at university will generally have acquired their foreign language proficiency on a Service language training course. All education officers are trained and experienced instructors.
 - b. **Retired officers.** Several ex-serving officers are employed as civilian lecturers. They share the main characteristics described above.
 - c. **Non-native (British) civilian lecturers.** Non-native lecturers are all holders of university degrees and teaching qualifications.
 - d. **Native speakers.** Although all native speakers employed in the School have previous experience of teaching their native language, they are not all qualified teachers, nor in one or two cases do they possess formal higher educational qualifications.
2. Even within these categories there are many further sub-divisions and varia-tions in levels of qualification, experience, aptitude for teaching, profi-ciency and commitment. An in-service training strategy needs to take these differences into account, and allow scope for individual treatment.
3. The perceptions of teachers and managers as to the role of training overlap, but have a different emphasis. Teachers stress the need for intellectual challenge and personal fulfilment. Managers tend more to emphasize innova-tion, efficiency and motivation. Both agree on the need for skills mainte-nance and familiarization with new equipment, techniques and ideas.
4. A successful teacher development strategy has to reconcile the views of teachers and managers. There has to be a joint, negotiated approach.
5. The Defence School of Languages has no specific teacher development budget. An ad hoc, pragmatic, reactive approach is therefore inevitable. Cases have to be made for funding to meet particular requirements, or else the training has to be on an internal, 'no-cost' basis.
6. To secure the consent of teachers to any proposed programme of development, managers must know their attitudes, their professional value-system. A questionnaire (copy attached) can be helpful in establishing these facts.
7. When this questionnaire was administered to participants at the 1988 BILC Conference (Bundessprachenamt, Hürth), all of whom were professionally in-volved - in one capacity or another - in the management or execution of lan-guage training a very low level of consensus was achieved. Eight small (5 or 6 persons) discussion groups were formed and asked to determine on which parts of the questionnaire they were able to achieve the most, and the least consensus. The results were:

	Most Consensus	Least Consensus
Group 1	Part A	E
Group 2	Part E	C
Group 3	Part B	A/E
Group 4	Part D/E	A
Group 5	Part E	C
Group 6	Part B	B
Group 7	Part E	A/C
Group 8	Part E	C

8. The preponderance of 'E's in the first column would seem to indicate that teachers think they know about students and how they behave. It is perhaps also significant that the only Part not mentioned in the 'most consensus' column is Part C, which concerned the teaching syllabus and methodology (this notwithstanding the fact that Part C had only three questions and should therefore have attracted more consensus than Part E which had 5).
9. The 'least consensus' column is more of a mixed bag, but again Part C - the language teaching process - figures prominently. At first sight, it seems that the issue which language teachers find it least easy to agree on is - how to teach languages.
10. Managers must therefore have a clear policy line on where they stand on the key issues in language training, e.g.
 - The balance between 'acquisition' and learning.
 - The emphasis placed on 'frequency of occurrence' and 'structural difficulty'.
 - Error correction - selective or comprehensive.
 - Teacher-centred or student-centred instruction.
11. If teachers' values and attitudes are not right, much development effort will be wasted.
12. Some of the problems identified at the Defence School of Languages, and the solutions that were adopted, are described on the attached sheets ("Approaches to Teacher Development" and Case Studies 1, 2 and 3).
13. Language training managers have to be psychologists, sociologists, linguists and politicians when planning teacher development. Like H. L. Mencken's politician ("An animal that can sit on the fence while keeping both ears to the ground"), managers must appear fair and impartial, aware of and sensitive to the concerns and anxieties of their teachers. They must identify individual needs and weaknesses and select appropriate remedies. Targeted attacks are generally more effective than saturation bombing.
14. After this presentation, 1988 BILC Conference participants were given a list of questions designed to stimulate discussion in small groups. These questions are listed on an attached sheet.

Defence School of Languages

Teacher Development Questionnaire

Part A

Title

1. Vocabulary is the most important part of language.
2. Language is basically a means of spoken communication.
3. Each language provides a unique way of organizing experience.

Part B

Title

4. A language is best learned through informal exposure to authentic language in its native speech community.
5. Language learning is best when a teacher provides a carefully controlled exposure to the language.
6. Meaning is best conveyed to the student through translation between the target language and the mother tongue.
7. There is no transfer from one skill to another when learning a language.

Part C

Title

8. Initial teaching should be based on careful contrastive analysis of the differences between the mother tongue and the target language.
9. A syllabus should be based on known areas of difficulty in grammar and pronunciation.
10. The best syllabus is one that does not focus on language at all.

Part D

Title

11. It is the teacher's job to provide a perfect language model for his/her students.
12. The teacher must always correct students' errors.

Agree

Disagree

	Agree	Disagree
13. The teacher should promote an enjoyable, friendly and supportive atmosphere in the class.		
14. The teacher must remain in full control of the class at all times.		
15. The teacher should not restrict his/her language in the classroom, as exposure to rich and varied authentic language will help learning.		
 <u>Part E</u>		
Title		
16. Students don't usually know what's good for them.		
17. Students achieve best in a competitive atmosphere.		
18. Students can help each other by pooling their collective knowledge.		
19. Students only learn things which are of interest or use to themselves.		
20. Students in a language class feel very vulnerable and sensitive.		

Notes:

1. This questionnaire aims to reveal teachers' values.
2. You are asked to choose between two extremes so as to provoke debate.
3. When you have completed the questionnaire, give a title to each section.
4. In subsequent group discussion:
 - a. Discuss the titles you have given to each section.
 - b. Find out which statements all members of the group agree on (i.e. gave the same answer to).
 - c. Consider what the range of agreement/disagreement tells you about the most likely sources of conflict and consensus.

Defence School of Languages

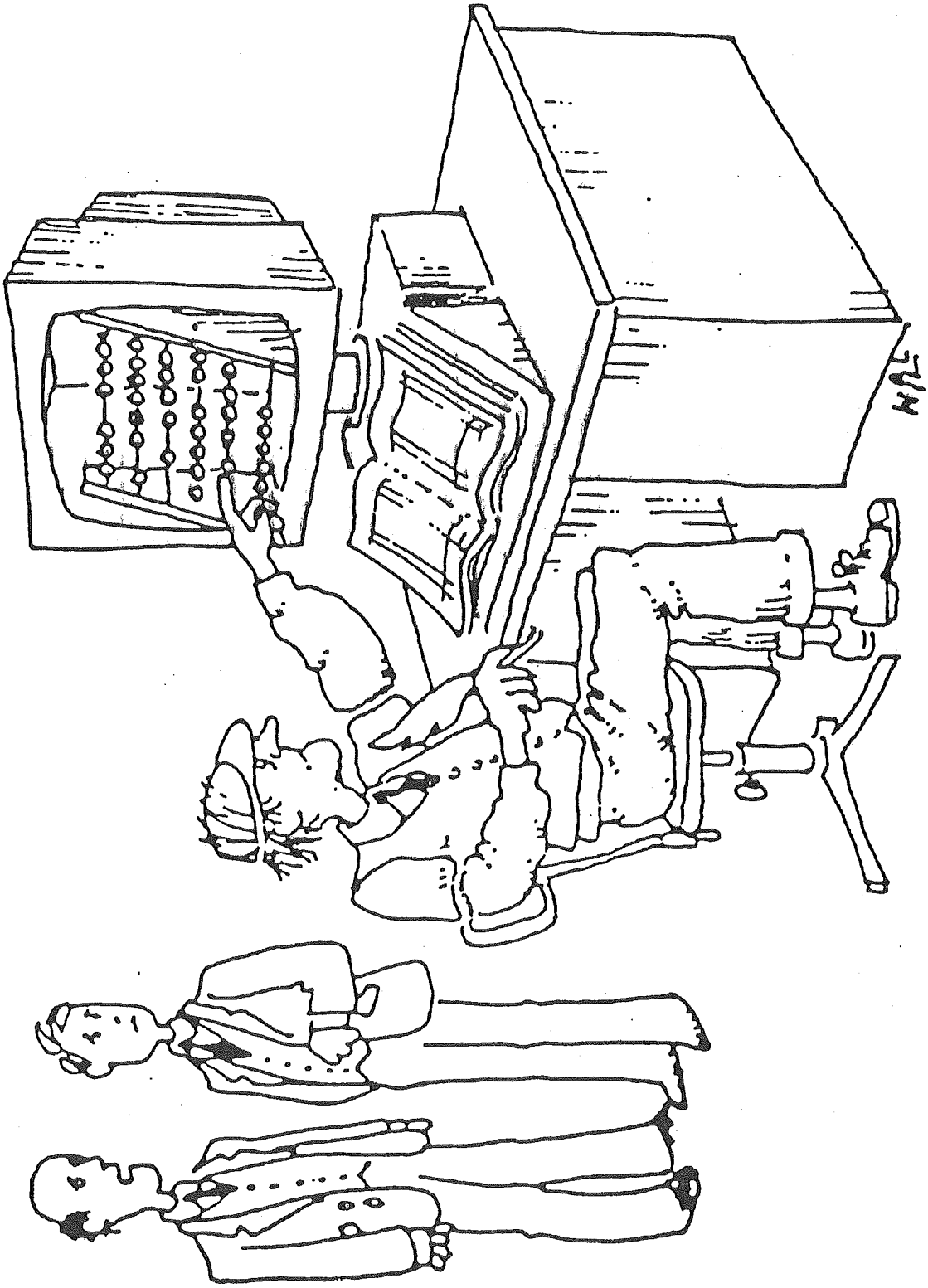
Approaches to Teacher Development

Problems	Solutions
1. 'Technoangst' Unused hardware Unfamiliarity with CALL	CALL Seminar (Case Study 1)
2. No professional contacts between departments Unawareness of MOD LT Policy	'Mini-Symposium' (Case Study 2)
3. Rusty oral skills in target language	Exchange with ILI Cairo. Attachment to Moscow embassy.
4. Isolation from other language teaching establishments. Lack of knowledge of advances in teaching techniques	Attendance at conferences (JCLA, IATEFL, CILT, BRISMES) (Case Study 3)
5. Ineffective teaching methods	Counselling Methods of Instruction Course Materials-led innovation Visiting speakers
6. Poor team work	Discussion at departmental staff meetings Allocation of minor leadership roles
7. Student complaints of inappropriate staff attitudes	Publication of 'Philosophy of Training' (student-centred instruction, positive motivation, language for communication, balance between fluency and accuracy)

Teacher Development at DSL

Questions for Discussion

1. To what extent is it necessary (and possible) to tailor **individual** development programmes for teachers?
2. What are the respective merits of the authoritarian, 'top-down' approach to teacher development, and the democratic 'negotiated curriculum' approach?
3. Given shrinking establishments and budgets, how much priority should teacher development receive compared with other areas of activity such as course design, materials development, procurement of equipment etc.?
4. What do you do if a teacher does not want to be 'developed'?
5. Is 'standardization of instruction' an appropriate aim of teacher development?
6. "The only purpose of teacher development is to encourage reflection and self-appraisal." Is it?
7. "If you want to innovate, change the materials. You'll never change the teachers".
8. To what extent can in-service teacher development make up for a lack of initial teacher training?
9. What evidence should be used in drawing up a specification of an individual teacher's developmental needs?
10. Are different approaches to teacher development needed for native and non-native teachers?
11. How can students be involved in teacher development programmes?
12. "Those who most need training are those who are least likely to respond to it". How can we get round this dilemma?



'We try to ease the older members of staff into the new technology!'

Defence School of Languages

Effective Teacher Development - Case Study No 1

1. Fear of mechanical devices - 'Technoangst' - is as we have seen common among language teachers. Despite shrinking resource budgets, many military language schools - the Defence School of Languages included - are well equipped with language laboratories, videos, satellite TV and computers. It is not at all unusual however to find that this equipment lies dormant for much of the time, and when it is used is used ineffectively. Much of this we can put down to inadequate teacher training.
2. With a view to raising computer consciousness, we recently held a seminar for selected members of DSL staff on the uses of computers in language training. The seminar was conceived and organized by Major Carl Pearce who, as well as being an exceptionally enthusiastic and innovative teacher of German, is able to draw on a scientific training. He has however had no specific training in the applications of computers, has learnt by trial and error and firmly rejects any suggestions that he is an 'expert' in the field.
3. The seminar was a resounding success because of the way in which Major Pearce collaborated with his (volunteer) students in identifying their needs and inducing learning and attitudinal change in an entirely non-didactic fashion.
4. The way he set about this was as follows:
 - a. First, he devised a questionnaire to determine prospective students' present levels of interest in and awareness about computers, and what benefits they imagined they might derive from attending the seminar. You can see a copy of the questionnaire in the hand-out pack I have distributed.
 - b. He then interviewed each student individually to 'unfreeze' the atmosphere and negotiate an individual curriculum, as well as to gauge students' underlying attitudes towards computers.
 - c. The opening session of the seminar was devoted to formulating group objectives, elicited by the question: "What are you hoping to get out of this course?" This session also had the effect of establishing a group identity and a pattern of relations between course members.
 - d. The group decided collectively on a small number of achievable aims:
 - (1) To get 'hands-on' experience of hard and software, so as to develop confidence in handling the keyboard and various input and output devices.
 - (2) To find out how the Course Director used CALL and to investigate other possible applications of computers in language learning.
 - (3) To learn a set of principles for evaluating CALL software.
 - (4) To investigate Word Processing and its applications.
 - e. The seminar then went ahead in accordance with the programme of which you have a copy.
 - f. Finally, in the evaluation phase, a general oral debrief was held, and this was followed up with another written questionnaire (incorporating and optional criterion test).

5. We learnt a great deal from this exercise, and I would just like to single out some of the key points.
6. First, a didactic, pedagogical approach is less effective with adults than an approach which recognizes, accepts and draws on their adulthood. The curriculum is best developed in partnership with students. Hands-on, discovery learning is most satisfying for students (even if sometimes frustrating for teachers). Help them to learn what they want to learn, do not try to teach them what they ought to know.
7. Adults have pre-conceived ideas and attitudes on almost every subject under the sun. Often these attitudes will be negative, not just neutral. In connection with CALL, a teacher may stand anywhere on a scale ranging from overt hostility to actual use of the techniques in the classroom. Most teachers are dimly aware of the existence of CALL, without having any positive awareness of its potential.
8. 'Technoangst' is a consequence of unfamiliarity. It disappears rapidly as practical experience is gained.
9. A seminar of this nature is only the start of the learning process. If the impetus it gives is not to be lost, there is a need for future learning to be structured and planned.

The Use of Computers in the Field of Language Training

Opening Questionnaire

Please answer the following questions. The answers will be used to decide the content of the study.

1. Do you have any equipment at home that is computer controlled? If so please list.

2. Do you use any equipment that is computer controlled in your daily routine? If so please list.

3. a. What technical equipment do you use to assist you in your job? Please list.

b. What are the advantages of using this equipment?

c. What difficulties do you experience in using this equipment?

4. What do the following computer terms mean (short answer only please!)?
 - a. PC
 - b. BASIC
 - c. floppy disc
 - d. WP
 - e. listing
 - f. VDU
 - g. program
 - h. file

5. Have you ever
 - a. run a program - if so which one?
 - b. used a program - if so which one?

6. In what ways do you think a computer can help you as a language teacher?

7. What are your aims in attending this study?

8. What do you want to be able to do at the end of the study?

Name _____ Language to be taught _____

Curriculum

Aims

The following aims were decided by the group for the study period:

- a. to investigate the mechanical use of the computer with as much hands-on experience as possible. This would involve the hard and software, commands required to operate the computer, use of the keyboard and other input and output devices.
- b. to investigate the possible ways in which the computer could be used in their language teaching. It was appreciated by the group that any help from me would be related to German or English software but a few Arabic and Russian programs were available. They would appreciate direct information from me as to how I utilized CALL.
- c. to gain the ability to evaluate computer software for their work.
- d. to investigate word processing and its applications.

Programme

The seminar followed the following programme:

Monday

- | | |
|-------------|---|
| 1330 - 1400 | To produce group aims and programme of events. |
| 1400 - 1430 | The hardware. The processor, input & output devices. Computer language. Demonstration and practice. |
| 1430 - 1630 | Getting started with a program. Hands-on. The basic commands necessary. |

Tuesday

- | | |
|-------------|---|
| 0830 - 1030 | Continuation of hands-on. Free choice of programs available. There were 59 different programs available (Annex F). |
| 1100 - 1130 | Types of program and their use. Linear and branching programs, dedicated programs, author programs. Discussion. |
| 1130 - 1230 | Use of different types of programs. First consideration of how to evaluate a piece of software. Hands-on plus final discussion of their findings on evaluation. |
| 1330 - 1630 | Word processing. Production of own disc, printing. Discussion of applications (to include discussion on admin uses). |

Wednesday

- | | |
|-------------|--|
| 0830 - 0900 | Demonstration - use of CALL in GLW. |
| 0900 - 1130 | Evaluating programs of their choice (group work). |
| 1130 - 1200 | Discussion of their findings from evaluation and suggested uses (drill and practice, teaching games, simulation, admin, text creation etc.). |
| 1200 - 1230 | Debrief in the presence of the Commanding Officer. |

The Use of Computers in the Field of Language Training

Debrief Questionnaire

As a result of the initial interview and the opening period of the course your group decided on the following aims for the 2 day study period.

1. The mechanical use of the computer - commands etc.
2. Hands-on experience of using software.
3. Methodology of using the computer in language training.
4. Evaluation of programs.
5. Word processing and its applications.

Would you now complete the following questionnaire in your own time and discuss your answers with me at a suitable occasion. Please do not spend too long on the answers as detail can be discussed later.

1. Do you feel that the course achieved its aims? Please comment in respect of the aims shown above.
 - a. Use of the hardware, commands etc.
 - b. Use of the software.
 - c. Methodology of computer course.
 - d. Evaluation ability.
 - e. Word processing.
2. Do you now see the computer having a role in your work? If not why not?
3. What do you now propose to do in this field?
4. What do you feel are the main points that you will keep in mind when you evaluate software?

5. How do you see word processing to be of use to your work? If no use why not?

6. If this course was run again what changes would you like to see? Do you feel the balance between theory and practice was right?

7. Do you feel your attitude to computers in language training was changed by this course? If so why?

8. If you want to try this simple test please do so!
 - a. Is a cassette player an input or output device?
 - b. What does !BOOT mean?
 - c. Are the BBC computers IBM compatible?
 - d. Who is the best evaluator of a piece of software?
 - e. If you want to access the word processor facility on the BBC what do you type?
 - f. Name three ways in which the computer can be used in language training.
 - g. With VIEW there are two screen modes - command and typing. How do you move between them?
 - h. What particular aspect of language training can the computer assist?
 - i. What future computer technology do you see being of help to your work?
 - j. Name two programs you have "used".

Defence School of Languages

Effective Teacher Development - Case Study No 2

Breaking Down Barriers

1. One of our Arabic teachers recently spent 6 weeks in Cairo as an exchange teacher at the International Language Institute there. He benefited greatly from the opportunity to speak and listen to Arabic intensively, to collect realia and teaching materials, and to observe alternative approaches to the teaching of Arabic for communication.
2. A rather unexpected consequence of his visit, however, was that he came back extolling the openness of exchanges between members of the English and Arabic departments there and contrasting the situation at ILI favourably with the strictly compartmentalised atmosphere at DSL. He felt that teachers of Russian, Arabic, German and English all had a lot to learn from one another and that ways had to be found of promoting informal contacts on matters of professional interest.
3. It was clear that such an initiative had to be seen by all as a 'grass-roots' affair, and not something imposed from on high. A small, ad hoc committee with representatives from each department was therefore convened to discuss the matter. It soon became obvious that the situation was worse than at first thought. Some teachers who had worked in the school for several years had never had an opportunity (or taken the trouble) to talk to each other. There was hardly any casual mixing across departments.
4. The committee decided as a first step to hold a 'Mini-symposium' on a subject (the proposals for new higher level examination syllabuses) of interest and relevance to all members of staff. The aim was to keep the event simple and short. Nametags would be issued on arrival to facilitate introductions. There would be discussion in 3 departmentally-mixed syndicates for 30 minutes on a question designed to stimulate controversy ('Task-based examinations are a good thing'), and then there would be a plenary session at which elected group leaders would report their conclusions and there would be free discussion. Tea and biscuits would then be served to encourage social mixing.
5. The 'Mini-symposium' was successful at least insofar as it further highlighted the extent of the problem. I had underestimated the propensity of teachers to hack away faithfully at their own slab of rock without exchanging ideas with their neighbours on how to sharpen their tools! Encouragingly, participants felt that the time allowed for discussion had been too short.
6. As with all similar initiatives, the real value of this exercise lies in the future. We now need to capitalise on the contacts made and the relationships cemented.

Defence School of Languages

Effective Teacher Development - Case Study No 3

1. Not all teacher development strategies work in the way you expect them to. We were concerned that some of the teaching methods used in the Arabic department were not as effective as they might have been, and that we might be able to learn from the experience of other Arabic-speaking institutions. With this in mind, we agreed to host at DSL a major international symposium on the methodology of teaching Arabic for communication. Our symposium received the sponsorship of the prestigious Centre for Information on Language Teaching and Research (CILT) in London and attracted participants from all over the world, including many military delegates from BILC nations.
2. Much was achieved at the symposium, not least the launch of a new Association of Teachers of Arabic and a pledge to make the symposium (the first of its kind) a regular event.
3. However, far from picking up useful pointers on how to teach Arabic from visiting delegates, we found that the boot was very much on the other foot. Many visitors appeared genuinely impressed with the materials and techniques used at DSL and were anxious to discover how we managed to achieve such high levels of oral proficiency in so short a time! One distinguished senior university lecturer in Islamic Studies immediately put his name down for one of our Colloquial Arabic Refresher courses.
4. Our staff members were therefore reinforced in their belief that everything was for the best in this best of all possible worlds - an unexpected outcome, but one on which we can build in that staff with a high morale are naturally more creative and more effective.

Training of Language Specialists

Guy Thériault

Introduction

1. Over the years, Canada has acquired a fairly broad experience with regard to training for its language teachers. Furthermore, the Department of National Defence has always acknowledged a critical requirement for training of its teachers and specialists and taken measures to answer their needs.

Purpose

2. The purpose of this presentation is to expose the guidelines on training for our second language teachers (French and English).

Scope

3. This exposé deals with three types of training for the teachers. These are:
 - a. basic training;
 - b. job-related professional training; and
 - c. education leave.

Teachers Population Within the Department of National Defence

4. The total teaching strength for both official languages within the Department is 400. The basic qualifications are: graduation with an acceptable degree from a recognized university and specialization in Arts, in Education or some other speciality relevant to the position; a knowledge of both the French and the English languages and experience in second language training teaching with adults. The methods of selection are: study of file, written exams and formal interview. These methods of selection are used to verify candidate's knowledge of theories, principles and practices of second language teaching, policies governing second language training and approved programmes.
5. Ninety per cent (90 %) of teachers working for the Department are permanent departmental employees. The others are part-time employees or are hired through private companies. All teachers report to a mixed military-civilian authority. All permanent employees are unionized.
6. New teachers receive an initial professional training prior to their appointment and later job-related professional training paid by the Department. In addition, permanent teachers have the right to request education leave. Finally, the teacher training needs and the means to meet training objectives are written in an Annual Performance Evaluation Report.

Principles

7. DND training policies are based on the following principles:
 - a. it is the responsibility of the individual to provide for his/her own professional development and to remain up to date in his/her field;
 - b. training is not an employee entitlement but, rather, is an investment to meet present and future organizational needs;

- c. it is unrealistic to expect the teacher to respond to on-going changes without the implementation of coherent training plans;
- d. training must be planned in such a way that optimal use will be made of available DND training resources;
- e. on-going analysis of the needs of both the organization and the individuals to be trained is essential to the development of coherent training plans; and
- f. all training must be subject to regular and formal validation.

Global Objectives

- 8. Such training is conducted in order to:
 - a. quantitatively and qualitatively enhance teaching skills;
 - b. permit the responsive and dynamic development of the curricula and tests; and
 - c. encourage the development of individual strengths.

Presentation - Types of Training for Teachers

- 9. We will now describe the three types of training:
 - a. **Basic training.** Initial professional training is conducted so that teachers will be able to adapt to the objectives and methods of the Military Second Language Training Plan (MSLTP). Therefore, the training objectives are:
 - to familiarize new personnel with the philosophy, objectives and methods of MSLTP in order to enable them to fulfill their job requirements, and
 - to enable the incumbents to adjust to periodic changes associated with MSLTP. The objectives of initial training are acquisition of theoretical knowledge and practical aspect. Theoretical aspect sessions will provide new concepts, new terminology and new working tools which will encourage reflexion on the pedagogical process. Simultaneously, the practical aspect will provide training activities which will transform knowledge into practice through the use of realistic tasks. These activities will occur at all stages of the training;
 - b. **Job-related professional training.** It is concerned with: retaining of refresher training of teachers and education specialists with the aim of improving on-the-job performance; in depth professional training to provide for active participation in the evaluation of pedagogy and MSLTP; and training of individuals to meet the requirements of specific tasks inherent in MSLTP. In selecting job-related professional training activities suitable for the teachers (Second Language Training) SLT personnel, DND will consider the following factors which are shown here in order of priority: learning activities attended outside working hours; in-service training activities within the Department in support of MSLTP and responding to the identified need based on priority commitments; out-service training activities which will have a direct and visible benefit to DND in implementing its MSLTP activities; and learning activities which will benefit the vast majority of teachers. Resources used by DND in order to provide job-related professional training can be found both internally and externally: in-service training and out-service training; and

c. **Education leave.** Education leave exists in order to:

- permit employees to acquire additional or special training in order to fulfill the requirements of his/her present role more effectively, and
- permit the employee to undertake studies in a field in which training is needed in order to provide a service which the employer requires or is planning to provide.

The applicant has to demonstrate the pertinence of his/her chosen field of study to meet DND requirements in the years ahead. Applications are reviewed annually by a committee which rates each file based on the following criteria: appropriateness of study programme, prior training taken outside working hours, employee performance, future contribution to the organization, seniority and quality of submission file.

Conclusion

10. MSLTP imposes special requirements on teachers and education specialists. This training plan reflects the resulting unique training needs of the teachers involved in SLT and offers a total training programme. The implementation of this programme contributes to an increase in the quality of language training within DND and adequately prepares the managerial staffs for the challenges of the future.

Workshops

(see Annex A)

Workshops

Workshop I

1. Are these types of training sufficient when taking into account the essential qualifications such as education, language requirement and experience?

Workshop II

2. What types of motivational techniques would you suggest in order to encourage teachers to improve their skills?

Workshop III

3. What would be an ideal Career Plan for a teacher? Generalist or Specialist?

Workshop IV

4. Should there be an university programme specially dedicated to language teachers?

Improving the Quality of Foreign Language Instruction

Ray Clifford

Language school administrators who wish to improve the quality of their instructional programs must take a combined short-term and long-range approach. The first challenge is to provide the best instructional program possible using the teaching expertise available; the second challenge is to enhance the quality of the program by improving the faculty's professional skills.

In approaching the first challenge, two conflicting philosophies are offered by training experts (see figure 1). One philosophy assumes that expertise needed to teach any subject can be captured in the instructional system or curriculum. The other philosophy maintains that instructional expertise must reside in the faculty. Military training environments tend to favor the first philosophy, and attempt to provide expertise in the system through a prescriptive teaching methodology - a closed curriculum providing not only content, but presentation scripts - and a rigid instructional schedule which defines the sequence in which the prescribed lessons are to be taught and how much time is to be spent on each lesson. An apocryphal story about DLI illustrates how regimented instruction under this approach could become. Rumor has it that a visitor observing Russian classes heard a teacher in one class ask a question from the lesson plan, and stepping quickly across the hall, he heard a student in another class answer the same question.

This tendency is described in the **Royal Air Force Education Bulletin** (Brown, 1986) as follows:

"I suppose that it is not unexpected that in an action-oriented, albeit bureaucratic, system such as the military, the preferred approach to training is prescriptive rather than descriptive ... The problem is that with increasing adherence to such a prescriptive model we make ourselves even more hostage to the device ... Unfortunately, the techniques utilized derive from engineering and instructional technology roots and are very mechanistic in nature. They are very effective for simple tasks involving clearly specifiable skills, but not so useful for identifying performance criteria in terms of behavioral objectives, for more complicated tasks involving the 'soft' skills or the affective domain."

The complex nature of language instruction requires the second approach to instruction. This need is particularly apparent in curriculum development. J. L. Clark (1979) described the problem as follows: "A language syllabus is an expression of what is deemed relevant and possible to teach within a set limit of time, to a particular group of learners who are aiming at a mastery of a certain number of activities to an acceptable level of performance and who, in the successful performance of these activities, will show enormous variation." My own experience has led me to the following instruction axiom: "Equal foreign language instruction always produces unequal results." People are variable, and even if all are taught the same, the skills attained are different.

A systems approach does not recognize this inherent contradiction between standardized instruction and nonstandard results. At the most general level SAT is applicable to all situations - one determines what needs to be taught, writes the curriculum, teaches that curriculum and then administers tests based on the curriculum. This model is, however, too simplistic for the complex nature of language because it assumes total congruence between the target instructional domain and the curriculum. In languages, the content we are trying to teach is almost always larger than the curriculum. Or stated another way, the curriculum

is always a subset of the real world which defines the instructional domain.

Most language teachers recognize this expanded mission; most students do not. In fact, even excellent students usually assume that everything they need to learn is in the book. Other students whose vision is even more circumscribed, reveal the narrowness of their objectives by asking, "Is that going to be on the test?" For these students the total instructional domain is defined by the final test. So instead of learning the real-world skills their teachers set out to teach, or even the subset of those skills included in the textbook, students who focus solely on the test learn only a sub-subset of the desired instructional domain which takes place as one samples from the target domain to write the textbook, and from the textbook to write the final exam, is the greatest danger in applying SAT or a closed instructional system to foreign language teaching.

Foreign language teaching requires an open instructional system where it is recognized from the beginning that the curriculum is only a subset of what the students are going to have to learn.

It is true that students in an open instructional environment may still ask, "Is this newspaper article going to be on the final exam?" but the teacher's answer will be different. A typical reply might be, "No, but you have to learn to read this and other articles because the article that is going to be on the final exam will be out of a current newspaper and hasn't been printed yet." In such an environment the curriculum becomes not an end objective but a springboard to the real instructional domain.

For all its advantages an open curriculum is not without its problems. In contrast to a closed curriculum which allows the faculty very little freedom, an open curriculum may provide more freedom than some faculty members are ready to accept.

Figure 2 describes three levels of foreign language teacher competence. These general categories are not meant to be definitive, but provide a useful way of categorizing what is actually a continuum of teacher competence. An apprentice teacher is one who knows the target language, can serve as a native informant, lead pattern drills, and provide target language conversation practice. The journeyman teacher would likely know both the target language, and also the students' first language. A teacher at this level knows what to teach, and how to teach it, but may not know why it is important to teach in that particular way, or why the students react the way they do to a given instructional technique. Master teachers meet all of the previous qualifications plus they have a professional background in the discipline of foreign language teaching. They know not only the "what" and "how" of foreign language teaching, but also the "why", and can adapt their strategies to meet different student learning styles and the requirements of varying instructional settings.

It is also possible to categorize the instructional environment into three categories. The first category shown in figure 3 reflects the process control environment required by a strictly interpreted systems approach to training. The opposite of a process control environment is a product control environment. Under this approach final objectives are specified but no curriculum is provided. The third option presented in figure 3 is a combination of the other two. Under this option a core curriculum provides process guidelines and standardized final exams provide product control.

There is an important interaction between teacher competency and the instructional environment in which the teacher works. Figure 4 displays in matrix format the quality of instruction expected for the interaction of each level of faculty competence with each type of instructional environment. Looking first at the row of the matrix labeled "process controls only", it is clear

that apprentice teachers can contribute to the instructional process, and the fact that the system tells them exactly what to do helps them in accomplishing their teaching duties. Because they have greater teaching skills, journeyman instructors working under the same conditions get even better results. However, when a master teacher is placed into a lockstep environment, poor instruction results. Master teachers find working under these conditions to be very frustrating - many will resign and those who stay usually develop a defeatist attitude. "There is no sense in me being innovative. I will only be criticized for it. Therefore, I will do exactly what I am told to do and no more", becomes the philosophy of these once professional teachers, and they are no longer effective teachers.

On the other hand, in a product control situation the apprentice teacher doesn't have a sufficient background to know what to do, and the quality of instruction drops from marginal to unsatisfactory. Even journeyman teachers will flounder without additional guidance. The master teacher, however, will excel.

The third instructional environment is the best for institutions where not all teachers are master teachers. It allows each teacher to reach his or her maximum potential, because sufficient guidance is provided for apprentice teachers and master teachers have enough freedom and opportunities for innovation that they adapt the instruction as needed. Thus, the answer to the first challenge - that of providing the best instruction program possible with the teaching skills available - is to create an instructional environment which includes product controls. Once product controls are in place, then process controls can be reduced to the minimum needed to guide inexperienced teachers, and experienced teachers can be given the freedom to excel.

The second challenge in upgrading the quality of an instructional program is improving the skills of instructors. While many institutions have faculty in-service programs, most of these programs have little impact. One of the reasons for this limited effectiveness is a failure to recognize the difference between pedagogy and andragogy. Malcolm Knowles (1978) has identified some specific characteristics of andragogy or adult learning which contrast with those practiced in the field of pedagogy. These principles are summarized in figure 5.

The first principle is that adults are self-directed. Whereas children generally accept the fact that someone else is in charge, adults like to be in control of what's happening to them.

The second contrasting principle is that adults have a broad experience base to draw upon. Everything they are now learning can be linked to previous experiences and already acquired knowledge.

The third principle is very important in teacher training - readiness to learn is based on a real or perceived need. If adults see no need to learn, no learning takes place. One major problem with traditional teacher education programs is that the theory comes first and the practical applications come later. This leads adult students to the conclusion that the first part of their study was a waste and only in later clinical experiences or practice teaching did they learn anything of value. If those "real" experiences came first, teachers might better see the need for and have greater acceptance of the theoretical instruction that is an integral part of a master teacher's education.

The fourth principle of adult learning is that adults approach learning from a problem solving orientation. This perspective contrasts sharply with the subject area orientation found in pedagogy. Most pedagogical instruction is subject oriented. Textbooks cover a single subject and chapters and lessons progress sequentially through the subject matter. However, adults are not motivated by a subject matter orientation. Therefore, an adult curriculum ought to be based on a problem solving framework rather than on a logical development of

the subject matter to be learned.

I believe that we have incorporated these principles into our teacher in-service programs at the Defense Language Institute. We begin with a faculty pre-service program, offered by our Faculty and Staff Development Division, which is very practical in its orientation. As new teachers are hired, they attended an 80-hour course with many "micro-teaching" opportunities. The objective is to learn the techniques required to meet the challenges of the first few weeks in the classroom.

The second level of in-service training is conducted by the language department to which the teacher is assigned. This program provides language-specific teaching techniques and skills. This applied training meets the needs of teachers because Russian teachers face different challenges in teaching their language than do French teachers.

The third level of DLI's in-service program is theoretically based and includes professional, graduate level courses in the field of foreign language education. Some of the courses included in this program are taught by our own faculty and some are taught by faculty from universities and colleges. A key reason these theoretical courses are successful is that participating teachers have sufficient experience to recognize the need for a more rigorous analysis of teaching issues, and they approach their studies from a problem solving perspective.

In conclusion, quality foreign language instruction requires professional teachers - teachers who know the foreign language to be taught, and have the necessary teaching skills to teach that language to others. The fact that this combination of skills is not always present in the same person, necessitates a dual-track approach to program improvement. First, an open instructional environment must be created where all teachers can teach to their full level of competence. Secondly, teacher in-service programs tailored to fit adult learning characteristics must be provided to improve teacher skills and maintain teacher motivation.

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OPTIONS

- **PROVIDE EXPERTISE IN THE SYSTEM**
 - **PRESCRIPTIVE METHODOLOGY**
 - **CLOSED CURRICULUM**
- **DEVELOP EXPERTISE IN FACULTY**
 - **PROFESSIONAL DEVELOPMENT**
 - **CAREER TRACK**
 - **OPEN CURRICULUM**

FACULTY COMPETENCE

- **APPRENTICE:** Knows the target language (TL), serves as native informant, drill master, and TL conversation partner.
- **JOURNEYMAN:** Knows students' first language (L1) and TL. Is familiar with textbooks used. Knows "what" to teach, and "how" to teach it, but not always "why."
- **MASTER:** Meets journeyman qualifications, plus has a professional background in the discipline of foreign language teaching. Knows why and under which conditions specific teaching methods work.

Figure 2

CHARACTERISTICS OF THE INSTRUCTIONAL ENVIRONMENT

- **PROCESS CONTROLS ONLY**
 - Lockstep
 - Regulated processes and curriculum
 - Mandatory schedule

- **PRODUCT CONTROLS ONLY**
 - Standardized final exams

- **PROCESS GUIDELINES AND PRODUCT CONTROLS**
 - Core curriculum
 - Academic reviews
 - Independent major tests
 - Standardized final exams

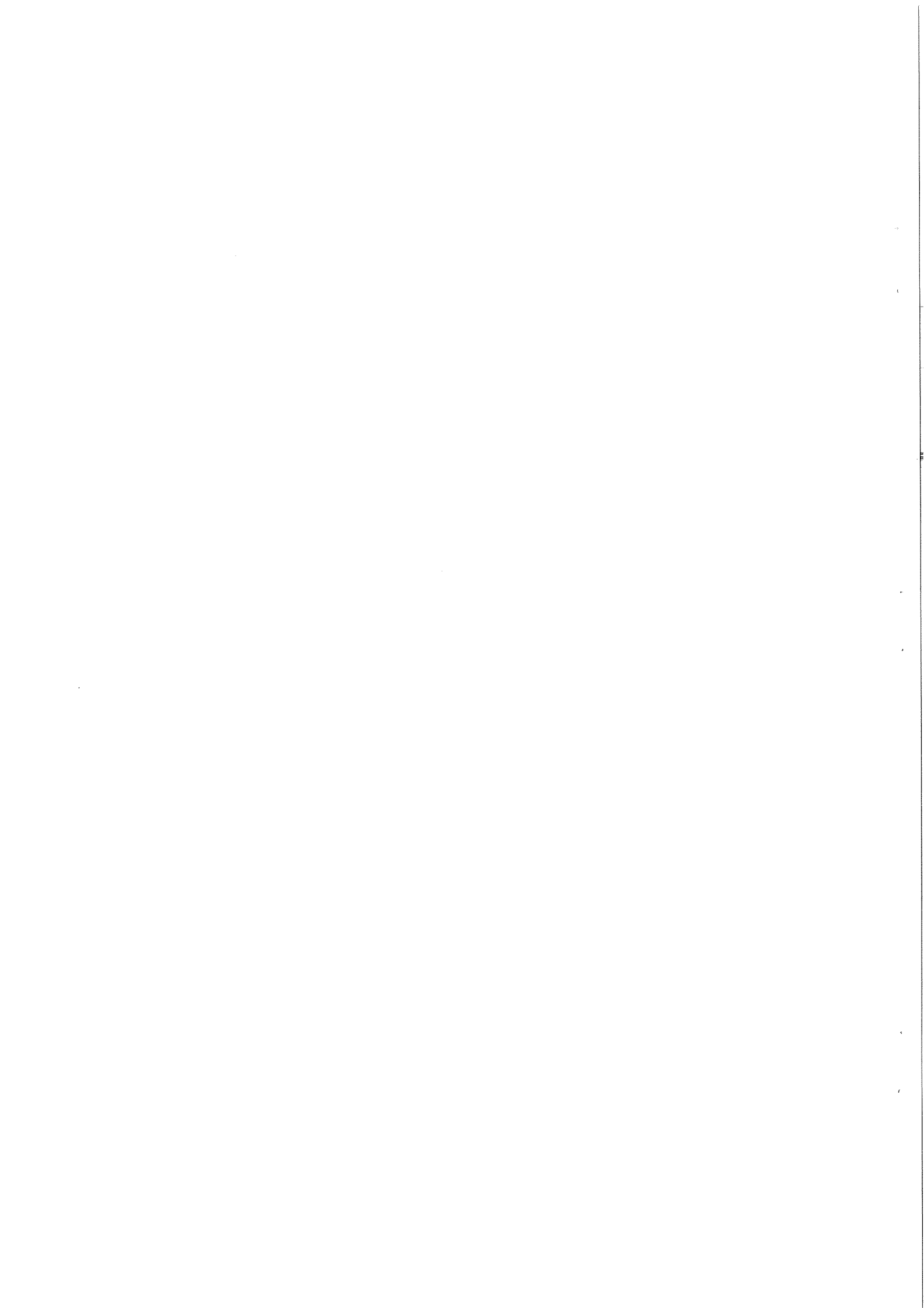
**EXPECTED OUTCOMES BY
TYPE OF ENVIRONMENT
AND LEVEL OF COMPETENCE**

CHARACTERISTICS OF THE INSTRUCTIONAL ENVIRONMENT	FACULTY COMPETENCE		
	APPRENTICE	JOURNEYMAN	MASTER
PROCESS CONTROLS ONLY	MARGINAL	ADEQUATE	MARGINAL
PRODUCT CONTROLS ONLY	UNSATISFACTORY	MARGINAL	EXCEPTIONAL
PROCESS GUIDELINES AND PRODUCT CONTROLS	MARGINAL	ADEQUATE	EXCEPTIONAL

Figure 4

FOUR PRINCIPLES OF ADULT LEARNING

- **ADULTS ARE SELF DIRECTED**
- **ADULTS HAVE A BROAD BASE OF EXPERIENCE**
- **ADULT READINESS TO LEARN IS BASED ON PERCEIVED NEED**
- **ADULTS HAVE A PROBLEM-SOLVING ORIENTATION TO LEARNING**



Training and Professional Development of Foreign Language Teachers
in the German Armed Forces

Georg Gerth

Good afternoon, ladies and gentlemen, and welcome to an overview of teacher training and professional development provided by the Federal Language Office for the foreign language teachers in the German Armed Forces.

Before going into the main topic of this presentation let me say a few words on the recruitment of teachers.

In recent years, the situation of newly qualified teachers seeking employment in the state schools has deteriorated considerably, and the prospects of employment for teachers newly qualified in the universities are rather bleak. This has led to a state of affairs in which young teachers applying to us for work are usually highly qualified. Without going into details of the German system of teacher qualification, suffice it to say that they are qualified to teach in institutions of higher education in the Federal Republic of Germany.

Since, however, people are more important than papers applicants are subjected to a test to attempt to determine their suitability for our purposes. This test consists essentially of three parts, first an oral examination which has two objectives - to determine the extent to which the applicant is able to deal with the foreign language as a medium of communication and secondly his knowledge, experience and the extent to which he has learned from this experience in the theoretical and practical fields.

Number 2 an essay - the applicant is given a choice of three methodological-didactic topics. The aims are similar to those mentioned for the oral.

And 3 a demonstration lesson in one of the classes at that time running in the Federal Language Office. The applicant has the opportunity on the day prior to his demonstration lesson to observe the class in which he is to teach in order to assist him in his preparation. The topic is given him by the class teacher and is integrated into the normal curriculum of the class.

To illustrate the factors on which a decision is made, perhaps you will allow me quickly to run through the evaluation sheet on which a decision is made.

But before I start, please, allow me a little comment. Perhaps particularly the ladies will forgive me if throughout my presentation I refer to the applicant or the teacher as "he", "him" etc. This is not male chauvinism, in fact quite a high proportion of our young teachers are female. It is purely a question of convenience and the avoidance of formulations which might otherwise be somewhat cumbersome.

EXAMINATION RECORD

language teacher course and test developer

No. _____

name/Christian name	date of birth/birth place
language of examination	native language

I. <u>Written examination</u>	①	②	③	④	⑤
Essay in the foreign language					
a) language accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. <u>Oral examination - Interview</u>					
1. Performance in					
- pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- range of expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional knowledge in _____					
- methodology	_____				
- linguistics	_____				
- country and institutions	_____				
- military background	_____				

① = excellent
② = good

③ = satisfactory
④ = adequate

⑤ = not adequate

III. Demonstration lesson

class/aim

level of the class

date/time

1. Performance

- Range of expression taking into account the teaching/learning aim and the level of the class
appropriate - inappropriate

- Grammatical accuracy
no mistakes

a few - several - many - very many - slight unacceptabilities
a few - several - many - very many - gross unacceptabilities

- Intonation corresponds to the language norm
completely - for the most part - only partly - not at all

- Articulation
easy to understand - hardly understandable

- Phonetic accuracy
no mistakes

a few - several - many - very many - slight unacceptabilities
a few - several - many - very many - gross unacceptabilities

- Semantic accuracy
correct - not always appropriate - incorrect use of lexis

- Idiomatics
corresponds to native usage
occasional - frequent - deviations from normal usage

- Fluency
no - occasional - frequent - unnatural hesitations

2. Candidate's reaction to students' questions

- Questions were satisfactorily dealt with for the most part - partly - unsatisfactorily dealt with
- No questions asked because students were not motivated the presentation made them superfluous

3. The candidate was

- confident - introverted - friendly - impatient - overconfident - overbearing
- Contact to class was established - quickly - only hesitantly - not at all
- Contact to class was lost - quickly - in the course of the lesson - maintained

4. Realization of lesson (degree of success)

- Methodological approach
monolingual - communicative
Rules presented normatively - descriptively
Rules established inductively - deductively
- Efficiency of teaching phases
Phases were appropriate - too small - too large
Phases were didactically appropriate - inappropriate
- Control of student feedback
skillful - unskillful

Use of teaching/learning aids

Extent to which teaching/learning aim was achieved

Aim achieved - fully - for the most part - only partially - not at all

① ② ③ ④ ⑤

Grading of lesson (1 - 4 above)

- ① = excellent
- ② = good
- ③ = satisfactory

- ④ = adequate
- ⑤ = not adequate

On the basis of the complete performance, the commission evaluates the candidate as follows:

- language teacher course and test developer
- professionally qualified not adequately qualified not qualified
- for "gehobener Dienst" for "höherer Dienst"

- Can be employed after the usual period of on the job training
- Can be employed after a longer period of on the job training
- Needs internal teacher training

Remarks

Commission:

Chairperson

(_____)

Member

(_____)

Member

(_____)

Place/date

After this short insight into the criteria we apply in evaluating the qualifications of teachers with us, the newly employed teachers are sent to the Federal Language Office for an introductory teacher training seminar.

We do this with everybody, regardless of the academic background or teaching experience in state schools because theoretical knowledge acquired in the universities does not automatically mean that we have found a capable teacher, and the fact that a teacher has taught children, even for a longer period of time, does not necessarily mean that this experience can automatically be transferred to the teaching of adults. Here I refer to the illustrative distinction in my German mother tongue between "Bildung" and "Ausbildung" which only poorly can be rendered into English as "education" and "instruction".

Furthermore, there is also the question of the relevance and the usability of theoretical knowledge conveyed, for example, in the universities for our purposes of foreign language training in the Federal Armed Forces.

Our introductory seminars usually last 3 or 4 weeks. Their global objectives are, of course, dependant on the main targets of language training in the Bundeswehr, i.e. first of all the achieving of "communicative competence". This target is usually accepted by the newly employed teachers since they understand - even if their previous pedagogical background is not profound - the relevance of such an approach for our purposes, especially with regard to task-orientation and the achieving of productive ability.

Skill-orientation is also accepted although our teachers sometimes think that skills should be strictly separated and even presented in the classroom in a fixed order LISTENING - SPEAKING - READING - WRITING as it was for long time advocated by the audio-lingual approach.

Working with language functions and mastering them is our third global target in language training. Here our newly employed teachers have difficulties because they often do not know how to interpret the underlying functional-notional approach and how to cope with what is required in the teaching.

So much about the global objectives of our introductory seminars. Let us now have a look at the contents of these seminars for newly employed teachers.

There is a saying "Theory without practice is futile - practice without theory is fatal" and I feel that this statement is absolutely right. This serves us as a justification for the inclusion of some theoretical considerations in our introductory seminars.

If you take a look at the handout (Annex A), you will see as the first item on the list "A functional definition of language". Right at the very beginning of the seminar, as a kind of entry, we pose and attempt to answer the question "What is language?". It is astonishing how many different answers and what kind of definition you get. Usually, at the end of the discussion, we agree on defining language as a purely human activity, i.e. human behaviour, a communicative and social activity. Even the element of a "transfer of information" is not always given; "small talk" at parties, for instance, is rather often only a social activity and less communicative or functional. On the other hand, systems of signs or symbols like traffic signs or ideograms or music notation must be language then because all of them convey information. Are braille, chemical formulae or Morse code language? Are the utterances of babies language? Probably not, because the system is not the same. There is certainly a sound system with baby talk, which is not the case with morse or braille - these systems can only be considered as poor representations of language.

Traffic signs, ideograms, signals etc. do communicate but they are just communication and not language.

Language itself is arbitrary, based on and formed by convention. Therefore, the typical student question "Why is that so?" cannot be answered. The only answer could be "Because that's the way people say it!" Sound systems, tense systems, syntactic connections differ from language to language so that the different realizations can only be described but not explained. How can you explain to a learner of German why we say "einundzwanzig" and not "zwanzig und eins", why "Weib" (woman) or "Mädchen" (girl) are not feminine in German but become neuter? These phenomena - and the most illustrative examples could probably be taken from the field of phonetics - can only be described but never explained.

These fundamental considerations are not only a good entry into the seminar, they also show us whether the teachers are willing to reflect upon basic things, things which are normally taken for granted. On the basis of what we discover here we can make our arrangements for the following weeks. These discussions are welcomed since the majority of the teachers have seldom or never given the matters discussed much thought.

The second item on your list is "form and substance" and "the components of language". Lack of time prevents us from giving our teachers a crash course in linguistics but we feel it is important to clarify some linguistic fundamentals. An introduction, for example, into Chomsky, whose work is familiar to only a part of our teachers, is neither practicable nor sensible. We have to establish other priorities. On the other hand, certain fundamentals which come into didactical discussion, terms like "grammaticality", "acceptability" or "competence" and "performance" we feel are necessary.

One point should be touched on here, namely the definition of the terms "grammar" and "structure", which are frequently used as though they were synonymous. I refer here to Frank Palmer, who gives seven definitions at the beginning of his interesting little book entitled "Grammar".

In current linguistic literature "grammar" is usually seen as a general term incorporating structure and phonological features such as stress and intonation, which incidentally also have a bearing on semantics. This distinction is of importance not only in the interpretation of our new curricula but also in day-to-day work in the classroom because one single mispronounced sound doesn't matter very much in the context of spoken language - mistakes in intonation and stress, however, can lead to misunderstandings. These factors cannot be ignored in the classroom.

Intonation and stress also play a role in the distinction between "form" and "function" of utterances. A sentence like "The window is open." with regard to the function and intention can mean completely different things, ranging from "There is a draught. Could you shut the window, please?" to "I hope we haven't been burgled." This possibly extreme example illustrates, however, quite well the differences between the explicitly said and the underlying intention. The understanding of what has not been said offers a good opportunity to practise listening comprehension and oral production. Furthermore it leads to the realization of the problems and might assist incidentally in the mastering of reading comprehension tests, particularly those which question about implicit content.

The way something is said is often more important than the lexis and structures used. But language is not just words and sentences but also facial expression and gestures as well even as bodily posture which play an important role in probably all languages. Thus it is for us self-evident that we at least touch on such paralinguistic features as well.

"The linguistic skills" - number 3 - means the four skills as in the Standardized Language Profile. Other linguistic skills like translating or interpreting

are not treated by us. We have no time here to talk about the skills, their interdependencies or lack thereof and the implications for the classroom.

I would like to mention here two points which appear to us to be relevant for our teacher training. We try to make clear to our teachers that they are not there to teach a foreign language but to help their students to learn it. This can only be done by using the language, just as swimming or driving cannot be learned by theoretical considerations alone. This is perhaps especially true of listening comprehension which can only be acquired by patient and intensive practice. Of course, we give our teachers techniques and hints to help their students acquire the skills. There are, after all, enough proven learning techniques for each of the four skills.

The second problem is the common misunderstanding of the interdependencies of the skills. As in reality, the skills should also be used in combination in the classroom.

Furthermore, a teacher who integrates several skills into his classroom work not only takes into account that the integrated use of the skills supports the learning process, he also counters for different learner types. I touch on this point because many of our newly employed teachers do not understand these interrelationships or simply misunderstand the STANAG testing system believing that there have to be, for example, pure reading or listening lessons. The fact that the skills are tested separately and specifically does not mean or imply that they should be taught in isolation.

"Communicative competence" as the global objective of foreign language learning should mean that teachers have to enable their students to get over what they want to communicate. This has, for the teacher, the consequence that he cannot teach language as an abstract system of signs and rules, that language cannot be separated from the past experiences and the future task of the student. The keyword "communicative competence" legitimates language training which sees its targets not in the language itself but in its contents and in its usage.

This concept automatically leads to a variety of methods. Communicative language teaching is not a method and not obligatorily fixed to any specific methods; it lives on variation of methods and in this "pluralism of methods" lies the attraction of this approach. Therefore we point out numerous techniques to meet the demands of this approach. We give examples of and practice in role playing and other simulations and we try to show how to work with authentic materials even if these contain lexis and structures which have not been overtly taught.

To discuss the implications of the "functional-notional approach" is also very important if only because our new curricula are functionally oriented. Although this approach has become known since the Seventies as far as Europe is concerned - and I probably do not need here to mention the considerable contribution of the Council of Europe with its various projects in this field - we find that a lot of our newly employed teachers are not familiar with them. We supply them with lists of functions, their exponents in different registers and advice on how to integrate these considerations into their daily work.

Point 6 on your list is concerned with the major characteristics of traditional or conventional approaches. Without going into details here, let it be said that we reject nothing simply because it is "traditional" or "conventional". After all, people have continued to learn foreign languages throughout the years despite long periods when the art of teaching was static and moribund and despite changing fashions in the field. What is needed is an eclectic method making use of any productive techniques no matter whence they come.

Point 7, "characteristics of communicative methods". May I, at this point, attempt to summarize a Direct Method, as we see it.

- a. The language used in the classroom should be predominantly the target language. This does not exclude the mother tongue where economy and common sense suggest its use, for example, as a check on understanding, the formulation of rules (I will return to this in a few moments) and, where appropriate, for interlanguage comparison.
- b. Instruction must take account of the four skills and the necessity for real communication. We have no use for the lecturer!
- c. Instruction should occur within the framework of real situations, i.e. no long strings of non-related, often "text-bookish" examples, and should take account of the functions of utterances within these situations.
- d. Rules are arrived at through insight - they arise out of the language material, are formulated by the learner and describe rather than prescribe.
- e. The terminology of traditional grammar teaching is subsidiary. After all, the learner has to translate a term such as "present perfect continuous form" into the "has" or "have been doing" form. Why not describe it thus?
- f. Interference problems must be considered and consciously dealt with.

Let me make it clear that what I have outlined above is by no means of Federal Language Office methodology. These considerations have long been the basis of much foreign language teaching.

We find, however, that for many of our young teachers, fresh from the universities, they are strange, and there is often initial opposition to such a "non-academic" approach.

Point 8, "question technique and correction of mistakes". Considerable attention is paid to both these factors since they are a major part of the bread-and-butter work of the teacher. Here the questions of the extent to which a "mistake" interferes with communication and the way in which a "correction" be made in a real language situation have to play a part.

Point 9, "lesson preparation". This is concerned largely with the practical implementation of the points covered under 7 ("Characteristics of communicative methods"). As far as vocabulary learning is concerned, the main stress is laid on techniques to extend vocabulary and ensure its transfer to long-term memory.

Point 12 on your list is socialization and individualization in instruction. Here, the young teacher is asked to discuss the possible advantages and disadvantages of such procedures. He is confronted with examples of materials, and helped with the construction of materials of his own.

Point 13, "language games and role-plays". Over the last years a mass of literature has been published on this. For some people the term "game" may have a negative sound because they do not associate learning a foreign language with having fun. We feel that sensible language games are useful and important because they provide communication in meaningful situations, taking into account the creativity of the students and increasing their motivation in that they perhaps provide an element of drama or unpredictability. We show our students how to prepare, how to carry out and how to exploit language games and provide them with a stock of recommendable practice material, ranging from phonetical and grammatical exercises or simulations to audiovisual games like "Sounds Interesting" (authors: Maley and Duff) where students have to identify differ-

ent sound sequences and describe them in the target language. We found that this material can also be exploited for other purposes, e.g. grammar or vocabulary extension.

The use of the mother tongue (point 14) is also of importance in our teacher training. Thinking and feeling are probably determined by the mother tongue. It would therefore be senseless to postulate absolute monolingualism. You cannot just hang up your mother tongue on the hook in front of the classroom. When monolingual explanations would cost too much time or when parts of texts are excessively complicated or perhaps obscure the use of German is legitimate and very sensible.

Another topic is the role of textbooks and working with our new curricula. We show our teachers how to work with different sorts of text. The way of exploiting narrative texts, for example, will be different from working with informative or descriptive texts. We also discuss ways of dealing with vocabulary before the text is dealt with, how to work with dialogues, how to evaluate commercial textbooks and possibly improve the exercise material presented there.

What should grammatical rules look like? Here we usually present a set of poorly formulated but genuine examples so that the teachers get a chance to re-formulate and improve them. We attach great importance to three criteria: accuracy, usability and understandability. Take a look at some grammar books of English which are still widely used and you will see clearly what I mean.

Of course, here we also tackle the role of grammar as such. We try to make clear that grammar and communication are not at all contradictions, and that dealing with grammar is still important in our curricula and in language teaching as such, even though grammar is now being taught in another way from the conditions prevailing 15 to 20 years ago and with other theoretical bases.

We also present and examine various grammars like scientific, didactic, communicative, functional or school grammars and provide our teachers with a spectrum of all sorts of exercise types, taking into special account those which demand creativity and a personal contribution from the students' side.

How to deal with visual and acoustic materials is point number 17. Working with picture stories, comics, photos, drawings etc. as well as with authentic acoustic materials which furthermore provide different voices and variant speakers can be very motivating and demands special preparation by the teacher. This is particularly true of working with video where inexperienced teachers can easily make mistakes.

We feel, incidentally, that technical devices like video or computers - where these are available - do not make the teacher superfluous; they can only relieve and support him in certain ways. Thus the choice of media and their place in a lesson are also discussed.

Point 19 - Language testing. Here we usually find deficiencies in what our teachers know of this area, partly because they have never been confronted with this matter before, partly because our testing system may be strange for outside observers and difficult to understand at first sight.

We show our teachers how to make up informal tests and what criteria we consider to be important in evaluating a test.

Point 20. Probably the most important recent alternative methods like "Suggestopedia", the "Total Physical Response Method", the "Silent Way" or "Community Language Learning" are at least theoretically discussed, illustrated by films or tapes but not really practised by us or our course participants.

Teaching demonstrations are given by the teacher trainers as well as by the teachers but unfortunately the time available for this is rather limited.

This is also true for our seminars and workshops outside the Bundessprachenamt. We conduct these courses - usually in the form of one-week seminars at various language training institutes of the Armed Forces or other departments. For instance, we conduct refresher courses for the Federal Ministry of Finance, usually for teachers of English and French in the Customs' Services.

Refresher courses for teachers in the language institutions functionally subordinated to the Federal Language Office are held every year or every second year in the respective places, among others the Federal Armed Forces' Universities, the Naval Schools, the Army Aviation School in Bückeburg and Air Force institutions. The contents of these refresher courses are usually based on the needs and wishes of the teachers in the individual institutions as these are conveyed to us.

Last year, for example, amongst other things we covered topics like learning psychology, anticipatory reading, language games, alternative methods as referred to earlier, and, of course, the practical implementation of the curricula.

I would like to add that we frequently get individual teachers who pop in informally or write to us in order to discuss with us problems which they have encountered and with which they think we may be able to help. This we call our "after-sales service".

Our main purpose in all of these seminars, be they introductory or continuative, is to make clear that not a textbook or the curriculum should be the centre of language learning but that the role of the teacher is far more important than any teaching or learning materials, methods or media. We are not dogmatic with regard to methods, we are primarily interested in **results**.

However important the teacher may be in language learning, the central figure is the **learner**. He has to be motivated and this is probably best done by giving him the feeling that he is successfully learning. Future learners with our teachers will have no difficulty with things which they know. It is the **unknown** which presents problems. Here the language learners need help as preparation for potential language situations and encounters in the future.

And what is perhaps the most important: *Nobody is perfect*. The target of language training can not and never be perfection, but competence.

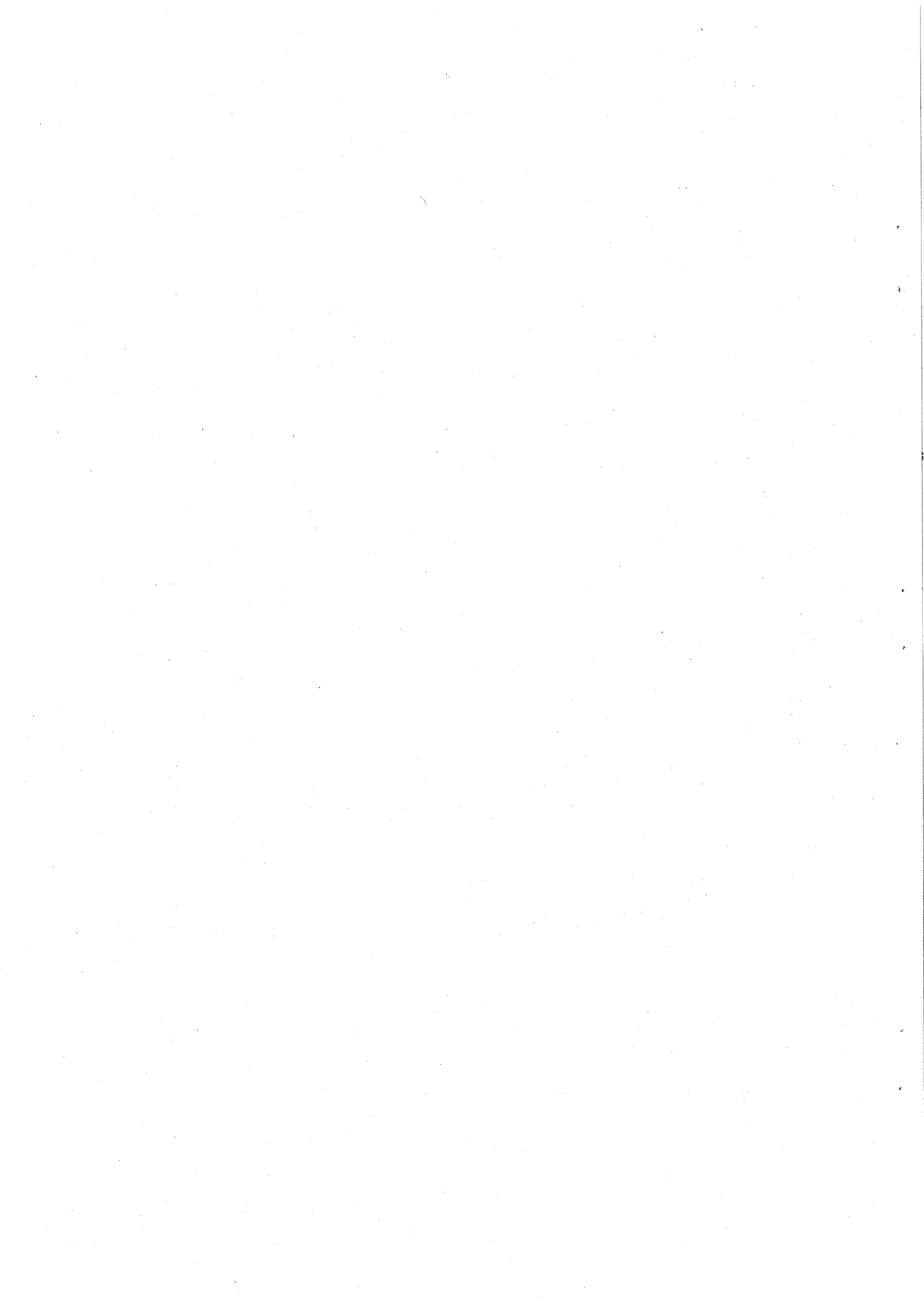
Nobody is perfect, including me and my presentation. Thank you very much for your attention and your patience!

Teacher Training Courses for Newly Employed Teachers

BASIC COURSE at the Bundessprachenamt - Course Outline

1. A functional definition of language
2. Form and substance. The components of language (phonology, structure, lexis and semantics) and their significance in language learning
3. The language skills
4. Communicative competence
5. The functional-notional approach
6. The characteristics of traditional methods
7. The characteristics of communicative "direct" methods
8. Question technique and correction of mistakes
9. The component parts of the lesson
10. The teaching/learning of vocabulary
11. The teaching/learning of structure - the teaching of individual structures is also dealt with
12. Group work, partner work, individualization
13. Language games and role-plays
14. Use of the mother tongue
15. The place and exploitation of the textbook. Curricula
16. What should grammatical rules look like?
17. Audio-visual aids - their preparation and use. Video in language teaching
18. Exercise materials - their preparation and use. Learning techniques
19. Language testing. The compilation of informal tests
20. Recent methodological developments
21. Teaching demonstrations (by teacher trainers and teachers)

IV. NATIONAL REPORTS



NATIONAL REPORT/RAPPORT NATIONAL - CANADA

Welcome

Mesdames et Messieurs, permettez-moi d'abord de vous exprimer ma joie d'être de retour en sol allemand et de jouir à nouveau de l'aimable hospitalité de nos hôtes. Je n'étais pas sans connaître leur réputation de générosité et de professionnalisme puisque j'ai déjà eu la chance de venir ici, travailler avec nos alliés à la fin des années soixante dans le cadre de la BAOR et de la 4 CMBG à Soest, en Westphalie. C'est donc avec plaisir que je reprends contact avec ce milieu qui m'a beaucoup apporté tant sur le plan professionnel que sur le plan personnel et que je viens participer à cette conférence en tant que chef de la délégation canadienne. Je suis certain que nos délibérations de cette semaine seront fructueuses et cette rencontre couronné de succès.

Introduction

1. This report is an overview of recent developments concerning the National Defence Military Second Language Training Plan since our last BILC Conference presentation, in Sintra, Portugal in 1987.
2. Depuis cette dernière conférence, nos efforts ont principalement porté sur la consolidation du Plan militaire de l'enseignement de la langue seconde.
3. The director of Language Training conducted a study of student achievement on the Basic French and Basic English Courses and on the Continuous French and Continuous English Courses. This study determined realistic progress rates for both officers and Non-Commissioned Members on the various courses within Military Second Language Training Plan and offered a proposal for course restructuration.
4. The proposed restructuring for Basic French and Basic English Courses consists of three phases leading to Functional competence:
 - a. **Phase I.** All students with an initial Listening proficiency score of zero (0) on the placement test shall be provided with a 250 hour (10 week) programme which concentrates on basic Listening and Reading skills.
 - b. **Phase II: Listening Proficiency of (1).** All students with an initial listening proficiency score of (1) on the placement test or on the test administered at the end of Phase I will be provided with an initial phase of 500 hours (20 weeks) of language training.
 - c. **Phase III: Listening Proficiency of (2) or higher.** All students with a listening proficiency of (-2) will be provided with 500 hours (20 weeks) of language training. The standard for the phase will be the achievement of a functional rating or (3333).
 - d. **Interrupted Language Training.** If the language training course is to be interrupted for military training requirements, that interruption will occur only at the end of Phase II, that is, when a listening proficiency score of at least (2) has been achieved. Such an interruption will not exceed one calendar year in length. If a student does undergo interrupted language training that student will be provided with an additional 100 hours (4 weeks) of language training to allow for recuperating any

loss in proficiency during the interruption of training.

5. For the Continuous French and Continuous English Course, students must have an initial proficiency level of (1) to be course loaded. If prospective students do not have an initial listening proficiency of (1), they will be provided with subsidized second language training (e. g. from a college, high school, private company) or a short in-service stand-alone course will be dedicated to this task. Such a course would have a content similar to that in Phase I of the Basic French and Basic English Courses but would be adapted to the special needs of the clientele, that is, the serving member. The restructuration will have to guarantee the provision of an absolute minimum of 1250 hours (approximately 42 weeks of language training) taking into account particular criterias for selection of candidates.

6. Curriculum

- a. Le groupe tâche pédagogique qui avait été mandaté pour recommander un curriculum français qui permettrait de répondre aux besoins linguistiques du ministère de la Défense nationale a terminé ses travaux. Il a recommandé l'adoption du Cours de français des Forces canadiennes. Le programme cadre du Cours de français des Forces canadiennes avait été expérimenté en 1986-1987. Le ministère a décidé depuis d'élaborer une méthode Cours de français des Forces canadiennes qui répondrait aux différentes clientèles militaires des Forces canadiennes. Son adaptation se fera dans les différentes institutions ou centres des Forces canadiennes. Le détachement du contrôle des normes linguistiques est en train d'élaborer des contrôles de rendement, des tests de rendement et des tests de classement qui seront les outils pédagogiques nécessaires au diagnostic, à la sélection et à l'évaluation de la performance.
- b. La méthode Cours de français des Forces canadiennes respectera dans son design les trois (3) phases décrites plus haut afin de permettre l'atteinte de la norme "Fonctionnel".
- c. De plus, on étudie la possibilité d'utiliser une série de modules élaborés par la Commission de la Fonction publique du Canada pour l'apprentissage auto-géré. Ce matériel permettrait de répondre à des besoins plus individuels et de développer des techniques d'apprentissage pour permettre aux étudiants d'apprendre à gérer et à poursuivre leur apprentissage en dehors de la classe.

7. Testing

a. Modern Language Aptitude Test (MLAT)

- (1) Studies conducted by the Canadian Forces Personnel Applied Research Unit showed, as far as Non-Commissioned Members recruits are concerned, that the MLAT is the strongest predictor of language training performance. This is why the MLAT remains a selection tool for Non-Commissioned Members on Continuous French Course.
- (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 the Department of National Defence 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 is useful in determining or verifying learning difficulties.

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

- Date gathering for this process began with recruits enrolling in Fall 1986.
- The final report on the introduction of this aptitude test for francophone recruits has been issued and is under study by the Director of Language Training.
- Implementation of TALV will commence late 1988.
- TALV will be used as a selection tool for personnel identified for the Continuous English Course starting with serial 8901.

c. Examens de Compétences Linguistiques (ECL)

Depuis 1983, une équipe travaille 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 et mesureront à compter de 1990 l'expression écrite.
- (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 deux (2) niveaux de compétences:
 - fonctionnel (3333)
 - intégral (4444).
- (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 de la Défense nationale.
- (5) En septembre 1988, ces tests auront un caractère officiel et permanent.

8. Formation des professeurs

- a. Nous sommes à rédiger les objectifs de formation des professeurs suite aux recommandations des futurs utilisateurs de la méthode Cours de français des Forces canadiennes.
- b. Nous envisageons l'élaboration d'une trousse de formation à l'usage des nouveaux professeurs entrant au ministère.
- c. Un programme d'information et de formation sera mis sur pied afin d'assurer la transition pédagogique au Cours de français des Forces canadiennes.

9. Foreign Language Instruction Plan (FLIP)

- a. In the National Report submitted to the BILC Conference 1987 at Sintra, it has been reported that DLT was conducting an in-depth study on our FLIP. This study, which started in November 1986, was interrupted in Spring 1987 since the officer responsible for the project has been replaced.

b. On November 1987, the Director of Language Training was tasked again to reexamine various aspects of the existing FLIP including policies, operational requirements, organization and resources, and to prepare new plans which will ensure the accomplishment of CF requirements.

c. The scope of this study could be thus summarized:

(1) Needs:

- Analysis of current and long-term foreign language requirements,
- detailed identification of linguistic implications associated with operational tasks,
- description of course specifications which will permit the drafting of Course Training Standards and Course Training Plans.

(2) Instruction Plan:

- Analysis of existing organizational structures and teaching practices,
- alternative training models for each specific clientele and overall FLIP,
- testing standards, methods and procedures clearly defined.

(3) Policy:

The study will result in a new operational policy and in an implementation plan for the 1st of September 1989.

d. As a result of this study, the restructured FLIP will contribute to provide CF with a higher competence in foreign languages, a better representativeness abroad and an increased operational efficiency.

10. Projets pilotes sur la langue juridique et sur la langue médicale entreprise au Quartier général à Ottawa

Langue Juridique

Ce cours vise deux (2) objectifs:

a. Objectif général:

Permettre aux avocats et juges militaires d'acquérir une bonne connaissance générale de la langue seconde.

b. Objectif fonctionnel:

Leur permettre d'acquérir les connaissances nécessaires pour lire des textes juridiques, comprendre des témoignages et échanger avec des collègues et des témoins.

Sciences de la Santé

- a. Ce cours vise un objectif fonctionnel précis, c'est-à-dire permettre au personnel médical et para-médical de répondre aux besoins des patients et de leur famille dans la langue du bénéficiaire. Tout le cours est basé sur l'analyse des besoins professionnels de communication. Il y a donc des cours spécialement conçus pour les médecins, les infirmières, les secrétaires médicales etc.
- b. Le cours complet compte six (6) niveaux, chacun comprenant un bloc d'une moyenne de 60 heures.

11. Conclusion

- a. We are optimistic with regard to the efficiency of the restructuring of second language courses intended for the military personnel since the statistical study of the scores reached by our students demonstrates that this restructuring is well founded.
- b. In the coming months, our efforts will be directed towards training for the teaching staff and experimentation of the method "Cours de français des Forces canadiennes".



NATIONAL REPORT - FEDERAL REPUBLIC OF GERMANY

The first four sections of this report will describe some of our work on course materials development, testing, and uses of the media. Following the numbering system within the course development branch, we will cover English first, Romance languages second, Russian third and German fourth. The final sections of this report will deal with developments in language for specific purposes, teacher training, less commonly taught languages, and special projects.

1. English

Skill-oriented materials for use in required courses based on the curricula for NATO levels 1 and 2 have been expanded and materials for listening and reading are being developed for NATO levels 3 and 4.

The major emphasis of our work on teaching and learning material has shifted to the production of self-study materials. We are working on a concept for a methodology to enable students to practice the receptive skills during the self-study phase of the curriculum-based courses known as "Kombi-Sprachausbildung," (combi-courses) which alternate self-study phases with classroom phases.

With regard to testing, we have revised and expanded our skill-oriented tests on all levels. A new development is the production of tests which simultaneously cover two levels for the receptive skills. The reading test for level 3 and 4 has already proven effective as a means of discriminating between two levels of achievement in one examination. A similar listening test for level 3 and 4 is nearing completion.

Video films showing the examination techniques used for all levels and skills will soon be ready for distribution and can be shown, in part, during the study group sessions on test analysis and testing.

Turning to media projects in the English group, a pilot project called "Video in the Foreign Language Class" is being conducted using authentic video recordings from American and British television. We have didacticized student materials based on these video recordings and these new materials are now being tried out.

On two mornings each week we put out a worksheet called "The Daily News" with comprehension items on that morning's news broadcast from BFBS, supplemented by cartoons and jokes. The worksheets, which can be used in the classroom or by the students on their own, have been extremely well-received.

We offer a "Video Cinema" twice weekly with excellent popular films. (If pressed, we can come up with some very sound pedagogical and cultural reasons for showing these films, but we would like to think that it's all right for the students to enjoy themselves once in a while!)

2. Romance Languages

We are developing learning materials for the self-study phase of the French "combi-courses" (mentioned earlier for English), based on our collections of level 1 listening and reading texts and the topics, functions and structures of the level 1 Curriculum. Our long-term goal is to integrate the structure-oriented materials of the textbooks which are currently in use into a skill-oriented communicative curriculum.

Also, in the coming year, practice materials for oral production on level 2 are to be developed for Italian and Portuguese.

The main emphasis of work in the Romance languages in the past year was on editing and revising existing test materials and on producing new variants. Tests of listening and reading have been completed for Spanish up to and including NATO level 3 and are complete, or nearing completion, up to level 2 for Italian and Portuguese. In the latter languages our aim will be to produce variants for existing tests and to complete tests for NATO level 3.

The two-level reading tests for English and French, which cover proficiency levels 3 and 4 in one examination, have functioned well, although the proportion of candidates achieving level 4 in reading is lower than it was with the single-level tests.

This year the new two-level test for levels 3 and 4 in listening will be used for the first time. At the moment, neither of these tests is used for final examinations at the end of a course; both are used only for the "General Language Examinations of the Federal Armed Forces" which take place twice a year.

With respect to uses of the media, we might mention that there is also a "Video Cinema" for French. Our catalog of video films contains more than 100 entries, divided into four categories: "military," "land and people," "entertainment," and "educational programs."

3. Russian

A collection of popular sayings and proverbs was put together according to certain grammatical and linguistic criteria. Some parts of this collection can be used as early as the end of level 1.

In the past year the Russian group was mainly concerned with test development. In addition to producing new variants for the final examinations in listening and reading, we were able to make a number of practice tests in listening available to the teachers.

Furthermore, placement tests for reserve officers were produced.

With regard to media, as is the case with English and French, both popular films and documentaries are available to the Russian teachers.

4. German

A materials development section for German as a foreign language, S III 4, was officially established in October 1987. The original goal of the group was the production or revision of tests by September 1988, to be followed by work on the curricula of the German courses. However, the increasing numbers of course members and of tests to be conducted require a wide selection of test variants. We have spent nearly all of the past year on test development and we expect this to occupy the major portion of our time in 1989.

The German teaching group is establishing a videothek with films on general topics and certain special fields. Overall headings are "Military," "Technology," and "Culture and Geography."

5. Language for Specific Purposes

Turning now to language for specific purposes, the following projects have been carried out for German as a foreign language:

Teaching and learning materials for general staff in the three service branches - Army, Air Force, and Navy - were completed and put into use in the classroom. There are now 32 booklets available in photocopied form. Final color printing of the Air Force and Navy booklets is scheduled for the second half of 1988. Due to a restructuring of the Army ("Heeresstruktur 2000") the Army materials will have to be revised - if all goes as planned, in 1989.

Teaching and learning materials for officer candidates (e. g. naval cadets) are to be revised in 1989 and 1990 in accordance with the concepts on which the materials for general staff officers were based. This will also be the case for such groups of specialists as mechanics, technicians, and physicians.

A course with the specific purpose of teaching students how to learn a foreign language, entitled "Learning how to learn," is scheduled for September 1988. This course is intended to help students assume the responsibility for their own language learning during those times when they cannot participate in a course. It is hoped that a follow-up study will provide information about the success of the various learning techniques.

6. Teacher 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 Navy Signals' School in Flensburg, the 2nd Bat. of the Technical Training Regiment 1 German Air Force in Appen, etc. In addition, short seminars took place in the BSprA for newly employed teachers.

The BSprA also 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, French, Italian and Dutch in the Customs' Services.

At the moment, particular consideration is being given to the training of foreign instructors who will return to their home countries and teach German on the lower NATO levels. Ways and means of providing material and professional support for German language instruction in the Armed Forces of other countries are being discussed. We hope to be able to report more on this area at the next BILC conference.

7. Less commonly or seldom taught languages

The detailed information paper on the study of less commonly taught languages which was begun in 1986 is nearly complete. The report should be ready for distribution in late autumn.

8. Other projects

We are currently working intensively to provide our foreign students with better counseling and support services and to improve their living and learning conditions here. At the moment an extensive information package is being developed to help students adjust to life in Hürth as quickly as possible. This package will contain practical "survival"

information on such topics as: transportation, how to deal with banks, cash checks etc., shopping, typical expenses, where to go for and how to get medical help, and so on. To help the student understand the for them probably strange German people and culture better, sections on manners, customs, traditions, festivals and holidays, religion, and social relationships are also planned.

The project group on computer use in the Language Training Division completed its preliminary work in the form of a position paper outlining possible applications of the computer in the areas of school administration, text processing, and the development of teaching and learning materials. The paper has been forwarded to the appropriate office of the ministry, and we can only wait and hope that our suggestions will be accepted.

NATIONAL REPORT - ITALY

The present national report illustrates the organization and the main tasks of the Italian Army Foreign Language School as well as those of the Italian Air Force Foreign Language School. Furthermore this report deviates from the traditional course because it deals with a proposal aimed at making the comprehension of NATO's official languages more (let's say) "comfortable" for non-native speakers.

The Italian Army Foreign Language School is a centre of planning, coordination, control and consultancy for linguistic studies at all levels and for all the requirements of the Army. In particular:

- It organizes, coordinates and controls language courses of various kinds and levels according to the requirements which are indicated by the Army General Staff also for peripheral Units.
- It coordinates and controls the language teaching at the Specialization School and Educational Formation School.
- It constitutes a Central Unified Language Examination Board for Army personnel who attend language courses or who intend to sit for the exam as private candidates.

Besides these above-mentioned institutional tasks, the school is sometimes asked to organize Italian language courses for personnel from developing nations (who must subsequently attend courses in Army or Interforce School). It is also required to organize courses and exams for personnel of the Customs police and civilian personnel of the Ministry of Defence. Concerning the English language in particular the school gives:

- a general linguistic preparation to students of basic, low-intermediate and intermediate level (correspondence courses and some sections of the General Staff course),
- a deeper linguistic preparation particularly concerning oral production and free written production to students of advanced and high-intermediate level (advanced courses and some sections of the General Staff course). The only non-intensive and/or semi-intensive courses organized by the school are those for the Units and for the central organs.

These are characterized by:

- compulsory attendance compatible with duty requirements,
- overall length equal to a total of 180 lesson hours spread over nine months (5 hours a week) compared to the 500/400 hours for an intensive course of minimum duration (2 - 3 months),
- principal object: to obtain the greatest possible diffusion of the English and French languages at all levels,
- subsidiary object: to maintain and improve the level of linguistic knowledge previously obtained by the Cadres.

In addition to the actual didactic activity there is also the assessment of the level of the linguistic knowledge which is ascertained through the "Armed Forces Unified Test" (T.U.I.) and special examining Boards.

Essentially, the intensive system of language teaching adopted by the school fully corresponds to the requirements, as far as training aspects are concerned. This is confirmed and demonstrated by the results of the intensive and semi-intensive courses recently organized at Educational Formation School, these results being superior to those obtained at the same schools until 1983 with the traditional system.

The Air Force Foreign Language School carries out three main tasks: the teaching of foreign languages (at the moment only English and French), the assignation of skill levels in the foreign languages of the Air Force personnel and, finally, the control of all the private schools which teach languages to Air Force personnel all over the national territory.

As far as the first main task is concerned, the teaching activities are mainly applied to personnel included in the list for a possible assignment abroad. These language courses are intensive courses which last 100 days for a total of 500 hours of lessons and for classes each one consisting of not more than 8 students. These courses are at different levels so as to meet the various requirements of the students. Their initial language knowledge is established by means of a placement test given prior to the course. The course range is illustrated as follows:

- Level 1 - American Kernel Lessons Beginning
- Level 2 - Kernel Lessons Intermediate
- Level 3 - Kernel Lessons Plus
- Level 4 - American Kernel Lessons Advanced
- Level 5 - Cambridge First Certificate

(Supplementary material is integrated for each course level.)

The second task, which is the control of the private schools as far as the Air Force personnel language training is concerned, has been extended to the entire national territory and abroad as well. On this subject it is necessary to say that we send abroad personnel who need to achieve a level of more than 75 % and near to the maximum SLPs given to non-native speakers, according to STANAG 6001.

Lastly, the function of the third task is that of verifying the language knowledge of the Air Force personnel considered for a possible assignment abroad. This is made in accordance with the STANAG 6001 modified for domestic use by the addition of two intermediate values, the "plus level" and the "minus level", adopted in order to better define the SLPs. This is the most important task of the three mentioned above.

Broadly speaking the need for a common language for the international interactions is to be considered fundamental but it assumes a paramount significance when we deal with actions concerning a military alliance, where mutual comprehension could often be just as important as the availability of resources. The modifications mentioned earlier are aimed at improving considerably the language skills of our personnel assigned to posts in the Alliance, and this has required great effort in terms of personnel strength and financial resources. Positive results have already been achieved even though they will be more evident in the near future. Nevertheless, I am convinced that something more could be done to improve the mutual understanding between native and non-native speakers, who work together within the NATO organizations.

Something specific must be done in order to help native speakers to develop a correct attitude towards their non-native speakers as far as the linguistic aspect is concerned. First of all, it should be clearly stated that the choice of English and French as the two official NATO languages was made solely to establish a means of communication among people of different nationalities.

This being the case, it is necessary that we all agree on the concept of mutual comprehension, in order to exchange ideas, as a matter of mutual convenience and responsibility. The non-native speaker then, must do his best to achieve the greatest possible knowledge of the language but, on the other hand, the native speaker must also do his utmost in order to make himself comprehensible. I would like to stress that the native speaker "must do his utmost" because this is a duty and should not be considered as a matter of good will.

The likely initial difficulty in understanding for a non-native speaker, accustomed to listening and speaking to mother tongue teachers, could dramatically increase if they were to deal with native speakers, coming from different nations or from different areas of the same nation, each one assuming that the language he speaks is the "official language".

This happens because, as a wise and well balanced American writer put it some years ago in the Daily Telegraph, "Language is very much a personal matter, and many people, objective in other areas of thought, are apt to be less rational about their tongue. In the matter of their language, they tend to be highly ethnocentric and sensitive, to believe that only they use the language properly, and to resent the particular variation in use elsewhere."

To further prove my point I have taken a quotation from Arthur Hughes and Peter Trudgill's book entitled *English Accents and Dialects*:

"When even highly educated people are chatting together with friends, their speech is very different from textbook conversations. They begin a sentence, then change their mind; they hesitate, then start again, differently; they muddle one grammatical structure with another. They omit various words, forget others, replacing them with thingy or wotsit; if necessary they will invent words just for the occasion. In a relaxed atmosphere they do not feel constrained to speak carefully, to plan what they are going to say. This makes understanding difficult, for the learner, of course. But once account is taken of his difficulties, when people begin to speak more carefully, inevitably the atmosphere changes somewhat."

Another point I would like to make is the difference between correctness and appropriateness. There are words or expressions used by an educated speaker of English that are considered correct in themselves provided they are used in appropriate situations. For example, the word "chap" is in no way inferior to the word "person". The foreign learner will undoubtedly understand the latter but may not understand the former. O'Donnell and Todd give a similar example in their book *Variety in Contemporary English*.

Let's look at the following different ways of asking the time:

- (1) Excuse me, could you tell me the right time, please?
- (2) What time is it, please?
- (3) What's the time?
- (4) How's the enemy?
- (5) Time?
- (6) How much longer have we got?
- (7) My watch seems to have stopped., etc.

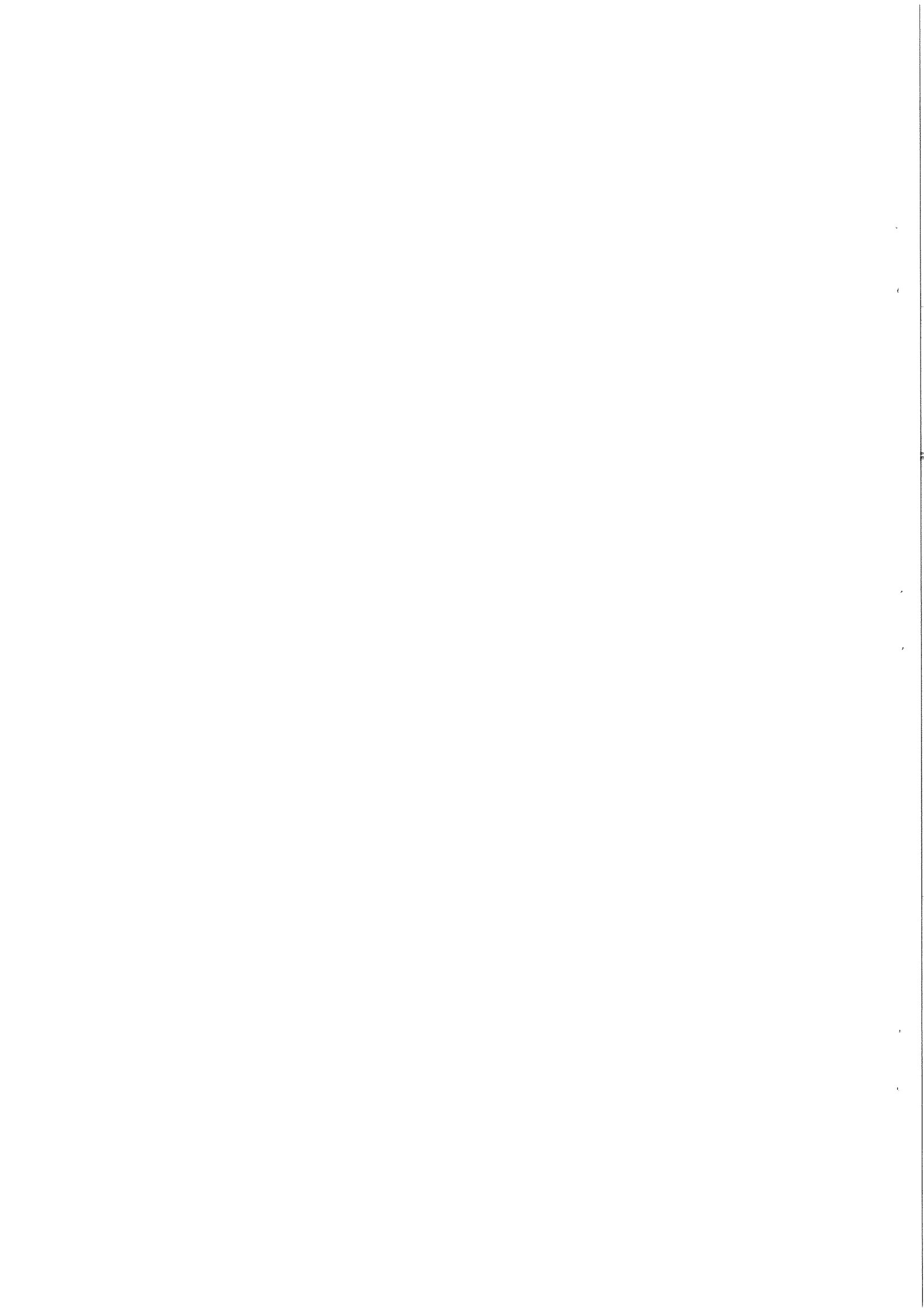
They go on to explain that "they are all correct English, in that any one of them could be used by an educated speaker of English without any qualms provided it was used in an appropriate situation. Thus (1) might be addressed to a stranger (a fellow passenger on a train, for instance), but could hardly be said by a husband to his wife. Similarly (4) might be used to a workmate, or to an acquaintance in a pub, but not, perhaps, to the vicar, and so on. Each of the above formulations would be appropriate in some situations, inappropriate in others".

The native speaker may like to ask himself which of them he might use, to whom and in what circumstances. From this arises the proposal I spoke about at the beginning of the present report, that is: The non-native and native speakers should meet half-way: the non-native will continue making every effort to achieve the proficiency levels required by the job descriptions; the native speakers must be sensitive to the fact that their languages (English or French) are official NATO languages and to the fact that they are not speaking to their next door neighbour, for most non-native speakers encounter extreme difficulty in understanding non-standard or regional dialects, slang, highly colloquial speech, abstract speech, and so on.

They should accept the fact that the further their activities carry them from the people and the background that they are used to, the more aware they should be of the linguistic etiquette. This should be achieved through "awareness seminars" for native speakers encouraging the use of a more traditional or standard form of the language in order to facilitate comprehension on the part of the non-native speakers. I don't really know how this proposal could be developed as I am not an expert in the field. One suggestion for native speakers might be that of speaking to non-native speakers in the same way as they would write, which means utilising grammatic structures, vocabulary and expressions standard in the language.

I am convinced that the result would be a more convenient cost/effectiveness relation as well as a better collaboration among members of the NATO organizations, which is of prime importance in an effort to achieve the common objectives. I am aware of the fact that many perplexities and objections could arise to what I have just said. I am here to clarify both of these. There is something that I would like to clarify right away, because it was an objection brought up during the 1987 BILC Meeting. It was that these kinds of problems cannot be dealt with during BILC.

On the contrary I am convinced that besides all problems relating to the methodology of didactic procedures, these suggestions must be consolidated in order to help to resolve the great problem of linguistic communication in the NATO environment. If this is not the competence of the BILC conference then I feel it should be adopted as of now because this is the main task of military organizations for language teaching.



NATIONAL REPORT - PORTUGAL

1. General situation

Concurrently with the normal chores related to teaching and its assessment in the linguistic field, the activities developed during this school year comprised, in a necessarily slow rhythm due to the scarcity of available human resources, the continuation of the projects begun in the previous year, in accordance with the compromises taken at the prior conferences, and the creation of conditions leading to the improvement of the system.

In the sphere of these activities the following has to be emphasized:

- Continuation of the 2nd phase of the course of Portuguese language,
- Adaptation of the MLAT to the Portuguese language and the respective experimental validation,
- Participation in the "Workshop on Language Training for International Assignments", on the 19th and 20th November 87, at SHAPE,
- Creation of the alternative versions of the "SLP test" presently in use which is an adaptation of the test-type supplied by BILC in 1983, of Canadian origin.

2. Specific situation

a. 2nd phase of the course of Portuguese language for military men

Volume I of this 2nd phase having been concluded (including texts and supporting cassettes) and already given to the participants of BILC 87, the continuation of the project was strongly conditioned by the fact that we could not count on the collaboration of two of the previous elements, which led to the necessity of constituting a new working team.

In spite of the fact that the work has now been proceeding normally, given the above referred limitations, it is believed that Volume II will only be concluded during the first quarter of 1989.

b. Adaptation and experimental validation of the MLAT

The experimental validation of the adaptation of this test to the Portuguese language had to be postponed to June 1988, owing to the fact that some anomalies were detected, which required a correction.

The respective results will be transmitted to BILC Task Analysis and Testing Study Group as soon as possible.

For reasons unknown to us, all attempts made up to now to the Psychological Corporation in order to obtain the necessary authorization for this test to be implemented in our country have not been successful.

c. Workshop on Language Training for International Assignments

Portugal was represented in a working-session held at SHAPE on the 19th and 20th November 87 by a delegation consisting of 4 elements (1 from EMGFA, 2 from the Army and 1 from the Air Force) whose objectives were:

- To inform national authorities of the language training and requirements of international posts in ACE HQ.
- To pass on the experience gained at SHAPE in language training for international staff.
- To assist nations in harmonizing their language training with NATO's language requirements.

The results of this enriching working-session, of which we emphasize the supplement to STANAG 6001 with detailed specifications to aid teachers and testers, are being taken into consideration and explored at the level of the branches of the Armed Forces and EMGFA.

d. Alternative versions of the "SLP test"

- The assessment of the linguistic ability of the personnel of the Armed Forces assigned for posts abroad and at CINCIBERLANT has been made at the Language Laboratory of EMGFA, since June 1985, a total of 321 elements (260 in English and 61 in French) having been already tested up to now.
- The fact that the English test has been widely used, and the circumstance that there is only one version for each language have led to the idea of creating alternative versions of that test, which will permit, in the near future, that the branches of the Armed Forces may assess their personnel in accordance with uniform criteria.
- To that effect the necessary working-team was constituted, with the collaboration of teachers from the several branches of the Armed Forces and it is expected that it will be possible to use the new tests by the end of the current year.

e. Teaching and language training

Within EMGFA

- English courses (elementary, intermediate and advanced levels) have been organized as well as a German intermediate course, with an attendance of 122 students for the former and 6 students for the latter. The courses were given by one teacher and two instructors.
- The target of these courses at EMGFA is to give the General Staff personnel a permanent contact with the English and German languages, so as to maintain a level of proficiency and, in certain cases, to reach a higher level.
- The personnel of the three branches of the Armed Forces are tested in EMGFA, for the assessment of their linguistic capacity according to STANAG 6001.

Within the Navy

Only English courses are taught, according to the following models:

(a) Model 1 - CILING (currículo integrado de língua inglesa)

- This model was introduced in January 88 and is directed at all ranks and specialities of the navy with the exception of the Naval Academy.
- The curriculum model was developed in coordination with the International House which is responsible for the classes and the pedagogic supervision of the course.
- Each school year has 3 periods with a total of 78 hours per level, 6 hours per week. The maximum capacity of students is 450 students per period.

(b) Model 2 - Naval Academy

- This model was introduced in September 84 and the objective is to make sure the graduates of the academy have a good level of proficiency in English in order to deal with the specific needs of their career.
- The British Council designed, and is responsible for, the course. At the end of the course the students should reach between levels 9 and 12 of the British Council curriculum. The curriculum also includes one year of specialized English for the Navy.
- In 1987/88 the number of students was 274 divided into classes of 20 with 3 hours per week in the first and second years of the academy, and 2 hours per week in the third, fourth and fifth years of the academy.

(c) Model 3 - A.L.C. (American Language Course)

- This model is based on the Defence Language Institute English Model and was introduced in the Navy in 1971. It consists of two levels with 240 hours both, which all the students have to go through.
- In this model, listening and reading comprehension are the most important skills.

Within the Army

- English courses are given in the following schools as part of Formation, Promotion and Qualification courses.

The most popular courses are the ones provided by the DLI/ELC:

- Academia Militar (AM), 4 school years,
- Instituto de Altos Estudos Militares (IAEM) to the Curso Geral de Comando e Estado-Maior and Curso de Estado-Maior,
- Instituto Superior Militar (ISM), 2 school years,
- Escola de Sargentos do Exército (ESE) in the first and second parts of the Curso de Formação de Sargentos,
- Escolas Práticas (EP) in the Tirocínio para Oficiais and Cursos de Promoção a Capitão.

- Apart from these courses English language is also taught at military units and other schools which possess a language laboratory, namely Regimento de Lanceiros de Lisboa, Escola Militar de Electromecânica, and Agrupamento Base de Santa Margarida, as well as in civilian schools on both an individual and a collective basis. These courses are financially supported by the Departamento de Instrução do Estado-Maior do Exército.
- The targets summarized in the SLP and demanded for each school year are as follows:

1. At the AM

- First year: 2-1-2-1
- Second year: 2-2-2-1
- Third year: 3-2-3-1
- Fourth year: 3-3-3-2

2. At the IAEM

3-3-2-2

3. At the ISM

- First year: 2-1-2-1
- Second year: 2-2-2-1

4. At the ESE

- First part: 2-1-2-1
- Second part: 2-2-2-1

5. At the EP

- Officer's Training: 3-3-3-2
- Promotion to Captain Courses: 3-3-3-2

- The number of teachers and students involved is 27 for the former and 1263 for the latter, whereas the available laboratories total a number of 210 places.

- In the first two years, English teaching is supervised by the British Council both at the AM and at the IAEM.

In the last two years, English classes are given by qualified teachers doing compulsory military service.

Students who have attended courses of four or more years can also take up development courses at the AM. Their final SLP is expected to be 4-4-4-3.

Within the Air Force

No changes.

3. Teaching Centre's Initiatives

The International House gives two school grants per year to the best students of CILING. These grants entitle the students to attend a language course in England for one month.

4. Main Difficulties in Language Teaching Programs

As far as the Navy is concerned:

a. CILING Model

This model is only getting started but the first information is encouraging.

The main difficulties come from the attendance, the intensity of the learning process, the little time left for practice, and the facilities which are only temporary.

b. Naval School Model

Difficulty in combining the layout of the course with the placement of the students in levels according to their language proficiency.

c. ALC Model

The lack of dialogue between teacher/student and being placed in career courses in heterogeneous classes cause loss of motivation.

5. Other Data

a. Within the Navy

- The introduction of the models Naval School and CILING represents a decisive step taken in the development of an effective method of language teaching within the Navy.
- The evaluation of this method's result should be constantly monitored, especially through tests after the courses as the ones taken by a number of CILING students in the University of Cambridge and the English Comprehension Level Systems.
- In the future the SLP tests taken by a given number of students will also allow us to determine the targets of the courses given both at the Naval School and at CILING with the performance levels determined by the SHAPE Model.

b. Within the Army

- Steps are being taken to create the Army Language Institute.
- An SLP/PLS of 3-3-2-2 has been settled for all the officers and sergeants of the board.
- The Evaluation Test of Language Proficiency (English) - TAPL(I) 86 has been approved for operational use.
- The TAPL(I) 87, aiming at a set of English tests, has been produced and approved for experimental use.

- A TAPL(French)-TAPL(F) 87 has been produced and awaits approval for experimental use.
- In production TAPL(F) 88.
- Two officers have been appointed to attend the English Instructor Course in Lackland USA, and six more are expected to be appointed in 1989.

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CENTRO DE INSTRUÇÃO DE LINGUA INGLESA (ALFEITE)

COURSE OBJECTIVES (INITIAL PHASE)

MODULE 1 - General

This module will acquaint the learner with and give him practice of basic grammatical forms and a limited range of commonly used vocabulary in topic areas specified below.

It is also designed to provide the learner with the basic language skills needed to physically survive in an English speaking environment. On completion of the module the learner should be able to hold brief exchanges in English on the topic areas taught with a native speaker who has a standard accent.

DETAILED OBJECTIVES

1. Speaking.

The learner should be able to:

- i. use a past, present and future form to give information about himself and his family;
- ii. introduce himself and other people and exchange greetings in formal and informal situations;
- iii. perform basic social functions - issue invitations, accept and refuse invitations, offer people food and drink, give simple opinions about his likes and dislikes;
- iv. Survive in an English-speaking environment by - asking directions, ordering meals in restaurants, buying articles in shops, asking for the time;
- v. use the basic forms of address on the telephone;
- vi. ask for repetition when he doesn't understand.

.../...

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ESPAÑHA		TURQUIA



MODULE 1 (cont'd)

2. Listening / Understanding.

The learner should be able to understand:

- i. all the language taught in Module 1 when spoken naturally by a native speaker with a standard accent;
- ii. the most likely answers to questions asked by himself;
- iii. questions asked by others within the grammatical/vocabulary areas taught.

3. Reading.

The learner should be able to understand:

- i. short graded texts written for learners of English;
- ii. the general sense of short authentic ungraded texts of a factual nature where latinate vocabulary is used;
- iii. generally used texts on road signs, public notices and in menus.

4. Writing.

The learner should be able to:

- i. use the alphabet and spell;
- ii. fill in forms eg. immigration forms, hotel registration forms;
- iii. address envelopes using English conventions;
- iv. write short personal letters using past, present and future forms,

5. Topic Areas.

The learner should be able to use a limited range of vocabulary relating to: number, countries and nationalities, work, food and drink, leisure activities and sport, shopping, money, weather, months, seasons, dates, daily routines, colour, houses, holiday and travel, everyday objects.

.../...





MODULE 2 - General

On completion of this module the learner's range of grammar and vocabulary will have increased, enabling him to sustain longer exchanges with a native speaker on topic areas covered in Modules 1 and 2.

More emphasis will be placed in this module on the differences between formal and informal language i.e. stranger to stranger, friend to friend, preparing the learner to establish and maintain social contact in an English speaking environment.

DETAILED OBJECTIVES

1. Speaking.

The learner should be able to:

- i. use the Past Simple, Past Continuous and Present Perfect Tenses to narrate simple stories and biographies and to recount personal past experiences;
- ii. use three future tense forms - Present Continuous, 'going to' and 'will' to talk in more detail with greater accuracy about future plans, arrangements and predictions.
- iii. describe and enquire about:
 - a. the nature of the region he comes from and that of others eg. location, industry, agriculture, geography;
 - b. the places he lives and works in and those of others,and to make comparisons;
- iv. perform a wider range of social functions than in Module 1 - give advice; give instructions; state opinions and preferences; make informal suggestions to friends; ask for, accept and refuse permission; issue invitations and refuse with suitable excuses; remind people to do things; greet people and say farewell.

.../...





MODULE 2 (cont'd)

2. Listening / Understanding.

The learner should be able to understand:

- i. all listed in Module 1 i.e. 2.i, 2.ii, 2.iii;
- ii. the texts of the commonest announcements via public address systems in airports, at railway stations etc.;
- iii. short factual utterances and act on them eg. warnings;
- iv. more extended speech containing redundancies of language outside the defined limits of Module 2 and extract information of a factual nature eg. times, dates,

3. Reading.

The learner should be able to:

- i. understand all listed in Module 1 i.e. 3.i, 3.ii, 3.iii;
- ii. read short texts of a factual nature eg. instructions in manuals, and understand the content in detail.
- iii. scan factual material eg. cinema advertisements for information such as time and place, disregarding redundant or irrelevant material.

4. Writing.

The learner should be able to:

- i. perform all writing tasks as listed in Module 1 i.e. 4.i, 4.ii, 4.iii, 4.iv;
- ii. report events relating to past, present and future using simple grammatical connectives for narration eg. then, and, but;
- iii. write a short text describing a place;
- iv. write notes and messages.

.../...





MODULE 2 (cont'd)

5. Topic Areas.

- i. The learner will extend the range of his vocabulary related to topic areas itemized in Module 1 i.e. 5.
- ii. The learner should be able to use a limited range of vocabulary relating to: accidents and disasters; the body and illness; accommodation.

MODULE 3 - General

On completion of this module the learner should be able to communicate effectively, if with minimum sophistication, through speech or writing with native English speakers on a range of common topics as specific in The Council of Europe 'Threshold Level' 1975 by J. A. van Ek. (cf. 5 below).

The learner should have little difficulty understanding and sustaining exchanges commensurate with enjoying a normal social life in an English speaking country.

His English should also be of a standard to successfully sit the University of Cambridge Preliminary English Test.

DETAILED OBJECTIVES

1. Speaking.

The learner should be able to:

- i. express himself to achieve what he wants in authentic communicative situations involving:
 - a. giving detailed information about himself and other people, their past and present activities and future intentions, including reporting what they say.

.../...





MODULE 3 (cont'd)

- b. making and replying to invitations, suggestions, requests, offers and advice in the appropriate register i.e. as to a stranger or a friend.
 - c. giving information and opinions about things and places.
 - d. giving directions and saying where things are.
 - e. giving simple instructions.
-
- ii. give opinions on more theoretical issues such as education, the environment, politics and employment.
 - iii. use conditional sentences and modal verbs eg. must, should, need, have to, to express degrees of certainty about past, present and future events;
 - iv. express emotional reactions to information eg. express regret, criticize;
 - v. describe simple mechanical and industrial processes i.e. how to do/ make something, how something is made.

2. Listening / Understanding.

The learner should be able to understand:

- i. all listed in Modules 1 and 2 i.e. 2.i, 2.ii, 2.iii of Module 1
2.i, 2.ii, 2.iii of Module 2
- ii. the sense (gist) of a dialogue between native speakers and show appreciation of the attitudes and intentions of the speakers by being able to participate.
- iii. narrative style recording containing information of interest eg. simple radio programmes such as the News, Current Affairs and factual reports.

.../...





MODULE 3 (cont'd)

3. Reading.

The learner should be able to:

- i. understand all listed in Modules 1 and 2 i.e. 3.i, 3.ii, 3.iii
of Module 1
3.i, 3.ii, 3.iii
of Module 2
at a more sophisticated level;
- ii. read texts of an imaginative or emotional character and understand the central sense, the attitude of the writer to his material and the effect it is intended to have on the reader;
- iii. understand and/or be able to deduce the meaning of vocabulary in text types mentioned;
- iv. understand the use of grammatical connectives within short narrative and discursive texts and how they modify meaning eg. the use of 'when', 'while', 'as', 'although'.

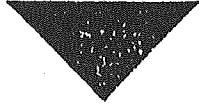
4. Writing

The learner should be able to:

- i. perform all writing tasks as listed in Modules 1 and 2
i.e. 4.i, 4.ii, 4.iii, 4.iv of Module 1
4.i, 4.ii, 4.iii, 4.iv of Module 2
- ii. choose vocabulary precisely for defined writing situations;
- iii. produce variations on simple sentences appropriate to situation and register eg. 'Don't feed the animals', 'The animals must not be fed';
- iv. write freely in narrative and descriptive style on topic areas itemized in this module;
- v. describe a process;
- vi. write instructions.

.../...





MODULE 3 (cont'd)

5. Topic Areas.

On completion of this Module the learner should have acquired a substantial range of vocabulary in the following areas specified by the 'Threshold Level':

personal identification; house and home; trade, profession or occupation; free time and entertainment; travel; relations with other people; health and welfare; education; shopping; food and drink; services eg. banks, petrol stations; places; foreign language; weather.

The vocabulary will usually be up to and including Level 3 in Hindmarsh's 'Cambridge English Lexicon' for productive use and Level 4 for receptive use.





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CURRÍCULO INTEGRADO DE LINGUA INGLESA (CILING) - ALFEITE

OBJECTIVES for MODULE 4

On entry into this module the learner will already be an effective communicator, particularly in speech, and will be able to sustain conversations of a non-technical, general nature with native and non-native speakers, having little difficulty conveying his intended meaning and understanding that of others.

At this level the learner may perceive his problems to be -

- i. inability to express himself orally with the degree of sophistication commensurate with his ideas.
- ii. lack of vocabulary.
- iii. difficulty in understanding English dialogue spoken between native speakers at normal speed over a sustained period of time.
- iv. difficulty in participating in such a conversation.
- v. difficulty in listening to English monologues in situations such as lectures and conferences and effectively summarizing content for later recall.
- vi. lack of accuracy and sophistication in most free writing.

The learner may perceive his strengths to be -

- i. familiarity with and competent understanding of the grammatical system with some exceptions eg. the use of the 'present perfect' tense.
- ii. ability to deal effectively in most everyday social situations.
- iii. ability to read technical and non-technical English with relative fluency.
- iv. proven ability to study.

On completion of Module 4 the learner should have gained confidence in areas of perceived weakness. The grammatical system will be reviewed and areas of

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difficulty contested and practised. Vocabulary will be analysed eg. suffixing and prefixing, compound words, phrasal and prepositional verbs, spelling rules, and guidance given as to the realistic extension of the learner's accuracy and fluency in the skills of listening, speaking, reading and writing. A range of authentic texts will be used for this purpose.

On completion of the module the learner's English should be of a standard to successfully sit the Oxford Preliminary English Exam.

DETAILED OBJECTIVES

1. Speaking

The learner should be able to -

- i. express himself with ease to achieve what he wants in authentic communicative situations with native and non-native speakers as listed in Module 3, 1.i.
- ii. give talks on both practical and theoretical subjects of a limited duration, where adequate preparation time and guidance has been given.
- iii. participate in discussions on theoretical issues with native speakers, state his opinion and substantiate it.

2. Listening/Understanding

The learner should be able to -

- i. listen to extended dialogues between native speakers of from 5 - 10 minutes and understand general meaning and/or specific details as required.
- ii. understand short reports giving factual and statistical information and extract detail as required.
- iii. make relevant notes from interviews and factual reports to summarize the main content.
- iv. identify main different accents in the English speaking world eg. English, American, Australian.

3. Reading

The learner should be able to -

- i. read authentic texts of varying length, style and content faster





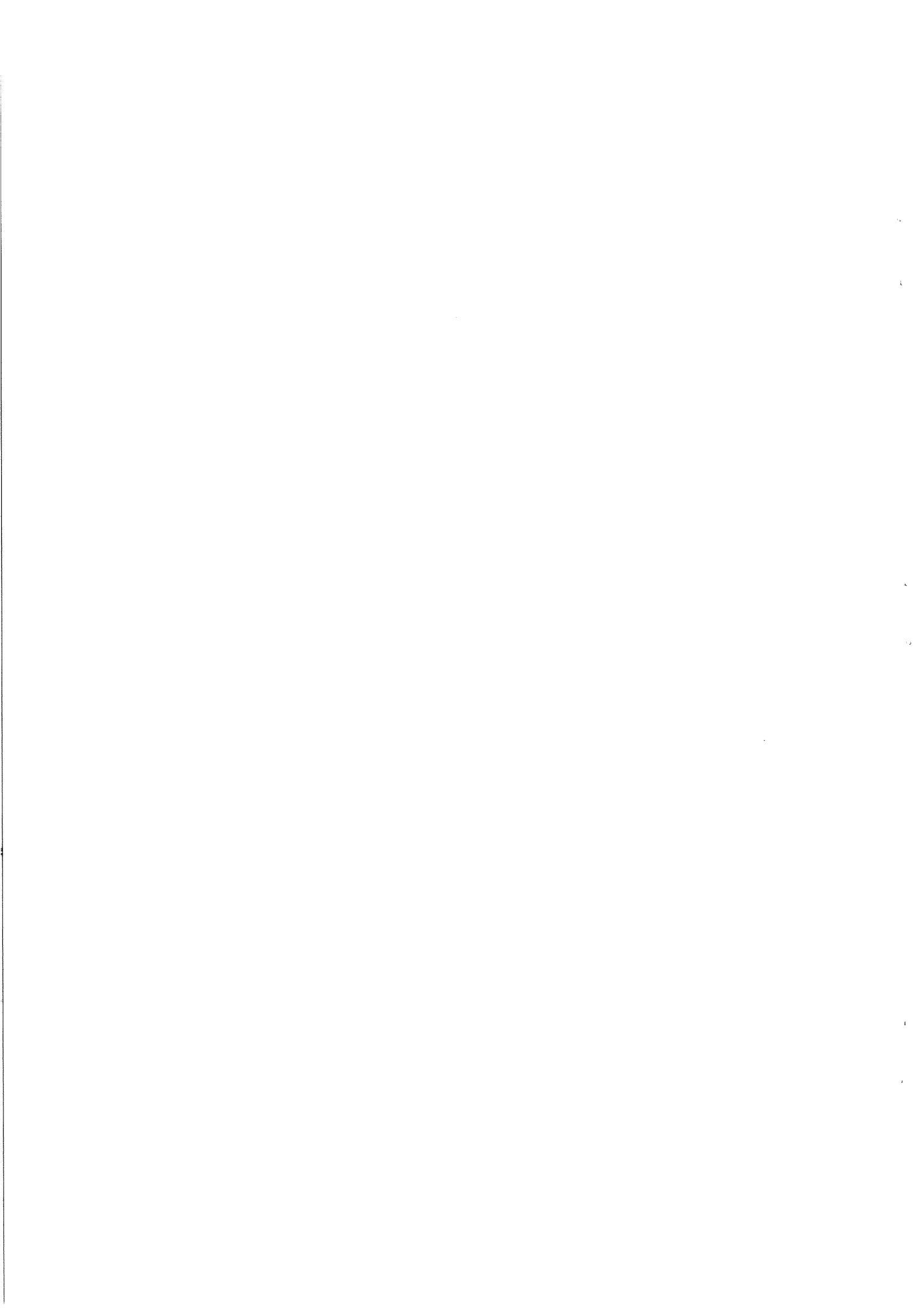
and more efficiently by utilizing the reading skills of -
predicting content from titles and headings
guessing the meaning of unknown words
identifying topic sentences in paragraphs to
enable fast skimming of a text for general content.

- ii. make relevant notes from texts to summarize main content.
- iii. appreciate at an elementary level different literary styles.

4. Writing

The learner should be able to -

- i. write autobiographical and biographical texts.
- ii. write basic formal and informal letters with correct stylistic variations.
- iii. write discursive essays which present both sides of an argument.
- iv. write simple reports of interviews and meetings.
- v. complete a range of short functional writing tasks required for the Oxford Preliminary English Exam e.g. form filling, message taking.



NATIONAL REPORT - UNITED KINGDOM

Language Examinations

At last year's conference we described the background to our need to appoint a new examining body for our higher-level language examinations, that is, for 'Linguist' (SLP3) and 'Interpreter' (SLP4). The Civil Service Commission, our previous examining body, has now been replaced by a consortium of the Institute of Linguists and the language departments of two universities, Bristol and London University's School of Oriental and African Studies. In our report last year we also mentioned the survey of our higher-level language annotated posts being conducted by the Defence School of Languages at Beaconsfield. The aim of this survey was to determine the precise linguistic requirements of each post and the extent to which the incumbent had been adequately prepared through his language training. The survey was conducted by means of a very detailed questionnaire which was distributed to post holders and their supervisors. The analysis of responses has now been completed and a report is being finalized. Some of the main conclusions are as follows:

a. Job Requirements

- Many language tasks are common to most, if not all, language-annotated posts. Other tasks, and the linguistic skills required to perform them, are the preserve of certain definable groups. There is a need for a standardized method of determining the general linguistic requirements of each post.
- A few posts demand a high-level mastery of a very difficult skill or knowledge of a highly specialised area of vocabulary. These posts need to be identified and special attention given to the selection and training of those destined to fill them.
- The implications of the Stockholm Accord in relation to the provision of interpreters needs to be evaluated.

b. Language Training

- The content of Service language training courses has too often been determined by the syllabuses of the 'Linguist' and 'Interpreter' examinations. These syllabuses have been insufficiently matched to the requirements of language-annotated posts.
- Most respondents believed some of their language training to have been irrelevant. This was felt most strongly by staff college students, exchange officers and international procurement project officers, probably because of the high level of proficiency required for these posts and the inadequacy of the time allowed for pre-appointment training.
- Because of fixed start and finish dates, some students are unable to be trained 'in-house'. This leads to additional expenditure on external training and under-utilization of Service facilities.

c. Language Examinations

There is a need for externally provided Service language examinations based upon the common needs of the Service and Service personnel. Such examinations would fulfil the following functions:

- Facilitate the creation of a 'pool' of personnel qualified in foreign languages to recognized levels of proficiency which are potentially useful to the Services.
- Provide appropriate targets for voluntary language students.
- Determine and validate the content of externally provided language training courses for Service personnel.
- Obtain civilian recognition for students in Service language schools who wish to attempt them.

d. Selection

In the selection of personnel for language training, too little attention is paid to positive features such as aptitude and other advantages, as well as to negative features, both physical and psychological, which may have an impact on success rates.

Our aim now is to re-design language training courses in Service language schools to match the training more closely to the needs identified by the survey. The linguistic needs identified as being common to the vast majority of posts will form the basis of a standard Service language course to SLP3 or SLP4 level. The special needs of particular groups such as attaches or exchange officers will be catered for in additional modules which will not form part of the 'standard' course. Our 'Linguist' and 'Interpreter' examinations will receive new titles which will more accurately reflect their content and level; however, their format will remain unchanged until 1990 or 1991 to allow time for any necessary changes to be made. The new examinations will be available to all Service personnel, whether undergoing language training or studying voluntarily. Success in these examinations will indicate levels of language proficiency which are potentially useful to the Services and which may therefore attract a language award. However, in future Service language schools will not rely on these examinations to assess training standards, but will instead design their own testing systems based on course objectives.

Chinese Language Training

At last year's conference you were advised that our plans for meeting our needs for Chinese Language Training up to and beyond 1997, the year in which the Hong Kong colony is handed back to mainland China, were well advanced. The various options have been set before the relevant authorities and an implementation date is expected shortly. Colonel Prince, who was Chairman of the working party, will be pleased to discuss this question further with anyone who is interested.

Army Colloquial Test

The pilot study into a modified version of the army colloquial test which is designed to test at SLP 2200 is nearing completion. It aims to offer a test syllabus and process which are more in line with the presentday communicative needs of the army, albeit at a fairly modest level. It is also intended to provide a basis for permitting and stimulating language learning to all levels.

Arabic Colloquial Test

BILC members will recall that two or three years ago we distributed to them all a copy of a prospectus for the design and curricular content of a new Arabic Colloquial course (SLP 2200). This prospectus has been converted into reality and prototype modules of all units of the new course are now in use. Further information can be obtained from the Commanding Officer, Defence School of Languages.

Arabic Teaching

A three-day Symposium on Arabic Language Teaching was held at the Defence School of Languages in early April. It attracted over fifty participants from language schools, colleges and universities, and included representatives from seven BILC member nations. As far as is known, the event was without precedent, in the United Kingdom at least, and again brought into sharp focus the high regard which civilian authorities have for the language teaching practices and results of courses offered at armed services establishments. A report of the Symposium will be distributed shortly to all participants, and copies will be available to all BILC member nations on request to the BILC Secretariat or to the Commanding Officer of the Defence School of Languages.

Liaison German

In order to further satisfy the need for German language competence at several levels for those serving in BAOR, particularly where a role with the Bundeswehr is involved, the courses projected last year are now being offered at the army's Higher Education Centre at Mülheim. It has been decided to favour the title 'Advanced Colloquial Course' instead of the original 'Liaison German' level. The SLP will therefore be set at about 2 1/2, 2, 1 1/2, 1.

CLTC

At last year's conference I mentioned the re-design of the RAF's German course to 'Colloquial' level (SLP 2200) at the Command Language Training Centre in Rheindahlen. This six-week course had, for some ten years, used as its basis a commercially available publication, 'Deutsch 2000'. Largely as a result of our reliance on a single course book, our approach had become rather inflexible and over-concerned with written accuracy. The re-design has attempted to bring the course into line with more modern thinking on 'communicative' language teaching and has incorporated, amongst others, the following features:

- Performance objectives based on realistic situations.
- Emphasis on oral work, with new vocabulary and concepts introduced in the target language.
- Extensive use of role-play and 'information gap' exercises for consolidation.
- 'Free-choice' activity periods to take account of individual learning styles. These have been immensely popular and have included:

- (1) Language laboratory.
- (2) Video.
- (3) Microcomputer.
- (4) Games.
- (5) Supplementary worksheets.
- (6) Remedial teaching.

- Excursions/Projects.

The new course has been extremely well received by students, and teaching staff, despite some initial misgivings, are now thoroughly convinced of its value. Some of the initial problems that we faced in introducing the new course are as follows:

- Our previous philosophy allowed for no intermediate levels of achievement. A student's utterance was either right or wrong, and if wrong it was corrected.
- Teaching staff were reluctant to accept that effective communication could be measured in terms other than 'correctness'.
- Views of teaching staff varied on the amount of 'correction' that was appropriate. A standardized approach was achieved only after frequent staff discussions.
- The need to produce and organize extensive visual resource materials placed heavy demands on staff time.
- The need to retain students' attention through many periods of oral work, and without a central course book on which to rely, required considerable resourcefulness from teaching staff.
- Teaching staff required training in question and answer technique.

Despite these early problems, the new design has brought major improvements. The success rate in our Colloquial Examination remains high, teaching staff enjoy the flexibility of the new approach, and students are better motivated as their learning is now more enjoyable and the subject matter more relevant. The new approach fosters a positive attitude towards using German, and students leave with greater confidence and a willingness to experiment with the language in order to communicate in everyday situations. Further information on the course re-design project is available if required.

English Language Training

The demand for English language training courses at the Defence School of Languages continues to increase, and in particular for general-purpose English language courses. A study is now underway towards ensuring that we can meet all demands using the most cost-effective resources available.

French Language Training

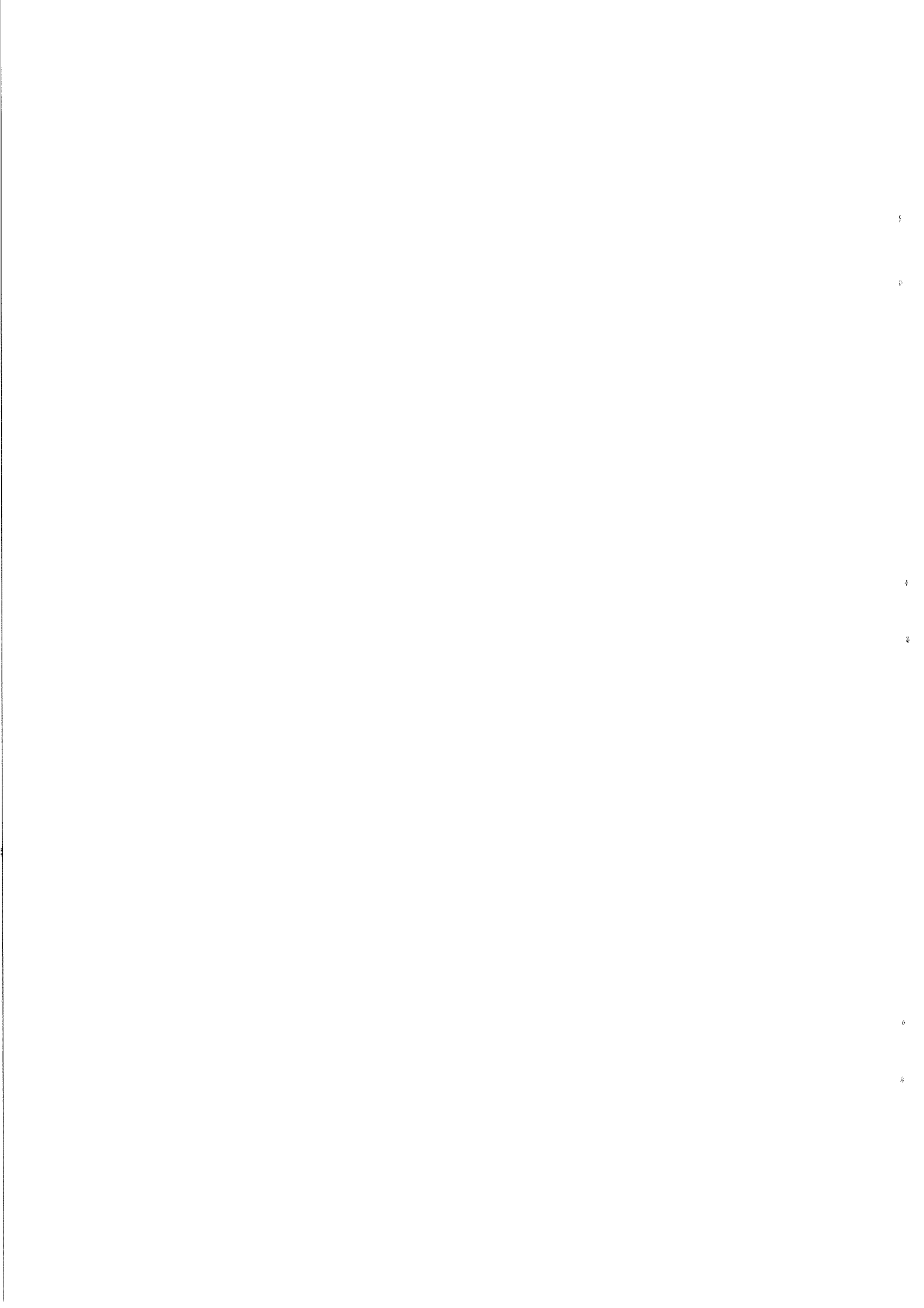
Consideration is being given towards satisfying the tri-Service demand for French language training at the Defence School of Language instead of at the Royal Air Force College Cranwell and a variety of other locations.

Flexibility in Training Provision

In common with most of our overseas colleagues we are considering how best to meet the wide variety of language training tasks required at random times and for students who have different start ability. The need for flexible provision is very obvious and ways of utilising resources and training staff to meet such challenges cost-effectively continue to be examined. The UK has a considerable interest in exchanging views on this difficult area with all those who have a similar problem.

The Future

In conclusion I would simply say that the need for competent speakers in an increasingly wide range of languages was perhaps never more important for our armed forces than it is now becoming. The Stockholm accords, the growing strength of the European Community and the removal of political and trade barriers, and above all the continuing vital importance of accurate communication with our allies and understanding of our potential adversaries' intentions, have cultivated a positive awareness at the highest command levels of the need for Service trained linguists. Our role in BILC is one reassuring basis for confidence in our ability to meet present and new challenges.



BILC CONFERENCE 1988

**DLIFLC
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ANNUAL REPORTS



DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION

1988 CONFERENCE

NATIONAL REPORT - USA

DLI Foreign Language Center

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NATIONAL REPORT - USA
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MAJOR INITIATIVES

The 'DLI Master Plan - A Strategy for Excellence,' developed in 1986, embodies program goals and objectives. Considered a living document, it is updated regularly to reflect actions accomplished as well as the status of on-going initiatives. It currently contains 10 major goals and 60 objectives, with necessary actions, milestones and requirements.

One major initiative is to improve the quality of training by creating an instructional system built around groups of instructors referred to as teaching teams. A team is defined as a group of six instructors who are accountable for both academic and administrative responsibilities for three sections of no more than ten students each throughout the course. Team teaching enables faculty members to work together in a cooperative and efficient way, share a wide range of tasks and duties, and reach their full professional potential. This policy requires more teachers but implementation is progressing steadily and the benefits are already apparent. Shown below is a chart of the correlation between teacher staffing and student results for the last three years.

CORRELATION BETWEEN TEACHER STAFFING
AND STUDENT RESULTS

<u>FY</u>	<u>INSTRUCTOR TO SECTION RATIO</u>	<u>PERCENT GRADUATES WITH SKILL LEVELS 2/2 OR ABOVE</u>
85	1.52	26.5%
86	1.59	31.5%
87	1.82	39.5%

$r = .985$

The initiative establishing a new personnel system is expected to be in Congress this summer. Based on the academic model of 'rank in person' DLI is requesting legislative exception to the classification, performance management, training and qualifications portions of the present civil service personnel management system. In addition to allowing a teacher the opportunity to advance in academic rank and still remain in the teaching profession, the New Personnel System will also create opportunities to participate in professional development in foreign language teaching methodologies.

Other important initiatives are described below. They cover professional development, education technology, evaluation, research, testing and nonresident training.

PROFESSIONAL DEVELOPMENT

The professional development program at DLIFLC has two goals. The first is to broaden the knowledge base of faculty, so that they may make decisions necessary to the overall instructional process. The second is to develop the teaching skills of faculty, in order to increase their effectiveness in the classroom. These goals are achieved by means of college courses in foreign language education and training workshops.

Most of the faculty at DLIFLC come without the necessary educational background and experience to teach military linguists to the levels of functional proficiency required for accomplishing the various DoD missions. The primary requirement for hiring a prospective teacher is proficiency in the target language, which is possessed, for the most part, only by native speakers. Educational and experience levels are considered second and vary widely within the existing pool of applicants.

Few are the higher education institutions in the United States and elsewhere that offer coursework specifically in foreign language teaching. Most language curricula are oriented toward literary studies and theoretical linguistics. On the other hand, programs in education generally deal with curriculum development and teaching traditional subjects at the primary and secondary school levels, or with administration.

Statistics show that only a tiny percentage of new faculty at DLIFLC have advanced degrees specifically in foreign language education. It follows then that we need to work from the assumption that teachers must be 'built,' from the ground up, in order to meet our particular requirements. A corollary here is that teachers can be built, that is, trained to perform at higher levels of effectiveness. The advantage of this approach is that it leaves less to chance than does the more common reliance on innate qualities possessed by the so-called 'born' teacher.

Our program for professionalization at DLIFLC is two-fold: long-term educational development, which provides generalized knowledge of the issues of foreign language learning as well as direct contact with academic professionals, and job training, which provides the specific skills and knowledges necessary to instruct military linguists.

DLIFLC's education program consists of a series of graduate-level courses in the teaching of foreign languages. Under a contractual arrangement with the Monterey Institute of International Studies (MIIS), one of the few institutions in the United States specializing in this area, our faculty may enroll in a curriculum that includes studies in

- the principles and methods of language teaching
- the analysis, evaluation and development of curricula and materials
- the issues of language testing
- the principles of language analysis
- the principles and applications of educational research

In-house training is provided under the auspices of the Faculty and Staff Development Division. Faculty are trained in workshops of varying lengths that give them specific information and skills in such areas as teaching and learning styles, classroom management, effective approaches and techniques for language teaching, activities design, lesson planning, curriculum adaptation, error correction techniques, student evaluation, and applications of media, from overhead projectors to computers. Training for academic staff development is also provided to enhance the functioning of the organization as a whole, with a focus on leadership skills, communications, problem solving and planning.

In FY'87, there were 72 enrollments in MIIS programs and 750 enrollments in Faculty and Staff workshops.

EDUCATIONAL TECHNOLOGY

DLIFLC continues to support improvement of its curriculum through the use of technology. The Army standard interactive courseware delivery system, the Electronic Information Delivery System (EIDS) has arrived. Each of these systems contains a computer, videodisc player and a monitor. DLIFLC is scheduled to receive 231 stations during this year. The first 17 developmental stations have been delivered. These will be used to convert existing courseware and develop additional courseware in preparation for the delivery of the remaining 214 later this year. During the past year we have pursued an intensive effort to increase the number of languages that incorporate interactive courseware. At the beginning of the year, Army Training and Doctrine Command (TRADOC) had agreed to fund development in five languages: Korean, Italian, Greek, Spanish and Turkish. Contracts were prepared; however, a protest was lodged by a vendor which resulted in the loss of funding for these contracts. Though the protest was determined to be without merit by the Government Accounting Office and rejected, the funds were lost for this purpose. These projects have been reprogrammed for funding this year with year-end resources or with dedicated resources in FY89. In another effort, DLIFLC has obtained support from Department of Army for the development of term 2 and 3 German and Egyptian-Arabic interactive courseware. We are currently preparing the scenarios to submit to a contractor. An update on current projects follows:

1. Satellite System. A satellite system consisting of two dishes has been ordered with an expected delivery date in September. One will receive Russian programs from the Molynia satellites, the other programs from Latin

America and French from Canada. As with the interactive courseware contracts, a protest resulted in the delay of this project.

2. Number Drills Templates. Two templates have been developed to teach numbers comprehension. Audio only videodiscs were pressed in Korean and Spanish as models for other languages.

3. Interactive Audio. Each videodisc can hold up to 60 hours of audio that can be accessed instantly. DLIFLC is investigating techniques to use this capability to create interactive audio courseware in Spanish and Korean. Initial work has begun with a standard 30 minute videodisc in Spanish with a future 8 to 10 hour project planned for Korean.

4. Shape Sets. A Foreign Language Font Generator was developed under contract that enables 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. Work is progressing on Arabic and Korean fonts.

On-going and future plans:

5. 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 remote locations in CONUS and OCONUS to take place. A pilot project will be established at DLIFLC and two nonresident locations in the US during Jul-Sep 88 to test the feasibility of this concept.

6. VELVET. The following languages have been approved by Army Extension Training for VELVET type development in FY89: Korean, Italian, Greek, Spanish, Turkish, Chinese and Russian. Actual development will depend on the availability of resources.

EVALUATION

The Evaluation Division has completed the development of a comprehensive student feedback questionnaire--the Student Opinion Questionnaire: Instructional Effectiveness (SOQ:IE), as described in the 1987 report. The SOQ:IE is now operational in each of the DLI schools, and is providing extremely valuable information on students' perceptions of the instructional approaches used by, and general effectiveness of, their classroom instructors. A second student questionnaire--the Student Opinion Questionnaire: Program Effectiveness (SOQ:PE), which addresses more global aspects of the overall language training program, has been developed and printed, and will be implemented within the very near future.

Another major activity within the Evaluation Division was the establishment of an Academic Review procedure, in which each of the DLI schools is asked to engage in a detailed self-appraisal of the strengths of its instructional program, as well as of areas in need of improvement. On completion of self-appraisal, the school prepares a comprehensive report, which is reviewed and commented on by the Evaluation Division, based both on the content of the self-appraisal document and on the results of validation

visits by Evaluation Division staff to various school departments. In 1988, the Academic Review procedure is being initiated on a pilot basis in eight languages (Arabic, Chinese, Czech, German, Korean, Polish, Russian and Spanish), and this process will be expanded to the remaining DLI languages in 1989 and beyond.

Early in 1988, the Evaluation Division implemented an agreement with the Goodfellow Technical Training Center (GTTC) at Goodfellow Air Force Base (GAFB) providing for both "feedforward" and "feedback" information on the language performance of DLI graduates who go to that major follow-on school for advanced technical training. The Evaluation Division serves as the proponent office for exchange of feedforward information in the form of language aptitude scores and end-of-training proficiency test results; feedback information from GTTC to DLI includes a summary of the at-GAFB training history of each student, as well as a global rating by GAFB instructors on how well each DLI student appeared to be prepared for study at Goodfellow, and individual ratings on the particular linguistic skills and knowledges exhibited by that student in the course of the Goodfellow program. The goal of the feedforward/feedback system is to allow DLI and GAFB to better analyze and structure their respective programs so as to insure that the field linguist--the end product of a joint DLI/Goodfellow instructional sequence--will have the necessary foundation language training, job relevant/job related language instruction, and specialized technical training to be able to do the best possible job in his or her duty assignment.

RESEARCH

A major 1987 initiative of the Research Division --the joint TRADOC-DLIFLC Training Technology Field Activity (TTFA) described in last year's report--was unfortunately discontinued shortly after it had begun, as a result of certain financial and administrative conditions outside the control of DLI. However, alternative means were found to support several of the original TTFA projects. A major activity in this regard is the Educational Technology Needs Analysis (ETNA), which will include, among other deliverables, a detailed inventory and analysis of currently available procedures and associated equipment for technology-assisted second language learning, together with a comprehensive "decision matrix" that will allow language program designers to select the most appropriate technology(ies) for a particular instructional purpose (e.g., teaching of listening comprehension; grammatical pattern recognition, etc.) from among the myriad potential approaches.

In keeping with the faculty development initiatives introduced by COL Monte Bullard, the former DLI Commandant, the Research Division has established a detailed set of "Guidelines in Support of Faculty Research." These guidelines, which are now operational across DLI, provide advice on, and procedural steps for, interested faculty members to plan and carry out pedagogically-oriented research, using DLI classrooms and other facilities, with ongoing assistance and in-process review by Research Division staff. Although relatively few faculty members have availed themselves of this service to date, we anticipate an appreciably larger amount of interest as the program becomes more widely known.

TESTING

The Testing Division has continued or completed the development of several proficiency-based Defense Language Proficiency Tests (DLPTs) that were in production at the time of the 1987 report. However, for all subsequent testing projects, a new format has been introduced. The new "DLPT IV" format differs from that of its predecessor (DLPT III) in several significant respects. First, for each question in both the listening comprehension and reading tests, the examinee receives advance information (in English) describing the particular real-life situation in which the spoken or written passage would be encountered. This "heads-up" information is intended to provide the kinds of critical extralinguistic information always available to the listener (or reader) in actual real-life situations, so that in the test, the examinee will not be disadvantaged by comparison to language learners/users in the authentic situations that the test is intended to reflect. Second, instead of involving a number of separate item type sections as in the DLPT III, a single very flexible format is used throughout the DLPT IV. This consists of the heads-up information previously described, a listening (or reading) passage, and a comprehension question based on the passage. Depending on how the stem of the comprehension question is phrased, a given item can deal with the examinee's global comprehension of the passage; the understanding of particular details of the passage; or (at the higher proficiency levels) the ability to discern the speaker's or writer's intent, to read/listen "between the lines," etc. Third, instead of long passages on which several questions are based, each passage in the DLPT IV is relatively short and is accompanied by a single question. This approach minimizes the problem of "memory load" often associated with long, multiple-question passages, and lends itself more readily to the development and maintenance of large item banks from which additional DLPT IV test versions can readily be drawn in the future.

DLPT IVs are currently under development in Arabic, Turkish and Russian. For the latter, a prototype computer-adaptive version is being developed, in addition to a regular paper-and-pencil test. In the computer-adaptive mode, all test questions are stored on a videodisc, and a "bracketing" procedure for question selection is used, in which the examinee's response to the immediately preceding question is used to determine whether an easier or more difficult question is to be presented next. Through this process, the computer can quickly zero in on the examinee's general level of proficiency and then administer sufficient additional items to verify that the assessment is accurate. In addition to considerably shortening total test administration time for a given examinee, the computer-adaptive approach has the psychological advantage of presenting only items that are reasonably near the examinee's own ability level. Trial administration of the computer-adaptive Russian test is awaiting the arrival at DLI of the first shipment of Electronic Information Delivery System (EIDS) units--the recent large-scale (Army-wide) procurement of a standardized microcomputer-controlled videodisc playback system, on which the test material will be stored and administered.

NONRESIDENT TRAINING

As 1987 was a turning point for the Nonresident Training Division, 1988 is a positive step toward a major milestone in providing materials to linguists in the field. An approved budget totaling \$1,481,000 was furnished to Nonresident Training Division to begin replenishment of depleted stock levels of materials and to execute a course development contract through the Office of Personnel Management (OPM) with Human Resources Research Organization (HumRRO) and Center for Applied Linguistics (CAL) for seven refresher courses. Additionally, the TRADOC Manpower Survey Team formally recognized a total of 27 position requirements, an increase of 12 positions. With impetus of this recognition, Nonresident Training Division is acquiring personnel for utilization as Service Representatives and Training Instructors. These Service Representatives and Training Instructors have foreign language backgrounds and will be utilized for Mobile Training Teams and Staff Assistance Visits which will greatly increase Nonresident Training Division's ability to carry out its mission. The Nonresident Training Division will be sharing the workyears of these selected positions. Memorandums of Agreement have been established with Faculty and Staff Development Division, Educational Technology Division, as well as Evaluation and Standardization Directorate to ensure proper utilization of these positions.

STUDENT ENROLLMENT

In Fiscal Year 87 the average student enrollment at the Presidio of Monterey was 2617 and 243 for the Presidio of San Francisco. The branch at Lackland Air Force Base was closed in January 87. The average student enrollment at the Foreign Service Institute (FSI) and in contract schools was 116. Programmed input for Fiscal Year 88 is 5363 for the Presidio of Monterey; 560 for the Presidio of San Francisco; and 423 at FSI and in contract schools. Languages and dialects taught at DLIFLC are listed below.

LANGUAGES AND DIALECTS TAUGHT AT DLIFLC

School of Asian Languages

Chinese Cantonese
Chinese Mandarin
Indonesian
Japanese
Korean
Malay
Tagalog
Thai
Vietnamese

School of Romance Languages

French
Italian
Portuguese
 Brazilian
 European
Romanian
Spanish

School of East European Languages

Bulgarian
Czech
 Slovak
Greek
Hungarian
Polish
Serbo-Croatian

Schools of Russian I and II

Russian

School of Germanic Languages

Dutch
German
Norwegian

School of Middle East Languages

Arabic
 Egyptian
 Iraqi
 Maghrebi
 Saudi
 Sudanese
 Syrian
 Yemeni
Dari
Farsi
Hebrew
Pashto
Turkish

NATIONAL REPORT - USA

DLI ENGLISH LANGUAGE CENTER

ANNUAL REPORT

1. Introduction. The Defense English Language Program established by DOD Directive 5160.41, 2 August 1977, is composed of three separate programs. These are the Resident English Language Training Program, the host-country English Language Training Program and the Nonresident English Language Training Program (NRELTP). DLIELC conducts the Resident English Language Training Program, exercises technical control and monitors the management of the NRELTP, and provides support and technical assistance to the host-country ELTP as directed by the Joint Service Regulation AFR 50-40, Management of the Defense Language Program, 17 July 1978.

a. The Resident English Language Training Program is an intensive English language training program conducted at the Defense Language Institute English Language Center (DLIELC), Lackland Air Force Base, Texas. The primary mission is to prepare international military students (IMs) for entry into U.S. technical and professional courses. In addition to the IMS training, English as a Second Language (ESL) training is conducted for U.S. Army Reserve Officer Training Corps (ROTC) graduates from universities in Puerto Rico and for U.S. Army pre-basic students who are not native English speakers. In any given week, approximately 78 countries are represented from Europe, South America, Asia, Africa, and the Middle East. The number of IMs in FY87 was 1,919; and U.S. Army trainees numbered 595. The average daily student load was 624.

b. DLIELC provides worldwide technical guidance and assistance in support of the English language training requirements generated by the Security Assistance Training Program (SATP). DLIELC provides personnel services in the form of Mobile Training Teams (MTT) on a temporary duty (TDY) basis and field training services on a permanent change of station (PCS) basis to host-country programs. Field Training Services personnel are designated as Language Training Detachments (LTD). These MTTs and LTDs help to train and assist the host-country personnel responsible for conducting English language training programs.

(1) In FY87, DLIELC LTDs promoted the development of viable, self-sufficient in-country English language training programs in Spain, Indonesia, Thailand, Sudan, Venezuela, Somalia, Zaire, and North Yemen. A total of 15 personnel served host-country programs during this reporting period. The total student load in intensive and nonintensive ELTPs in those countries assisted by DLIELC averages approximately 30,000 per year.

(2) During FY87, DLIELC deployed MTTs to Egypt, Djibouti, North Yemen, Bolivia, Honduras, Morocco, Chad and Somalia. A total of 15 MTT members conducted English language training program surveys, instructor orientation seminars, and trained in-country language laboratory technicians. Five MTT members were sent overseas as classroom instructors to Egypt.

c. Nonresident English language training programs are English as a Second Language (ESL) programs conducted for U.S. military personnel, family members of U.S. military personnel and personnel employed by DOD who are not native speakers of English. These programs, which prepare

personnel for their military careers and satisfy specific mission-related or job-related requirements, fall within the purview of the Defense English Language Program (DELP) and are subject to the technical control of DLIELC.

(1) During FY87, DLIELC monitored 186 locations in CONUS and overseas. The overseas NRELTPs included 113 locations for the U.S. Army in Europe, 14 programs and one sub-program in Korea, and two programs in Japan. Additionally, the U.S. Navy has overseas NRELTPs in the Philippines and Japan. The U.S. Army and U.S. Air Force Reserve Officer Training Corps (ROTC) have programs at the University of Puerto Rico and its satellite campuses. The U.S. Air Force also has two active programs, at Lajes Field, Azores, and Hill Air Force Base, Utah.

(2) Four consecutive TDY teams, consisting of two members each, were deployed to Puerto Rico to administer Oral Proficiency Interviews (OPIs) to U.S. Air Force and U.S. Army ROTC students at the University of Puerto Rico prior to commissioning. In addition, an MTT conducted a two-week survey of the Eighth United States Army Korean Augmentation to the U.S. Army (KATUSA) English language programs.

(3) A six-member LTD is assigned at the U.S. Naval Ship Repair Facility (USNSRF), Yokosuka, Japan, and a ten-member LTD was established to support the ROTC programs at the University of Puerto Rico and its satellite campuses.

d. The Nonresident Training Branch provides professional advice and personnel services to other non-DOD agencies, state agencies, private industry, civic groups and private individuals on a reimbursable basis. DLIELC continued to assist colleges, institutions, and individuals in the private sector who are conducting or planning to conduct ESL programs for refugees, and bilingual education programs. These programs are widely scattered over the U.S. and have resulted in the sale of large quantities of American Language Course materials.

2. English Language Training Courses.

a. The American Language Course (ALC) is a proficiency based course and is variable in duration. It can be programmed under the U.S. Army, Navy or Air Force SATP. Minimum duration is ten weeks. Upon entry at DLIELC, the student is placed at the appropriate proficiency level in the ALC and receives six hours of instruction daily until he/she attains the required English Comprehension Level (ECL) score. During the last nine weeks of scheduled training at DLIELC, provided the minimum ECL score has been achieved, the IMSs study specialized terminology and study skills appropriate for their scheduled Follow-on Training programs.

b. The American Language Course provides a fixed nine-week course to those IMSs who have the required ECL Test score in-country, but who require specialized technical English training, prior to entry into U.S. technical/professional training programs.

c. In FY87, Specialized English Refresher Training was incorporated into the Military Articles and Services List (MASL). This training is restricted to those IMSs who have successfully completed Specialized English Training (SET) at DLIELC within the last three years and have

currently achieved the required follow-on training required ECL. This training is five weeks long including one week of pre-technical training skills and four weeks of language skills and terminology training. This training is individualized and determined on a case-by-case basis in accordance with the scheduled follow-on training.

d. Besides the general and specialized English language training conducted prior to technical course entry, DLIELC conducts advanced flying refresher training for previously U.S.-trained IMSs. This course is five weeks in duration.

e. DLIELC conducts the following courses for selected IMSs who are involved with the teaching of English in their homelands or who are using the English language as a medium of instruction in their military schools and academies:

(1) The Basic English Language Instructor Course is a twenty-seven-week course to prepare IMSs to become qualified English language instructors. The course consists of one phonology text, ten structure modules used together with the DLIELC Reference Grammar, and nine methodology modules. Using explanation, demonstration, questioning, and practice-teaching as the main instructional techniques, this course focuses on the development of the student-instructor's English language competence, familiarization with the ALC materials and teaching methods, and a comprehensive study of American English structure and phonology.

(2) The Advanced English Language Instructor Course is a thirteen-week course designed for those IMSs who have the training provided by the Basic English Instructor Course, or its equivalent and two to three years practical platform experience. The course consists of seven modules: three modules that pertain to methodology and teaching techniques, three modules that pertain to phonology, morphology, and grammar, and one module on formal writing. With discussion, explanation, demonstration, and questioning used as the main instructional techniques, this course provides students with advanced teaching skills as well as technical updating in the field of ESL.

(3) The Advanced Program in English Language Training Systems Management is an eight-week course, designed to provide training in basic managerial skills for IMSs who are in or about to be assigned to managerial positions in language training programs. The course consists of four modules: an introduction to DLIELC, a methodology and testing module, a culture and psychology module, and a module on English language training management used in conjunction with an instructor guide. The text materials for this course are reinforced with briefings, films, and independent reading materials. Using discussion and a seminar approach as the main instructional techniques, the course emphasis is on practical aspects of administering, managing, and supervising an English language training program.

(4) The English as a Medium of Instruction Course, a sixteen-week course, is designed to prepare officers, instructors of science and mathematics to (1) attend senior-school-level instruction in the United States, and (2) to teach their subject specialities in their home countries, using the English language as the primary medium. This course

consists of four modules: two modules which are devoted to increasing students' study skills and raising their capacity for reading large amounts of materials of a technical nature, a module on communication skills, and a module which develops the specific instructional techniques needed for the most effective presentation of the module on instructional principles. This course is practical, and except for study skills, course time is spent on the preparation, presentation, and evaluation of practice teaching sessions based on actual text books from the students' home countries.

(5) Language Laboratory Maintenance Training provides classroom instruction and practical application in the installation, maintenance, and operation of language laboratories. This training is conducted in the laboratory maintenance shops using the laboratory equipment currently in use at DLIELC. This training is a fixed three-week course.

3. Significant Activities.

a. The Language Training Detachment Management Orientation Course (LTDMO) was discontinued on 2 December 1987. An orientation program was designed to meet the needs of each individual LTD. This orientation program replaced the 20 academic-day course previously used to prepare LTD personnel to assume their new overseas positions. The Nonresident Training Branch uses applicable portions of the discontinued course as handouts.

b. The Language Laboratory Maintenance Course was redesigned and shortened to a four-week course. All services were advised of the course and necessary reprogramming actions were taken by the Training and Operations Branch (LEAX).

c. Development began on the Advanced Language Proficiency Skills (ALPS) Course. The purpose of ALPS is to upgrade the English language proficiency of experienced teachers who have previously attended a basic and/or advanced English language instructor course and who have been teaching for an extended period of time. The course will also be offered to those subject matter teachers who use English as a medium of instruction, as well as to English Language Training Program (ELTP) management/staff personnel. Language proficiency development will be concentrated in the areas of (a) listening, (b) speaking, (c) reading and d) writing and grammar. ALPS is a ten-week course which will be offered for the first time in October, 1988.

d. In October 1987, DLIELC was awarded a Foreign Military Sales contract to develop and validate a recorded oral English language screening test for the NATO Airborne Early Warning Forces Training Center. The test will be used as part of the selection criteria for those IMSs scheduled as direct entries to attend NATO E-3A AWACS flight and mission crew training overseas.

e. A new method of determining an individual's book quiz grade level in Specialized English was implemented. This book quiz grading system was modified to provide a current on-going average of all quiz scores. Several data processing software programs were required to provide management

monitoring of the system as well as an automated book quiz grade-averaging for each student each time another test was administered. The system automatically averages the scores and posts a new current book quiz grade average in an individual's record. In addition to the automated book quiz grade-averaging system, a special report is produced which lists those students who are failing. This information is important as it is necessary to advise the military sponsor if a student is not expected to qualify.

f. In 1987, a system was developed that allows the Test and Measurement Section staff to process new ECLs on in-house Sperry PCs. New ECL test forms are transferred to floppy disks from the mainframe computer at Randolph AFB, TX, and from these disks to our PCs. While some formatting is still necessary, this saves having to completely rekey the tests.

g. The FY88 series of Nonresident ECL Tests went into operation on 1 October 1987. Development of the FY89 series was completed in April 1988. Fifteen test forms for nonresident use are maintained and these forms are replaced annually.

h. Specialized English Training (SET) materials consist of 44 separate curricula (increased from 37 in June 1987). These materials are designed to meet the IMSS needs in the specialized terminology and language skills necessary for follow-on technical training (FOT).

i. Development continues on the first 18 books (Levels I-III) of the new General English series, with Operational Tryout of those materials scheduled for January 89. Development began on books 19-23 (Level IV).

j. During FY87, the Evaluation Division (LEE) received 901 (63%) direct-mail questionnaires from DLIELC graduates at their follow-on training (FOT) sites and 889 (62%) from their FOT instructors/supervisors. During this fiscal year, 96% of the graduates and 96% of their FOT instructors/supervisors rated the students' overall performance at DLIELC as satisfactory or good. Of the specific language skill areas, the only areas given unsatisfactory ratings by 10% or more of the graduates were understanding technical vocabulary (in speech) and report writing. Since the ability to understand technical vocabulary in speech has consistently received unsatisfactory ratings of 10% or more, it can be considered a norm. Although 10% of the IMSS rated themselves unsatisfactory in writing reports, feedback from their instructors does not indicate this to be a critical skill. None of the skill areas rated by the instructor/supervisors received unsatisfactory ratings of 10% during this period.

k. A contract with GEL Systems signed on 1 August 1987 will provide 15 new Language Laboratory (cassette) Systems (LLS) with delivery scheduled to be completed by FY89.

l. DLIELC now has remote terminal interfaces with the Military Departments within the SATP.

(1) A WANG remote terminal and line printer is linked to Naval Education and Training Security Assistance Field Activity (NETSAFA), Pensacola Naval Air Station (NASP), FL. The Wang system is used for

tracking and access to the U.S. Student Training and Information System (STATIS) and for direct entry of U.S. Navy Department sponsored to technical schools.

(2) A Wang (PC System III) is connected to the Security Assistance Training Field Activity (SATFA) at Fort Monroe, VA. This remote allows for sending messages from DLIELC to SATFA and IMSO at Army schools and training installations, and for tracking U. S. Army sponsored students. The system has full word processing capabilities and communications access to the Army Security Assistance Training Management System (ASATMS) and to the TRADOC Security Assistance Support System (TSASS).

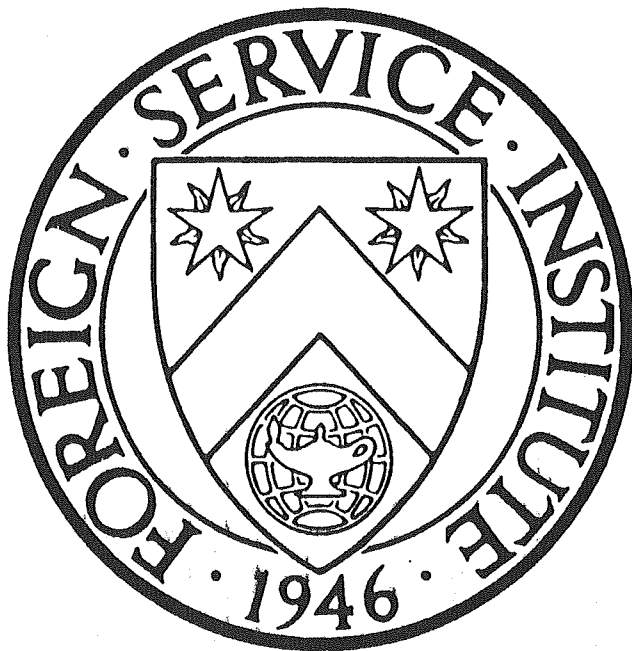
(3) An IBM 3270 Information Display Station (IDS) arrived, and is connected to the Foreign Military Affairs Group (FMTAG) Wang System for tracking U.S. Air Force sponsored students through the Training Control System (TRACS).

4. Commandant's Tour. The Commandant, DLIELC and the Chief of the Nonresident Training Branch completed visits to the following countries to evaluate the English language programs as they relate to U.S. SATP and to discuss their activities and requirements with Security Assistance Office (SAO) personnel and host country officials: Spain, Turkey, Kuwait, United Arab Emirates, Qatar, Yemen, Djibouti, Somalia, Sudan, Egypt, Venezuela, Colombia, Panama, Honduras, El Salvador, Guatemala, and Mexico.

5. Protocol and Information Programs.

The Protocol and Informational Programs Office implements and manages the DOD Informational Program (IP) at DLIELC. The objective of the IP is to assist the international military students (IMSS) to acquire a balanced understanding of the U.S. society, institutions, and goals in addition to their language and technical training and military experiences while in the United States. That balanced understanding will strengthen their English language capability, enable them to adjust to cultural differences before beginning the important task of technical training, and it enables them to glean more from their technical training. The IP has been very active and successful. Last year almost 2,000 students participated in 16,000 student cultural contacts from 380 tours and special activities. In addition, our American Members of International Goodwill to Others (AMIGO) program brought 1,035 students in contact with local military and civilian sponsors resulting in a real "people-to-people" exchange of folkways, mores and social structures.

School of Language Studies



U.S. Department of State

**BILC 1988 - National Report
United States Department of State
Foreign Service Institute
School of Language Studies**

Overview

The Foreign Service Institute (FSI) of the United States Department of State was established in 1946 in order to provide training for employees of the Department of State and other government agencies involved in foreign affairs. Each year, over 20,000 students are enrolled in one of 145 courses, although only 1,000 are on site at any one time. Approximately 60% of FSI students are employees of the Department of State. The remaining 40% is made up of employees of some 30 other departments within the U.S. government (Department of Defense, United States Information Agency, Agency for International Development, and others).

FSI is made up of 3 schools : The School of Professional Studies, The School of Area Studies, and The School of Language Studies. FSI also administers the Executive Seminar in National and International Affairs, the Center for the Study of Foreign Affairs, and the Overseas Briefing Center. The largest entity within FSI is the School of Language Studies, which is divided between the Washington operations and the overseas operations.

The overseas operations consist of four field schools in Tunis, Yokohama, Seoul and Taiwan where students undergo a second year of language training in the "super-hard" languages -- Arabic, Japanese, Korean, and Chinese. There are also language programs at embassies, called post language programs, which serve to enhance and maintain officers' language skills in-country, or provide training to those unable to attend classes in Washington.

In Washington, language and cultural training is provided in some 45 languages by a staff of over 200 language instructors who are native speakers of the languages they teach. Instructional programs are supervised by a core of 25 Language Training Supervisors who are specialists with expertise in language, linguistics, and pedagogy.

All language classes are intensive, from 4 to 6 hours per day, and students are simultaneously enrolled in an area studies class for a half-day each week. Although the maximum number of students per class is six, in reality most classes have fewer than six students. The expected level of proficiency upon completion is S-3, R-3 (Speaking and Reading at level 3 which indicates "general professional proficiency").

To this end, languages are broken down into three categories according to level of difficulty and the length of the course. The most difficult, Arabic, Chinese, Japanese, and Korean, are 88 week programs, with the first year in Washington and the second year at an overseas field school. The so-called "world" languages -- Afrikaans, Dutch, Danish, German, French, Italian, Spanish, Norwegian, Swedish, Swahili, Romanian, and Portuguese -- are taught in 24 week cycles. All other languages are 32 to 44 weeks in duration.

Language Programs : Basic and FAST

FSI offers two courses of language study, the Basic Course, and the FAST course (Familiarization and Short Term) in addition to many specially arranged programs such as tutorials, advanced courses, and refresher or "conversion" courses. The Basic course is designed to meet the needs of LDP (Language Designated Position) incumbents and others who require a working or professional proficiency in a language. The FAST program is geared to meet the general orientation and cross-cultural needs of support personnel and others not serving in language designated positions, but it is also quite effective for officers whose schedules do not permit longer-term training. Spouses of officers are also eligible to enroll in FSI language training.

Course Development Efforts 1988

Approximately 70% of the materials used in FSI language training are created in-house. Commercial texts are occasionally used, but they, must necessarily be supplemented and adapted to meet the highly specialized needs of our student population. Each year, the School of Language Studies devotes 12 - 15 teacher / person years to its development projects which range from updating existing courses to the creation of a completely new program of study.

Over the past year, two-thirds of our development efforts have been directed toward improvement in 3 areas : Russian, Eastern European languages (Bulgarian, Czech, Polish, Hungarian, Romanian, Serbo-Croatian), and the Romance languages (French, Spanish, Italian, Portuguese).

* Russian

Development in Russian has focused on the creation of specially tailored materials and ongoing efforts to professionalize the teaching staff. Specialized materials for reading and listening comprehension have been written and are being field tested both at FSI and other institutions. *Mark Smith's Diary*, a compendium of readings and exercises with a cross-cultural focus has received rave reviews and is now nearing publication. Modules of 100 - 120 hours each for military, political, economic, administrative, security, and consular officers

are being finalized. Advanced training (from S/R-3 to S/R-4), offered on demand, is 100% content-based and includes training in public speaking and analysis of Soviet rhetoric.

Further, FSI has undertaken several experimental projects in 1988 such as a specialized course in Russian terminology based on the INF treaty for staff members of the Nuclear Risk Reduction Center, a pilot training program in Russian interpreting for foreign service officers with S-4 proficiency at the Monterey Institute of International Studies (August 1988), and a satellite-assisted instructional program for listening comprehension begun in January 1988.

* Eastern European Languages

Development of new Basic courses in Bulgarian, Czech, Hungarian, Polish, and Serbo-Croatian has been underway for several years, slowed down to some extent by the chronic shortage of qualified personnel in these languages. In order to assist with the development of our Bulgarian course, the Defense Language Institute of Monterey, California sent a Bulgarian course developer to FSI for one year, thus effecting the first interagency personnel exchange between the two schools.

The Czech Basic course has been field-tested several times and will be ready for publication later this year. Each of the five courses will follow a similar format which divides the 44-week program into five segments: Overview, Basics, Consolidation, Expansion, and Advanced.

Of particular note are the beginning and ending segments which reflect current research in adult language learning. In the one to two week overview phase, a process of "demystification" of the linguistic structure of the language combined with exercises to build students' confidence and motivation have proven very successful. These materials have been piloted in Polish and are now being exported to other languages as well. The final phase, which lasts from 6 to 7 weeks, concentrates on language and area studies integration. All language materials are based on topics dealt with in area studies classes, and whenever possible, the area lectures themselves are delivered in the target language by native speakers who are experts in their fields.

As with our Russian program, new conditions at our Eastern European embassies have created the demand for specialized training materials to meet new needs. FAST course development in Bulgarian, Czech, Hungarian, Romanian, Polish, and Serbo-Croatian is currently a high priority and scheduled for completion later this year. We are also planning for a series of job-specific modules to be developed in close consultation with officers in the field. Preliminary data gathering and needs assessment interviews were begun early in 1988.

* Romance Languages

A comprehensive revision of the programs in French, Spanish, Italian, and Portuguese is well underway. Based on a model of three phases for the 24-week programs, each phase is proficiency-based and will incorporate the best features of our current methodology along with new technologies such as video. Phase 1 will resemble the FAST courses in content with 10 topic-oriented cycles. Phase 2 will build on FSI's *Bridges* methodology where representative professional skills such as dealing with requests, negotiating arrangements, coping with hostility, and so on are practiced through task considerations and simulations. Phase 3 will focus on a unified language and area program (Mexico, Central America and the Caribbean, Francophone Africa, etc.) following the success of our recent pilot programs in Spanish.

* FAST course development

In addition to the projects described above, FAST course development is ongoing in Arabic (Egyptian, Moroccan, Eastern), Bengali, Chinese, German, Hebrew, Hindi, Icelandic, Indonesian, Italian, Japanese, Malay, Brazilian Portuguese, Thai and Turkish.

Language Testing and Research

Following the design of the new FSI reading test in 1987, an initial version of the new test has been completed in twenty-one languages, and extensive training for testers and examiners is continuously conducted by the FSI Language Testing Unit. Concurrently, the oral test kits and field test kits are being revised and rigorous certification procedures for testers and examiners is in place.

A research agenda to examine elements of language learning, aptitude, and learning styles has been established by the Language Testing Unit. One study begun earlier this year is a formal investigation of learning styles and learning strategies using the Myers-Briggs Type Inventory (MBTI), the Strategy Inventory for Language Learning (SILL), the Modern Language Aptitude Test (MLAT), and student background information with a sample of 200 students.

Other research projects undertaken by language specialists at FSI include topics such as early vs. delayed introduction of Chinese characters, methods for teaching reading of Thai, and a definition of cultural literacy for Russians.

Technology

In support of our language materials development projects, FSI has invested in sophisticated multilingual word processing systems (Xerox and Apple Macintosh) capable of producing camera ready copy for our publications in over 30 languages. Over 100 foreign language instructors have been trained to use these computers and extensive databases of textual material have been created.

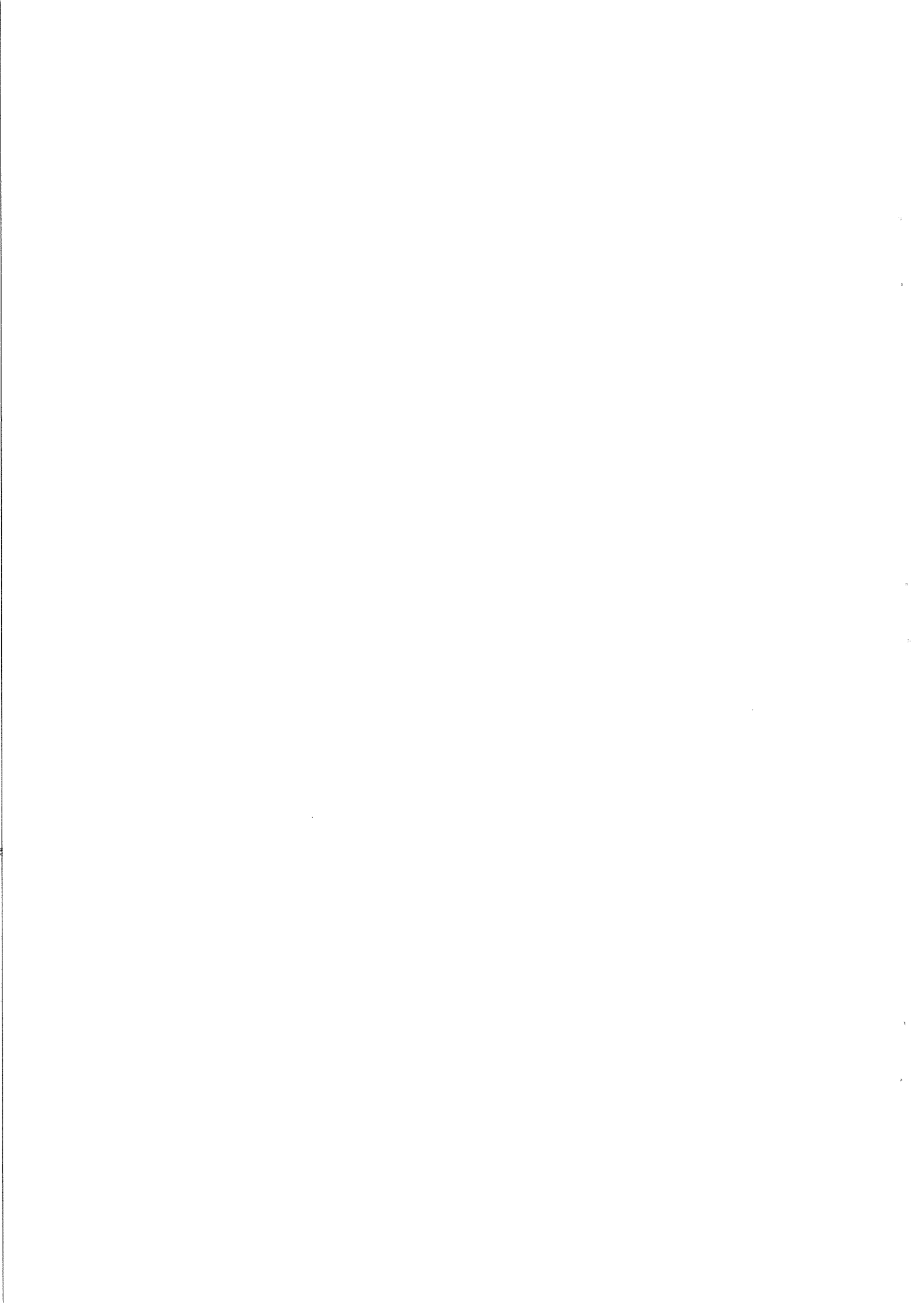
FSI has also purchased four interactive videodisc workstations to be used with software and videodiscs produced by other U.S. government agencies for training in Korean, Spanish, and the development of good language learning strategies.

We are currently designing an educational technology plan to be implemented in FY1990 which will include a satellite dish for reception of international television broadcasts and a computer lab for student use, as well as expansion of our multilingual word processing capabilities.

Professional Development

FSI continues to place great emphasis on developing professional opportunities for staff members. Throughout the year, there are numerous in-house workshops and seminars designed to keep language instructors and supervisors abreast of the latest developments in pedagogical innovations. Staff members frequently attend professional conferences and are often invited to deliver papers and presentations at meetings such as the MLA (Modern Language Association), TESOL (Teachers of English to Speakers of Other Languages), LSA (Linguistic Society of America), ACTFL (American Council on the Teaching of Foreign Languages), CALICO (Computer Assisted Language Learning and Instructional Consortium), and so on.

A new initiative in FY1988 was the FSI Cross-Cultural Project -- an ongoing investigation of how we can improve our delivery of cross-cultural information in language, area, and professional courses. The Cross-Cultural Project has brought together staff and faculty from all parts of the institute in seminars and workshops at FSI and off-site at meetings such as the annual conference of SIETAR (Society for International Education, Training, and Research).



SHAPE LANGUAGE CENTRE (SLC) REPORT

1. Internationally Funded Programme (IFP)

a. English Section

(1) The programme of short skill-based courses described in our 1987 report is proving to be an appropriate and successful response to the particular requirements of SHAPE. A minor modification has been the slight lengthening of courses to 5 or 6 weeks, with lower-level students (1+2 and 2) doing three such blocks, and upper-level students (2+ and above) doing two (all at one and a half hours per day). At the same time, the breaks between courses have been reduced to no more than a few days. These changes make for a more compact system.

(2) On the materials side we have somewhat formalized our system. Teachers are encouraged to draw freely on the large bank of resource materials we have built up, to match each course to the needs and interests of their particular students. Since students do not necessarily move in step from teacher to teacher and from module to module we began to meet problems of students repeating materials already used by an earlier teacher. We have overcome this by establishing unique lists of materials appropriate to each module, with teachers drawing freely on materials from the list relating to the module they are teaching.

(3) Given the limited time our students have available, and our primary objective of improving their ability to function in their jobs, we have found it best to follow in our modules a particular progression. At the lower level this puts the emphasis first on listening (including telephone), then on speaking (including telephone use) and structure/accuracy. At the upper level the emphasis is first on listening and speaking, and then on duty writing.

(4) In order to facilitate student attendance, we are hoping to try out from September this year a format of more intensive courses lasting over a shorter period, using the same modules and materials. This will probably be, at the lower level, three blocks of two weeks at four hours per day, with several weeks between blocks, and at the upper level two blocks with the same scheduling.

(5) Two significant projects have been occupying staff since the last BILC Conference and have progressed well: a module on "staff writing" and the SHAPE "corpus" of English (computer-based text collection).

(6) The module on staff writing consists of a short summary of good writing principles (taken from existing national staff manuals, adapted for use in SHAPE), followed by a section on procedures (the "process") for effective writing. This will be supplemented by actual writing samples provided by the Office of the Secretary to the Chief of Staff (SECCOS), which has participated in this project. The course will be devoted to practical work by the students, with individual assistance from the teachers.

(7) The SHAPE corpus was mentioned at last year's Conference (in the SHAPE report) and the corpus collection is now complete. Extracts from a recent status report are enclosed and contain the break-down of texts, the first 200 words in the frequency list for the spoken and written parts of the corpus and a sample of a "concordance". (These Key Word in Context "KWIC" concordances will constitute a data-base for teachers and testers in developmental work).

(8) The project will become fully operational when appropriate hardware is procured to access and process the actual corpus collection (on computer disk) and to read and copy the KWIC concordances (on microfiches).

(9) The SLC will, on written request, make available extracts from the corpus to BILC Delegations as soon as the processing equipment is running.

b. French Section

(1) The mandatory testing and training programme in French has been fully operational since September 1987 and is contributing significantly to the working environment of the Headquarters. (Details were given in the 1987 report).

(2) A major project has been completed: a "catalogue" for students of French. This publication, developed by a language consultant for the SLC, is being distributed to students this summer (1988); a feedback questionnaire is included. (It gives the basic grammar and vocabulary of the language with techniques for accessing and exploiting authentic texts). A copy of the catalogue is being made available to each BILC Delegation and the SLC would appreciate feedback from recipients.

Although not developed with the BILC "self-study" group in mind, the catalogue could take its place among "self-instructional" materials.

c. General

(1) At the request of several national authorities, a workshop was held at SHAPE in November 1987 entitled, "**Language Training for International Assignments**". The workshop report was sent to the BILC Secretariat as several proposals put forward seemed to be ideally suited to the coordinating/exchange role of BILC. Extracts from the report were also distributed in the SLC seminar report (SR) series, SLC SR/9(87) of which TAB D lists the points for future action (copy enclosed).

(2) At an ACE (Allied Command Europe) Manpower and Personnel Conference held in SHAPE in May 1988, the SLC presented a working report for use in ACE agencies (SLC WP/1), a direct outcome of the above workshop.

It is addressed to ACE personnel responsible for **annotating job descriptions with a standardized language profile (SLP)** and is based on experienced and established practices in SHAPE. A copy is being provided for each BILC Delegation to the 1988 BILC Conference.

(3) Working Paper 2, another SLC publication which emerged from the November 1987 workshop, has been put together to illustrate a possible approach to syllabus design for (elementary) courses relating to STANAG 6001. It records the SLC's developmental work during and immediately after the BILC Working Group on Course Format (1985 Conference).

(4) The SLC has produced a status report for the BILC Study Group on Language Attitudes and Learning Styles which is being forwarded to the Standing Group on Test Analysis and Testing at the 1988 Conference. Its principal value is in mapping out possible lines for future work, if resources are forthcoming.

(5) The SLC hosted officers from the Ecole Interalliée du Renseignement et des Etudes Linguistiques (EIREL) on a one-day visit to SHAPE in June 1988. Projects of mutual interest were discussed.

(6) The SLC continues to provide consultant support to the International Military Staff (IMS) NATO Language Center and to ACE agencies under the terms of established policies.

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

a. The Language Circle has added Greek to its wide-ranging language programme (English, French, German, Italian, Portuguese, Spanish and Turkish), thanks to the active support of the Greek NMR, who is sponsoring a Greek class.

b. English Section

In addition to the "Cambridge First Certificate" class, a new "examination class" has been offered to prepare the student for a lower level examination, the EPT (English Preliminary Test). Both exams are organized by the British Council.

c. French Section

Listening material has been developed (elementary level) in order to enable students to re-cap material covered in class. This is particularly useful when access to commercial self-study material (language laboratory) is not possible and/or during the two month summer break.

N A T O U N C L A S S I F I E D

SHAPE LANGUAGE CENTRE (SLC)
COMPUTER-BASED CORPUS (ENGLISH LANGUAGE)

<u>SPOKEN COMPONENT</u> (text type)	<u>Code</u>	<u>Target size</u>	<u>Estimated Size (Dec 88)</u>
NATO Dispatches	di	25,000	27,500
Telephone calls	te	50,000	30,000
Press conferences	pc	25,000	63,000
Briefings	br	37,500	15,000
Meetings, formal	mf	37,500	30,000
Meetings, informal	mi	37,500	5,000
Radio broadcasts	rb	12,500	20,000
(TV/Video	tv	12,500	under rb)
Films	fi	12,500	16,000
ACE output	ao.	30,000	38,500
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		280,000	245,000
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<u>WRITTEN COMPONENT</u> (text type)	<u>Code</u>	<u>Target size</u>	<u>Estimated Size (Dec 88)</u>
Facts & figures (NATO)	ff	120,000	122,000
NATO Review	nr	112,500	145,000
News Summary	ns	45,000	63,000
Directives	dr	75,000	100,000
Newcomers Guides	ng	75,000	78,000
Community Life	cl	75,000	75,000
Internal Correspondence Format	ic)		93,000)
Telexes	tx)	250,000	4,000) Note
Bulletin/circulars	bu/ci)		20,000)
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Note: still being processed; may increase.

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pc015 e the shakes and shingles issue I think, ... [a] Can you give some of the results of those events that
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te005 It is sure is possible though ... sure [a] Yeah, [a] Can you set up a, er, a non-alcoholic bar? [b] Yeah
te006 Sergeant Mellor, Mr Millett from Treasury, Budfin. Can you give me those monthly figures please? By the
te006 ents, that sort of business. [a] Oh alright. [b] Can you give me the two figures, account C followed b
te006 Nine, four eight. [a] Three three nine. [b] Th
te006 een et cetera nation expenditure. [a] Ha-ha. [b] Can you give me the title and the amounts then please
te015 ages, I know that. Er, I've got it at home I can I
te021 four nine seven one. [a] Four nine seven one. [b] Can you please spell it in tomorrow for you, so ... [a]
te023 ty, eighty track for some time now. Have you any, [a] You shed any light on that, I mean as long as it,
te026 ou er, you'll be signed up at both places, and you can, you can check both places for available flights.
te027 can actually send them out or not. [a] OK. [b] Er
te029 s. [b] OK. [a] Hang on please. [b] Yes. [a] Hello.
te042 [a] OK. Well that's not a problem for me er and er can you provide the tape for this recording? [c] Yes

can 1859

c1001 RESS: Appropriate, "SAFARI STYLE" Costumes. If YOU CAN'T RUN THEM SPONSOR SOMEONE. WHERE...UK Medical
rb001 Christmas toys for girls and boys. [music] [a] ... Can't stop Me Now, Samantha Fox on AfM midday, why do
-pf001 er we shall try to make it at one-thirty? ... You can't? Well, those who are there, do you want to t
ns001 's chief budget officer, told Newsweek, "is that we I can't account for my hunches. They're not always righ
ns001 est peace efforts for the past three years. They can't afford the luxury in tight budget times of prod
pc002 e some reductions in MRRK for example, because we can't afford to let him go now, and that is probably
br004 an although he may learn English in due course, we can't afford to let the Soviets maintain the conve
pf001 d be sensible and remember what you're saying, you can't afford to carry a passenger. [b] Yeah. [a] For
c1002 situation is the same in Greece and Portugal, they can't always ask Italians from the southern region e
br004 and from travel agents outside Britain, but can't, and this programme is intended to correct that
rb001 struggling to get out from behind a language which can't be bought in the UK. This pass gives unlimited
te015 material that is washable and can be changed, you can't be spoke, and it's so sad when you see someone
te015 see the one the machine that's running the EGMET can't be too careful when buying Christmas toys for g
f1004 base". They are constantly on the move ... they can't be absolutely sure because people will turn dow
pc009 ccelerated meeting basis, er, to try, to see if we can't become too fond of things ... toys ... or peop
br004 rove effectiveness in military headquarters. Now I can't clearly quote very much from it because of it's
pc015 ope that the Soviet Union shares that view, but we can't control why they do, so I don't, I don't want t
c1002 d to do, so it's easy, even for those who say they can't dance! Most of the music we dance to has a coun
br004 r it too hard. That's as much as we can do, but we can't do that all the time we've got to rely on the
te001 ted ... I know I'm not a stand-up comic but if you can't do it today, but I would rather ... hang on. It
te007 on't cause you any problems. I see no reason why I can't drive any more between the front and the rear o
di020 Er, now part of the problem with that is that you can't easily get a new telephone installed, but for i
pc002 ve they ever been replaced? [a] Well, you know, we can't er, either confirm or deny the existence of wa
ng002 kly commercial publication. (ENTERTAINMENT) If you can't find (something) to do on SHAPE, you're not try
br004 yer guy whose spoken English is very good, but he can't follow a conversation fast enough to take minut
pc003 se attacks or to er convince North Korea that they can't gain anything from this from a surprise attack
di020 nd er, let's say the middle of August? [a] No, you can't get his telephone directory, he can't easily ge
pc015 across the street from our office and see if they can't get a flat statement out of me. [j] But what ar
te033 per they must sign and you must counter sign so you can't get the reservations ... for you. [b] Yeah, e
te055 at about three ... hm ... is ... er ... what if I can't get through to you till about ... well ... [c] But we'll be at
te056 methodological and even technical reasons but er I can't give a figure. Why should the program be increa
pf004 close, honest working relationship with MRRS. We can't go for any trickery, we can't sort of pretend o
br004 ight now the situation hasn't changed, to where he can't go into Temps and then go on the economy. He ha
te050 e switched off? [a] Oh I'm sorry er I really can't hear. [laughter] [a] Er, OK, I'll try someone else,
pc011 a connoisseur of drink, please don't think that I can't help you there. [b] OK, I'll try someone else,
te014 drink a whole lot quicker The reason I think they can't hold my liquor. Lots of my friends, seem to get
c1004 oblem with it if you've got it in the bank ... you can't hold their drink. They don't know when they've h
te005 that this is the first meeting of its kind and we can't hold back your last month's payment, on rent bec
br004 get along in the world without allies, because we can't, it's too big a job. So I think what we have to
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e the=shoes and shingles issue I think, ... [a] Can you give some of the results of those events that day morning breakfast show at your insistence, now can you think of any problems that they might have, y thousand people, huh? [b] Yeah, [a] Yeah, [b] Yeah, Sergeant Mellor, Mr Millett from Treasury, Budfin. Can you give me those monthly figures please? By the ents, that sort of business. [a] Oh alright. [b] Can you repeat please? [a] Three three nine. [b] Nine, four eight. [a] Three three nine. [b] Sorry can et cetera nation expenditure. [a] Mm-hm. [b] Four nine seven one. [a] Four nine seven one. [b] Four nine seven one. [a] Four nine seven one. [b] ty, eighty track for some time now. Have you any, ou er, you'll be signed up at both places, and you can actually send them out or not. [a] Oh OK. [b] Er s. [b] OK. [a] Hang on please. [b] Yes. [a] Hello. Can you provide the tape for this recording? [c] Yes [a] OK. Well that's not a problem for me er and er

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can 1859

RESS: Appropriate, "SAFARI STYLE" Costumes. If YOU CAN'T RUN THEM SPONSOR SOMEONE. WHERE.....UK Medical Christmas toys for girls and boys. [music] [a] ... Can't stop Me Now, Samantha Fox on AFM midday, why do er we shall try to make it at one-thirty? [a] ... You can't? Well, those who are there, do you want to t hat that this was going to happen. I don't know, I can't account for my hunches. They're not always righ 's chief budget officer, told Newsweek, is that we can't afford the luxury in tight budget times of prod ast peace efforts for the past three years. "They can't afford to let him go now, and that is probably e some reductions in MFR for example, because we can't afford to let the Soviets maintain the conve an although he may learn English in due course, we can't afford to carry a passenger. [b] Yeah. [a] For d be sensible and remember what you're saying, you can't always ask Italians from the southern region e situation is the same in Greece and Portugal, they can't, and this programme is intended to correct that stinent and from travel agents outside Britain, but can't be bought in the UK. This pass gives unlimited struggling to get out from behind a language which can't be spoke, and it's so sad when you see someone material that is washable and can be changed you can't be too careful when buying Christmas toys for g see the one the machine that's running the ECOLET can't be used for anything else and that's our proble base". They are constantly on the move ... they can't become too fond of things ... toys ... or peop accelerated meeting basis er, to try, to see if we can't cannot harmonise, er, these projects among all rove effectiveness in military headquarters. Now I can't clearly quote very much from it because of it's ope that the Soviet Union shares that view, but we can't control why they do, so I don't, I don't want d to do, so it's easy, even for those who say they can't dance! Most of the music we dance to has a Coun r it too hard. That's as much as we can do, but we can't do that all the time, we've got to rely on the ted ... I know I'm not a stand-up comic but if you can't do better that that I'm off. But my third react on't cause you any problems. I see no reason why I can't do it today, but I would rather ... hang on. It er, now part of the problem with that is that you can't drive any more between the front and the rear o uld want, he can't get his telephone directory, he can't easily get a new telephone installed, but for i ve they ever been replaced? [a] Well, you know, we can't er, either confirm or deny the existence of wa kly commercial publication. (ENTERTAINMENT) If you can't find (something) to do on SHAPE, you're not try urer Guy whose spoken English is very good but he can't follow a conversation fast enough to take minut se attacks or to er convince North Korea that they can't gain anything from this from a surprise attack may not be what the Soviet citizen would want, he can't get his telephone directory, he can't easily ge nd er, let's say the middle of August? [a] No, you can't get a flat statement out of me. [b] But what ar per they must sign and you must countersign so you can't get the money out. [b] Mm. [c] But we'll be at at about three ... hm ... is ... er ... what if I can't get through to you till about ... well ... can methodological and even technical reasons but er I can't give a figure, why should the program be incre , close, honest working relationship with MFRs. We can't go for any trickery, we can't sort of pretend o ight now the situation hasn't changed, to where he can't go into Temps and then go on the economy. He ha e switched off? [a] Is she disagreeing with me? I can't hear. [laughter] [a] Er, I'll try someone else, sers. Group actually. [a] Oh I'm sorry er I really can't help you there. [b] OK, I'll try someone else, a connoiseur of drink, please don't think that I can't hold my liquor. Lots of my friends, seem to get drink a whole lot quicker The reason I think they can't hold their drink. They don't know when they've h oblem with it if you've got it in the bank ... you can't hold back your last month's payment on rent bec that this is the first meeting of its kind and we can't hope to accomplish everything in two days. Move get along in the world without allies, because we can't, it's too big a job. So I think what we have to

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TITLE : Workshop on Language Training for International Assignments.

SPEAKERS : See TAB A (programme). Major input on workshop theme was from Mike Aston, Principal Teacher of English, SLC.

PLACE : Officers Club SHAPE.

DATES : 19-20 November 1987.

PARTICIPANTS : See TAB B.

MAIN-POINTS.

1. The programme at TAB A was adhered to, apart from some time changes.
2. In a follow-up report to the Chief of Staff (COFS), SHAPE, the SLC summarized the major points from the presentations and discussions (reproduced at TAB C) and listed the suggestions for future action from participants (at TAB D).
3. The SLC's recommendations to the COFS, which were approved, place responsibility for future action (on exchanges and training prior to posting) principally with participants (national trainers) and the Bureau for International Language Coordination (BILC).
4. The SLC, for its part, will continue passing on experience gained at SHAPE to ACE Commands and is preparing guidelines for applying standardized language profiles (SLPS) to job descriptions as well as a supplement to STANAG 6001 for testers and trainers using the NATO Language Proficiency Descriptions.

4 Enclosures :

- TAB A - Programme
- TAB B - Participants
- TAB C - Major points
- TAB D - Future action

N A T O U N C L A S S I F I E D

SHAPE LANGUAGE CENTRE (SLC)

TAB A TO
SLC/SR9(87)

WORKSHOP ON LANGUAGE TRAINING FOR INTERNATIONAL ASSIGNMENTS

SHAPE, 19-20 NOVEMBER 1987

P R O G R A M M E

DATE/TIME	SUBJECT	SPEAKER/ACTION OFFICER	PLACE
<u>DAY 1</u> <u>19 November</u>			
0830	Pick up of Delegates from Hotels by SHAPE Bus.		
0930	Assemble Administration Briefing.	SLC	SHAPE Officers' Club (SOC), Namur Room
1000	<u>Official Opening</u>	SECCOS BRIG Brown	"
1015	1. <u>Military Personnel - International Assignments</u>	LOGMAN - LPS WG CDR Moore	"
1045	Break		Coffee in SOC
1100	2. <u>SHAPE Staff Officer Orientation and Duties</u>	SECCOS MAJ Henderson	SOC Namur Room
1130	3. <u>Standardization in NATO/ ACE Context - Policy on Language Training</u>	Chief, SLC Mr David Ellis	" " "
1200	4. <u>Matching Language Profiles (SLP) to Job Requirements</u>	Principal Teacher of English, SLC Mr Michael Aston	" " "
1230	Lunch		SOC
1400	5. <u>Life at SHAPE - the Headquarters and its Facilities</u>	Commander, IHSC COL Northquest	SOC Namur Room
1430	Tour of SHAPE (bus)		
1500	6. <u>Public Information Office (PIO) Briefing on ACE Issues and Capabilities</u>	LTC Claypoole	PIO Briefing Room Bldg 102
1600	NMR Visits/Contacts	Respective NMRs	Building 101
1700	Close DAY 1. Delegates return by SHAPE Bus to Hotels from Building 102, Main Building.		

/continued (DAY 2)
on reverse

N A T O U N C L A S S I F I E D

SHAPE LANGUAGE CENTRE (SLC)

WORKSHOP ON LANGUAGE TRAINING FOR INTERNATIONAL ASSIGNMENTS

SHAPE, 19-20 NOVEMBER 1987

P R O G R A M M E

<u>DATE/TIME</u>	<u>SUBJECT</u>	<u>SPEAKER/ACTION OFFICER</u>	<u>PLACE</u>
<u>DAY 2</u>			
<u>20 November</u>			
0830	Pick up of Delegates from Hotels by SHAPE Bus.		
0930	7. <u>Matching Language Training to Requirements</u>	Principal Teacher of English, SLC Mr Michael Aston	SOC Namur Room
1015	Discussion - points for future actions (recommendations)		
1045	Break		Coffee in SOC
1100	8. <u>SHAPE English Course</u> (presentation of materials)	SLC	SOC Namur Room
1230	Lunch		SOC
1400	Depart SOC by SHAPE Bus for SHAPE Language Centre.		
	9. <u>Visit to SHAPE Language Centre (Bldg 211)</u> Consultation of materials, visit language laboratory/resource centre		Building 211
1600	Close. Issue of report (recommendations) Departure of Delegates by SHAPE Bus to Hotels.		

N A T O U N C L A S S I F I E D

WORKSHOP ON LANGUAGE TRAINING FOR INTERNATIONAL ASSIGNMENTS

19 - 20 NOVEMBER 1987

List of participants (Note 1)

<u>Country/Command</u>	<u>Name</u>	<u>Function/Office</u>
GREECE	LTC Mermigidis CPT Konstantopoulos	PO GR NMR: LTC Panagis
ITALY	COL Lasaracina LTC Lista LTC Leandri LCDR Cottone	Cdr English School (Air Force) Operations, Air Force Staff Air Staff Training Italian Defense General Staff
NETHERLANDS	Mrs Anderson Mr Koster Mr Alta Ensign Waltmans	Deputy Chief Translation, RNLA Staff Teacher of English, RNLA Staff College & RNL AF Staff College Teacher of English, RNLA Military Academy Project Officer, RNLA Staff/ Operations Division POC NL NMR: LTC De Vries
NORWAY	LTC Hauglid MAJ Myhre	POC NO NMR: LTC Hauglid
PORTUGAL	COL Cardoso LTC Cadete CPT Vasconcelos Docotor Boto	PO General Staff PO Army Staff PO Air Force Staff PO Army Staff POC PO NMR: LTC Carvalho
TURKEY	CAPT Atac LTC Olceroglu	Deputy NMR TU, SHAPE TGS Ankara POC TU NMR: CAPT Atac
AFSOUTH	Mrs Berardesca Mrs Laurita	Language Centre " "
Bundesprachen- amt, Huerth Germany	Mr Helliwell	Senior Teacher of English

Note 1 - Information available on 13 Nov 87

/over ...

N A T O U N C L A S S I F I E D

<u>Country/Command</u>	<u>Name</u>	<u>Function/Office</u>
SHAPE	BRIG Brown	SECCOS (Note 2)
	MAJ Henderson	Office of SECCOS (Note 2)
	WG CDR Moore	LOGMAN LPS "
	LTC Lettmann	"
	LTC Claypoole	PIO "
	COL Northquest	Commander IHSC "
	Mr. David H. Ellis	Chief, SLC, IHSC (Note 3)
	Mr. Michael G. Aston	Principal Teacher of English SLC (Note 3)
	Mrs A. Hargreaves	Teacher of English (Note 4)
	Mrs G. Holmes	" " " "
	Mrs L. Stocks	" " " "
	Mrs K. Stoltenberg	" " " "
	Miss R. Williams	Chief Clerk, SLC "
	Mrs C. Walter	Language Circle Administrator (Note 4)

Note 2 - Presentation Day 1

Note 3 - Presentations Days 1 and 2

Note 4 - Partial attendance

N A T O U N C L A S S I F I E D

TAB C TO
SLC/SR9(87)

MAJOR POINTS (FROM PRESENTATIONS AND DISCUSSIONS)

1. The selection process (rather than the individual staff member) was cited as being to blame for many language difficulties of SHAPE staff. (Not having "the right man in the right place"). But the nations affected were praised by all SHAPE representatives for the general standard of their personnel.
2. The review of language requirements (slps) in SHAPE job descriptions was welcomed by participants as a major breakthrough (leading to rationalization of training and long-term economies). Its extension to other ACE Commands was urged as an essential measure.
3. The relevant criticality of the four language skills was discussed at length. The conclusion was that both the spoken and written language needed treatment in training; that oral proficiency, especially comprehension, is most critical at the start of international tours of duty; that a high standard in writing is required of staff officers preparing correspondence for the Command Group in SHAPE, whilst other staff members, with a job requirement for writing, may benefit from assistance/checking through staff channels.
4. Awareness by native speakers of English of the burden and difficulties imposed on their colleagues (from other language groups) was advocated. AFSOUTH trainers spoke of their awareness/orientation course which is designed to this end. SHAPE representatives said it was mentioned briefly in the Staff Officers' Orientation Course (SECCOS) and was recognized by the Military Personnel Branch, LOGMAN as a valuable recommendation to English native speakers on the SHAPE staff. It was agreed that more might be done at SHAPE in this respect.

1

N A T O U N C L A S S I F I E D

SUGGESTIONS FOR FUTURE ACTION

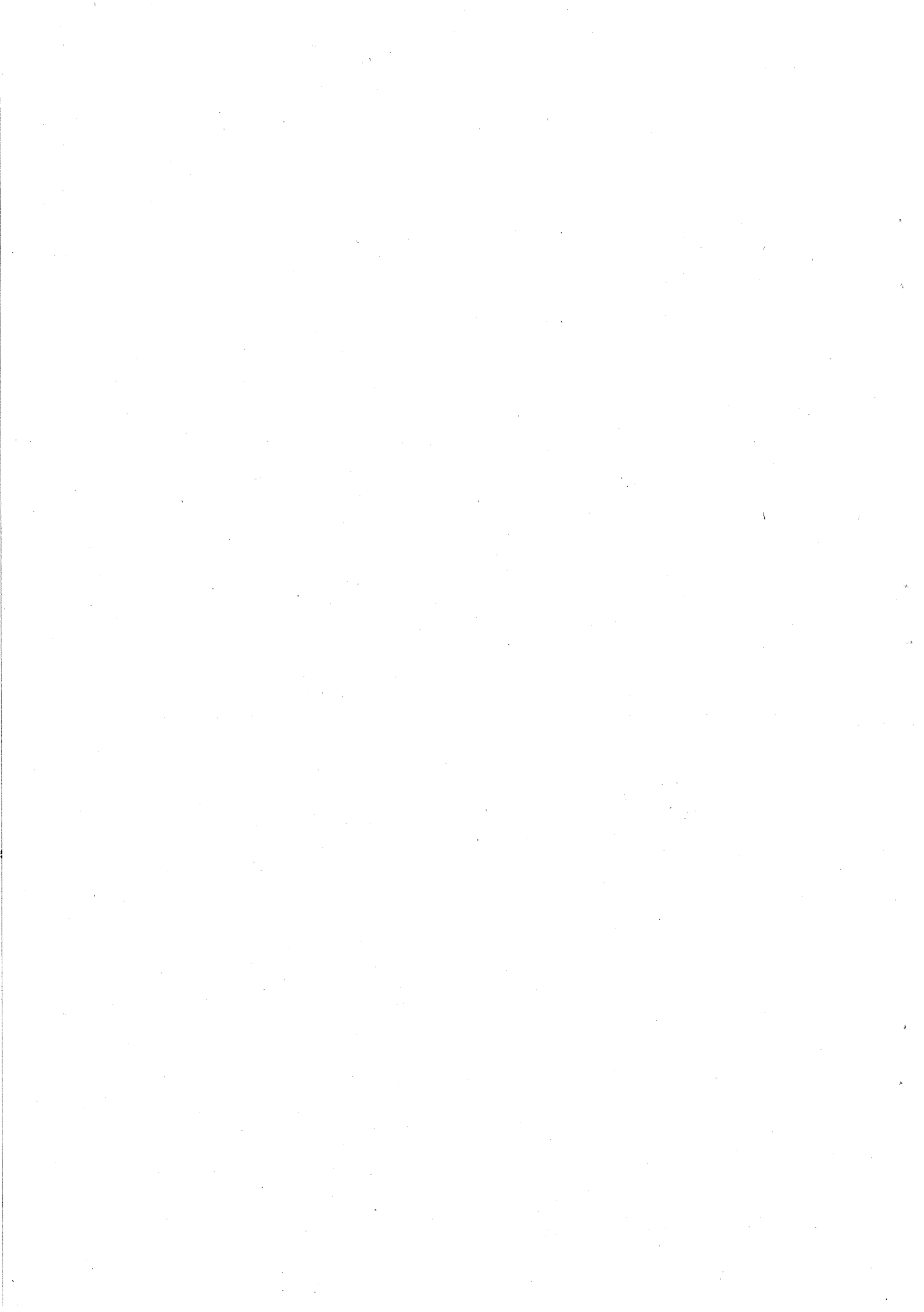
(In order given at the Workshop, 20 Nov 87)

Member Country	Point	Comment SLC (follow through)
<u>The Netherlands</u>		
1.	Maintain contacts, to design detailed requirements (expand STANAG 6001).	1. Bi-lateral exchanges or through workshop contacts.
2.	Workshop participants meet again?	2. When SLC working paper has been studied and used.
<u>Italy</u>		
3.	Review and adjustment of slps should continue.	3. SHAPE review, extend to ACE commands.
4.	Better definition of STANAG 6001 (specification development).	4. As 2. above
5.	Standardization of evaluation: exchange of (oral test) tapes.	5. Already a project with BILC.
<u>Federal Republic of Germany</u>		
6.	Feed-back from training: relevance to job performance.	6. Requesting agency/school develop, provide instrument; SLC will coordinate administration in SHAPE.
<u>Greece</u>		
7.	Constructive meeting: echoed points 1. & 2. Exchanges on courses.	7. As 1. & 2. above. Exchanges through BILC (Secretariat).

Member Country	Point	Comment SLC (follow through)
<u>Portugal</u>		
8.	Imperative that slps are correct; full job analysis necessary.	8. As 3. above.
9.	Unified diagnostic test: joint development nations/SHAPE?	9. Requires clarification; submit to BILC (Testing Group)?
10.	Continue exchange, by mail also.	10. As 1. and 2.
<u>Norway</u>		
11.	Training (post basic) should be adapted to individual ACE commands' needs.	11. Include under 3.
12.	Move specific information required from ACE commands.	12. " " "
13.	Norway could learn from other nations about preparation of personnel to be assigned abroad.	13. See comments on 1., 2., 7. above
<u>Turkey</u>		
14.	Common training methodology, programmes throughout NATO would solve problems of meeting STANAG 6001.	14. Not a course but common testing and training specifications is a realistic target with present training policy and set-up (cf point 2. above).
<u>SLC</u>		
15.	SLC will issue a report listing the above points and circulate its working paper on performance objectives as a proposed supplement to STANAG 6001.	

V. STUDY GROUP REPORT 1

"Task Analysis and Testing"



Report of Study Group 1

Standing Group on Task Analysis and Testing

Chairman: SqnLdr J. Callaghan

Members: LtCol V. Agadacos
Mrs. A. Beck
Dr. B. Bianchi
Mr. C. Chabot
LtCdr G. Cottone
Dr. R. Curica
Maj A. Larsen
Col D. Lasaracina
LtCol S. Lista
Col T. Poch
Mrs. F. Santerre
Mr. M. Schwarz
LtCol G. Vagner
Mrs. drs. E. Vogelpoel-van Heijningen

The Study Group began by briefing new members on its main activities during and since the 1987 Conference.

Language Aptitude and Learning Styles Project

With regard to the Language Aptitude and Learning Styles Project, Phase I had now been completed and a 5th Status Report had been produced by the project co-ordinator, Mr. David Ellis, at SHAPE Language Centre (SLC). Unfortunately, this status report had not been received in time to be read in advance by all study group members, nor had some members received a copy of the reports by the project consultants, Dr. Peter Skehan and Dr. Helen Trocmé. These reports had made a number of recommendations concerning the value of aptitude testing, the relative merits of the MLAT and DLAB, the need for more standardized criterion tests, and the importance of matching learner types with appropriate instructional styles. However, the SLC has stated that it currently has no funds to continue research or experimentation in this field and, if the project is to continue, alternative sources of funding would therefore need to be investigated. Since there was insufficient study group time to consider the consultants' recommendations in any detail, it was agreed that any decision on the future of the project should be deferred until a later date. In the meantime, study group members would implement one of the major recommendations in the Skehan Report, namely to exchange samples of, and information on, their respective criterion tests for comparative purposes.

US Language Skill Level Descriptions

Following the discussion at the 1987 Conference on the possible addition of "plus"-levels to STANAG 6001, it was again suggested by Italy that such additional levels would be beneficial. However, it was agreed that there was no prospect of "plus"-levels being widely included in job descriptions, although they could be of value in language training and testing. It was agreed that the 1987 conclusion on this topic should be confirmed.

Assessment Standards

At the 1987 Conference it had been agreed to work towards greater standardization in the assessment of performance levels in relation to STANAG 6001. As a

first step, samples (preferably on videotape) could be exchanged between member nations, with supporting explanatory notes as required. Since the 1987 Conference, no such exchanges had taken place, but during the study group sessions videotapes provided by Germany were viewed and these gave valuable insights into the assessment criteria used at the Bundessprachenamt and provoked much fruitful discussion. Study group members re-confirmed their willingness to exchange such material which, it was hoped, could provide a basis for this group's activities at the 1989 Conference.

Annex A: BILC Language Aptitude and Learning Styles Project, Status Report
(No. 5) by Project Coordinator, SHAPE Language Centre, dated 17 June 1988

BILC Language Aptitude and Learning Styles Project

Status Report No. 5 by Project Coordinator

SHAPE Language Centre (SLC), SHAPE

- References:
- a. Status Report No. 4 dtd 16 June 1987 (and all references therein)
 - b. Report of Study Group 1 (SGTT) - BILC Conference 1988 (paras 7 and 8)
 - c. BILC Steering Committee 1987 Item 9

Recent and Current Developments

1. This status report was delayed pending discussions with the consultant (Dr. Peter Skehan) whose draft report was distributed at last year's BILC Conference.
2. The Chief, SLC finally met with Dr. Skehan in London on 17 May 1988 and confirmed that the draft report dated 17 May 1987 could be considered final (no funds exist at the SLC to pursue Phase I of the project in any more detail).
3. The SLC has received all the data and test scripts from Phase I which are available for return to participants on request (the data is on IBM-PC compatible floppy disk). Participants could also now return the DLAB testing material distributed to them for Phase I of the project; the SLC will be sending out copies of the relevant issue vouchers.
4. The SLC believes the Portuguese authorities are progressing with a version of the MLAT, adapted for their purposes. This is the only continuation of the project to be reported at this stage.

Future Work

5. Members of the Group who attended the 1987 BILC Conference will have the "Skehan" report (May 1987) and the status report No. 4 which summarized Dr. Trocmé's comments on that. (Dr. Trocmé was invited by the SLC to comment on the project, with particular reference to the language-learning styles aspect). Their conclusions and major findings are nonetheless reproduced here for easy reference (TABs A and B) (see below para 7). Also enclosed is an extract from Dr. Skehan's initial consultancy report on the project before it began (May 1985) (TAB C).
6. As already indicated, the SLC currently has no funds to continue research or experimentation in this field. Other Group members, of course, may decide to continue; language aptitude and learning styles are of critical importance and investments into research would be well-placed.
7. The SLC would be happy to assist by providing the background and documentation of Phase I of this project and by putting interested parties in contact with the two language consultants associated with it so far: Dr. Peter Skehan, Institute of Education, University of London, England and Dr. Helen Trocmé, Université de la Rochelle, France (note).

8. In any resumption of this project, it would make good sense to start with the consultants' reports and their recommendations: Dr. Skehan's first comments should be studied (TAB C) and his detailed recommendations on criterion testing (para 2 a - e, pages 19 - 20) and aptitude tests (page 22) of TAB A will be essential reading for any future development of this project. Finally, Dr. Trocmé's report poses fundamental design considerations which any group tasked with such a project should address (TAB B).
9. Although only Phase I of this project could be seen through to completion, this has already been an exciting and rewarding exercise. The SLC hopes the BILC membership will find ways to continue work in this very important domain.
10. Contact in SHAPE for Phase I of this project is Mr. David Ellis, Chief SLC, IHSC, B-7010 SHAPE, Belgium. Telephone: (32)(65)-444408 (or SHAPE extension 4408). In view of the financial restrictions mentioned above, the SLC could not accept coordination of Phase II at this time and invites the Standing Group on Task Analysis and Testing (SGTT), in conjunction with the BILC Secretariat, to appoint another coordinator should Phase II be launched.

TAB A - Dr. Skehan's report
17 May - extract

TAB B - Dr. Trocmé's comments on the above
December 1987

TAB C - Dr. Skehan's report
May 1985 - extract

17th June 1988

David H. Ellis
Chief, SHAPE Language Centre
Project Coordinator

Note: Both have published much valuable material closely related to this BILC project. Watch out for Dr. Trocmé's book - published in French but an English translation is planned - "J'apprends, donc je suis." les Editions d'organisation 1988, which contains the fruits of her doctoral studies into neuro-pedagogy. Dr. Skehan has many articles in specialized reviews to his credit, several on language aptitude which was the subject of his doctoral work. The SLC has details.

The "Skehan"-Report - May 1987

Extracts

Peter Skehan
Institute of Education
London University

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.

Conclusions

1. **Reliability:** Earlier phase 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 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 population, 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 8), 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 criterion tests used (see next page).
 - 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 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 seems 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 Lefrançois) 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 methods, 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 Lefrançois 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 Test:** 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 standardized 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 neuropsychological/information processing perspective in the Trocmé 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.

Note (SLC): The references in the above text (Reves & Skehan 1982) are to two doctoral dissertations, respectively:

Reves "Studying the Good Language Learner"
Hebrew University of Jerusalem 1982

Skehan "Memory and Motivation in Language Aptitude Testing"
University of London, 1982

Report by Consultant to SLC, Dr. Hélène Trocmé

Extracts from Status Report No. 4, Enclosure No. 3, 16 June 1987

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.

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 pourquoi?
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 pourquoi? 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 séparer ces trois poles.

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

- 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, globalisant, "corticale", "émotionnelle" et même la dominante "reptilienne" (qui veut des automatismes, des répétitions, des stéréotypes ...)

Construire les interventions pédagogiques 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.

Report on Consultancy Visit

BILC Aptitude and Learning Styles Study

Summary Introduction

My general understanding of the aims of the BILC-ALS project (hereafter 'ALS') is that it is a well conceived study which is likely, if carried to completion, to provide more useful findings than most projects of this sort. However, it is important that it should be carried to completion as, while Phase One of the project is necessary and unavoidable, it is during Phase Two that the real progress is likely to be made in terms of improving the quality of the language training provided by SHAPE participants. I have also come to the conclusion that the basic worth of the project could be improved if changes are made in some aspects of the aptitude and achievement testing - these suggested changes are amplified in later sections.

General Comments

The aims of the two phases of the ALS project are, it seems to me, well-ordered and sound. In Phase One, the wide ranging validation study of the DLAB will be of great use. The DLAB, has been used, predominantly, if not exclusively, with USA Armed Forces Personnel. The validity coefficients which it generates may, therefore, be partly a function of the North American setting. On the one hand, this may have led to elevated coefficients, since part of the predictive power of the test may derive from its particular suitability for the American context, and for the sort of training programmes which are customarily used there. Conversely, the DLAB may have produced lowered validity coefficients because of the selection of students that may be usual with DLI courses. The more heterogeneous European populations may generate higher coefficients. In addition there is the point that the DLAB, as a rather statistically based test (rather than theoretically based - see below) may benefit disproportionately from a wider validation study. In any case, a more extensive validation of such an important instrument as the DLAB can do nothing to augment our knowledge of language aptitude testing and of its applicability to an even wider variety of contexts.

Phase Two, similarly, I find basically well-conceived. The emphasis with the DLAB has been on prediction and the establishment of cut-off scores for entry to language courses. While this is important, and likely to maximise the efficiency with which such courses may be followed, there is little payoff in terms of improving the quality of instruction or the "fit" between learner and course characteristics. It is important that aptitude testing should be researched as the basis for improving the efficiency and quality of training for a given population, rather than simply as a selectional device when numbers are high. It is to be hoped that the "consciousness raising" of Phase One should increase interest and commitment amongst participating institutions, and pave the way for the more instructionally oriented research design in Phase Two.

BILC Aptitude and Learning Styles Project

Initial Consultant Report - May 1985

Extract (page 7)

Phase Two:

Although the second phase of the research may be some time away, it is worth considering now the general sorts of analyses that will be performed. Once again, correlation, regression, and factor analyses will be necessary to cope with the size of the test battery involved. However, the main thrust of the second phase will be to investigate learner styles and also learner-treatment interactions. For the former, in addition to the straight forward multivariate analyses already mentioned, there may also be a place for cluster analysis and analysis of variance. The latter is a commonplace statistical technique which would be used, in this case, to examine the degree of interaction between learner and method. The former, a more ambitious undertaking, would help to identify learner types, and assist both general inspection of the data as well as an attempt to capture teacher's intuitions of learner types by means of empirical work. In the present case, the use of such a technique might be an altogether novel approach on such a scale in an attempt to identify learner types.

Final Conclusions

The least good that could come out of the project would be a validation of the DLAB, yet this would, in itself, be a very useful exercise. More ambitiously, there is the prospect of investigating, on a substantial and multinational scale, methods of how best to match learners with methods and thus improve the quality of instruction that is being offered. However, to achieve full potential in this more ambitious aim, it is highly desirable that a more theory based and multidimensional aptitude battery such as the MLAT is used; that the criterion tests be improved in diversity and quality; and that suitable methods of statistical analysis be employed. It is suggested, to this end, that limited funding should be sought during Phase One to enable the considerable potential of Phase Two of the project to be realized.

V. STUDY GROUP REPORT 2

"Program and Staff Development"

Report of Study Group 2

Program and Staff Development

Chairman: Dr. R. Clifford

Members: Ms. M. Allard
Col A. Atzeni
WgCdr M. Bishop
Dr. G. Brendel
ORR G. Gerth
Ms. C. Hunt
Mr. L. Johnson
Cpt M. Marra
Mr. F. McGuigan
Maj drs. L. Noordsij
Prof. L. Poulsen-Hansen
Col J. Prince
1st Lt M. Samsunlu
Dr. K.-H. Stuckert
Col G. Thériault

The study group on Program and Staff Development proceeded on the principle that an individual setting out on a journey must know not only the desired destination, but also one's current location.

In looking at our current situation, it became immediately apparent that great diversity exists among the language schools operated by BILC member nations. This diversity is captured for selected organizational features in the matrix at Annex A which shows program characteristics on one axis and the respective language schools on the other. Where countries represented in the study group operate separate language schools for military and foreign service personnel, these are recorded separately.

Employment Category of Instructors

As can be seen from the matrix, most of the BILC countries represented in the study group employ only civilian personnel as foreign language instructors. Others employ both military and civilian teachers and Turkey has only a military faculty. Military instructors are a necessity in those schools which have a responsibility for teaching military and intelligence skills in addition to foreign languages.

Language Background

It was agreed that the ideal teacher would have both the foreign language skills of an educated native speaker and sufficient skills in the learners' first language in order to provide explanations and counsel students. Native speaker skills were found to be essential for advanced conversation, but non-native speakers were often hired because they had insights into the students' learning problems and empathy for those problems. Non-native speakers were also the only ones likely to have required military skills where combined military and language instruction was offered.

Education and Experience

The study group concluded that the ideal instructor would have a university degree emphasizing competence both in the languages and in the field of foreign

language teaching. As can be seen from Annex A, most schools cannot find enough teachers of varying educational backgrounds and levels. A lack of university level programs specializing in foreign language instruction was apparent in most countries. Similarly, all members of the study group preferred teachers with extensive experience teaching intensive language courses to adults; but because such individuals were not always available, hiring decisions are generally based on a philosophy of selecting the best from those available. Other teacher factors considered in the hiring processes of various nations were: ability to adapt to learners' needs, patience, energy, ability to organize, knowledge of group interaction, extrovertedness, ability to work as part of a team, military compatibility, and whether the applicant was a graduate of the schools. All countries are experiencing a shortage of educated, experienced teachers in less commonly taught languages.

Currency of Language and Cultural Experience

Currency of language and cultural experience was considered to be an important factor for both native and non-native speakers and all felt that it was important to retain currency by visiting the foreign country at least every five years. Still, most countries had no formal recency of residence requirement as part of their hiring criteria.

Security Levels

Security clearances are only required where combined language and military intelligence training is going on.

Proficiency in Students' First Language

All agreed that the need exists for the instructional faculty to be proficient in the students' first language. This need is generally met by hiring, either exclusively or in part, non-native speakers of the target language, or by including a bilingual requirement for teachers as is done in Canada.

Other Considerations

Teaching schedules required of teachers also varied across countries with typical teaching hours ranging from 14 to 18 hours per week when classes were in session. Most often teaching hours were specified in terms of maximum hours per week rather than minimums or averages. Most schools closed for a summer vacation period and teachers enjoyed the regular civil service benefits of their countries, such as an extra month's salary as a Christmas bonus, a vacation bonus to provide money for summer vacations, and five-month maternity leaves.

Conclusion

The conclusion of the study group was that despite the fact that most teachers were well paid and their positions were generally viewed as prestigious, it was still difficult to find trained, educated teachers of the caliber the group had defined. Therefore, a continuing need exists for faculty development programs.

Annex A: Program Characteristics

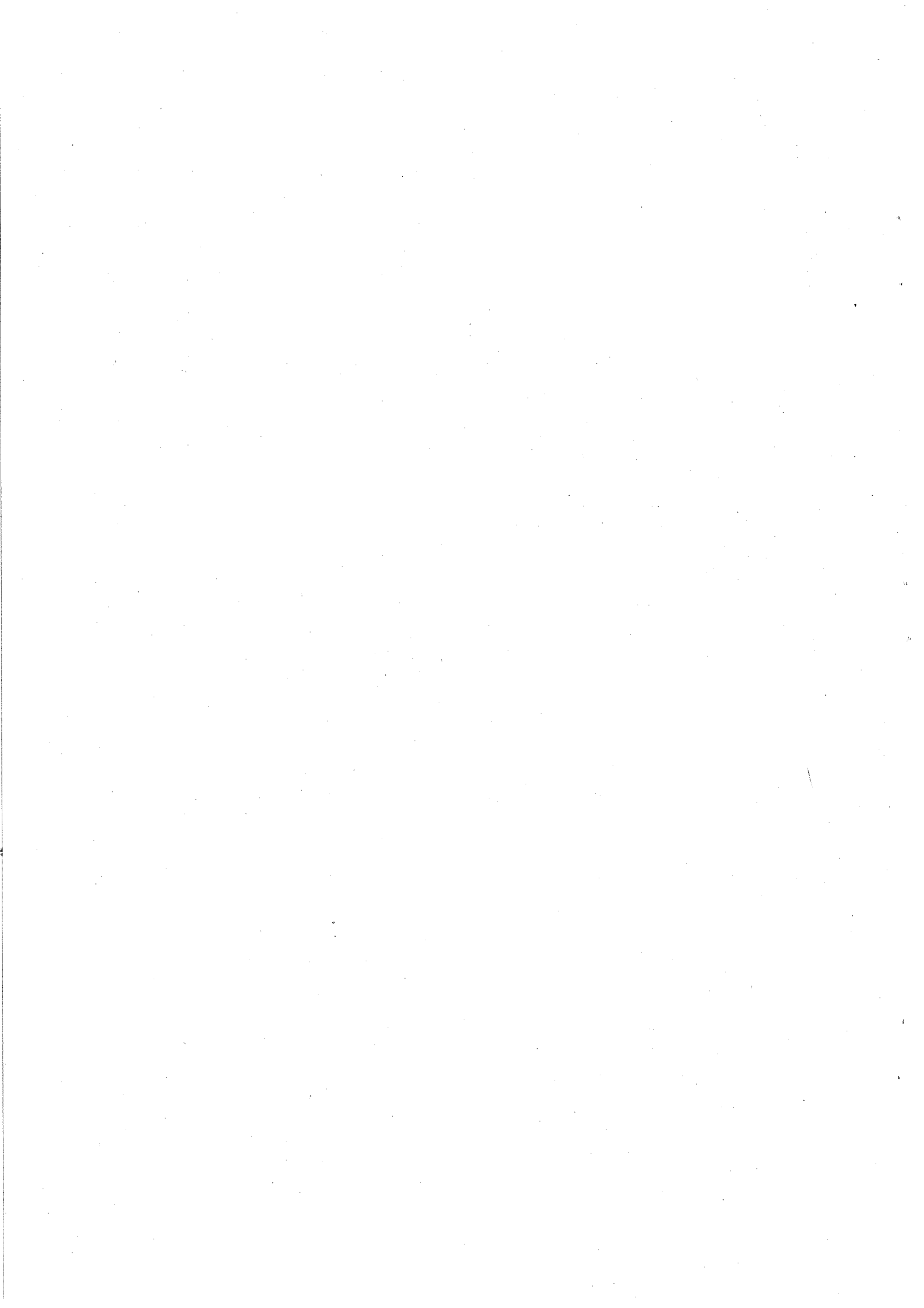
Annex A to
1988 Report of Study Group 2
"Program and Staff Development"

Program Characteristics

Category of Foreign Language Teachers	USA (DLI)	USA (FSI)	CANADA (FS)	CANADA (AF)	DEN-MARK	NETHER-LANDS	GER-MANY	UNITED KINGDOM	ITALY	TURKEY	GREECE	FRANCE	TOTAL
1) Military										X			1
Civilian	X	X	X	X	X		X		X		X		8
Both						X		X				X	2
2) Native			X	X					X				3
Non-Native					X					X		X	3
Both	X	X				X	X	X			X		6
3) Educated													
-Teaching			X	X	X	X	X		X	X	X	X	9
-Only Subject Area			X	X	X		X		X	X	X	X	8
-Practitioners(OJTr)				X			X	X			X	X	5
-Language Skills Only		X (LCIL)										X	2
4) Security Level TS													
-S								X		X		X	3
-CF					X	X		X	X		X	X	6
-R													0
-NC	X	X	X	X									4
5) Currency													
- < 5 years		X	X										2
- < 10 years													0
- > 10 years													0
-None	X			X	X	X	X	X	X	X	X	X	10
6) Proficiency in Students' 1st Language													
- > 3		X				X	X					X	4
- > 2	X		X	X				X				X	4
- > 1										X			1
-None					X				X		X		3

V. STUDY GROUP REPORT 3

"Self-Study"



Report of Study Group 3

Self-Study

Chairman: Mr. G. Worrall

Members: Col R. Andrade Cardoso
LtCol J. Delaigue
LtCol J. Ferrer Ayela
Cdr J. Foot
1st Lt S. Gykiere
Mrs. S. Hafner
Dr. E.-U. Klein
LtCol R. Lorenzo Barrionuevo
Col T. Poch
Mrs. S. Rambow
Mrs. K. Stoltenberg

1. The group reviewed the reports of previous study groups on self-study and took note of the comments and information on the subject and of any relevant BILC materials which had become available since the last conference. It also had before it a report on "Learning German Without a Teacher" from Trinity College Dublin, and the 1988 Council of Europe document "Autonomy and Self-Directed Learning" and took account of several extracts from these publications which the Group Chairman had highlighted in the draft papers.
2. **Self-Instruction.** After brief discussion it was decided unanimously to adopt a proposal that the term "self-study", which for some member nations could have an ambiguous meaning, be discontinued in favour of the term "self-instruction" which is also more akin to the French "auto-instruction", and that the Steering Committee should be invited henceforth to formally adopt the term "self-instruction" in appropriate references.
3. **Definition of Self-Instruction.** A consensus definition for self-instruction for use within BILC agreed upon by the group reads as follows: "Self-instruction is any element of language learning which takes place out of contact with the teacher or other student which aims towards a basic knowledge or extension or maintenance of a given competence to use a language. Any period of self-instruction is by definition self-paced and involves control over one's own learning but may, and usually does, involve frequent reference to or support from a language teacher either in class or individually."
4. **Self-Instruction Students.** It was noted that within the group there were BILC members who had a requirement to manage a self-instruction programme for certain categories of student either for basic learning or maintenance of advanced language proficiency, such as shift-workers, MPs, submariners, attachés' wives and personnel wishing to improve their career opportunities. In addition, there is a more general requirement to make self-instruction materials available for voluntary use on demand to encourage the study and awareness of foreign languages in non specific ways.
5. **Self-Instruction Resources.** Several members of the group suggested materials which could be helpful in meeting specific, as well as general, in addition to those listed in the reports of the same study group of previous years. The DLI's development work on situational specific video materials offers a system which independently of a tutor can assess students start performance levels and output material which takes them beyond these levels. It also offers scope for diagnosing performance and for identifying specific learning problems as well as providing programmes for remedying such problems.

Furthermore, it can offer students their performance ratings compared with other students who have used the same programme, thus providing an additional motivating factor which some members of the group felt was a most useful aid for managers of self-instruction arrangements. The ongoing costs of adopting the system as developed in DLI were not seen as excessive (circa \$ 1000 per learning station).

6. Another highly flexible and sophisticated system is being developed by the French which also holds promise of improved self-instruction options.
7. It was agreed that textbooks, audio and video playback devices all had something to offer self-instruction students but that developments in the field of computer assisted learning and interactive video systems offered hope of more substantial benefits, but that it is yet too premature to consider prospects for using artificial or synthesized speech systems.
8. The deliberations of the group evidenced a considerable gap between those nations who had both the resources and the know-how to develop self-instructional materials to meet specific needs and those who lacked the means of satisfactorily meeting an identified need for self-instruction programmes. But even those with sufficient resources emphasized the importance of providing immediate updating of information about developments in self-instruction to interested countries in order to avoid the wastage involved in duplicated effort.
9. The group concluded that
 - a. member nations should be punctilious in using the good offices of the Secretariat to act as a clearing house for timely circulation of information to all BILC member nations about their developments or research in the field of self-instruction, both to avoid costly duplication of effort and also to promote beneficial direct contacts and resource exchanges within BILC wherever appropriate.
 - b. work should begin on a document to be entitled "BILC Guidance Notes for the management of self-instruction arrangements" which might cover topic areas such as
 - motivation, persistence, determination, self-reliance, confidence
 - regular and disciplined study e.g.:
 - . minimum 6 hours/week for a West European language (suggested by France)
 - . minimum 10 hours/week for Slav, Arabic and Chinese
 - access to language laboratories and/or other facilities
 - access to suitable dictionaries
 - need of identifiable (short-term) goals
 - importance of varying the learning activities
 - importance of short breaks in learning sessions
 - optimum time of day for self-study (instruction) sessions
 - advantage of immersion or in-country experience
 - the importance of boredom avoidance may depend as much on the choice of materials as the pattern of learning
 - student profiling (which students benefit most from self-instruction)
 - c. that member nations with the necessary experience should contribute to such a document via a nominated co-ordinator who would prepare a draft version for submission to the Steering Committee via the Secretariat, preferably in time for the 1989 Conference.
 - d. that time at the 1989 Conference be set aside for those concerned in the production of the guidance document and those interested in using it to review progress to date in at least one separate study group session.

- e. with the adoption of the above measures and suggestions the study group believes that after 1989 the group on self-instruction could be disbanded until the Steering Committee decides to reactivate it.
10. Attached as annexes to this report are copies of several papers which contributed towards, and to a certain extent guided, the group's discussions for inclusion with this report in the conference main report at the editor's discretion.

Annex A: D/DAEd/3/37/5 - Chairman's Brief for Study Group Members, including Study Group Agenda

Annex B: SHAPE Input to Study Group "Self-Study"

Annex C: D/DAEd/3/37/8 - "Learning German without a Teacher"

Self-Study

1. The proposals for the further attention of the Study Group were circulated to all BILC members in February and attracted helpful replies from France, Germany, Portugal and SHAPE. Replies to specific questions put to Italy and USA were not forthcoming. However both these countries and Canada had already submitted comprehensive papers or made detailed contributions to study group sessions at BILC conferences.
2. Those delegates attending the 1988 Study Group sessions on this topic are invited to consider the following proposals which are suggested by the submissions offered by the four members who replied to the Group Chairman's letter and by an analysis of previous papers as published in BILC Conference reports. Other relevant source material has been drawn on where appropriate.
3. **Self-Instruction.** There is considerable argument for abandoning the description "Self-Study," which in English can convey the sense of Narcissian complex, in favour of "Self-Instruction." This matches the French translation "L'auto-instruction" rather better.
4. **Definition of Self-Study (Instruction).** The consensus view so far as that self-study (instruction) in language training is any element of the learning which does not involve the mediation of a tutor and results in an extension of competence to use a language rather than just reinforcement, maintenance, revision or rote learning although any one or more of these processes may occur in parallel. It is by definition self-paced and involves control over one's own learning.
5. **Needs.** It is generally agreed for reasons of communication and mutual understanding that there is a need to promote the study of foreign languages amongst our armed forces whether or not there is a formal requirement (for a job, as a prelude to commissioning or promotion), and that this need compels the provision of self-study (instruction) language materials. In addition there is a need to promote cost-effectiveness in training. This can be achieved by reducing the training time necessary to reach a given level or by minimising the total resources (manpower and material) required to reach that level or a combination of both. Clearly any part of such training which individuals can complete by self-instruction will contribute to cost-effectiveness.
6. Several examples of the application of some of the cost-effective benefits of self-study (instruction) have already been advised by BILC members. Significant elements of the Italian programme for English language learning comprise self-study (instruction) packages and both Germany and Portugal have developed materials specifically for self-study (instruction) in their own languages. Likewise the USA's DLI materials in the Headstart, FLAMRIC Refresher-Maintenance and PDPEC programmes are either suitable or designed specifically for self-study (instruction) use. However only Germany and Portugal are known to have developed materials specifically for self-study (instruction) in their own languages for BILC speakers of other languages.
7. Resources for Self-Study (Instruction)
 - a. **Hardware.** The proposition is that self-study (instruction) in a foreign language to meet BILC member needs is only possible for the notionally average student if he/she has access to at least an audio play back device; and that the process may be but is not necessarily further enriched

by use of a video device and/or home computer. Guidance on the selection and operation of suitable hardware can and should be given to self-instruction students.

- b. **Software.** Some members are persuaded that despite publishers' claims very few materials have been designed exclusively and deliberately for self-study (instruction) learners. It is also evident that whether so designed or simply suitable for self-study (instruction), most such materials cater to the needs of beginners only. The study-group may therefore agree to identify priority requirements for self-study (instruction) materials which are not otherwise already available and suggest ways of meeting those requirements. They may also see scope for reclassifying self-study (instruction) materials known to or produced by BILC members in ways which facilitate their match with students levels and needs.
8. **Guidance on Self-Study (Instruction).** Many packages which are intended for self-study (instruction) use give some detailed guidance on the use of the contents. However there may be justification in developing a non-specific handbook for self-study (instruction) students which covers such aspects as the type and operation of hardware for optimum benefit, the attitude, environment and regime of study which seems most consistent with effective self-study (instruction) in languages. Group members may wish to offer other suggestions for the content of such a BILC Handbook. In addition members may wish to consider the "Learning to learn" courses which Germany plans to trial.
 9. **Self-Study (Instruction) Learning.** Many members have identified the learner who is likely to benefit realistically from self-study (instruction) and the circumstances which facilitate the process. Mention has been made of the following; some of which might lend themselves to inclusion in a guidance handbook.
 - a. Motivation, persistence, determination, self-reliance, confidence
 - b. Regular and disciplined study e.g.
 - Minimum 6 hours/week for a West European language
 - Minimum 10 hours/week for Slav, Arabic and Chinese
 - c. Access to language laboratories and/or other facilities
 - d. Access to suitable dictionaries
 - e. Need for identifiable (short-term) goals
 - f. Importance of varying the learning activities
 - g. Importance of short breaks in learning sessions
 - h. Optimum time of day for self-study (instruction) sessions
 - i. Advantage of immersion or in-country experience
 - j. The importance of boredom avoidance may depend as much on the choice of materials as the pattern of learning
 10. The profile of a preferred self-study (instruction) student who has all the personality attributes as well as intelligence and sound educational background, particularly in foreign languages is frequently evident. This suggests potential for identifying student groups part of whose formal training would be prescribed on a self-study (instruction) basis.
 11. **Combination Courses.** Most BILC reports and letters on self-study (instruction) consider the advantages of linking periods of self-study (instruction) with tutor access facilities, either by phone, in private tutorials or in class. Clearly this combination arrangement is only feasible where the location of either the staff or the students or both can be controlled in ways which make one or more of the options possible. Nevertheless where it is indeed possible to exercise such control then the consensus view is that combination courses are preferred and should be encouraged. This would suggest a need for some breakdown of course content to decide how the elements of

SHAPE Language Centre
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Telephone: (065) 444408

2034/SHHBL/88

27 April 1988

YOUR REFERENCE: D/DAEd/3/37/5 dated 15 February 1988

Mr. G.G. Worrall
Ministry of Defence
Court Road
Eltham
London SE9 5NR

Dear George

Herewith SHAPE's Input on Self-Study in reply to your letter of 15 February. These advance inputs should help get the Study Group off to a flying start with, hopefully, some valuable output at the end.

I look forward to seeing you (and Jo) in July.

My best wishes to you both.

Mike.

1 Enclosure:
as stated

MICHAEL G. ASTON
Principal Teacher of English
SHAPE Language Centre

N A T O U N C L A S S I F I E D

SUPREME HEADQUARTERS ALLIED POWERS EUROPE

GRAND QUARTIER GENERAL DES PUISSANCES ALLIEES EN EUROPE

INTERNATIONAL HEADQUARTERS & SUPPORT COMMAND
B-7010, SHAPE, Belgium

25 April 1988

SHAPE LANGUAGE CENTRE

BILC STUDY GROUP ON SELF-STUDY/SELF-INSTRUCTION LANGUAGE COURSES

REFERENCE: D/DAEd/3137/5 dated 15 February 1988

a. Definition of self-study.

The term is open to as many different interpretations as there are situations and requirements.

The common factors seem to be (without regard to what may be considered desirable):

time. For some or all of their study time the students work alone.

materials. The students use materials which may or may not have been specifically prepared for the purpose of self-study.

equipment. The students may or may not have the use of (hardware) hardware, ranging from a domestic radio right through to interactive video disc technology. There will presumably be an interrelationship between the material used and the available hardware.

assistance. The students may or may not have guidance and/or assistance from a teacher. This may range from total absence up to permanent availability when needed. The teacher may or may not be qualified as such and may or may not be a native speaker of the target language.

Once a definition of "self-study" is agreed on it would be wise to consider whether "self-study" relates satisfactorily to that definition! Members may be able to identify a better term.

b. Requirements for self-study at the SHAPE Language Centre are shown in the tables on the following pages:

NATO UNCLASSIFIED

SHAPE Language Centre

Actual and Potential Requirements for Self-Study

English

In Priority Order	1	2	3
CATEGORY	SHIFTWORKERS - mostly technicians, drivers or military police.	Members of "intensive" classes doing assigned individual work.	Local employees (and occasional local soldier).
AGE RANGE	18 - 30	18 - 50	20 - 55
RANKS	OR2 - OR6	all	civilian /OR 1 - 4
MAIN LANGUAGES	GE, BE (FR), NL, IT	IT, GE, BE (FR), NL, GR	BE (FR)
ENTRY LEVELS	average 2	2/2+/3	beginner and near beginner
STUDY TIME AVAILABLE	Varied and irregular. Around 6 hours/week to total about 100 hours.	Daily: 1 1/2 hour class, plus 2 hours' self-study, to total 120 hours or 90 hours.	Mostly around 5 hours/week. (Military could be more.)
LANGUAGE STUDY REQUIRED	1. listening 2. speaking 3. vocabulary expansion	"general English" Levels 1+ to 2/2+: 1. listening, telephone 2. speaking, vocabulary expansion 3. structure and basic writing Levels 2+ to 3+: 1. listening and speaking 2. official writing, remedial	General basic structure vocabulary development comprehension, pronunciation, basic expression
PLACE OF STUDY	language laboratory	language laboratory and sometimes home	home or language laboratory
EQUIPMENT AVAILABLE	laboratory: self-access AAC audio and video	laboratory: self-access AAC audio and video	laboratory: self-access AAC audio and video
SUPERVISION AND ASSISTANCE	Initial guidance and limited regular supervision. Assistance available on request.	Self-study work is teacher-directed, with limited ongoing supervision. Assistance available if needed. Work would be supplementary to and often related to class work. Much existing commercial material is suitable, especially for listening comprehension and vocabulary development.	Start-up, but no ongoing supervision for civilians. Military will have limited supervision.

N A T O U N C L A S S I F I E D

SHAPE Language Centre

Actual and Potential Requirements for Self-Study

French

In Priority Order	a	b	c
CATEGORY	Mandatory trainees Shiftworker/TDY absentee	Voluntary trainees Shiftworkers	TDY absentees
AGE RANGE	19 - 50/55	19 - 40	30 - 55
RANKS	OR --- OF	OR	OR/OF
MAIN LANGUAGES	ENG/GER/IT	ENG/GER/IT	ENG/GER/IT
ENTRY LEVELS	0/0+	0/0+ up	0/0+ up; (some 2)
STUDY TIME AVAILABLE	varied and irregular	as a weeks on/off	as a large gaps
LANGUAGE STUDY REQUIRED	oral (listening/ speaking)	oral initially - then all skills	as b
PLACE OF STUDY	home/office/laboratory	as a	as a
EQUIPMENT AVAILABLE	personal cassette recorders, SLC laboratory booths.	as a	as a
SUPERVISION AND ASSISTANCE	monitoring throughout, regular check-ups/ tutorials	as a	as a

c. Self-study materials.

English

1. For French-speaking beginners. Very basic:
ENGLISH ALONE/L'ANGLAIS CHEZ SOI
Chartier and Culhane 1984
Prentice Hall International
Complete course: 008 025308 3
2. The following are included for completeness and not on the basis of personal experience:

- (a) The British Broadcasting Corporation publishes a variety of up-to-date video and multi-media courses of English at all levels. Some of them have self-study supplements available in various languages.

They are published by:

BBC English by Television
P.O. Box 76
Bush House
Strand
London WC2B 4PH.

Similar courses in other languages are also published by the BBC, through BBC Enterprises, at Bush House.

- (b) THRESHOLD: Self-access pair learning.

CEEL
21 rue du Prioué
1202 Genève
Switzerland

Versions exist for speakers of several languages and different target language versions of the course are available. A basic premise of the course is that in class or alone students always work in pairs, both members of equal language ability.

3. Many commercial listening comprehension courses have versions adapted for self-study. These are mainly intended for students at intermediate to advanced level. They are published by the major British and American ELT publishers.

French

The following courses have been used at the SLC and are addressed to students learning entirely or principally on their own:

- (a) HEADSTART FRENCH for BELGIUM (DLI).

A complete beginners' package with cultural notes, developed by the DLI after extensive needs analysis on site at SHAPE Headquarters and after field testing (including at SLC). The SLC has used this course with success in the classroom and in intensive courses (10 days x 8 hours per day) with a mix (+ 50/50) of classroom and language laboratory practice.

(b) CHAMPS ELYSEES.

A recent publication by Jeanine COURTILLON (also co-author of "ARCHIPEL", the SLC's main-line French course) for the individual student, built round everyday situations/topics. It exists in 3 language versions: French/English, French/German, French/Spanish and seems to be addressed principally to business people. Publisher: HATIER.

(c) ENSEMBLE.

A television series, commercialized with video, sound tapes and accompanying workbooks, after the broadcasts had stopped and used by the SLC principally to re-cap material already covered in class. Could be used by the individual studying/working on his/her own. Good for the structured situations and exercises and for the "cultural" notes/shots. Some sections are, however, of questionable suitability/value (for example, cartoon series are often childish and the episodes 'sloppy' - too kitsch!). Publisher: BBC ENTERPRISES.

d. Hardware.

1. Self-access audio-active-comparative language laboratory. Rapid cue facility essential (i.e. student can re-play a phrase as often as necessary without going into fast re-wind).
2. Video. The new Super 8 format is ideal.
3. Of value to some students (but real value is not yet established): micro-computer programs, especially authoring programs enabling teacher to input choice of texts for a variety of cloze-related exercises.

e. Methodology/guidance.

(Input in this section is limited due to limited practical experience).

Use of good standard dictionaries: a target language dictionary and a good, modern translating dictionary.

Commitment to regular, fixed, study hours.

Work towards a series of limited, achievable short-term goals.

Need for short breaks between periods of work.

Need to vary activities - especially not to spend too long with earphones on.

Need to be organized and systematic in keeping notes on vocabulary, phrases, idioms and grammatical points.

Need to be observant of native speakers' language use, and to take every opportunity to practise, especially with native speakers.

Try to develop a critical ear for own speech.

e. Methodology/guidance. (continued).

If student has access to some assistance, need to note down problems, questions, observations, things heard but not understood, for later clarification by helper.

f. Profile of student.

Educated to a level where basic research and learning methods (including self-organization) are established, e.g. university graduate.

Motivated. Really wants to learn to meet a real need.

Persistent and determined. Not easily discouraged.

Self-reliant and confident.

Willing to seek whatever support/help is available and to practice the target language at every opportunity.

Learning German without a Teacher

Reference: Trinity College Dublin CLCS Occasional Paper No 14 - Spring 1986
(ISBN 0332 3889).

1. The reference document concerns a project which provided for a 2 year self-instructional course in German for undergraduate Engineers. The experience may guide BILC's own research into the approach. Accordingly some of the essentials of the experiment are listed below.

2. Background

- a. Part of a larger research into self-instruction.
- b. Questionnaire (previous language learning experience, attitude, learning needs)
- c. Pressure from students for a back-up counselling service.

3. Aims

Development of communicative skills in German by use of BBC German kit which is designed for self-instruction and is based on authentic material with audio enrichment.

4. Counselling

- a. Therapeutic support - Overcome difficulties in adopting the technique of self-instruction and to sustain/encourage motivation; how to handle learning problems.
- b. Pedagogic. Prescribing specific materials to meet individual needs.
- c. Counselling to be on request only.

5. Organization of the Programme

- a. Record keeping - attendances at language laboratories/counselling sessions etc.
- b. Introductory meeting for all interested in participating (no previous knowledge of German necessary).
 - self-instruction is self-pacing and meets individual needs
 - counselling
 - presentation of materials to be used
 - note-taking, self-assessment/evaluation
 - time to complete
 - timetabling use of facilities
 - initial interview explained

c. Initial Interview

In small groups. Less inhibiting. Exchanging opinions and past learning experiences.

6. On Course Experiences

- a. High initial drop-out rate.
- b. Reluctance to use counselling service - a last resort.

7. First Interview

- a. Questionnaire - completed for all by counsellor for consistency and accuracy.
- b. Preference for oral (communicative) activities.
- c. Most motivated expressed only few negotiative attitudes towards previous language learning experience.

8. Informal Interview

- a. They get students' views on BBC German kit.
- b. Reactions to self-instruction learning and progress made.
- c. Clarify counsellors role.
- d. Little supplementary private study in addition to language laboratory visits.

9. BBC German Kit - Student Views

- a. Relevant.
- b. Easy to work with.
- c. Fostered communicative skills.
- d. Authentic materials liked.

10. Counselling Techniques

- a. Evaluation of needs.
- b. Interpretation of needs.
- c. Response to needs.
- d. Evaluation (self-).
- e. Reappraisal of counselling techniques.
 - Uncertainty of intentions among students.
 - Renamed - Student Advisory Service.
 - Create relaxed atmosphere.
 - Need for good student/counsellor rapport.
 - Notes taken after session.

11. Experience of Counselling

- a. Student bias towards "right" materials to solve problems.
- b. Students disinclined to see needs, attitude, learning style or other personal factor (shyness) as presenting problems (interest, motivation).
- c. Students became classified as needing either pedagogique or the most comfortable self-instruction learners therapeutic counselling.
- d. Unrealistic goals and unreasonable time commitment.
- e. Irrational beliefs about ability.
- f. Boredom.
- g. Self-deprecation (wrong, hopeless).
- h. Pronunciation.
- i. A collaborative process.
- j. Counselling in the target language.

12. Native Speaker Meeting

- a. Motivation sustained if learner has evidence that learning is effective.
- b. Learners wish to hear German spoken spontaneously.
- c. Opportunities to use learned German.
- d. Native speakers need to be aware of course content.
- e. Strategies for checking meaning, requesting repetitions etc.
- f. Role playing, language games.

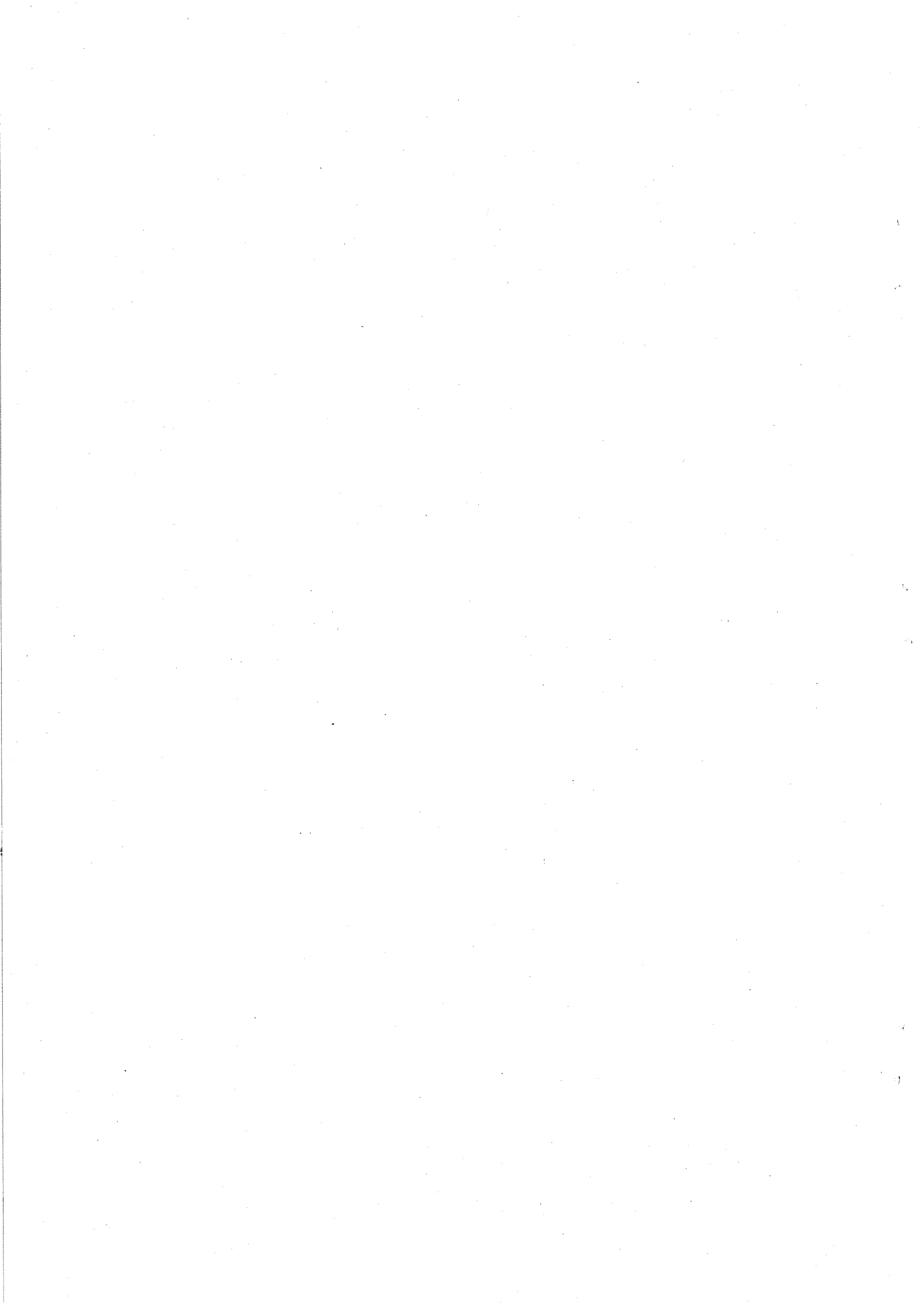
13. Assessment

- a. Oral Test (10 - 15 minutes) Responses to enquiry x 2
Initiate exchanges x 2
- b. Pencil and paper (1 1/2 hours) - form filling (production) listening for information (comprehension).

14. Conclusion

- a. Sustained self-confidence helps towards success.
- b. Self-instruction and counselling provides a response to individual needs, interests, levels and learning styles.
- c. Counselling structure needs to cover a wide range of therapeutic and pedagogic functions.
- d. Some self-instruction learners able to achieve functional competence in a foreign language with scarcely any support at all.

VI. CONFERENCE PHOTOGRAPH





Front Row: Mrs. Kay Stoltenberg, Maj d'rs. Leen Noordsij, 1st Lt Mustafa Samsunlu, LtCol Vassili G. Agadacos, Col J. Guy Thériault, MinRat Dr. Heinrich Tobollik, MinDir Elmar Fischer, Präs Hanns Maur, LRD Josef Rohrer, Col Rui Andrade Cardoso, Col Domenico Lasaracina, Col Todd R. Poch, Cdr John R. Foot, Col John H. Prince, Maj Aage Larsen, 1st Lt Sabine S. R. Gykiere, LtCol Jaime Ferrer Ayela.

Rear Row: Dr. Rui M. S. Curica, Mr. Frank McGuigan, ORR Georg Gerth, Mr. George G. Worrall, Mrs. Ann Beck, Mrs. Suzette Hafner, Mrs. drs. Els Vogelpoel-van Heijningen, RDir Erwin Leben, Mr. Michel P. M. Schwarz, LtCol Guy Vagner, Mrs. Susan Rambow, Cdr Miguel Castillo-Cuervo, Mrs. Flore Santerre, Mr. Herbert Walinsky, LtCol Rafael Lorenzo Barrionuevo, LtCol Jacques Delaigue, Prof. Lars P. Poulsen-Hansen, Col Arnaldo Atzeni, Dr. Gerd A. Brendel, Mr. Claude Chabot, LtCol Salvatore Lista, Dr. Ray T. Clifford, Ms. Candice H. Hunt, SqLdr John Callaghan, Ms. Monika Hamacher, LtCdr Gregorio G. Cottone, Cpt Michele Marra, Mr. Christopher Hüllen.

