BILC

Bureau for International Language Co-ordination

CONFERENCE REPORT 1990

OTTAWA, CANADA

BILC SECRETARIAT

Bundessprachenamt
D 5030 HÜRTH
Federal Republic of Germany

TABLE OF CONTENTS

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.

Organization 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 activities 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. The "Standing Group on Task Analysis and Testing (SGTT)" monitors and co-ordinates developments in this field.

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. A study group to intensify work in this area was created in 1990.

Current Study Group Activities

10. The "Standing Group on Task Analysis and Testing (SGTT)" will continue in 1991 under the chairmanship of SHAPE. In addition the following study groups will be instituted:

    - "Language Training for Arms Control Assignments" (tentative chairmanship US),

    - "Effective Exchanges within BILC to Meet Present and Forecast Needs" (tentative chairmanship Turkey),

    - "Cost Effective and Proficient Management of Language Training Resources" (chairmanship not yet allocated).

1991 Conference

11. The 1991 Conference (to be held in Istanbul, Turkey, from 10 - 14 June 1991) has the theme "New Targets and Strategies for Essential Military Language Training in the Changing World - as exemplified by job-specific communicative proficiency in arms control tasks, changing military force levels and future direction". Language training experts from the host country and from various member states will be contributing their expertise in dealing with this relevant topic.

12. Since 1991 marks the 25th Anniversary of BILC, the conference will be marked with special arrangements to commemorate this event.

II. CONFERENCE ORGANIZATION
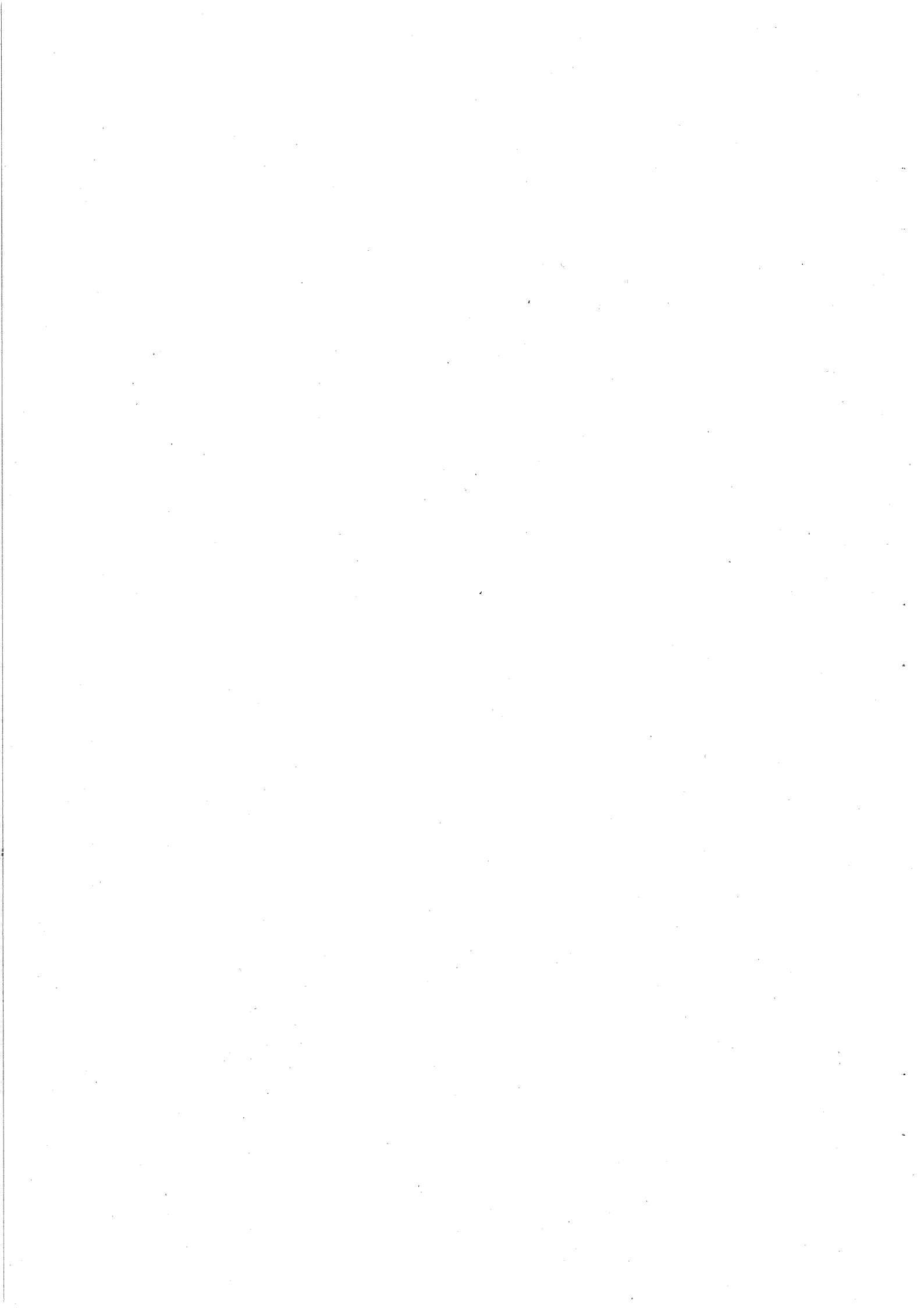
BILC CONFERENCE 1990

PROGRAMME

Conference Theme: "Proficiency-based Curricula and Tests in Military Language Training:

TIME	SUNDAY, 24 JUNE	MONDAY, 25 JUNE	TUESDAY, 26 JUNE	WEDNESDAY, 27 JUNE	THURSDAY, 28 JUNE	FRIDAY, 29 JUNE
0800	ARRIVAL OF DELEGATIONS		STEERING COMMITTEE WORKING - BREAKFAST SESSION 1		STEERING COMMITTEE WORKING - BREAKFAST SESSION 2	
0900		OPENING ADDRESS (CANADA) ADM BRIEFING CONFERENCE PHOTO	LECTURE ON THE THEME DR JAN WALLS DISCUSSION	UK PRESENTATION ON CONFERENCE THEME	LECTURE ON THE THEME DR RAYMOND LEBLANC DISCUSSION	WRITING OF STUDY GROUPS/STEERING COMMITTEE REPORTS
1015		COFFEE	COFFEE	COFFEE	COFFEE	COFFEE
1045		INTRODUCTION PRESENTATION ON THEME (CANADA) PRESENTATION - DISCUSSION)	LECTURE CONTINUED	STUDY GROUP SESSION 2	LECTURE CONTINUED	SUMMATION OF CONFERENCE (CANADA)
1200						
1300		LUNCH (AIR FORCE MESS)	LUNCH (ARMY MESS)	LUNCH (ARMY MESS)	LUNCH (MINTO HOTEL)	
1400		NATIONAL REPORTS (ALL)	USA PRESENTATION ON CONFERENCE THEME		GERMANY PRESENTATION ON CONFERENCE THEME	DEPARTURE OF DELEGATIONS
1515		COFFEE	COFFEE	EXCURSION IN THE GATINEAU	COFFEE	
1545		STUDY GROUP SESSION 1	(CANADA) CURRICULUM AND TEST MATERIAL		LANGUAGE TRAINING FOR ARMS CONTROL OBSERVERS (SUMMARY OF STUDY GROUP 3)	
1700						
1800						
1900	COCKTAIL (EXTERNAL AFFAIRS) L.B. PEARSON BUILDING	SIGHTSEEING FREE EVENING	ROYAL CANADIAN MOUNTED POLICE - EQUESTRIAN DEMONSTRATION FREE EVENING	INFORMAL DINNER	BILC DINNER (ARMY MESS)	
2000						

Study Groups: 1. Standing Group on Task Analysis and Testing
2. Self-Instruction/Exchanges Between Member Nations
3. Language Training for Arms Control
4. The Implications for Military Language Training of Political Changes
in Europe and Elsewhere

BILC CONFERENCE 1990

LIST OF PARTICIPANTS

CONFERENCE CHAIRMAN

Colonel Belhumeur (Gaétan)   Director Language Training (DLT),
                                               National Defence Headquarters,
                                               Ottawa

DISTINGUISHED VISITOR TO BILC 1990

Major General Clements (Scott)   Chief Personnel Development (CPD),
                                               National Defence Headquarters,
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BELGIUM

| Head of Delegation | Professor Van Passel (Frans) | Professor Ecole Royale Militaire, Directeur Centre Linguistique, Brussels |

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Head of Delegation	Colonel Belhumeur (Gaétan)	Director Language Training (DLT) National Defence Headquarters, Ottawa
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	Mr. McGuigan (Frank)	Chief of Training, Department of External Affairs, Ottawa
	Mr. Boudreau (Leo)	Department of External Affairs, Ottawa

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Head of Delegation	Colonel Pichot-Duclos (Jean)	Commandant, Ecole Interarmées du Renseignement et des Etudes Linguistiques (EIREL), Strasbourg
Members	Lieutenant Colonel Raffoux (Jean)	EIREL
	Commandant Lecacher (Serge)	EIREL

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	Mr. Quattrone (Paul)	Army Foreign Language School, Advisor, Rome
	Miss Malgieri (Madaline)	Air Force Foreign Language School, Ciampino, Rome
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| Head of Delegation | Colonel Peña Montoro (Francisco) | Director, Joint School of Languages, Madrid |
| Member | Major Rey Terrón (Carlos) | Language Teacher, ECIFAS, Madrid |

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	Dr. Hengirmen (Mehmet)	Head of Turkish Teaching Centre, University of Ankara (TÖMER)

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Head of Delegation	Commander Foot (John)	Assistant Director Naval Manning and Training, MoD London
Members	Squadron Leader O'Hagan (Tim)	Language Training Policy, Directorate of Training (Support and Education) (RAP), MoD London
	Mr. Worrall (George)	Language Advisor, Directorate of Army Education, MoD London

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Head of Delegation	Colonel Fischer (Donald)	Commandant, Defence Language Institute, Foreign Language Center (DLIFLC), Monterey
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	Lieutenant Colonel Kozumplik (Peter)	Director DLI Washington
	Dr. Argoff (David)	Associate Dean, Foreign Service Institute, School of Language Studies, Arlington

SUPREME HEADQUARTERS ALLIED POWERS EUROPE (SHAPE)

| Head of Delegation | Mr. Ellis (David) | Chief, SHAPE Language Centre |

CONFERENCE ORGANIZATION

Colonel Belhumeur (Gaëtan)	Director Language Training (DLT), National Defence Headquarters, Ottawa
Leitender Regierungsdirektor Rohrer (Josef)	Head, Language Training, Bundes- sprachenamt, Chairman, BILC Secretariat, Chairman, Steering Committee 1990
Mr. Walinsky (Herbert)	Head, English Language Training, Bundessprachenamt, BILC Secretary
Major Mitchell (John)	Conference Operations Officer
Lieutenant (Naval) Joyce (Jim)	Assistant Conference Operations Officer
Corporal Tremblay (Cindy)	Administrative Support

1990 BILC CONFERENCE PLENARY SESSIONS

<u>LIST OF PRESENTATIONS</u>

<u>SPEAKERS</u>	<u>SUBJECT</u>
Presentation 1: Mrs. Suzette Hafner Section Head DLT 3 National Defence Headquarters Ottawa	Proficiency-Based Curricula and Testing in Military Language Training
Presentation 2: Mr. Jan W. Walls David Lam Centre for International Communication Simon Fraser University Vancouver, British Columbia	Situation as the Integrative Agency for Language, Culture and Communication
Presentation 3: LtCol Peter Kozumplik Director Defence Language Institute Foreign Language Center (DLIFLC) Liaison Office, Washington DC	Language Instruction for Arms Control Inspections: The US Experience
Presentation 4: Maj Carlos Rey Terrón Language Teacher Escuela Conjunta de Idiomas de las Fuerzas Armadas (ECIFAS) Madrid	Audiovisual Media in the Basic Initial Language Training Course
Presentation 5: Mr. Bruno Jobin Director of Curriculum Development Canadian Forces Training System, Trenton & Mrs. Guylaine Hagarty Curriculum Development Specialist Canadian Forces Training System, Trenton	Curriculum Development in the Canadian Forces
Presentation 6: Mr. George Worrall Language Advisor Directorate of Army Education London	Training and Testing for Proficiency - Plugging the Leaks
Presentation 7: Cdr John Foot Assistant Director Naval Manning and Training London	Language Training for Arms Control Verification Duties

Presentation 8:
Mr. Raymond Leblanc
Institut des Langues Secondes
Université d'Ottawa

Un Curriculum Multidimensionnel
pour les Dimensions Multiples
de la Communication

Presentation 9:
Oberregierungsrat Georg Gerth
Central Administration and
Teacher Training
Bundessprachenamt, Hürth &
Mr. M. Schwarz
Materials Development Section,
Bundessprachenamt, Hürth

Réflexions sur la Rédaction d'un
Curriculum Orienté aux Habiletés
et à la Communication Langagière

III. PRESENTATIONS

Proficiency-Based Curricula and Testing in Military Language Training

Suzette Hafner

Outline

1. Introduction

    a. Means to Acquire Proficiency
    b. Clientele
    c. Canadian Context

2. Canadian Forces Experience

    a. Background: McLaws' Report
    b. Individual Training System (ITS)
       (1) Concept
       (2) Performance Orientation
       (3) Systems Approach

3. Specifications

    a. Military Tasks
    b. Communicative Competence
    c. Canadian Forces Communicative Proficiency Level Descriptions (CPLDs)

4. Design

    a. Militarization
    b. Principles
    c. Concepts: Functions, Notions
    d. Organizational Criteria
    e. Authenticity
    f. Situations and Material
    g. Evaluation

5. Conclusion

Annex: Bibliography

1. Introduction

As was decided last year, the theme of this conference is "Proficiency-Based Curricula and Testing in Military Language Training". This morning's presentation will be general in nature. It will touch upon a variety of aspects of language training within the Canadian Forces.

It should be pointed out that language training in Canada is mainly concerned with second language acquisition as there are two official languages. Foreign language learning is only a small part of the Military Language Training Programme.

a. Means of Acquiring Proficiency - Proficiency in a second language is acquired through various means: formal language training, immersion in a second-language environment, involvement in socio-cultural activities, and exposure to different types of training (military, academic, vocational) conducted in a second language.

b. Clientele - The main purpose of second language training is to enable students to acquire the knowledge and skills required to function in the target language. In the case of military learners, a military context, when appropriate, becomes an element which facilitates proficiency in the target language. However, military contexts selected for use in a given instructional situation must be geared to the linguistic needs of the learners, their knowledge of military life, their rank-related responsibilities, their level of language proficiency and the military tasks they will be asked to perform in the second language.

c. Canadian Context - The development of military second language training programmes, from planning to implementation, especially within the context of the Canadian Forces, is a complex task demanding expertise in many areas. It can be viewed as comprising a series of interrelated phases, as this presentation will outline.

2. Canadian Forces Experience

a. Background: McLaws Report

(1) A few years ago, a study was undertaken in order to find ways to improve language training within the Canadian Forces. One of the major recommendations found in the study report, the McLaws' Report (1982), was that a critical review be undertaken in order to determine which positions in the Forces required bilingualism and to what extent. McLaws considered such a study essential, maintaining that only when those issues were resolved would it be possible to state accurately the second language requirements of the Canadian Forces.

(2) A senior review board looked at ways of improving military language training and, following that, tasked National Defence Headquarters with validating the level of second language proficiency needed by personnel in bilingual positions in the Forces. The board members viewed the McLaws study as being key to the success of language training within National Defence.

(3) It was then decided to develop standards for a new Canadian Forces language programme encompassing curricula and testing instruments. At the same time, new language proficiency examinations would be developed, using the same candidates as the criterion population for both activities.

(4) It was also decided that the techniques and proven methodology of the Canadian Forces Individual Training System should be applied to second language training.

b. Individual Training System - The Canadian Forces Individual Training System defines "individual training" as the process by which individual members of the Canadian Forces acquire, maintain and improve the required knowledge, skills and attitude to:

(1) perform effectively throughout their career;

(2) progress from one occupational level to the next; and

(3) meet the minimum requirements of the occupational specifications.

Canadian Forces Individual Training is primarily aimed at preparing members to meet job requirements as defined in occupational specifications. To achieve this, it is necessary to take into account the broader continuing needs of the organization as well as the career development aspirations of individual members. Expressed in other terms, the training process may include elements of:

(1) training - to initiate or improve the desired job performance;

(2) development - to prepare members for assuming increasing responsibility within the organization;

(3) education - to build on the members' potential to respond to future needs and goals.

From the perspective of the Canadian Forces Military Occupational Structure, these three components may be viewed as an integrated whole, where training, development and education of the individual member are planned, conducted and evaluated together.

The ultimate aim of this process is to ensure that individuals meet operational needs of the Canadian Forces. The training requirement for these needs will eventually be defined as performance objectives.

(1) Concept - The aim of Individual Training is "to produce for the Canadian Forces, from the types of training under its control, the right number of people, with the right qualifications, at the right time and at minimum cost." Implicit in this aim are the objectives of controlling the quality and quantity of individual training as well as the resources allocated to it. The Canadian Forces Individual Training System, a management model developed put into effect the individual training policy, revolves around three key concepts or principles: Performance Orientation, Systems Approach and Maximum Efficiency.

(2) <u>Performance Orientation</u> - For training to be effective, it must be oriented toward performance. The concept of performance-oriented training is consistent with the general human resources management goals of most allied military and civilian organizations.

Canadian Forces personnel management policy and practices require that service members be evaluated on the basis of performance criteria. Inherent in this concept is the principle that tasks to be achieved in training must match operational performance. The performance, in turn, must be accurately identified and clearly specified.

(3) <u>Systems Approach</u> - This approach has been used successfully to seek solutions to problems within complex systems in a variety of applications - from economics and aerospace engineering to military projects, education and training.

The approach is essentially a logical thought process, a way of thinking about problems and their solutions in systems terms. It is also a methodology wherein the scientific method is applied to a complex system. It follows these characteristic stages:

(a) defining the problem - clarify the problem and establish the desired objectives;

(b) analysing the problem - identify alternative solutions and means of achieving the objectives;

(c) selecting the optimum solution - develop the most appropriate or practicable of the means identified;

(d) implementing the solution (in a controlled environment) - observe the results;

(e) evaluating the results - determine from feedback received the effectiveness of the solution and any improvements necessary.

From the individual training perspective, the "systems approach" concept provides a proven methodology for analysing the need for training, determining the most appropriate training strategy, developing the training and implementing it under controlled circumstances, evaluating its effectiveness and using feedback results to initiate improvement.

The Canadian Forces Individual Training System also recognizes that individual training does not end upon graduation from a particular course or completion of a qualifying period of on-job training; it also extends for the duration of a service member's career. The system provides for continuing learning experiences under supervision, on an individual basis or as part of a group. Formal training will ensure that the indiviual acquires the essential skills, knowledge and attitudes to enter a specified job level as a productive member of an operational team. The member's subsequent development into a competent, confident and contributing sailor, soldier or airman will be the result of that training, coupled with experience gained progressively under supervision in applying the training to the job and with the

personal effort invested in improving individual skills, knowledge and attitudes.

3. Specifications

And now we will study the concepts, guidelines and specifications which constitute the first steps in the application of the Individual Training System to second language training within the Canadian Forces.

Those specifications are based on the following premises:

(1) Language Ability - Language specialists have recognized that knowledge of the structures of a language does not necessarily correspond to the ability to communicate effectively in a job-related situation. Thus, a decision was made to adopt a communicative competence definition of language ability for both training and certification testing purposes.

(2) Military Second Language Training Programme (MSLTP) - Curricula are based on a communicative approach to language training. The decision to adopt a communicative rather than a structural approach represents a major shift in teaching philosophy demanding a re-examination of pedagogical practices. It requires not only the development of new curricula and instructional materials, but also a retraining of teaching staff and a modification of pedagogical practices. This undertaking demands a commitment on the part of all pedagogical, administrative and management personnel involved in second language training, especially during the implementation phase and the first years of the programme.

a. Military Tasks

(1) Within the context of the Military Training Programme, second language training aims to bring Canadian Forces members to a level of second language proficiency sufficient to allow them to carry out military tasks in their second language in accordance with the traditions and values of the Forces. Certification testing serves to confirm their attainment of that level. Objectives for training and testing necessitate the identification of military tasks common to officers, non-commissioned members, recruits, etc., which require the use of the language. Within the Canadian Forces, certain conventions, established by military tradition and relating to the use of certain rules in written and spoken forms, must be observed. These rules of form are dictated by status and cultural considerations and serve as symbols of mutual respect. Each official language has its own rules of appropriateness. A military student must understand the sociolinguistic conventions of the second language in order to address fellow military personnel in accordance with accepted criteria and established protocol. To this end, curriculum developers, and teachers in particular, must be conscious of the diverse rules of protocol and the supporting linguistic rules, must promote these elements in their programmes and should insist on their application in the classroom.

A list of military tasks to be performed in the second language was derived from the 1982 Task Analysis Survey which was conducted by the Directorate of Language Training using instruments based on the Officer General Specifications (OGS) and the General Specifications for non-commissioned members. The following illustrates a military task that an officer should be able to perform in the second language:

Task: Receive Orders

1. Understand a warning order.

2. Understand an operation order.

3. Clearly state the mission.

4. Give the concept of the operation.

5. Describe the phases of the operation.

6. State the groupings.

7. State the tasks.

8. State the co-ordination instructions.

9. State the administrative instructions.

10. State instructions, orders related to command and control.

11. Inquire if there are any questions.

12. Answer questions.

b. Communicative Competence - An Overview

    (1) Overview - If one accepts the definition of communication as being a continuous process of expression, interpretation and negotiation which transforms thoughts and feelings into their symbolic representation in the form of the spoken or written word, communicative competence can be seen globally as the ability with which we get our message across.

    (2) Definition - Communicative competence, the ability to get one's message across, has been described as follows:
It is what a speaker needs to know in order to communicate effectively in meaningful settings, what tells him when to speak and when to remain silent, which code to use, when, where and to whom.
This view of communicative competence encompassing knowledge of appropriateness as well as control of linguistic code and discursive elements has been adopted by the Canadian Forces.

(3) <u>The Components of Communicative Competence</u> — In order to successfully accomplish general military tasks, a second language learner must acquire competency in the following four components of communicative competence:

<u>Sociolinguistic Competence</u> — The ability to apply the rules of language appropriateness in a given context respecting setting, style, tone, intention, text form (or structure and format), relative status of participants and cultural norms of interaction and interpretation;

<u>Discourse Competence</u> — The ability to interpret and produce spoken and written texts in different forms such as narratives, reports, messages, formal letters and staff papers. The texts must be coherent and cohesive:

- <u>coherent</u>, with linking of clauses at the sentence-level or beyond to create literal meaning by means of pronouns, synonyms, transition words and parallel structures, and

- <u>cohesive</u>, using pronouns and conjunctions and repeating or omitting recurring grammatical items or terms to connect clauses throughout a text to achieve relevance and to develop consistency and the relative importance of ideas and to create the tone and intent of a text;

<u>Linguistic Competence</u> — The ability to apply the rules governing:

- language structures and points of grammar,
- spelling, abbreviations, accents and punctuation,
- pronunciation, rhythm, intonation, stress patterns; and

<u>Strategic Competence</u> — The ability to use and interpret verbal and non-verbal strategies such as paraphrasing, repeating, gesturing, substituting, generalizing, and approximating in order to compensate for factors limiting communication or to enhance tone, intent, point of view or rhetorical effect.

c. <u>Canadian Forces Communicative Proficiency Level Descriptions (CPLD's)</u>

(1) These Communicative Proficiency Level Descriptions represent a gradual development from one level to the next within each of the four skills: listening, speaking, reading and writing. The description of each level characterizes a sample of a specific range of language abilities which, by its very nature, incorporates all previous levels. At each level, the abilities associated with each of the four components of communicative competence (that is, sociolinguistic, discourse, linguistic and strategic) remain relatively consistent across the four skills. There is some divergence, however, as some abilities apply to one skill only or to one type of skill. For example, to compensate for vocabulary deficiencies, a speaker could resort to paraphrase whereas a writer would refer to a dictionary.

(2) These level descriptions are based on a communicative definition of what it is to use a language. They serve as standards for the development of French and English curricula and language proficiency examinations.

(3) The descriptions for each level within each skill area retain the general statement of performance accepted by NATO and the Interagency Language Roundtable.

(4) The basic premise underlying level descriptions is firstly, that all discourse be authentic, realistic, purposive and delivered at a normal rate of speech, and secondly, that all tasks to be performed reflect those normally expected of a first language performer when performing in the same type of communicative event under similar circumstances and in similar situations.

(5) An example of a level description is as follows:

Listening Level Three - A level-three performer is able to specify the main idea, topic, purpose, intent and most details of connected discourse on a variety of topics related to practical, social, job-related and special interests which can extend beyond the immediacy of the situation. This includes some situations where comprehension is complicated due to lack of context cues, to background noise or to an unexpected sequence of events. These topics are found in descriptions, narratives and explanations and may be expressed through recorded communiqués, briefings/-debriefings, interviews, taskings, discussions, meetings and operational/training sessions. In addition, the level-three performer is able to assist the speaker in creating the intended meaning and mood of the interaction.

The level-three performer demonstrates understanding by:

1. using sociolinguistic rules of appropriateness to define register, role and relative status of interlocutors as well as atmosphere, domain, tone and style of the interaction and, when combined with backchannelling conventions, to assist the speaker in creating the intended meaning and mood;

2. using rules of discourse, that is, devices of cohesion and coherence which normally occur with a reasonably low degree of frequency, to determine boundaries and interrelatedness of ideas in connected speech;

3. using linguistic rules governing grammar and pronunciation (including phonology, intonation and stress patterns) to solve problems related to literal meaning by developing hypotheses and making inferences; and

4. <u>using techniques of strategic competence</u> to cope with background noise, interruptions and other distractions and/or to enhance meaning by determining ways and means and the appropriate time to request repetition or to seek clarification or confirmation, by determining appropriate ways and means of providing information, and by interacting with the speaker to create the intended meaning and mood of the interaction.

4. <u>Design</u>

a. <u>Militarization of Curricula</u> - In accordance with the principles of the communicative approach, the learning objectives of a given curriculum are determined by the learner himself or by the organization he belongs to. In the Canadian Forces, learners need to acquire the ability to perform a variety of communicative acts in everyday military situations ranging from social encounters to work activities as well as to interact with other members of the Forces and with civilians. In the Canadian Forces, the second language is used mainly in military work and in military social environments. It is therefore essential that the curricula developed emphasize military contexts or situations along with vocabulary and language functions used in those contexts. These elements are essential when designing learning activities to develop communicative competence within the second language learner. The general content should serve to equip students with the necessary linguistic knowledge and skills to function in the target language in a work environment.

In the Military Second Language Training Programme, the scripts chosen to demonstrate and develop the use of language functions must be realistic samples of <u>common</u> everyday situations. While some scenarios should encompass a group of functions normally found in a given situation, others could be designed mainly to illustrate and practice specific teaching points needed to achieve specific objectives.

b. <u>Principles</u> - While there does not appear to be any "purity" of methodology in the communicative approach, several fundamental principles are apparent:

- It is assumed that there is a genuine need for the target language.

- The curriculum is "learner-oriented" rather than "content-oriented".

- The emphasis is on use and not possession of the target language (Brumfit and Johnson, 1979). A communicative methodology starts from communication, using exercises constituting communicative challenges for learners.

- It is the learner's responsibility to grope and paraphrase and, in so doing, learn the strategies for communication which all language users possess in their mother tongues, and which all need to develop in foreign languages.

c. Concepts: Functions and Notions - Rather than as a gradation of structures to be taught, the target language is viewed as a set of notions, concepts the learner needs in order to communicate (e.g. time, duration, quantity, etc.), and/or "functions", the purposes for which the target language is needed (e.g., describing, identifying, inviting etc.). The linguistic structures normally elicited in native speech by the notions and functions must be carefully integrated into the curriculum content.

d. Organizational Criteria - The starting point and the terminal objectives of the teaching syllabus are determined by the language learner's need to interact with others and carry out communicative tasks in specific situations. As stated in Desmarais and Beauchamp, learning objectives are based on language situations identified in a needs analysis or a study of authentic (or realistic) documents and can be organized along functional, notional or thematic lines among others.

e. Authenticity - One cannot overstress the basic premise that the focal point of teaching in the communicative approach is development of ability to use the target language in a natural way in an "authentic" or, at least, "realistic" situation. Therefore, using the learner's experiences in the real world and his personal approach to carrying out a similar task in the mother tongue is essential to the teacher when selecting learning activities, identifying an appropriate lexicon, exponents, etc.

f. Choice of Situations and Material - Since authentic or realistic documents and communicative situations are analysed to determine the student's learning objectives, the authenticity and "realness" of the situations and the material selected for use in the classroom are of great importance.

   (1) As noted Beauchamp and Desmarais, the situations must:

   - reflect reality;
   - incite communication;
   - be related to the needs and interests of the students; and
   - be pertinent to the learner's future use of the target language.

   (2) A variety of material can be chosen within the communicative approach. To be valid, however, the material must be appropriate to the student's:

   - learning objectives;
   - learning strategies; and
   - proficiency level in the target language.

g. Evaluation - Evaluation is an important part of military second language training. Two distinct elements of this are:

   - Student Evaluation - the measurement of the student's performance in meeting the learning objectives; and

   - Course Evaluation - an assessment of the teaching, administration, and over-all design of instruction courses.

(1) Student Evaluation - This element determines whether the student has reached the specific and global objectives of the course. The aim is to rate the learner's performance and/or competence against a set of appropriate, well-defined and scorable characteristics according to established standards and criteria. This measurement is accomplished through the administration of diagnostic and achievement tests.

- Diagnostic Tests are measuring instruments which can be used by teachers, on an optional basis, as an integral part of the lesson plan. They assess the student's mastery of elements (i.e., specific objectives) of a lesson or unit. Teachers might also want to develop their own instruments for determining if there is a need for additional or remedial work.

- Achievement Tests are formal tests measuring the development of competence acquired throughout the programme. Achievement tests are to be administered upon completion of a "block" or series of learning objectives (lessons, units, etc.). In addition, some elements from one achievement test will be reinserted into subsequent achievement tests in order to assess the permanency of previously-acquired knowledge and skills as well as the gains made since previous testing.

- Performance Checks are designed to ascertain whether students have attained the performance objective(s) of a given level; that is level one, two or three. The attainment of a pass standard on all performance objectives for a given course is prerequisite to graduation.

(2) Course Evaluation is conducted periodically within schools. Readjustments to aspects of second language training could be made depending on the outcome of this evaluation.

5. Conclusion

This presentation reflects the general concepts and guidelines upon which are based the design, development, implementation and evaluation of the new Canadian Forces curricula and testing instruments for French and English. These guidelines should not, however, be regarded as definitive, as a possible future need for modification is recognized. Nevertheless, the guidelines provide a rationale or point of reference on the fundamental issues and serve as a basis for the continued development of the new Military Second Language Training Programme curricula and its subsequent validation. Those specifications ensure that the new French and English second language training programmes remain consistent with the principles governing second language training set out by the Canadian Forces.

Many aspects of the Military Second Language Training Programme have been touched upon in this presentation. It is hoped that the workshop tomorrow will provide a forum for further discussion or clarification.

With this, I will terminate my presentation. I would like to thank you for your attention, and would now be pleased to respond to any questions.

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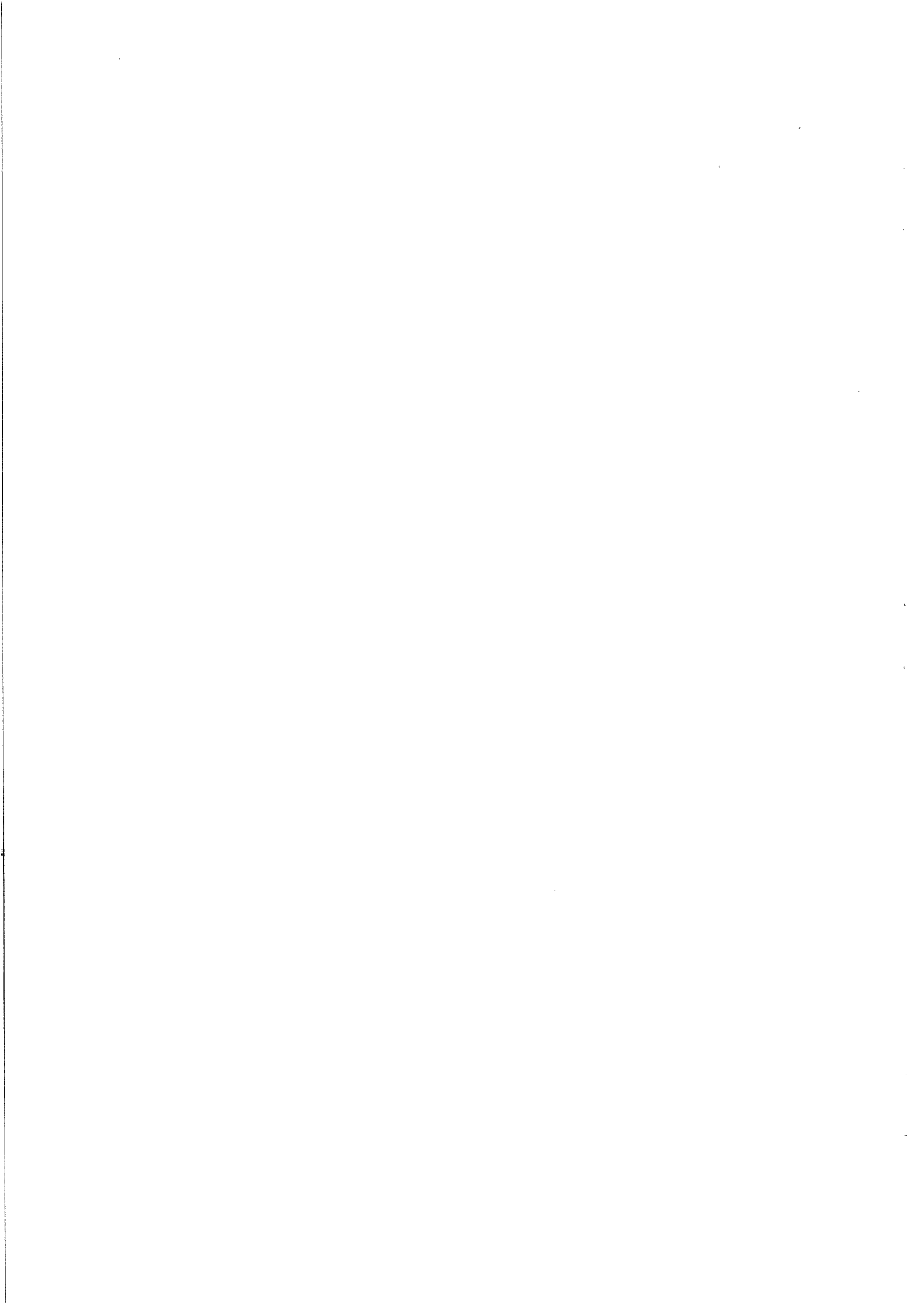
Situation as the Integrative Agency for Language, Culture and Communication

Jan W. Walls

I. Fundamentals of Cultural Difference: East-Asian and Euro-American Compared

I begin by reviewing a few axioms that are useful for understanding any complex human activity.

AXIOM 1: "Experience creates expectations," which is to say that our expectations as to what must be said, should be said, may be said, shouldn't be said, and must not be said, are created by past social eperience - either direct or mediated.

AXIOM 2: "Similar experience creates similar expectations, and different experience creates different expectations," which is to say that people who embody different individual, social and cultural experiences, will have different expectations about what must be, should be, may be, shouldn't be, and must not be said in interpersonal and intercultural communication.

AXIOM 3: "Every act of communication has two dimensions - a content dimension, and a relationship dimension," which is to say that every speech act will not only convey information about the subject of the utterance, but will also convey information about the relationship between the speaker and the addressee.

AXIOM 4: "You cannot not communicate," which is to say that even the signal "I am not communicating with you" conveys the message "either I am unaware that we know each other, or I am ignoring you."

Each of the above axioms, if we think about them for a minute, has enormous implications for the pragmatics, or the proper application in social context, of any language. Perhaps this can be made clearer through a cursory examination and comparison of two rather different cultural orientations - the East-Asian and the Euro-American.

From the Group to the Individual: The East-Asian Orientation

My premise for this presentation is the assumption that all cultural traditions evolve out of the universal need to reconcile demands, often conflicting demands, for individuation and socialization. In fact, we might even try to define "cultural traditions" as widely shared and practiced modes of reconciling these omnipresent tensions between the need for individuation and the equal need for socialization. Cultures develop norms and acceptable methods for tempering undesirable extremes such as rugged individualism (which would downplay or deny the importance of socialization) and ragged collectivism (which would downplay or deny the importance of individuation). The healthiest societies and groups generally have been those that develop broadly acceptable means for tempering the extremes of chaotic individualism and stagnant collectivism. The key, as practiced in most induring, stable societies, is some form of dynamic accommodation and integration between the individual and the social, the private and the public, the in-group and out-group interests, competition and co-operation, dynamism and stability.

East Asian cultures usually approach this dilemma with the assumption that the interest of the group precedes (not replaces, but precedes) that of the individual member. The development of individual strength is to be encouraged, with the assumption that the primary beneficiary will be the primary group that sustains the individual and gives meaning to the individual's life.

The family, either nuclear or extended, has been recognized traditionally in East-Asia as the specific context or condition that gives physical life and spiritual meaning to all its members. These habitual attitudes have become culturally embedded through the languages of the region. At the end of the last century, for example, we notice that the Chinese and Japanese languages had no ready-made term into which to translate the new and inscrutably Occidental word "individual". The Japanese had to invent a term using two Chinese characters, one meaning "particular", the other meaning "person", which they pronounced kojin, and which the Chinese later recognized and re-imported as geren. The term is now very familiar to speakers of both languages, but it still takes on very different connotations in their specific social contexts, which consider "individualism" (kojin shugi in Japan, or geren zhuyi in China) to be an irresponsibly self-centred obsession. Can you imagine how the average native speaker of English might miscommunicate honorable intensions by using that word in Japanese and Chinese without knowledge of the cultural values that surround its use?

There are a host of other examples showing how individuation is seen as a function of group interests. Family names in East Asia always precede those of individual members; personal names are not used much at all, but are replaced by nicknames indicating relationships, downplaying awareness of individuation in favour of socialization; the disgrace of an individual, including legal accountability, is traditionally borne by the entire immediate family, as is social welfare; affiliation of individuals to organizations outside the family is usually assumed to be permanent, both in terms of the individual's loyalty to the organization, and the organization's responsibility for the individual member's well-being. The list goes on and on: at work, individuals are often addressed and referred to by office title rather than by personal name; office space usually is less private and more group-oriented, status and seniority being indicated by how distant one's desk is located from the main entrance to the shared office space. In each case, the starting point and point of reference appears to be the host group and social conditions within which individuals have a chance to flourish, and it is assumed that the benefits accrued by the group (family, community, employer, etc.) will be passed on to the members whose contributions made the group benefit possible. This permanent responsibility of the in-group toward its members is the reward for tempering overt individualism in East-Asia. This perspective, attitude and mindset is built into language use, and must be learned with the language.

From the Individual to the Group: The Euro-American Orientation

The Euro-American approach toward dynamic accommodation begins by acknowledging that we are, first and foremost, individuals. As individuals, we are responsible for ourselves and to ourselves for our own continued well-being. We believe in the necessity for the greatest possible amount of individual liberty, and freedom from externally-imposed responsibility for others if we are to function optimally as creative and innovative problem-solvers. We tend to resent society's attempts to institutionalize responsibility towards others, feeling that our precious independence is

thereby eroded in the process. Even the family, for us in late 20th Century North American cities, is not something we see ourselves growing up to take our proper place in, but rather something we are expected to grow out of, a training ground or "launch-pad" for preparation to enter "the real world", eventually to establish a family of our own. We emphasize this ideal in Euro-American cultures by identifying each other with personal names that precede family names; by not extending to the whole family social or legal liability for an individual's misbehaviour; by taking responsibility for social welfare off the shoulders of relatives and charging impersonal society with the burden; by making marriage progressively easier for an individual to get into and out of; and in a hundred other subtle but synergistically very effective ways.

Yet, in equally subtle ways, our cultural bias toward the ideal of independence and individualism is tempered by the recognition that we are at the same time interdependent. Reluctantly, we make compromises with our individual liberty, because we know that if we lose social stability, we also lose the conditions necessary for individuals to prosper. We often resent the social constraints on our individual liberty. But we would also resent the only alternative to social safety nets, which would be permanent attachment to a biological or social institution that commits itself to that role in return for our pledge of permanent loyalty.

Thus, East-Asian and Euro-American cultures both acknowledge and practice "enlightened accommodation" in order to avoid the undesirable extremes of hyperindividuated chaos and hypersocialized stagnation. The result, in practice if not in theory, and by necessity rather than by choice, is interdependence, a concept that recently has gained currency among leading thinkers even in North America, which is seen by some as a nest bed of rugged individualism.

Implications for Cross-Cultural Communication: Watch Out!

East-Asians traditionally have interpreted Euro-American straightforward-ness and explicitness as evidence that we are somehow not fully cultured and less than fully civilized, while we have interpreted their cultivated implicitness and reserve as "inscrutable" at best, and devious at worst. There are many reasons why Chinese first referred to us as yang gui-zi (demons from abroad) in Mandarin, or lofan (good ol' barbarians) in Cantonese, while Japanese first called us ketoo (hairy Chinese). We need only to consider different expectations as to how a person should look; as to how behaviour should be patterned; as to who is qualified to speak on behalf of whom; as to what needs to be said and what should best be left unsaid; as to whether to translate the letter or the spirit of what has just been said; as to who should sit where in relation to whom; as to what eye contact means; and how many times you should insist that your honoured guest eat another sea slug or cariboo nose before you abandon ceremony and indulge yourself. The potential obstacles to cross-cultural symbolizing of behavioural expectations are, in other words, legion, and must be incorporated into language training if the result is to be communication competence.

There is much to be said for each of the two basic orientations toward individuation and socialization. Indeed, each makes perfectly good sense in the context of its own historical evolution. So long as we do not rule out the interest of groups and institutions that provide the stability within which our individuals flourish, we are quite justified in starting with the interest of the individual paramount in our minds - and this is apparent in

both the structure and in the usage of our languages. So long as <u>they</u> do not ignore the necessity for individual creativity if groups are to adapt to ever-changing realities, they are equally justified in starting with the interest of groups and institutions paramount in their minds. But regardless of which side we prefer to start from, we must accommodate the other, or lose optimal balance. In language learning, the implications for articulating discourse strategies are obvious.

The key for mastering cross-cultural communication is <u>awareness</u>, of the existence of socially and culturally conditioned differences, and of the validity of each within its own relevant contexts. Ignorance of these differences, and especially ignorance of their equal validity in context, generates unwarranted assumptions, unrealistic expectations, unnecessary breaches of etiquette and unreasonable demands for compromise in the eyes of the other. In interacting with cross-cultural counterparts, in our language or theirs, this awareness should begin with our understanding and tolerance of their basic cultural orientation and their understanding and tolerance of ours; it should start with <u>our</u> awareness of <u>their</u> shared predilection toward group harmony as the source and the goal of individual initiative, and their awareness of our view of the group as a necessry support mechanism for individuals to fall back on in times of need.

Synchronizing Language, Mindset, and Culturally Conditioned Expectations

In interacting through a foreign language-culture, (mastering the pragmatics of a foreign language), it is important that the student demonstrate understanding, respect and accommodation of the other mode of discourse <u>without</u> abandoning native cultural or professional standards, and to admit that there may be more than one fundamental approach to mediating human interaction, and that the new one quite likely is perfectly valid in terms of its own historical evolution and local context.

Far from putting the student in a position of having to choose between culturally irreconcilable and mutually irrelevant approaches to interaction and discourse, language for cross-cultural communication (LCC) presents an exciting opportunity and challenge to engage in an act of growth and maturation. By putting ourselves, even temporarily, in the cultural context of the other LC counterpart, we become better able to avoid the awful mistake of using perfect pronunciation and flawless grammar to say the wrong thing. To address this challenge, then, we have developed the Canada Program for East Asian Languages and Cross-Cultural Communication, with a pedagogical focus on situations in social context as the integrating agent for semantics, syntactics and pragmatics.

II. <u>The Canada Program for East-Asian Languages and Cross-Cultural Communication</u>

1. Starting Point: The starting point for this organic approach to teaching and learning language and culture integrated for communication purposes (LCC) is situations in social context. We begin with the assumption that it is a questionable virtue to be able to use perfect pronunciation and flawless grammar to say the wrong thing. Anyone who has taught a foreign language, especially a "very foreign language" like Chinese or Japanese, has had to face the problem of explaining to a student, "Yes, your utterance is grammatical, and your pronunciation is correct, but such a statement simply wouldn't be made by a native speaker of the language." The reason why a native speaker would never say such a thing is normally explained as being "cultural", which is to say, "No context or situation

comes to the average native speaker's mind in which such a thing would be said."

This then leads to the proposition that language and culture are two different aspects of social life, but are interdependent to the extent that neither can be understood without reference to the other, because neither has much meaning outside the context of the other. Language reflects culture and develops with it; culture interacts with language and is reflected by it. In the words of the eminent sociolinguist M.A.K. Halliday (1975: 120), "The linguistic system is a part of the social system. Neither can be learnt without the other."

A person who uses language appropriately in sociocultural context may be said to demonstrate "communicative competence". Communicative competence is verbal and non-verbal "behaviour ... perceived to be appropriate and effective in particular contexts ... People with similar cultural identities are viewed as a system, the members of which share common verbal and nonverbal conduct patterns, common rules, and common goals," with a shared conception of positive outcomes." (Collier & Thomas, 1988: 108)

Two of North America's leading intercultural communication scholars, William Gudykunst and Stella Ting-Toomey (1988: 99), put it this way:

Individuals learn the norms and rules of interaction through the language socialization process ... Children obtain "tacit knowledge of principles of social order and systems of belief through exposure to and participation in language-mediated interactions. Through verbal socialization processes, children learn (1) the norms and rules of appropriate interactional behaviours in specific contexts, as well as the fundamentals of communication competence; (2) to act appropriately and effectively to attain their goals and meet their needs; and (3) the verbal communication styles needed to express their intentions and wishes.

According to another communication scholar, Joseph Forgas (1988: 186-7),

communication systems such as language have a real existence only in the social and cultural settings in which they appear, and knowing how to communicate presupposes far more than simply knowing (the structure, which is merely the application potential of) a language. As the meanings communicated through language are to a considerable extent defined by the interlocutors' shared cultural knowledge of situational requirements, intercultural communication represents an exciting challenge to our usual taken-for-granted language rules.

2. Central Focus: The central focus of the LCC/S (Language, Culture, and Communication Mediated by Situation) pedagogical approach is on verbal and non-verbal behavioral expectations in each situation as defined by the native speaker/actor (the close attachment of speaker and actor is intentional) in a typical social context. In the words of Erving Goffman (1959: 242), "When an individual appears before others, he knowingly and unwittingly projects a definition of the situation, of which a conception of himself is an important part." The reason why self-concept is important is that it both reflects and anticipates the relationship dimension of one's language and behaviour.

At different language acquisition stages, children, in acquiring language and communication skills, do not learn language per se, rather "they learn the various patterns and styles of language interaction that enable them to function as competent communicators in different situational contexts. Through the large socialization process, they learn an entire set of worldviews and beliefs that validate their sense of cultural identity and lend support to their role identities" (Gudykunst & Ting-Toomey, 1988: 99-100). Thus, in LCC/S, we focus on verbal and non-verbal behavioral expectation patterns in each situation as defined by the East Asian (Japanese, Mandarin, Cantonese, Korean) speaker/actor.

3. Verbal Behavior: The interactive situational approach to teaching language-culture as an organic whole does not imply that the usual grammatical structures and sentence patterns need not be taught and drilled in a rigorous manner; it does assert that grammar and vocabulary should be treated as a function of relationships between communicators, and as a function of the communicators' purposes in communicating with each other. In the past, too many language teachers have regarded grammar as so central to language learning that the social relationship dimension has unwittingly been presented as though it were a function of grammatical requirements, instead of the other way around.

By way of illustration, we may return to the subject of the "individual", mentioned earlier. The primary importance of the primary individual (coincidentally, called the "first person") in English is indicated by the grammatical requirement that it be capitalized NO MATTER WHERE IT APPEARS IN A SENTENCE, unlike any other pronoun, which may be capitalized only when it begins a sentence. The only choice to be made about which first person pronoun to use in English is totally mechanical and unrelated to anyone else - it will be either "I" or "me", depending only upon whether it functions as a subject or object in the sentence. Japanese speaker-actors, on the other hand, are socially accustomed to choosing between a host of alternative first persons, depending upon the social context and relationship between speaker and listener, such as: the familiar (masculine) ore, familiar (feminine) atashi or washi, less formal boku, more formal watashi, or the even more formal watak'shi.

There was a time when the relationship dimension of the English "first person" was explicit, as in "your humble servant", and the more exalted level of the second person was suggested by "thee" and "thou", but these have mostly fallen into desuetude.

Most importantly in terms of "inappropriate expectations created by previous language experience", however, the grammatical rules of English require that the subject of every sentence be explicitly stated. This English experience creates expectations which, carried over into our use of the Japanese language, for instance, make us sound like raving egomaniacs. This is because a Japanese sentence requires a subject only when a new subject is being raised. Thus we might say that there is an explicit (grammatically required) bias toward implicitness in Japanese language-culture.

There is also an explicit (grammatically required) bias toward the primacy of the larger context, in both Japanese and Chinese. Classic examples are: date and time, which can only be stated as "year, month, day, a.m. or p.m., hour, and minute"; address, which can only be stated as "nation, province, city, community, street name, street number, family name, given name"; and fractions, which may not be stated as "two-thirds", or "three-fourths", but must be stated as "of three parts, two" and "of four parts, three". Considered together, these articulations of signs fit perfectly into the cultural ecology of the East-Asian languages.

The LCC/S approach emphasizes the spoken language (verbal and non-verbal codes), using grammar and pronunciation as an aid to guide proper verbal behavior in specific situations, i.e., in social context. It applies expansion, substitution and transformation drills for sentence and discourse patterns common to each situation.

In a short immersion course, written language learning is limited in principle to "signs" common to each specific situation: airport signs, hotel signs, transportation and communication signs, important place names, common dishes appearing on menus, etc. Thus the Chinese characters (<u>kanji</u> in <u>Japanese</u>) are taught, once again, in a socio-cultural context, but also as structural compounds formed of meaningful fields that converge in specific contexts to form new meanings. (About 85 % of all characters are made up of two fields - a semantic field and a phonetic field - which will give the reader a hint as to the meaning of pronunciation of the character.) Knowledge of the 200-plus semantic fields as a taxonomy by which the entire universe is carved up and catalogued is a powerful aid to cross-cultural empathy.

For longer-term courses, particularly in credit courses at academic institutions, aiming at more complete mastery of the written as well as the spoken and non-verbal codes, a much larger share of time must be allocated to learning the written characters. In no case, however, can it be successfully argued that language - written, oral or non-verbal - can be understood apart from its socially experienced context.

4. Non-Verbal Behavior: Since every act of communication has a relationship dimension as well as a content dimension, we treat proxemics, kinesics, haptics, chronemics, interpersonal synchronization, eye-contact/gaze aversion, etc., as "signs" indicating attitudes toward the interpersonal relationship between speaker and listener, which must be consistent with expectations within the LCC/S context. They are seen as culturally conditioned expectations and attitudes useful to guiding and interpreting behavior in specific situations as defined by the LC.

Thus when we refer to proxemics, kinesics, haptics, interpersonal synchronization, etc., we do so with a focus on co-ordinating cross-cultural expectations of dissociation and association, explicitness and implicitness, ritual and spontaneity, etc. Following are a few very general examples.

Chronemics: is punctuality calculated to the minute, five-minute or ten-minute intervals? After how many minutes is a perfunctory apology to be muttered, and when is a genuine apology called for?

Proxemics: how near do you stand to a Japanese when making a self-introduction? Near enough to exchange business cards without over-reaching, but not so near as to bump heads when bowing slightly? Can we rely on common sense to clarify behavior in such circumstances?

Kinesics: what do you do with your hands when exchanging business cards? If you are supposed to accept a business card with both hands, what do you do with your own in the meantime? What do folded arms or crossed legs communicate?

Haptics: what parts of the other person's body may be, should be, shouldn't be, or mustn't be touched? Between members of the same sex? Different sexes?

Eye-contact: does sustained eye contact indicate sincerity or assertion of one's will over another? Why do Japanese seem to spend so much time looking at each other's neckties?

Interpersonal synchronization: is a supportive interjection considered a sign of involvement, or of rude interruption? Japanese call these aizuchi, and expect them as a sign of politeness.

Silence: is it an embarrassing hiatus, or an indication of profound consideration, showing respect for the moment, savouring the occasion? In some cases, knowing what to say is less important than knowing when to keep your mouth shut.

All of the above dimensions are simultaneously at work, hopefully supporting, but possibly undermining the verbal message - and empirical research has indicated that when verbal and non-verbal messages conflict, the non-verbal signs are seen as more reliable indicators of true intentions. Can one be said to "understand a language" without being able to orchestrate harmony and complementarity between verbal and non-verbal messages in that language-culture?

Situation as Mnemonic Device in Language Learning

As stated above, this situation-centred LCC approach assumes that grammar and vocabulary are a function of situations that involve relationships between participants and are a function of their purposes for engaging each other in communication in the first place. Relationships and purposes in common situations give a sociocultural context to language behavior that not only gives language greater significance, but by associating specific relationships and purposes with grammatical patterns and vocabulary, the student is much more likely to recall and make proper use of context-sensitive and socially acceptable discourse.

Situations also may be seen as the containers of social episodes, which Forgas (1988: 190) defines as "typical, recurring interaction units within a specified subculture, which constitute 'natural units' in the stream of behaviour", and about which members of a given subculture have a shared, implicit cognitive representation. It is precisely this "implicit cognitive representation" that is not shared by the average learner of a second language and code-system, and which must be conceptualized through analysis, and familiarized through drills and "rehearsals" before real, effective learning can take place. Before effective (I usually prefer the word "visceral") learning can take

place, the <u>situation</u> and its attendant behavioral expectations must, as the Chinese say, <u>ru ging, ru li</u> (penetrate sensually <u>and</u> rationally).

5. Video-Based Representation is used as much as possible throughout LCC/S training. Verbal and non-verbal behavior in situations is regarded as "typical performance", presented first on master videotapes, then rehearsed by students, performed and recorded on 8 mm (Sony handycam) videotape for examination and comparison to the "master" performance. I know of no other audio or printed medium that can be more effective in integrating the simultaneous display and co-ordination of oral and non-verbal behavior for the language student.

We have created a special "Interaction Laboratory" for verisimilitude in staging and taping our "rehearsals" of these typified "LCC/S" discourse patterns. The taped record of the student's performance not only allows for a more objective comparison with the native speaker on the "master" tape immediately after the performance, but also provides a dramatic record of the student's progress from "day two" to "day twenty" of the twenty-day, 100 hour course. Japanese, Mandarin and Cantonese average about 25 situations per course.

Summary: In summary, then: Language in a social situation (i.e., in cultural context) reflects past social experience, conveys cultural values, and anticipates subsequent behavior. Only by teaching and learning languages in such a context-sensitive fashion can they be mastered and used in a culturally appropriate manner, observing acceptable social relationships and purposes. Relationships and purposes in common situations give a sociocultural context to language behavior that not only gives language greater significance, but by associating specific relationships and purposes with grammatical patterns and vocabulary, the student is much more likely to recall and make proper use of a context-sensitive and socially acceptable discourse. Hence, our formula: LCC/S (language, culture, communication, mediated by situation).

Language and culture, in other words, have not only a supplementary or complementary relationship with each other (in past, this often has been used by teachers as an excuse to burden the inexperienced student with the onerous task of reintegrating them); they are two inseparable aspects of social life that must be learnt each in the context of the other. Thus in the teaching and learning of a foreign language, pragmatics must occupy a position of importance equal to that of phonetics, syntactics and semantics. The LCC/S approach makes the process rigorous, meaningful, applicable and fun.

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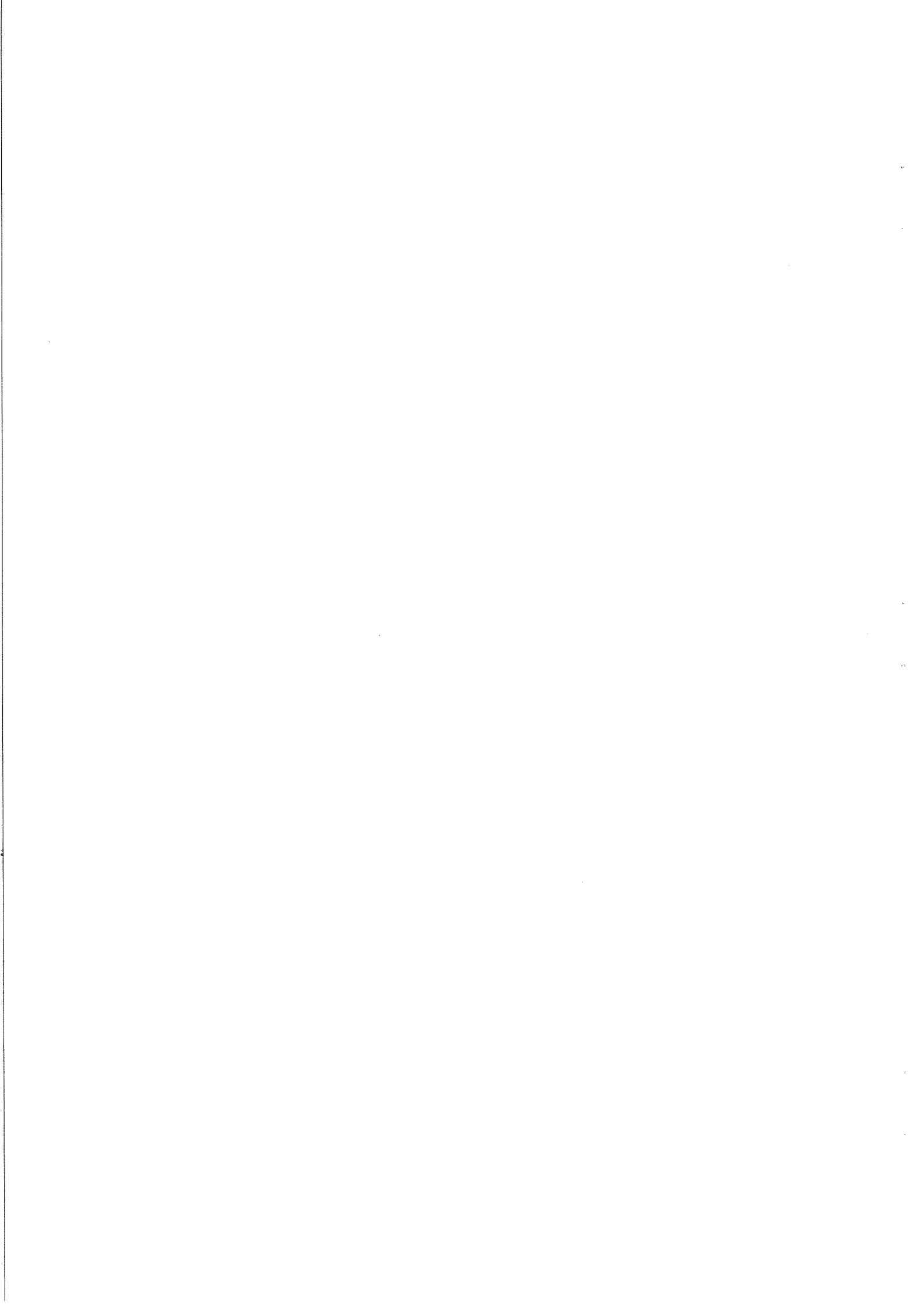
Language Instruction for Arms Control Inspections: The US Experience

Peter Kozumplik

A major area of concern to all of us today is how to deal with the language instruction that will be required for arms control treaty inspections. Our experience with the bilateral US - Soviet Treaty on the Elimination of Intermediate - Range Nuclear Forces has given us some experience that we would like to share with you. However, please bear in mind that our experience to date is a much smaller edition of what the United States will undertake with the START treaty and what we all will have to undertake when the CFE Treaty is signed.

I will focus today only on the problems of training the inspection team "interpreters" rather than on the language needs of the technical inspection personnel. But, to set things into context, I must sketch the capability of the US foreign language community.

The US Foreign Language Community

Looking first at the civil sector, the lack of foreign language instruction in our secondary schools makes our job in the Defense Department that much harder. Our universities aren't much better. Indeed, the median speaking proficiency for fourth and fifth-year students reading Russian in our universities is only at the STANAG 1+ level.

The lack of a basic foundation of foreign language instruction in the civil education system forms the basis for instruction done within the Defense Foreign Language Program. Here, our requirements for language personnel are concentrated within the intelligence community and are generally filled by enlisted personnel rather than officers. Within the Defense Department, we have about 14000 linguist billets - about two-thirds of which are within the signals intelligence community where only the passive skills of listening and reading are required. Personnel trained for and filling these positions rarely have the opportunity to travel within the target country to hone the active speaking skills.

To support this community, the Defense Language Institute Foreign Language Center (DLIFLC) graduates about 4000 students annually but very few personnel ever receive training beyond a basic acquisition course that graduates them with STANAG 1+/2 proficiency. Particularly in Russian, very few of our linguists have had either the requirement or the opportunity to use their speaking ability in face-to-face encounters.

Celebrating its 50th birthday next year, the DLIFLC supports the military language community with eight schools in Monterey staffed almost with native-speaking instructors that teach in 24 discrete languages and dialects. The Institute also operates a contract program in Washington that covers the remaining 47 low-density languages and dialects in which the Defense Department has requirements. Two and a half schools in Monterey and part of the Washington program are devoted to Russian instruction but, as I've already noted, this is focused at basic language acquisition.

Our emphasis in teaching has traditionally reflected the emphasis wanted by the bulk of our client community. Therefore, our instruction has typically focused at the passive listening and reading skills and at using language capability independently rather than having to interpret for somebody else.

This, then, is the basis from which we had to work in supporting treaty inspections and, to provide the very high level of capability to meet the new requirements, we had to build virtually from scratch.

The Initial Efforts

The US arms control inspection effort began in December 1987 with the signature of the bilateral US - Soviet Treaty on the Elimination of Intermediate-Range Nuclear Weapons (INF Treaty). The Joint Chiefs of Staff created an INF Task Force and this organization decided that each ten-man inspection team would require two capable enlisted interpreters. This generated a total requirement for 68 enlisted linguists for inspection duties.

Due to uncertainties concerning the length of time that it would take to ratify the INF Treaty (and because enough candidates were available who had graduated from the DLIFLC's 47-week Russian basic course), the JCS INF Task Force initially decided that the linguists would receive one week of intensive language instruction. This would focus on treaty-specific terminologies and usages and would be taught in Washington, D.C. during the first week of February 1988.

The military Services identified candidates for assignment to inspection duties and the DLIFLC conducted telephonic oral proficiency assessments of some 114 of them during January 1988. Since the candidates were deployed worldwide, this effort involved installing special rotary telephone lines, each terminating with two headsets and a tape recorder. Candidates then called in from their duty stations during preset hours and each was assessed by two qualified testers. Although their listening and reading proficiencies undoubtedly were higher, the median speaking proficiency of the candidates tested was at the STANAG 1+ level.

At the same time, the DLIFLC quickly obtained copies of the treaty texts and inspection protocols in both Russian and English and used these during January 1988 to develop the special one-week course. Due to lack of other experience, this course focused on scenarios that we ourselves deemed most likely to be encountered in transiting the Soviet Union, in socializing with Russian escort personnel, and in conducting the inspections themselves. The course development effort included special texts and audio tapes, flash cards and reference texts, reprinted inspection protocols in both languages, and both written and oral tests. Of some interest, special English-Russian/Russian-English glossaries of treaty-specific terminology were also developed and published.

Since the INF Task Force had directed the course to be taught in Washington, D.C., the DLIFLC made the necessary arrangements - ranging from cyrillic typing elements through Russian maps of the Soviet Union to classrooms, lodging, and vehicles - to conduct the course during the first week of February 1988. Materials, one officer, one noncommissioned officer, and 25 very experienced Russian instructors were then shipped to Washington. These instructors were mostly department chairpersons or mentor instructors and their deployment required the DLIFLC to defer for a week the programmed commencement of a 90-student basic Russian course.

A total of 68 students enrolled for first course iteration in February 1988. They were stratified by speaking ability into ten classes, each with two instructors dedicated to each class. The remaining four instructors simultaneously worked to modify course materials as required by the widely-varied student capabilities. Of those initially enrolled, 48 students completed the week-long course.

Sustainment

With its formation in late January 1988, the On-Site Inspection Agency (OSIA) replaced the JCS INF Task Force. The new organization is headed by a very competent linguist, Brigadier General Roland Lajoie, a former Defense Attaché to Paris, Commander of the Military Liaison Mission in Berlin, and Military Attaché to Moscow. To assist him in refining language requirements, the DLIFLC provided Major John Eschrich, associate dean of one of the Russian Schools in Monterey, to serve temporarily as the OSIA's first language training advisor.

Under this leadership, the OSIA took advantage of the six-month delay between signature and ratification of the INF Treaty to improve its language capabilities dramatically. Steps taken between February 1988 and June 1988 included:

- Providing two additional weeks of language instruction at Monterey for some 26 of the weakest graduates of the special one-week course. This additional instruction focused on upgrading the students' general language proficiency.

- Providing three additional weeks of instruction by the Foreign Language Training Center, Europe, for 18 graduates of the special one-week course who had returned to their units in Europe pending Treaty ratification. This instruction also focused on upgrading general language proficiency.

- Enrolling some 44 additional students in a two-week variant of the special one-week course. Taught in Monterey, this course was identical to that taught in Washington but it was preceded by a week of refresher instruction that concentrated on general language proficiency.

- Establishing a continuous language maintenance and enhancement program for the linguists assigned to the OSIA headquarters in Washington. This program was established by DLI Washington using its contract language training devices.

- Establishing a position for a full-time language training coordinator in the OSIA headquarters and filling it by hiring Ms. Irene Nehonov, a former DLIFLC Russian department chair.

As a result of these initiatives as well as the original instruction, the OSIA had about 100 interpreters with STANAG 2/3 speaking proficiency when the INF Treaty's base-line inspections commenced in July 1988.

To develop a replacement "pipeline," the OSIA also provided funding and directed the DLIFLC to develop a 27-week intermediate Russian course specifically aimed at treaty inspection requirements. Developed between September 1988 and March 1989, this courses aims to take candidates with solid STANAG level 2 proficiency in all three tested skills (the USA does not test writing proficiency) and bring them to STANAG level 2+/3 skills by graduation.

Four annual iterations with ten students each were programmed for the new special intermediate course and instruction began in March 1989. However, although the course was integrated and complete when fielded, it has frequently been modified since as the OSIA has provided additionl regular feedback as it gained experience in conducting actual inspections. Since inception, six iterations of the course have commenced, with a total initial enrollment of 43 enlisted students. A total of 37 of these students have graduated or are still in training.

New Requirements

Although a solid language training program was developed to support the INF during the 13 years of its duration, we face much greater language requirements to be imposed by other treaties that likely will result from the ongoing talks about chemical weapons elimination, strategic arms reduction (START), nuclear testing (NTT), conventional forces in Europe (CFE), "open skies," etc. We anticipate that treaties resulting from these talks will require capability in languages other than Russian and, indeed, in languages other than European in order to meet probable inspection protocols.

To begin meeting these additional requirements (particularly those that will be imposed by ratification of a START Treaty), we have been directed and funded to increase enrollment in the special intermediate Russian course by 30 more students in July 1990, by 40 more students in August 1990, and by 70 more students in August 1990. We have also obtained the Russian and English Joint Draft Texts of the START Treaty and the Russian and English Joint Working Papers of the START Inspection Protocols to assist us in modifying the special intermediate course yet again to accommodate the new procedures and terms that this treaty will require.

Lessons Learned

Working closely with the OSIA, we have learned (or, in some cases, relearned) several important lessons that we would like to share with you. First and foremost among these lessons is the fact that a new requirement has emerged. In addition to our traditional products of listener/-transcribers, interrogators, teachers, and attachés, we now have a clear requirement to produce interpreter/translators with a greater degree of language capability. Furthermore, whereas all of our previous products normally used their language capability directly to convey their own thoughts, the new products will have the very different requirement of using their language capability to convey the thoughts of others. We also have the challenge of producing this higher order of language capability in times far shorter than we formerly thought possible.

We have also found that the ideal treaty support linguist would:

- Have near-native fluency in each treaty language;

- Be an accomplished consecutive translator;

- Even though not a technician himself, have some detailed understanding concerning the procedures and equipment addressed by the treaty. He should also have some knowledge about the procedures and devices necessary to destroy or disarm the items covered by the treaty.

- Be mature and outgoing, able to interact comfortably and well with others. This implies essential understanding of cultural differences.

- Be self-confident and able to function well under stress.

- Be proficient in both the legal language of a treaty and the common language of the people involved.

Needless to say, these ideal individuals are rare - particularly in the quantities required. Indeed, the OSIA quickly learned that we needed to look beyond mere language capability. An individual's whole personality - his maturity, sense of responsibility, ability to deal with austere conditions, etc. - was even more important than his language capability. As a result, the OSIA now interviews and approves of each candidate nominated by his Service before he is enrolled in the special intermediate course.

Within the narrower field of language capability, we confirmed once again that competent listening and reading proficiency do not necessarily equate to competent speaking proficiency and that high speaking proficiency does not necessarily mean that the speaker can interact with others or accurately convey the thoughts behind what the other party actually said. Furthermore, as any translator knows, only when you have no idea at all regarding what is going on will you translate the actual words used.

We have additionally noted that, since all trained to date have been graduates of our 47-week Russian basic course, we needed to add more emphasis on speaking skills throughout that course without increasing its length or decreasing the results that we have been achieving in the listening and speaking skills.

We also found that the instructors who teach the course need wide and varied experience. As a result, we are now using an admixture of experienced instructors, recent émigrés from the Soviet Union, and people who have actually served on inspection missions with the OSIA. As an example, the officer in charge of the course and several of his key noncommissioned officers have been detailed to the OSIA for inspection tours to ensure comprehensive understanding of what is really required.

With regard to pedagogy, we have found structured out-of-class situational exercises - for example, having the students perform escort duties at the base exchange (general store) and local airport and to host both formal and informal lunches - to be very effective.

Finally - and perhaps most importantly, we originally developed the special intermediate course with a heavy emphasis on treaty-specific requirements. However, experience has taught us to decrease the treaty-specific quotient and increase the time and effort devoted to enhancing general language proficiency.

Conclusions

The new arms control era that is about to burst upon us - "turning swords into ploughshares" as my German colleague noted yesterday - offers radically new avenues to achieve national security. Indeed, I submit that we are on the threshold of a change in the strategic environment even more fundamental than that which occurred in 1945. Instead of clobbering our enemies - a very traditional military mission - we now will be afforded the opportunity of inspecting him to ensure that he cannot clobber us.

This is a whole new way to employ military force. But it requires language capability beyond what we have ever required in the past unless we are to surrender the initiative completely to the other side. Acquiring this high language proficiency and the requisite interpreting skills (skills that must be based firmly on cultural awareness) takes time - lots of time.

Our experience with INF Treaty inspections has confirmed once again that last-minute fixes make very poor long-term solutions. The success of future treaties, the success of the whole new international relationships that will be built upon them, and, indeed, our very national and collective security, depend directly on the measures that we take now.

Audiovisual Media in the Basic Initial Language Training Course

Carlos Rey Terrón

Mr. President, Ladies and Gentlemen,

It is a great satisfaction for me to speak to you on behalf of the Joint Language School of the Spanish Armed Forces. I hope to explain, as briefly as possible, some ideas about using audiovisual media when teaching the basic initial cycle.

1. It's quite common to hear well educated adults with a normal capacity for learning, talk about their imperious need to know a foreign language, and that could mean any or all of the following skills: speaking, listening, reading or writing. Normally the stress is placed on speaking, and always with the aim of using the new language creatively.

   This strong desire is, unfortunately, very often accompanied by a deep feeling of frustration. In a few words, more often than not, adults with an intermediate or advanced education and good social status feel themselves to be socially or professionally limited by their lack of foreign language skills.

   This awakes in us, teachers of a second language to adults, a double challenge:

   - to teach a foreign language as a live and practical system,

   - to give our pupils self-confidence and conviction in their strength.

   Only by accomplishing these two objectives can we enable our students to employ the received knowledge and to live, within the natural vocabulary restraints, in another language system, with all its consequences, depth and participation. We must make them feel at home while they express themselves and think in the new language.

2. The very first steps in teaching a language mark, to a high degree, the subsequent failure or success in the easy, practical and adequate use of the structures and words of the new system. Consequently, it is necessary for us to meditate, as our first planning step, on:

   - what we really want,

   - what problems will arise,

   - what means are available to solve the expected problems.

   a. The objective is clear: to teach in a limited period of time, normally quite short, a language with the best possible results. This involves people undertaking a large effort to achieve live and appropriate use. On the other hand, the would-be student should show a certain aptitude for foreign language learning, as well as the skill level of a normal speaker in his mother tongue.

b. Here we discover that our own language in this teaching-learning process is a privileged element. It gives us access to communication and thought, but, at the same time, it tends to enclose us within a communication system of thoughts that belong to it. In this sense, our mother tongue acts as a powerful brake.

The new language we are trying to learn appears as a fragmentary system we have to catch on the wing, by bits, making an enormous effort that requires firm confidence in better results with each following day.

All the above brings about a strong stress that we must get used to living with.

The learning process demands that we be humble and accept our inferiority when speaking with natives. On the evidence that always, in an academic environment, our points of view will be worse explained and served by the new structures than the teacher's point of view. We have to think that what we have, though small, is already as important as what we will learn in the future.

Languages are the key to culture. To be able to use them requires a huge effort that students tend to avoid by seeking a hypothetical way of minimal or even no effort for total or maximal productivity.

When reality comes home to roost and results are measured, instead of a desire to solve the problem, abandonment and disenchantment appear.

We must also overcome a strong feeling of isolation. In order to do this, the necessary and adequate basic concepts and vocabulary must be delivered soon enough. This way, the students can maintain a conversation which gives the pupil a practical and tangible, although limited result and helps him to master the first difficult steps.

c. Knowing a language is to be able to decode the spoken and written expressions of other people and produce our own spoken or written expressions that can be adequately decoded by others. Therefore, the four skills: speaking, listening, writing and reading have to be developed at the same time from the first moment, and so, each new acquisition must be made simultaneously in these four aspects.

When teaching or learning a new language we find ourselves up against a system which, like our own language, knows only its own order, and it is absolutely impossible for us to invent or add some personal creation, for the arbitrarity of a language is a collective one. And we must surrender to the new system as it is, not as we would have it.

We discover that ideas can vary from one language to another with respect to its order or structural representation, but the ideas themselves that are served by these forms are the same. And this is an important foundation for the educative process. By basing our effort on the idea as a significant expression, we can understand the language that has become its vehicle. We use and understand the foreign language as an association of comprehensible ideas, without any need for simultaneous mental translation, in other words, in a direct and living way.

We have to get used to a new analysis which belongs to the new language, and the contents we need to absorb are many and varied. To do this it becomes necessary to regulate and graduate this process by chosing what to teach, when and at what rate: all this within the clear and concrete idea of working with a whole:

- Where do we want to be at the end of the process?

Learning a foreign language presents some initial moments that are absolutely critical; moments in which we can favour or hinder acquisition of the will to any further achievement.

3. As a result of the above ideas, and according to them, courses can be planned with a first initial phase in which students acquire the basic vocabulary and structures that allow them to employ the language they study actively from the first minute and with concrete results as a reward for their effort.

   a. In this initial basic course, success lies in the simultaneous use of all the available audiovisual means together with other classes for structure explanation, conversational practice and support.

      - Audiovisual media: we can employ slides jointly with the text they give life to, video-methods and the language laboratory.

      - Structures must be taught globally, with special emphasis on their capacity to organize the language. We must always search for their general usefulness, and they have to be immediately and conveniently explained and used in the course of the day.

      - Conversational class is planned as a logical and direct application of the structures and vocabulary learned each day.

      - The support class develops and presents exercises that go over concepts that the other class teachers notice have been poorly or weakly absorbed during their sessions that day. It compliments and repeats the subjects. Normally this work is done in language laboratory.

        Spelling is learned simultaneously with the phonetics and meanings of the word.

        This initial course lasts approximately two hundred hours, and is followed, in case it is needed, by other specialized courses that are tailored to the specifications of the students' needs.

4. Means: This early phase of language teaching is principally based on the associative system, by which the student is introduced into the target language; it is an immersion process. The student is not given the opportunity to translate. We want the mental association between the situation/idea and the words/structures. To get the best result in achieving this automatic association it is necessary to be deeply immersed in the situation. Reaching this condition can be aided by the use of audiovisual media.

a. Everybody knows that a given language is the fruit of the efforts and mistakes of all its speakers. It faithfully reflects the civilization it serves as an instrument to express thought. Therefore, thought is intimately bound to language. We speak our mother tongue spontaneously, by habit. If we examine what we do, we discover that it is an assemblage of gestures we know but cannot explain most of the time.

b. We create an imperious need to imitate the gestures of the other system's speakers in our students: a need to recreate the tone, rhythm and sounds of the new language.

   Auditive memory has to be developed by trying to set the analogies. This makes the process richer and more complex while the structures become affianced to the pupil at the time he composes his "new" language. A new difficulty arises in the necessity to correct and polish his creation tying it to the language's rigid logic, which is difficult to assimilate and which is no more than another conventional and arbitrary way to order reality.

c. In this context, audiovisual means constitute a limited redundancy by repeating the newly delivered language information. This iteration allows the students to understand despite the many difficulties they are dealing with. Moreover, by these audiovisual means, situations in which words and structures are absorbed, understood, used and reused are generated according to the requirements of the action-reaction of any live organism in its habitat.

   - Slides and corresponding recorded sequences: Their efficiency lies in the fact that the information is presented in a logical picture sequence introducing stories and dialogs divided into a presentation or beginning, development and an end. These dialogs are planned following an adequate explanation of easy and general structures, which are presented by expressions that correspond to the action. Of course it is all conventional, but, once assumed, the proposed method is followed through structures and vocabulary that are progressive; the material has been selected by specialists in order to teach the needed words and the most common idioms in succession, since they are the most fruitful ones. Repetition makes memorization easy. Iteration continues until the teacher judges the result to be adequate and a control should be done at the end of the session.
   Students tend to tightly link the words with the images served by them.

   - Video-Tapes: Understanding is perceiving. We must speak to learn. We have to articulate to really understand. The situations, in which language takes its maximal expressive strength, have to be delivered as suggestively as possible. A powerful means to help us do that are the video-recorded methods. As is well known, several excellent video productions are now available.

   These methods' main advantage is the fact that following a moldable model and life's rhythm they present the target language to the students as a life picture, without stopping the action.

The main inconveniency occurs in the irregular measures of the sequentially proposed tasks. Another problem is the difficulty in directing the action, dialogs, structures, times and the quantities of information that students can deal with at one time.

Video presents the language as a system designed to express mankind's experience, as a system that encloses the action, the emotion and the sensation. Video creates a feeling of reality.

- Language Laboratory: Much before we try to say something interesting, we have to start copying simple structures and sentences. Listening is, by itself, an act of appropriation. Listening and the word are head and tail of the same action. Perception is indeed an act of articulation. In the laboratory we repeat all the basic elements proposed to us. The more often we repeat, the better we learn.

In the language laboratory the student starts trying to correctly manipulate structural and phonetic patterns.

The possibility of hearing themselves helps the pupils to correct their production. The presence of a monitor who intervenes with appropriate exercise proposals, listening to the students and advising them is necessary. He is in charge of measuring, following and correcting the students.

In the laboratory, students can listen to themselves. They can judge the results with objectivity. Their possibilities, pronunciation and intelligibility are tested. The advance is evident. Structures and vocabulary are worked over first by repetition, then by substitution, and finally by productive exercises.

5. The student and the teacher

It could be interesting too, in this small explanation I am trying to give, to have a look at the student/group reality when giving intensive first immersion courses. The interaction between the teaching process and the students' continuous judgement of the situation is really worth examining.

a. In fact, to be a student in such a course, with the intensiveness and depth that are demanded, is a new experience for many people. Due to the various causes that work on the process, this new experience can create conflicts beyond the natural ones of a linguistic nature.

We have to take into account the fact that our study group, as established, can be composed of people used to a common activity in an environment where distinctions of rank or age are usually respected and demanded. In this new situation, a new category is established that follows the adequacy of the results in language performances. The latter is, in great measure, dependent on the student's language study capacity, which is not acquired but inborn and, therefore, the student is obliged to take advantage of his own personality, and to accept the situation as a good sport. The acceptance of the above influences the conversational classes to a large degree.

There is usually a group leader in these classes who is normally the individual with the highest social rank. He is not elected by the other students and his position does not depend on his language progress. When the language performance of the group leader is not optimum there may be a new interference within the group that could affect the dynamics of a conversational class.

The man that sits in a class to learn a new subject is not the same as he was a second before. Because of this, teachers have to assume that people change, at the same time as they realize that people in this situation are more sincere and have more open and primary reactions.

b. The teacher, as an important group component, has to be comprehensive, impartial and just when directing the class. He has to be a good connoisseur of the language, very keen in listening and, if possible, he has to scarcely speak during the audiovisual classes, which ought to be an imitation of life, but with the possibility of correcting errors that life doesn't actually give. The teachers' corrections should be limited to only giving a judgement on the students' performances not giving explanations. The only permissable model is the one presented by the audiovisual means, and in this way, the students are introduced into an unavoidable situation, artificial but active, which they cannot escape until class is over.

Tension is created by the effort, lack of knowledge, doubt and permanent insecurity about producing, substituting or composing the sentences. The teachers must be conscious of this, and reconduct the erroneous situations to normal patterns, and assent by quiet gestures, without any definitive meaning, and without terminating a possible incomplete learning process.

The process is always moving ahead, always aiming at better results.

The teacher must study the students' qualities during the first lessons: personality, memory, vision, reasoning ability ..., and he has to structure the process by developing exercises to reinforce and enhance the individual students' capacities whenever possible.

Immense patience and appropriate techniques are to be applied to develop good comprehension and pronunciation by the students. The teacher has to smile often and always demonstrate happiness at any student's achievement. It is worse to not give approval than to go too far with the congratulations. The teacher's voice has to be trusty and clearly expressing different degrees of approval at any given moment.

6. Conclusions

We change image into sound by employing audiovisual media. Once a pattern is well understood it should be exploited in subsequent grammar, conversational and support classes.

After approximately two or three days the student will have already learned to use the language laboratory and can then start conversational lessons. These first lessons regularly have to work on intimate subjects, so that the students can speak about themselves whenever they want. The speech is recorded and the teacher listens to it and corrects any mistake. The student can hear himself and produce a result he can evaluate.

It is thought that memory is better in a child than in an adult. We often forget the amount of time children have used to learn the language they speak. In addition, we must remember that the adult can take advantage of associative memory, based on his own life experience. On the other hand, children don't have prejudices, and they are not influenced by the possible failures an adult may have suffered when learning new languages in the course of his life. Adults may also think they will not be successful because they are too old.

Logic, system and personal commitment will help student and teacher overcome the real disadvantages and inconveniencies caused by the intense effort demanded, the character of the new system, its foreign personality, the composition of the new study group or, among others, the conflicts with long established habits that may present themselves. Intensive language teaching for adults must be based on an intensively active initial period, that breaks down established patterns and generates new circumstances and habits.

Thank you very much.

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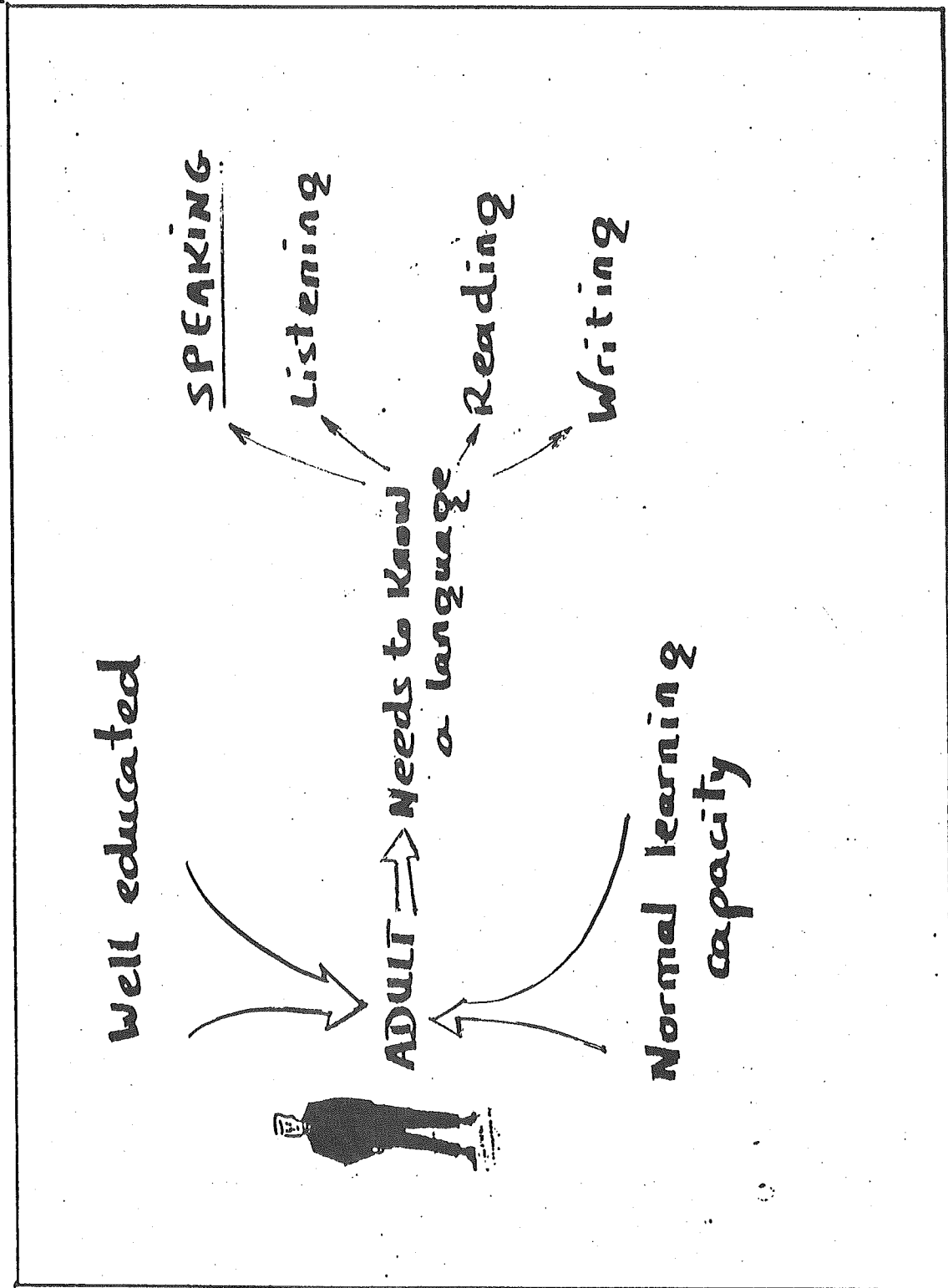
"Teacher's double challenge":

~ To teach language as a live and practical system.

~ To give self-confidence and conviction to his pupils.

First planning step:

* what we really want?

* what problems will arise?

* what means are available
  to solve expected problems?

Our own language ≃ privileged element

• It gives : access to communication
          and thought.

• It tends to: enclose us within itself-

The new language ......: appears as a
                           fragmentary system

• " We have to catch it on the wing "
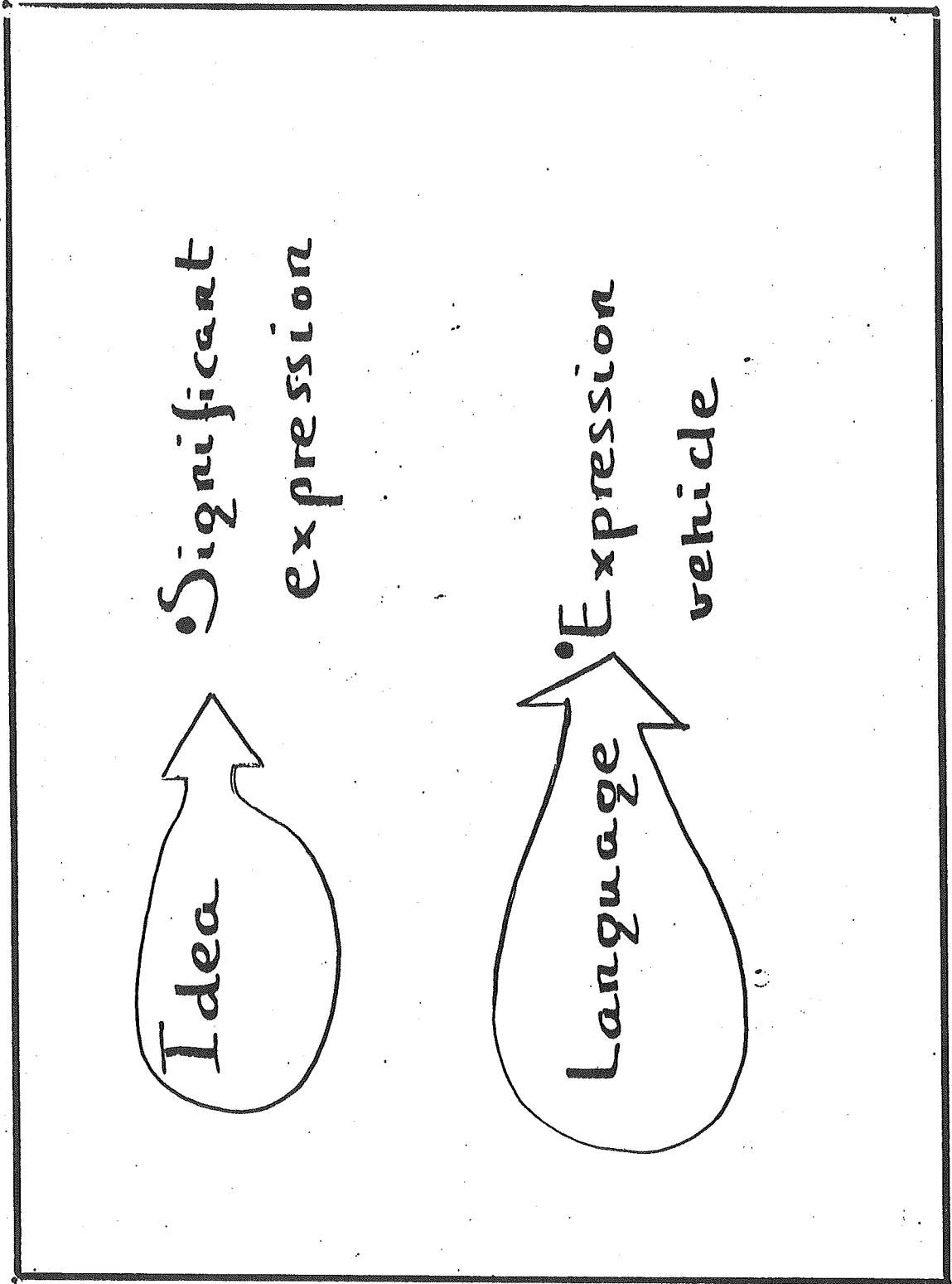
• It is necessary to choose :

  • What ⟍
              To Teach
  • When ⟋

  • At what rate
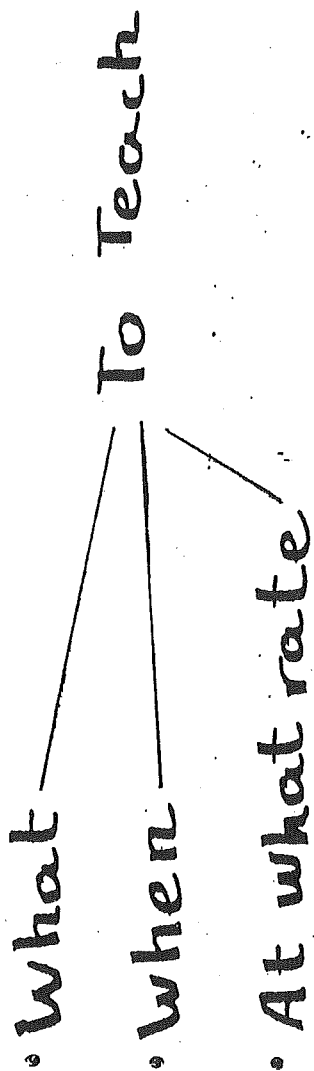
Where do we want to be at
the end of the process ?

Success in the initial basic course
lies on :

✓ Use of all available audiovisual
means.

✓ Structure explanation.

✓ Conversational practice.

✓ Support.

Audiovisual media → idea vehicle
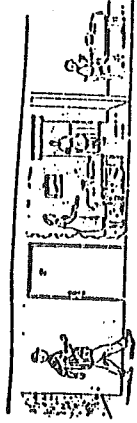
✓ slides + text
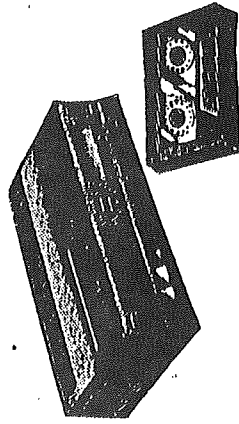
✓ video methods
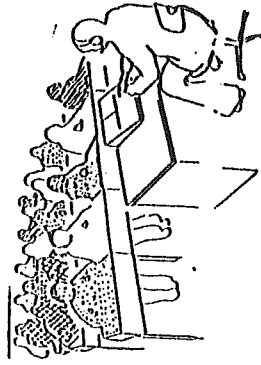
✓ language laboratory

To learn a language we need :

• to imitate ↙ tone
         ↘ rythm
           → sounds
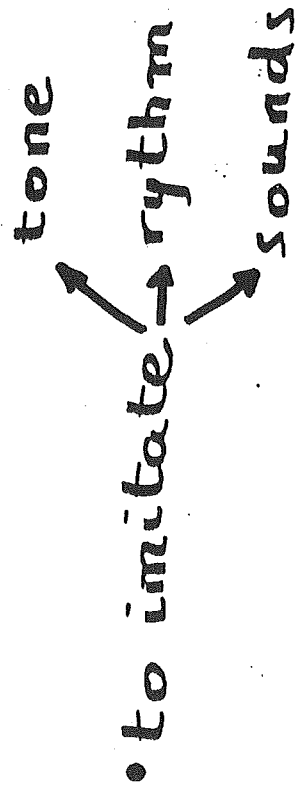
• to set analogies

• to correct the student's performance

/Slides = .students tend to tightly link
the words with the images

/Video = .present the target language
as a life picture, without
stopping the action

.creates a feeling of reality

Language laboratory :

.permits language manipulation TO
THE
STUDENT

.permits to hear themselves

.permits to judge the results

Audiovisual class ought to be an imitation of life, but with the possibility of correcting errors that life does not actually give.
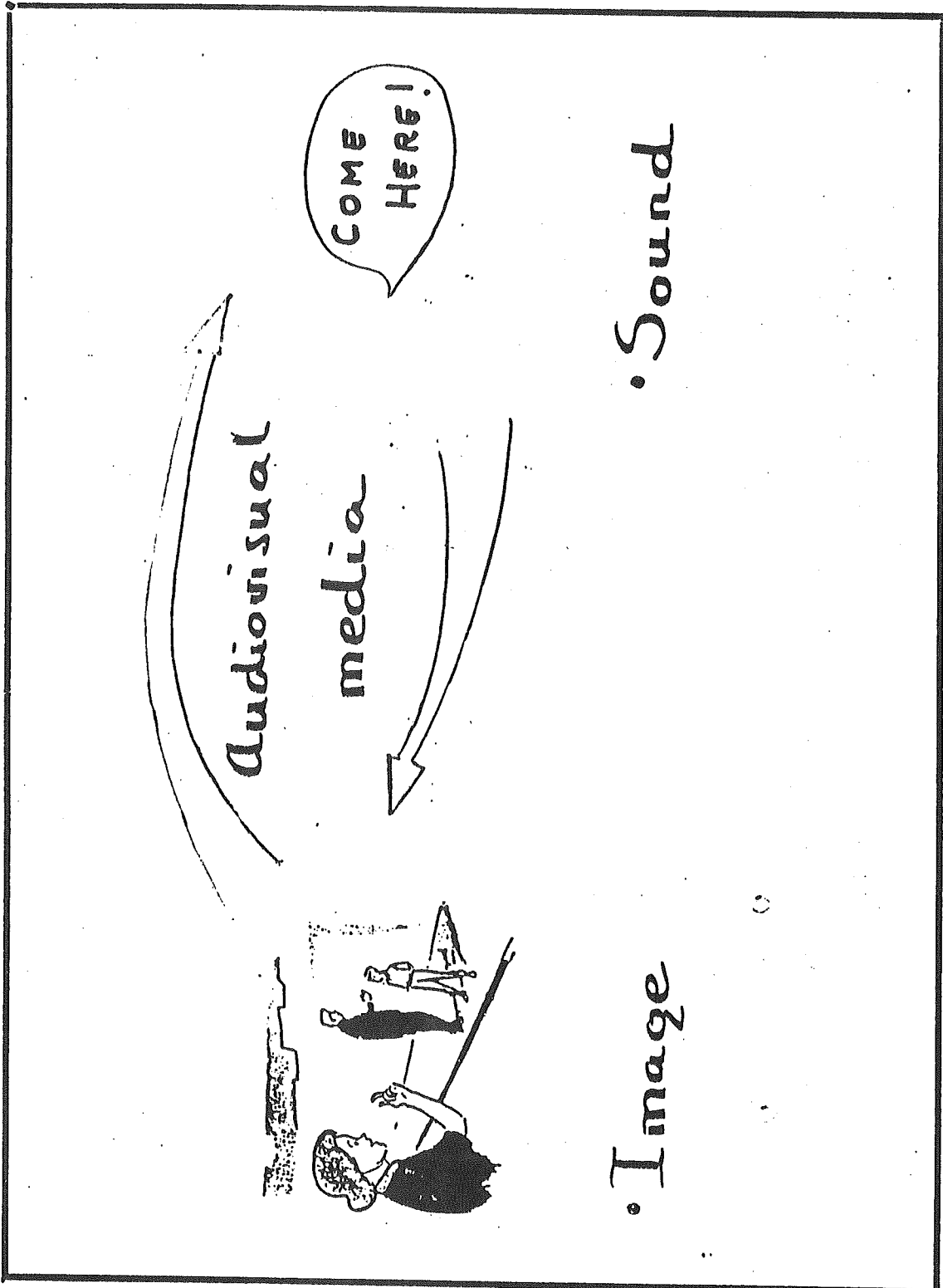
Second Language Training within the Canadian Forces Training System

Bruno Jobin

Outline

1. Introduction

2. CFTS Roles and Responsibilities

3. CF SLT Course Structure

4. CFITS Model and Application

5. Sitrep on CFEC and CFFC

6. Conclusion

Mr. Chairman, Mr. Secretary, Distinguished Members of BILC, Ladies and Gentlemen,

This is a privilege and a great honour for me to address such an impressive and selected audience. On behalf of the Commander of Canadian Forces Training System, I am proud to introduce the curricula used for second language training purposes in the Canadian Forces.

At first, I would like to introduce myself and the organization I belong to. I am the pedagogical coordinator of the Second Language Training Program at Canadian Forces Training System Headquarters. Under the supervision of the Senior Staff Officer Language Training, my responsibility consists of planning, tasking, coordinating and controlling the design, development, implementation and evaluation of curricula and tests related to second language training.

My 10 minute exposé will culminate in a comprehensive and concrete presentation of the Canadian Forces French curriculum material intended for teachers and students. That presentation will be conducted by Mrs. Guylaine Hagarty who is a French teacher acting as a project officer in Canadian Forces Language School Ottawa.

Before addressing the issues related to the curriculum itself, you will kindly allow me to specify the two main roles and responsibilities of Canadian Forces Training System (CFTS) as designated command with respect to second language training of Canadian Forces members. First is second language training course conduct, and second curriculum and test design and development.

CFTS is responsible for conducting second language training courses in three major schools, namely Ecole de Langues des Forces Canadiennes Saint-Jean, Canadian Forces Language School Borden and Canadian Forces Language School Ottawa. The latest, as you know, is also involved in foreign language training. The maximum capacity of those three units exceeds 75 % of all Canadian Forces clientele attending language training on a full-time basis.

On the other hand, the three operational commands (Air Force, Navy, Army) conduct courses on a full-time basis but on a smaller scale in a total of ten language training centres disseminated "a mari usque ad mare". As far as the three military colleges are concerned, they provide second language training on a part-time basis, throughout the conduct of the academic program of studies for officer cadets.

Besides its major involvement in second language training course conduct, CFTS is also responsible for designing, developing and providing to all above-mentioned agencies (schools, centres and colleges) the French and English second language training curricula and related tests. I will later on briefly update the situation that prevails in this regard.

In early 1989, facing the implementation of the revised Military Second Language Training Plan (MSLTP), training system was tasked to develop and adapt the curricula in order to fulfill the requirement stated in the second Language Training Specifications for Tests and Curricula. That document, promulgated by the Director Language Training (DLT) in 1989, was presented with some details yesterday.

Now, in order to establish a clear relationship between those specifications and the actual French and English curricula, I will stress in a few words the Canadian Forces Second Language Training Course structure itself within the application of the Individual Training System (or ITS) model. The statement of that relationship will prove to be relevant to a proper understanding of the nature and scope of the French curriculum itself. It may also clarify some questions you might have at this very moment with regard to the complete picture of our language training universe.

The Canadian Forces Second Language Training Course structure consists of a total of 1250 hours maximum that are allocated in terms of Instructional Time Credit (ITC) to each individual in order to progress from a zero level of second language proficiency to a functional level of 3. The objective as far as language training is concerned is to train CF members up to the level 3 and not beyond. May I recall here that a level 3, for instance, means an equal proficiency of 3 in each of the 4 skills (listening, speaking, reading and writing).

Our definition of each level (1, 2 and 3) is basically equivalent to the level definition contained in the STANAG, although the proficiency referred to is evaluated here in terms of communicative performance, as stated in the specifications under the communicative proficiency level descriptions.

This course structure presents a multiplicity of entry and exit points that correspond to each curriculum segment of 125 hours. In relation to the course, tests are developed for different purposes such as selection, placement and achievement or performance evaluation. I will quickly recall the purpose of each test.

The selection tests assess whether or not a given candidate should be loaded on a language course.

The placement tests allow a selected candidate to enter the program at any given point within the 3 phases.

The achievement tests assess the student's progress within a phase, after 125 hours of training.

The performance checks assess the level achieved by a student at the end of each of the 3 phases. Such a fragmented course structure is intended to serve different course purposes such as MSLTP block or continuous courses, as well as part-time courses conducted on a national basis under the decentralized MSLTP.

The course structure is governed by a Course Training Standard (or CTS) that contains, besides course management and trainee evaluation details, a statement of the 3 communicative performance objectives (or POS) that correspond to level 1, 2 and 3. Further down in the individual training system process, a Course Training Plan (or CTP) is designed, that allows to subdivide the initial POS into Enabling Objectives (or EOS). The establishment of a sequence of EOS then determines the curriculum progression and the pedagogical material organization. Those EOS are functional by nature as they are derived from the military task list contained in the SLT specifications, and the standard of each EO is defined in terms of sociolinguistic, discourse, linguistic and strategic competencies, which are the 4 components of our communicative language proficiency model.

I will now briefly update the situation that prevails with respect to curriculum design and development for English and French. On the English side, CFTS is now proceeding with the ITS design of the new Canadian Forces English Curriculum (CFEC). The work has been initiated lately in our school in Borden but no material is available yet. The development process is expected to keep the school busy for the next couple of years. The first step is the production of a CTP. On the French side, the adjustment of the Canadian Forces French Curriculum (CFFC) has been completed by our school in Ottawa. It is now suitable to fulfill the requirement of the new course structure. It is foreseen that, in the next future, the actual curriculum will be revisited in order to allow the application of the Course Training Plan (CTP) concept which was defined earlier.

Before giving the floor to Mrs. Hagarty for a comprehensive and concrete presentation of the CFFC, and as a conclusion to my exposé, I would like to comment publicly on the French language performance of a former English CF member who was a student I had when, from 1976 to 1979, I was a French teacher in the Bundesrepublik Deutschland. Dear Mr. Walinsky, Herbert if I may, there is no doubt in my mind I would have been a more successful teacher if I had had, at that time, as a teaching tool, the curriculum material our teachers are now provided with to teach French: I mean the Canadian Forces French Curriculum (CFFC). Thank you.

The Canadian Forces Basic French Course

Guylaine Hagarty

Mr. President, ladies and gentlemen. I'm very pleased today to have the chance to present to you the Canadian Forces French Course.

It has taken a year and a half for the language school here in Ottawa to adapt the Canadian Forces Basic French Course to the new specifications established by DLT concerning military second language training. I would like to add that after a year of use in our school in Ottawa as well as in many language centres across the country, the comments we have received have been very positive, and the success achieved by the students, excellent.

The course itself is composed of 25 "Modules" and is 1250 hrs in length. The time allowed for a "Module" is about 50 hrs, or between 15 and 18 hrs per "Thème". Each "Module" represents different topics related to tasks performed in a military environment. They are first introduced by a "Feuille de route", then divided into "Thèmes", with each "Thème" presenting a different communicative objective. Within each "Thème", there is a "Dossier du professeur", a "Dossier de l'étudiant" and a "Prérequis" (Annex A).

The "Feuille de route" is a guide for the student which is introduced at the beginning of each "Module". Before starting a "Module", the student refers to that page in order to prepare himself adequately in advance, prior to the introduction of the new "Module" in the classroom. In the "Feuille de route", three activities are considered:

- "A lire", which refers to grammatical explanations which are contained in each "Thème", and some "Variantes d'énoncés" that must be read at home;

- "A trouver", which lists various documents the student will have to find outside the classroom in order to be able to perform many of the activities included in the "Thèmes"; and finally

- "A faire", which specify those exercises to be done in the "Prérequis". These exercises are relatively simple and follow the grammar pages suggested in the section "A lire". They are aimed at preparing the student to handle the new structures to be taught (Annex B).

In a "Thème", the teacher's and the student's books are composed of communicative activities dealing with the four skills (speaking, listening, reading and writing). This material is accompanied by a cassette.

For each "Thème", in both the teacher's and student's "Dossiers", there follows a "Document d'illustration", which presents, in the form of a dialogue, the new content of the "Thème". The dialogue is also presented in the cassette prepared for the "Thème" (Annex C). There is, moreover, a "Feuille d'exploitation" for the use of the teacher, which permits the teacher to discuss the content of the "Document d'illustration" more fully with the students as well as to solicit real-life examples provided directly from the experience of the students. Such material is used subsequently during the "Thème" by the teacher according to the different situations that arise in the classroom (Annex D). In addition, there is a listing of either specific words or phrases in a "Vocabulaire utile" which

is presented in order to familiarize the student with new vocabulary used in the lesson (Annex E). Finally, the actual communicative activities complete the "Dossiers" (Annex F).

A further method for reinforcing the student's speaking, listening, reading, and writing skills is the "Prérequis". It is first used to prepare the student prior to a new "Thème" as requested in the "Feuille de route", and then progressively in parallel with the "Dossier du professeur" and "Dossier de l'étudiant".

These exercises are to be completed at home or during a period of "auto-apprentissage". They are not mandatory (except for those which are specified in the "Feuille de route") and are presented as support material to the "Thèmes". The students are to use them according to their needs and capacity. It is also important to mention that the "Prérequis" is for the student's use alone and provides a "Corrigé" (answer) to the exercises (Annex G).

In summary, the changes brought by the new Canadian Forces French Course can be observed at three levels.

- For the teacher. The actual preparation time has been reduced noticeably, allowing more time for other pedagogical duties such as individual attention. At last, the teacher can provide students with a proper follow-up of what is taught in the classroom and that, in a personalized way.

- For the student. The language objectives for each student are clearly identified at the beginning of the course. From this starting point, the students understand that they must be involved in a very active way in their learning. This is especially important as the courses aims at satisfying each student's career needs, and personal interests. Within this context, the teacher "personalizes" the course itself by drawing on the material and information which the students bring to the classroom. By making the students responsible for their own learning, their involvement in and satisfaction with the course is enhanced.

- For the organization. The material is a complete, ready-to-use package for new teachers. Only a minimum of additional training is necessary to ensure that all objectives of the course are met. Further, amendmends to up-date the material have been considerably reduced because of the adaptability of the activities.

CFFC adapté

Composé de 25 modules
(1250 heures)

Phase I Modules 1 - 5 250 heures	Phase II Modules 6 - 15 500 heures	Phase III Modules 16 - 25 500 heures

Module "X"
(± 50 heures)

(de 2 à 4 thèmes / entre 15 et 18 heures par thème)

Thème 1	Thème 2	Thème 3

1 dossier du professeur
1 dossier de l'étudiant

feuille de route
activités communicatives

1 dossier de prérequis

exercices de type linguistique
à faire en auto-apprentissage

à l'école
à la maison

Objectifs communicatifs Niveau 1	Thème 1	Thème 2	Thème 3	Thème 4
Module 1 Échanges sociaux	Réagir et communiquer des renseignements qui nous identifient ou qui identifient une autre personne.	Réagir et échanger des civilités.	Réagir et communiquer des renseignements personnels; formuler des questions dans le même sens.	Répondre à des besoins dictés par les relations sociales; réagir à des demandes et en formuler.
Module 2 Renseignements personnels	Répondre à des exigences administratives: réagir et communiquer des renseignements personnels concernant son travail; formuler des questions dans le même sens.	Répondre à des exigences administratives et à des conventions sociales de base: réagir et communiquer des renseignements personnels concernant son travail et sa famille; formuler des questions dans le même sens.	Répondre à des exigences administratives et à des conventions sociales de base: réagir et communiquer des renseignements personnels qui concernent son état physique et ses intérêts en ce qui a trait aux sports et aux loisirs; formuler des questions dans le même sens.	
Module 3 Services courants	Informer et s'informer sur des situations de la vie courantes telles que l'identification d'une personne ou d'un objet, l'heure et les biens de consommation (quantité, prix).	Réagir et répondre à des demandes de services courants telles que l'indication de la direction, de la distance et l'identification des lieux; formuler des questions dans le même sens.	Réagir et répondre à une demande de service courant telle que l'itinéraire d'un moyen de transport et formuler des questions dans le même sens.	
Module 4 Messages	Réagir à une demande d'information, formuler ou rédiger de courts messages.	Communiquer des renseignements relatifs à une activité spécifique et formuler des questions dans le même sens.		
Module 5 Itinéraire	Présenter et expliquer un itinéraire sans l'aide d'une carte.	Comprendre et donner des renseignements utiles pour comparer deux itinéraires.	Avec l'aide d'une carte, situer un endroit précis, comprendre et donner des indications simples pour se rendre à cet endroit.	

PRÉREQUIS À L'APPRENTISSAGE

FEUILLE DE ROUTE

MODULE 2 : RENSEIGNEMENTS PERSONNELS.

	À LIRE	À TROUVER	À FAIRE
THÈME 1 "Votre nom?"	-lexique -variantes d'énoncés -tableaux grammaticaux	-fiches et formules de renseignements personnels connues et utiles	-fiche de renseignements personnels à remplir -exercices 5, 8, 10, 12, 14, 16.
THÈME 2 "Vous êtes marié?"	-lexique -variantes d'énoncés -tableaux grammaticaux	-photos de famille	-fiche de renseignements personnels à remplir -exercices 6, 10, 11, 14, 15, 16, 18, 20, 24, 26.
THÈME 3 "Je suis en pleine forme."	-lexique -variantes d'énoncés -tableaux grammaticaux		-fiche de renseignements personnels à remplir -exercices 9, 11

(Extrait du Module 2, Thème 2)

UNE RENCONTRE AMICALE.

B- Est-ce que tu as des enfants?

A- Oui, j'ai une fille et un garçon : Nathalie et Thomas.

A- Et toi?

B- Moi?
Je suis marié.
Je n'ai pas d'enfants.
Ma femme travaille.
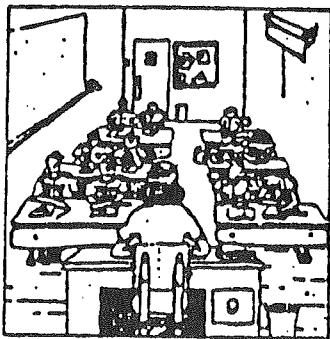
A- Qu'est-ce qu'elle fait?

B- Elle enseigne.

A- Où ça?

B- Ici, au Collège militaire.

A- Est-ce qu'elle connaît le lieutenant-colonel Gagné.

B- Certainement.
C'est son patron.

(Extrait du Module 2, Thème 2)

EXPLOITATION DU DOCUMENT D'ILLUSTRATION

IDENTIFIER:

-le sujet

-l'idée principale

-les faits généraux

QUI?

QUOI?

OÙ?

CONTEXTE : FAMILIER? FORMEL?

ÉTAT CIVIL?

Où travaillez-vous? Que faites-vous?

Vous êtes marié / e?

Vous avez des enfants?

Comment s'appellent-ils?

Que fait votre conjoint?

Où travaille-t-il / elle?

Vous êtes membre d'une association professionnelle?

(Extrait du Module 2, Thème 2)

VOCABULAIRE UTILE

État civil :

> célibataire
> décédé
> divorcé
> marié
> séparé
> veuf-veuve

Liens de parenté :

> beau-fils
> beau-frère
> beau-père
> beaux-parents
> belle-mère
> belle-fille
> bru
> cousin
> cousine
> fils
> fille
> filleul(e)
> frère
> garçon
> gendre
> grand-mère
> grand-père
> grands-parents
> mère
> père
> petits-enfants
> petite-fille
> petit-fils

Documents

Expression orale

(Extrait du Module 1, Thème 3)

DOCUMENT 2 : LES PETITES ANNONCES

ACTIVITÉ 20

À partir des petites annonces dans les journaux locaux, simulez une rencontre avec une personne qui postule l'emploi annoncé.

- Identifiez-vous

- Échangez des civilités

- Communiquez des renseignements personnels au sujet de l'emploi

> Note au professeur : Encouragez les étudiants à chercher dans les journaux des emplois connus ou des emplois qui les intéressent.

(Extrait du Module 2, Thème 2)

DOCUMENT 2 : "PHOTOS DE FAMILLE."
ACTIVITE 1.

Apportez en classe une photo des membres de votre famille et présentez-la à votre groupe.

(Extrait du Module 2, Thème 2)
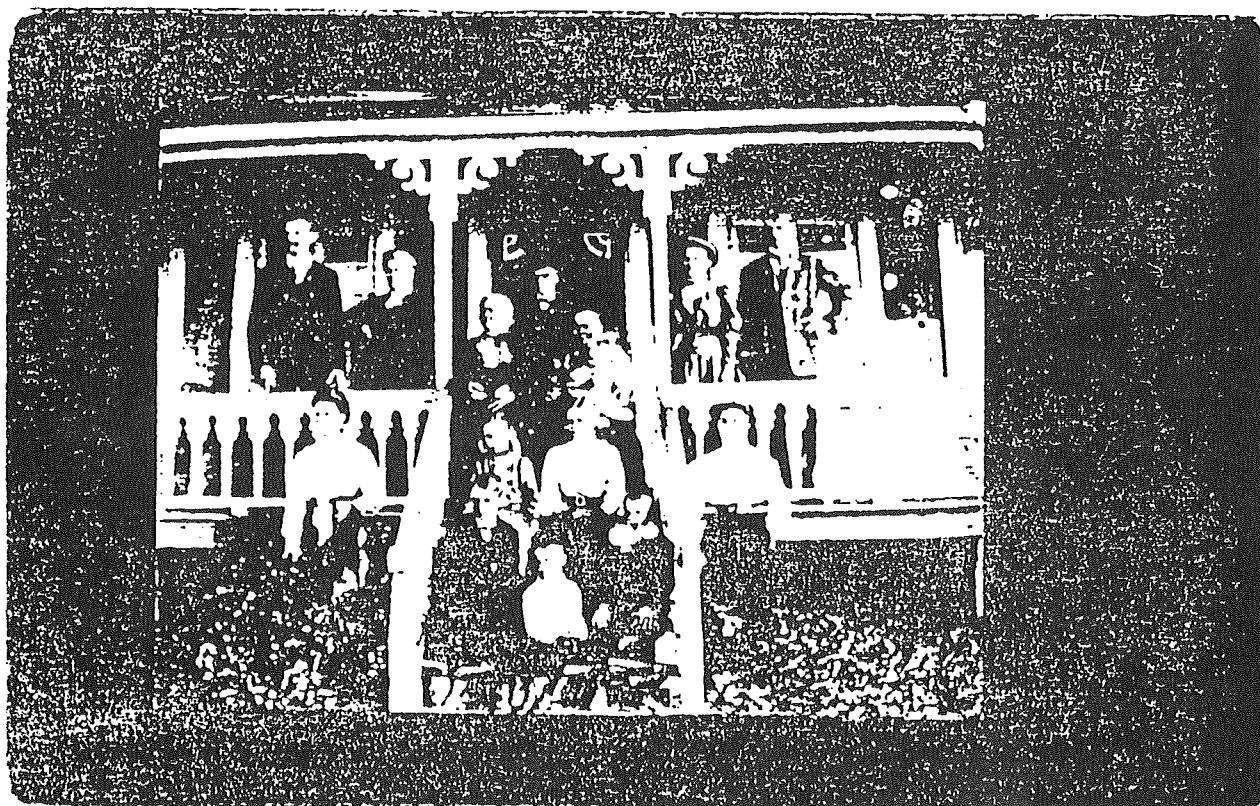
Documents

Expression écrite

(Extrait du Module 1, Thème 2)

DOCUMENT 2 : LES CARTES DE SOUHAIT

ACTIVITÉ 19 :

À partir des cartes de souhaits du document, rédigez de courts souhaits pour les personnes concernées.

Remarque au professeur : Encouragez les étudiants à apporter les cartes de souhait qui cadrent le mieux à leurs expériences personnelles.
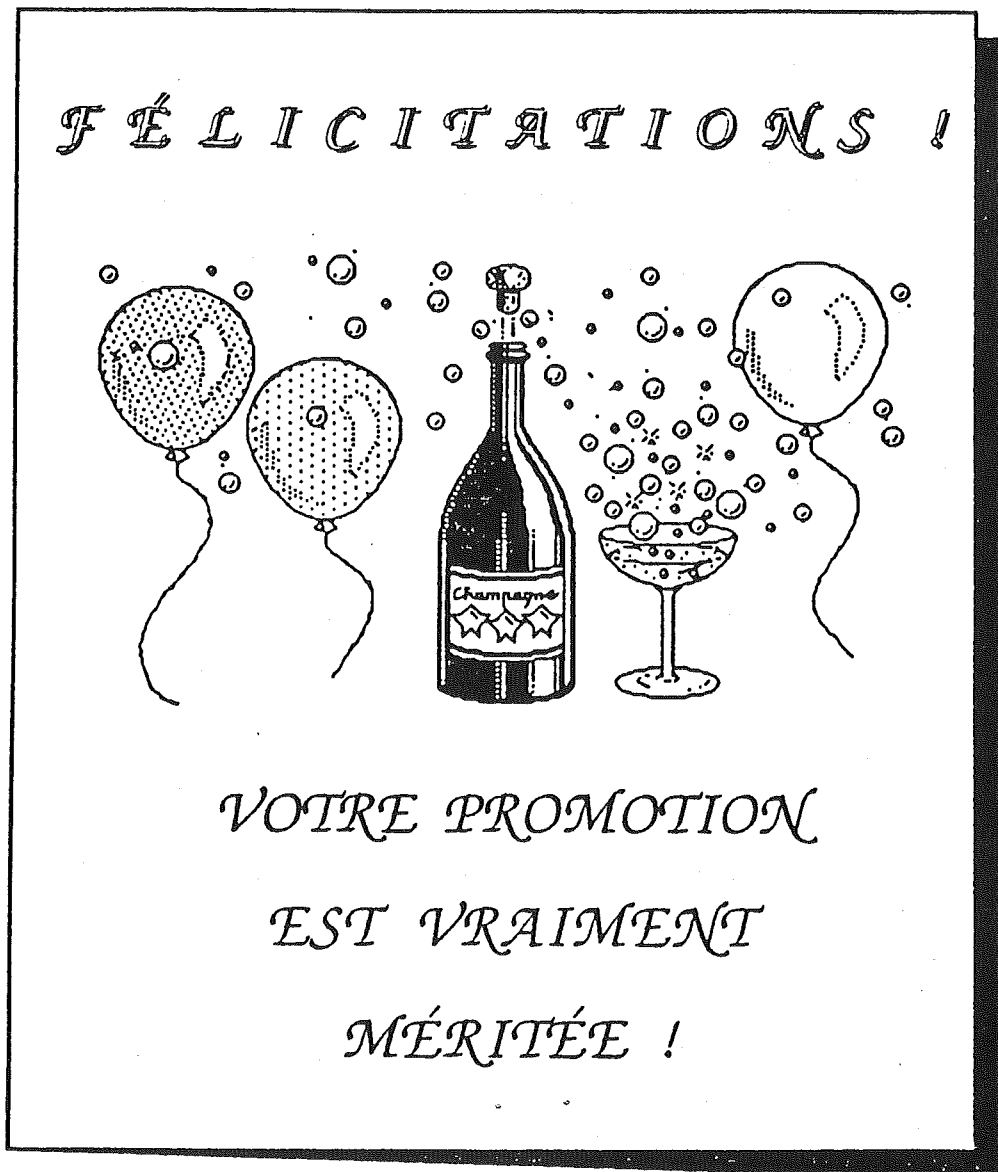
Prérequis

Expression orale

(Extrait du Module 2, Thème 2, Prérequis)

EXERCICE 3 : Composez des phrases selon le modèle. Enregistrez vos réponses.

Modèle :

S. Étudiants / classe

R. Combien d'étudiants est-ce qu'il y a dans la classe?

1. Saisons / année

2. Délégués / congrès

3. Jours / année

4. Places / cinéma

5. Provinces / Canada

6. Employés / ministère

7. Professeurs / école

8. Habitants / Sherbrooke

9. Equipes de hockey / ligue nationale

10. Enfants / cette famille

(Extrait du Module 2, Thème 2, Prérequis)

(Extrait du Module 4, Thème 1 Prérequis)

<u>EXERCICE 5</u>: A l'aide des images, composez une phrase avec "pouvoir", "vouloir" ou "devoir". Enregistrez vos réponses.
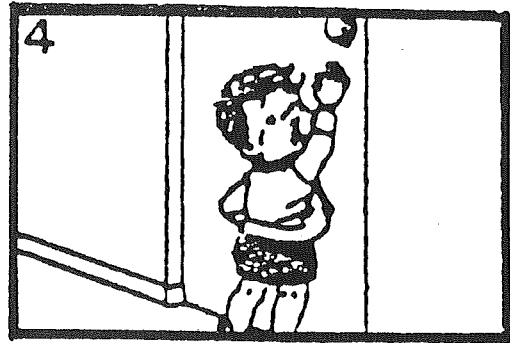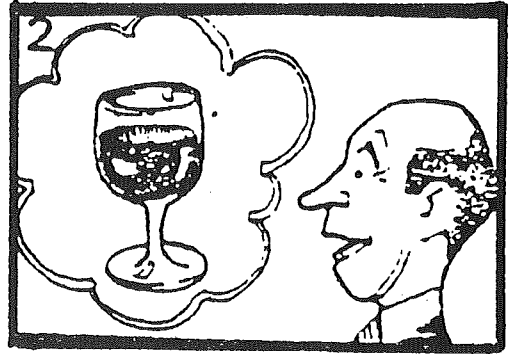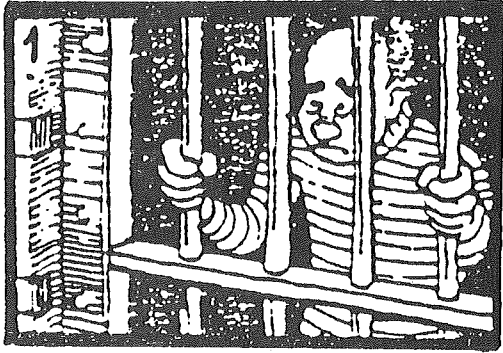
(Extrait du Module 5, Thème 1, Prérequis)

EXERCICE 5 : Avant de faire l'exercice sur cassette, prenez d'abord connaissance des expressions de lieu. Ensuite, regardez les images et répondez aux questions en utilisant l'expression qui convient. <u>Ne consultez la page 47 qu'après avoir terminé l'exercice.</u>

<u>Les expressions de lieu</u>

1. à gauche / à gauche de

2. tout droit

3. près de

4. entre

5. en haut de

6. au bout de

7. à droite/à droite de

8. au-dessus de

9. à côté de

10. avant

11. de l'autre côté de

12. derrière

13. au 10 de

14. sur

15. devant

16. droit devant/lui

17. après

18. en face de

19. au coin de

20. sous
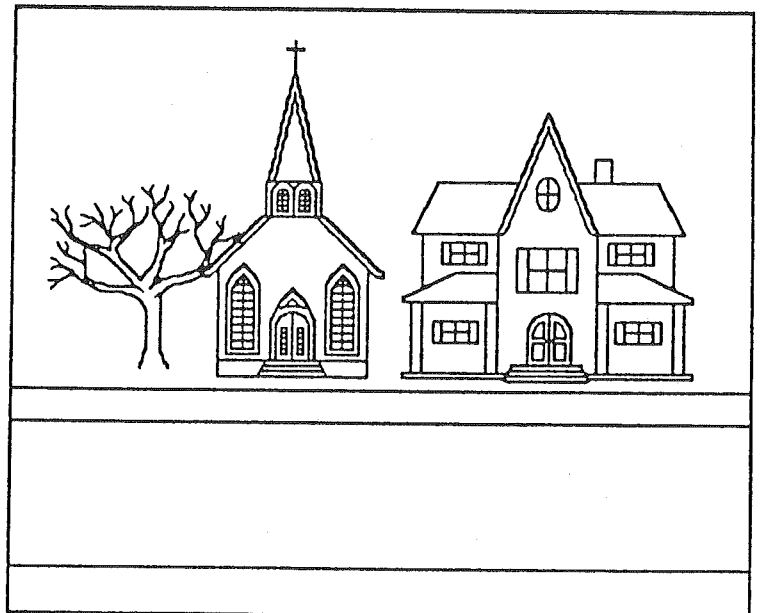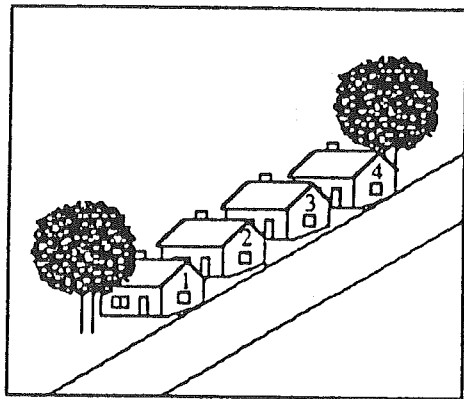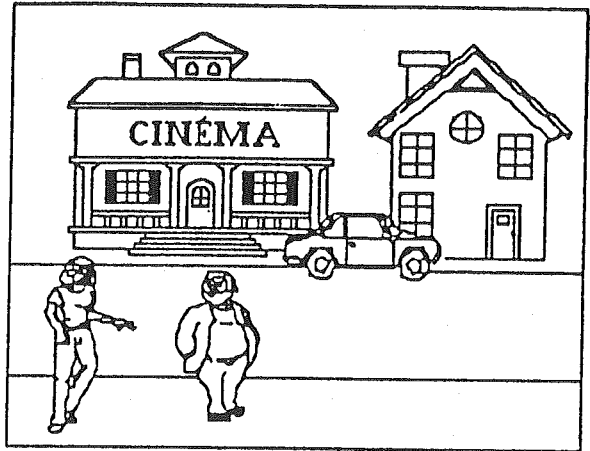
Prérequis

Expression écrite

(Extrait du Module 2, Thème 1)

VEUILLEZ REMPLIR CETTE FICHE AU COURS DU DÉROULEMENT DE CE MODULE

FICHE DE RENSEIGNEMENTS PERSONNELS (FORMULE ACG)

Nom	Prénom	Initiales
NAS		Date de naissance
Adresse	Ville	Province	Code postal
Téléphone au bureau		Téléphone à la maison
Lieu de naissance		Citoyenneté
Lieu de travail	Occupation	CEM
Grade		

Nom du conjoint	Prénom du conjoint
Lieu de travail	
Enfants	Occupation

Caractéristiques physiques
Taille   --   Poids   Yeux   Cheveux
Problème de santé
Cicatrice

Sports
Loisirs

(Extrait du Module 2, Thème 2, Prérequis)

EXPRESSION ÉCRITE
EXERCICES 6 À 29.

THE VERB "avoir" (TO HAVE)

The verb "avoir" is an irregular verb.

Present tense :

J'ai	1 have
Tu as	You have
Il, elle, on a	He, she, it has
Nous avons	We have
Vous avez	You have
Ils, elles ont	They have

Compare the verbs "avoir" et "être".

J'ai	Je suis
Tu as	Tu es
Il a	Il est
Nous avons	Nous sommes
Vous avez	Vous êtes
Ils ont	Ils sont

➤ "JE" becomes "J'" in front of "AI";

➤ "S" is used in both cases with "TU";

➤ "NT" is used in both places with the plural forms "ILS", "ELLES".

(Extrait du Module 2, Thème 2, Prérequis)

EXERCICE 6 : Complétez avec la forme correcte du verbe "avoir".

Ex.:   Mme Laflamme _____ les clés de l'auto.

Mme Laflamme a les clés de l'auto.

1.   J' _____ le dossier confidentiel.

2.   Il _____ des cigarettes françaises.

3.   Vous _____ des cigares?

4.   Nous _____ des dollars américains.

5.   Vous _____ des invités?

6.   Nous _____ une maison d'été à Ste-Agathe.

7.   Tu _____ la clé de la maison?

8.   Je _____ une auto japonaise.

9.   Nous _____ une très grande maison.

10.   Tu _____ un beau manteau.

11.   Cécile _____ deux fils et une fille.

12.   Elle _____ un bon mari.

13.   Je _____ un oncle à Ottawa.

14.   Mme Michaud _____ une belle nièce.

15.   Vous _____ des enfants?

16.   Les secrétaires _____ une machine à écrire électrique.

17.   Les fonctionnaires _____ des vacances très courtes.

18.   Nous _____ deux professeurs très compétents.

19.   Les militaires _____ un bel uniforme.

20.   Les Forces canadiennes _____ des chars très vieux.

(Extrait du Module 2, Thème 2, Prérequis)

INTERROGATION WITH "combien de"

The interrogative words "combien de" ("combien d'") are the equivalent of

1- <u>how much?</u>

      Ex :   <u>Combien de</u> sucre est-ce que vous voulez?

              How much sugar do you want?

2- <u>how many?</u>

      Ex :   <u>Combien d'</u>enfants est-ce que vous avez?

              How many children do you have?

NOTE that the object of "combien de" will be singular if it cannot be counted. It will take the plural mark if it can.

NOTE : "Combien de fois?" ⇨ "How many times?"

REMEMBER to use "est-ce que" with interrogative words.

(Extrait du Module 2, Thème 2, Prérequis)

COMBIEN DE...
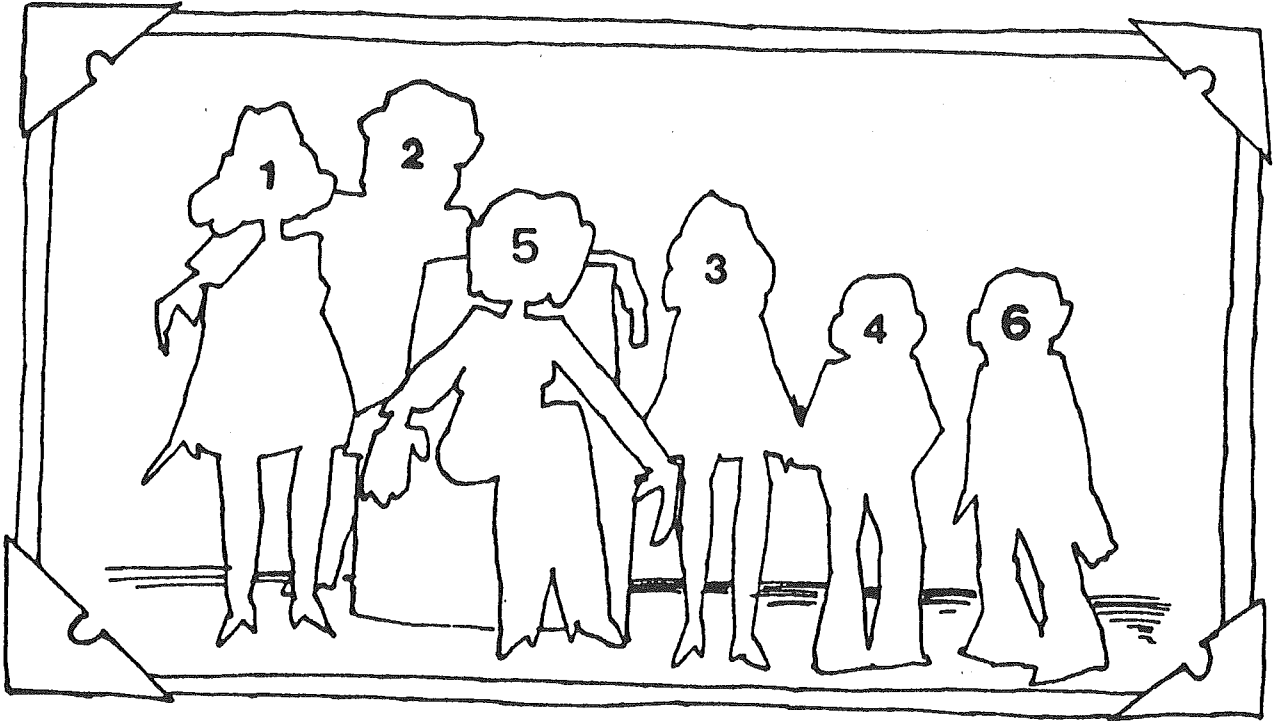
- Combien de personnes

- Combien d'adultes

- Combien d'enfants   est-ce qu'il y a dans cette photo?

- Combien de garçons

- Combien de filles

(Extrait du Module 2, Thème 2, Prérequis)

EXERCICE 26 : Complétez les phrases suivantes en utilisant <u>combien de</u>, <u>combien d'</u> ou <u>combien</u>.

<u>Modèle</u> :

_____ enfants est-ce que vous avez?

<u>Combien d'</u>enfants est-ce que vous avez?

1. _____ crayons est-ce que vous voulez?

2. Vous demeurez à _____ kilomètres d'ici?

3. _____ étudiants est-ce qu'il y a dans cette école?

4. Vous êtes dans les Forces canadiennes depuis _____ années?

5. À _____ jeunes est-ce que vous enseignez?

6. _____ soldats sont ici?

7. _____ argent est-ce que vous donnez?

8. _____ jours de congé est-ce que vous prenez cette année?

9. _____ hommes est-ce qu'il y a dans les Forces canadiennes.

10. _____ femmes est-ce qu'il y a dans les Forces canadiennes.

11. _____ étudiants demeurent à Ottawa?

12. Ça fait _____ en tout?

13. Ça va coûter _____?

14. _____ pays est-ce que vous visitez?

15. _____ est-ce que vous payez?

(Extrait du Module 2, Thème 2, Prérequis)

Training and Testing for Proficiency - Plugging the Leaks

George Worrall

1. Distinguished guests and colleagues, ladies and gentlemen, I have been fortunate indeed very fortunate to have been involved with BILC for all but five or so years of its entire history and therefore since 1972 when I came to my present job after a first career as a navigator in the Royal Air Force. I received my basic training at Winnipeg from the Royal Canadian Air Force under a NATO scheme. I think that under the circumstances you will agree that I must have been a good navigator. 18 years with BILC is a long part of its all but 25 years' history but I do not yet have the distinction of being the delegation member who has the longest period of unbroken association with this organisation. From where I now stand I can see one or two others who have served the organisation rather longer.

2. But you did not come here to hear me reminisce, or did you? For the relevance of my introductory remarks is that I have the qualification of experience to say how easy it is to find oneself discussing topics and themes at BILC which have been covered on many previous occasions. What does change is the array of faces which reconsider those same subject areas. For newcomers it matters little, and anyway everyone knows that just about everything one thinks of and says has been thought of and said many times before - a cry which is often emphasised in the talks given at BILC by Professor Van Passel of Belgium.

3. My problem therefore was how to find something new to say about a subject which has for obvious reasons been discussed fairly regularly in BILC, namely proficiency in military language training.

4. I am not a learned academic, I have not delivered scholarly papers or published original works concerned with my profession. But I am a practitioner and a facilitator, I have in my time arranged and monitored some 1500 language training packages, mainly from scratch, for individual students on a one-to-one basis whose needs, which incidentally are essential needs, could not be met for whatever reason by attending a full time scheduled course at one of our military training schools. I have managed the training arrangements of students for about every conceivable standard language profile (or SLP) including coding up to 4 in some cases, and in around 35 languages excluding English and excluding dialect variations. I am dealing with as many as 40 new tutors each year. I negotiate their fees, brief them and if necessary replace them either directly or via the agency which first employed them. I select, purchase and distribute most of the learning materials and prepare guidance and training materials as required. I encourage, coax, cajole, comfort and motivate students and their tutors alike. So much for 70 % of my job.

5. So it occurred to me to ask myself first does any of this experience of BILC and my own job have any relevance for all who are in the main involved in managing language training arrangements for classes of students attending structured courses at formal establishments which are sponsored by defence or other government departments. Frankly I do not know - an admission which I hope some may see as refreshing candour because there are so many variables in the business of language training that one must doubt that we can ever really know exactly what combination of factors will guarantee the highest proficiency possible for any given student - even within the variables which we can control. Let me tell you of what I have learned from the experience and from my observations of the military language training scene as a whole which I did not know before, and you can be the judge of its relevance to your needs. I have titled my talk "Training and Testing for Proficiency-Plugging the Leaks". As the title suggests the points which I wish to make are wide-ranging but not profound and seek for holes in the study BILC has made of proficiency over the years. I do not claim that they explore new areas or uncover new truths but I do hope that they will provoke wider discussion and invite comment from those who have greater experience or understanding than I of any of the topics I will touch upon.

6. First of all let us agree what we are trying to focus on. Those of you who have known me for a while will be aware of my propensity for agreeing on definitions. There seems little point in addressing questions about proficiency unless we all agree what we mean by proficiency. Let me say what dictionary definitions I intend to use (VF 2):

   - Proficient means 'thoroughly skilled, adept, or qualified in an art or occupation'.

   - Proficiency means 'the expertness, skill or knowledge acquired'.

   From these definitions we may also conclude that proficiency at least requires that the total training system is proficient. The managers and trainers must be proficient in striving for language proficiency in their students.

7. We in the United Kingdom have long practised or at least claimed to practice the systems approach to training of all kinds. We have fallen in love with or perhaps more correctly are obsessed with the term but I am sure that the concept is widely known and understood (VF 3). The systems approach should be capable of producing the most proficient output required. The training need is identified, the means of meeting the need are assembled, the means are then used to satisfy the need and to complete the loop we see how well the training has met the need and if necessary we modify the training provision. In simple terms what are we required to do, how are we going to do it and how do we really know we did what we set out to do? Personally I believe that the most neglected or undervalued element of the process is feedback or making sure that we get it more right next time. But first let us consider the need for and content of training.

8. Perhaps we should start by asking if our training arrangements are themselves proficient. Are all who are associated with language training skilled in doing their job? For example are we proficient in determining the language needs of the jobs or missions for which we train our students. Needs auditing is an expensive process. All too often it is a consequence of highly subjective appraisal. A post incumbent who is an enthusiastic language learner will tend to overrate the language needs of the job whereas the frustrated learner will do the reverse. Furthermore job emphasis and content change usually for reasons which are outside our control. How do we deal with this problem? Well, we already are dealing with it. David Ellis of SHAPE has kept BILC in mind of this aspect of proficiency for many years. He has had little success so far in getting material support for improved task analysis. I sympathise with his frustration and I can only urge that this year's Study Group on task analysis and testing will make further progress.

9. Not all that many elements of scientific discovery nor many elements of linguistic theory have contributed to more efficiency in language learning. Nevertheless considerable time and effort is dedicated to research and experimentation with particular aspects of the language training curriculum. Material and teaching practices are modified to take account of new theories. Technological advances are assessed for their appeal and applicability as aids to language learning. Texts and lesson presentations and their ordering are altered to meet specific needs. Selection procedures and inducements to encourage learning are reviewed. We in BILC are more concerned with applicability than the inspired splendour of a new theory. But my next point concerns not the ideas which might shape our training methods, but how to get our teaching staff and their managers to even consider alternative ideas. We know why they are reluctant to contemplate changes which are often seen more as a threat than a benefit. Such resistance thrives on rationalizations such as "It has worked well this way so far" and "These new fangled ideas never get one anywhere" or "I get fed up with people who want to try out new methods all the time" or even "Every time we get a new manager we have to change things". We have probably all said or thought along these lines at some time or other (VF 4). But this leads me on to my first maxim of this talk "Anyone involved in the delivery side of language training, is concerned with proficiency only if he or she is knowledgeable about all the options which might improve proficiency. They must be able to produce good professional arguments for rejecting all those ideas which they do not favour with equal conviction as the arguments for supporting the methods which they employ. It is my belief that staff should be allowed to achieve the goals required of the training in the most efficient way they can devise but should be equally aware that this autonomy requires that they know and can say in unemotional terms exactly why they do not use alternative methods. Surely our credibility and our competence depends on having the breadth of knowledge to be able to do just that. Perhaps dissemination of the relevant presentations and reports in the documents published by BILC could provide a launching pad for such an approach.

10. Let me turn to my second maxim which again concerns the deliverers of the training package. It is that there is never a justification for saying anything negative to a student. Here I am not talking about the reluctant or lazy learner whose behaviour can either be met by an admonishment or statement of fact such as "If you do not work harder you will fail" or "Your particular talents and abilities may prove to be better suited to a different though no less important role", or preferably by "If you work a little harder you have a very good chance of passing". Rather, however, am I thinking of those who say "Well at your age you are bound to have difficulties learning a foreign language" or "The authorities never allow you people sufficient time to learn the language properly" or "Unless you are allowed to spend a little time in the country beforehand you will have difficulties" or even "The best place to learn the language is in the country concerned". Once the seeds of such gloom are sown on the student minds you cannot remove them and responsible staff should ever be on their guard against making such demotivating comments.

11. Most of the students with whom I deal are in their forties. Some are in their fifties. Their maturity usually means they need no reminders as to how difficult it all is. But even if it is true that their memory and capacity for new learning may not be what it once was, generally they have a much more determined and disciplined approach to the learning task. Aging makes time more precious and they are determined not to waste it. They also have a much more acute perception of the value of significant language skills in meeting life's challenges and enhancing both their own social standing and their prospects in a future career. If you tell them this they tend to acknowledge it. In these respects maturity gives them advantages over younger students (VF 5). But, learners of all ages need to be reassured that they are not unnatural or unusual in the difficulties which they experience. In the case of the older students such reassurances may need to be given before they begin to articulate their learning problems. Most have difficulty remembering vocabulary and need to be reminded that not all vocabulary has to be learned. Of course, all have days when no progress or even sharp regression seems to have occurred. For students learning outside of training schools reassurance that this is normal is of course essential. But the older student particularly will also need to be comforted when the realisation dawns that his ability to convey his mature views, opinions and advice in a manner which recognises the status intelligence and age of his audience is handicapped when he tries to do so in a foreign language, even after he has spent many months studying it. He may need to be reminded that his audience's reaction to him will be the same as his own in dealing with non-native speakers of his language with whom he is required to have a social, business or operational relationship. It is the native speaker who automatically makes all the allowances where the content rather than the style of communication is paramount (VF 6). This truth and the advantage of mentioning it is often lost in the drive for excellence of performance rather than the importance of the accuracy of the messages which have to be understood or conveyed in the target language. I submit that it is the trainers' responsibility to address all these common recurring problems which students experience and in a positive manner. What is normal should at least be so identified. However little proficiency may change as a consequence of such an approach it can only be in a positive direction.

12. All students will get older. It follows that language trainers and teachers should prepare students for the realities of language use from the outset. Rewards for learning what has been taught are not enough. Students need to be presented with challenges which will require them to use all other linguistic skills including para language where appropriate in order to cope with needs and situations which they have not learned or practised. They need to be taught how to control exchanges with native speakers from the simple and self-evident "please speak more slowly" and "please say that again" to the more complex "sorry I didn't understand that word, can you tell me what it means". Students need to be encouraged to be uninhibited in using these strategies. To me it seems legitimate to encourage students from as early on as possible to mutter holding or filler utterances as used in the target language such as "you know", "umm", "err", "let me see", "well now", which sustain the flow of conversation or put the audience on "hold" as it were - therefore to have what our Canadian colleagues have described as strategic competence.

13. To say more to this audience about how teaching staff should behave and what they should teach would be presumptive but I would just like to focus your attention briefly onto the subject of learning methods and learning aids. In my years with BILC one of the more obvious differences of approach to training is the dichotomy between the prescriptive and the autonomous. Some nations may be obsessively dedicated to defining not only the syllabus for training but exactly what materials shall be used by each student, the ordering of presentation of linguistic elements and the place of technological aids in the process. The essential autonomous approach prescribes only the objectives to the tutor and requires them to get the student to the required level in the given time using their own professional skills and wisdom to do so. Many establishments use approaches which lie between these two schools. Let me just say that those of us who have to provide training under extra-mural arrangements which we can monitor only intermittently usually have to accommodate the autonomous approach which should always be learner-centred. If there are different consequences in terms of output then there is no evidence that those differences result from a non-prescriptive approach. Let me leave you to think about that.

14. However, what I really wish to emphasise in this area is that too much reliance is given to the student knowing how to handle the materials and equipment which he will be using for several months. Perhaps we do try to re-educate them on the terminology of language and its meanings, but do we ever bother to teach efficient practice in the use of text books and dictionaries, particularly their indexing systems, keys and the abbreviations they use? Do we take it too much for granted they know how to operate equipment for classroom or home use in ways appropriate for language learners? Do we bother to demonstrate the operation of learning machines or provide written instructions which say more than where to switch on and off and what not to do? Just as we need to be conscious about the adoption of new teaching methodologies or technical aids we must not take it for granted that everyone knows how to make full use of the books and play-back devices, let us call them all containers, in to which is put the material to be learned. If we consider the risks of over exposure to language laboratory work and programme accordingly, if we are circumspect about the real language learning content of basic video material, should we not also assume that some students won't know how to use the containers properly?

Perhaps Germany's work on teaching students how to learn languages could provide a start point for a BILC document which includes this topic.

15. Turning now to the matter of tests or examinations. Again we may need to be careful that if we are concerned to teach for proficiency that we measure the proficiency of the student and not any other talents or skills which may be useful but which do not on their own constitute proficiency. Tests of what can be learned by rote lie in the domain of memorisation. Examinations which exclude anything not available in the course programme or materials are concerned with achievement more than proficiency. Those which involve the use of authentic language in real life situations whether general or specialised but which relate to various levels of language use from survival to complex and which are independent of the type or content of a training course are concerned with proficiency. They are, therefore, accessible to learners on self-instruction programmes on equal terms to the output of our formal training courses, or should be. A proficiency test therefore is one that measures how much of a language someone knows. It determines how much of the L2 the learner has mastered regardless of the course of study followed.

16. As far as feedback is concerned the first indication of the appropriateness of training are the results of our formal examinations. Perhaps the biggest problem is that of providing examiners of sufficient skills and experience to be able to examine for proficiency alone but who are not also teachers at the same training establishment. If we use our own teachers then we increase the risk of testing for achievement rather than proficiency. If we do not then certainly for the less commonly studied languages we may have to use inexperienced examiners. We also need to ask ourselves the question does the continuous assessment of the course teaching team matter. For longer courses, say of six months or more it certainly should, providing the teachers concerned have themselves a minimum time in the post. I would suggest 3 to 5 years at least. For oral examinations a minimum of two examiners, one of whom is an experienced examiner from outside the school and the other an experienced member of the teaching staff may be our best guarantee that we test for proficiency. There may even be merit in having a third examiner who is also an experienced member of the teaching faculty, but not in the language being examined. He or she can generate the student's own native language versions of the tests which are authentic and pitched at the right level. These same persons will have an intuitive reaction to how the examinee is coping and can thus contribute to the overall markings.

17. What I have said is readily applicable to oral tests. What of written examinations? Here again it seems to me that we should seek to use independent examiners as well as staff members who mark papers set by a third party who does not have anything to do with the marking at all. The independent marker will mark only for proficiency on the day. The staff marker will be conscious of candidates' general performance with some possibility of prejudice towards achievement. But the average of both marks for the same paper should produce a more accurate assessment of proficiency. The use of a team of examiners and the need to photocopy unmarked scripts may make for higher costs. But if the consequence is that we get an accurate measure of the proficiency of the output of our training then we have that reliable element of feedback which we need to improve the basic training provision or provide for remedial training programmes. We may even find that we are providing too much training.

18. (VF 8). At this point and for the sake of somewhere convenient to mention it may I also say that I have carried out some small research into the performance of our candidates for language examinations using age as the variable. The conclusion which I found without any distortion of the evidence was that if learners present themselves for examination then age makes no great difference to the result achieved. Indeed at some levels greater age was an advantage. I must say that I enjoy encouraging the older learner with this good news – and dismaying the prophets of doom and gloom whom I mentioned earlier. This is perhaps one example of JB Carroll's view that tests should be used as a positive instrument of management.

19. The simplistic view sees end of course examination performance alone as the essential feedback. If we can improve the examination scores within the same training time we are satisfied. Clearly such an objective is not to be scorned, but as you know there is much more to feedback. My third maxim might be "one cannot be overqualified in a language" but even if we cannot be over-qualified or over-trained in a foreign language it is very easy to dedicate training time to inappropriate ends. Proficiency in a language for military purposes seems to be that proficiency which pertains to the job or mission. We have noted that unless we audit the needs of the job and train to those needs then training diverges from need and may even be too long. Is it not equally proficient to reduce training time without changing the goal? We in UK stand alone from at least other English speaking nations in placing Arabic in the same order of learning difficulty as Russian. Our course lengths to meet the same SLP are the same for both languages. The pass rate is very satisfactory in both. So the UK may be right. But if all of you are right and Arabic is harder to learn, then our Russian courses are longer than they need to be. Think about it.

20. There are other myths about the feedback process. We give the impression that we do something with feedback but end up doing nothing. End-of-course reports are a case in point. Their prime purpose must be that of providing feedback from the students themselves which could encourage modifications for the betterment of our training provision. What in fact tends to happen is that we salve our consciences by encouraging the completion of end-of-course reports which are then retained as evidence of good faith. But even if they are read seriously they may have only rare consequence for the training provision. We tend to be more concerned with assembling arguments for countering criticism than with implementing the changes which they suggest. Perhaps each

training establishment should have a professionally qualified ombudsman to judge impartially on the merits or otherwise of opinions and suggestions about our training arrangements.

21. (VF 9) There are three other elements of the feedback system which are easily neglected unless we the trainers activate them. Firstly we should really pay more heed to what course graduates say about their language performance after they have been in post for several months. But perhaps of even greater importance are the views of those who supervise the work of our students once they are in the employment for which language training was necessary, as well as the comments of those who sponsor the posts from a central authority, usually at Ministry of Defence level. There will be conflict of course. The requirements of jobs as perceived by the students may not take much account of the constraints on training time which are necessitated by limited manpower resources. As I have hinted at already we trainers must certainly have some shared responsibility to limit the training time as much as possible. I have already mentioned and as no doubt you yourselves are aware, course graduates views tend to be misleading because the enthusiastic learner will claim a need for more language training for the job. The less enthusiastic would assert a need for less training not more. On the spot job supervisors may give a more balanced picture but here again there is a tendency to overrate the language needs just to be on the safe side. The views of post sponsors at Ministry level should be more balanced but are not necessarily so. It seems to me therefore that unless we seek for the views of all who use the output of our language training arrangements the matching of language proficiency with the real needs of the job will remain elusive. Feedback leads us back to the process of task analysis which must be properly carried out otherwise training may significantly lag behind the changing needs of those jobs. We may be content that we train people to beyond the level required of most jobs, but it is not really appropriate to call such activity proficient if we waste man hours by overtraining. It can be claimed and justifiably so that the more language you learn the less impact will attrition have on performance and that overtraining to compensate for the phenomenon of attrition is attractive. If so then proficiency on the providers side requires us to do more research on the process and to make some calculation as to what output level is required to guarantee that proficiency needed for the job throughout one incumbency and discounting opportunities for refresher training.

22. There you have it. If we are concerned with proficiency all members of the establishment and the students must have a shared view as to what it means and should be concerned with methods, materials and examination procedures and how to apply and control them in efficient ways with the goal of achieving ever greater proficiency. The ideal training course may be one designed to teach for proficiency in incremental stages and which is therefore capable of releasing students at that time when they reach the proficiency level prescribed for their job or mission. The same course continues on for those students who have yet to achieve their required levels. If such a course is not practicable it is certainly a model to bear in mind.

23. (VF 10) You have heard or read, or are soon to do both I hope, about changes taking place in the UK's language training system. If there is a variance between what we intend and what I have just said it is because my talk is too late or too wrong or perhaps even both. However

I am still in time to propel and influence one idea which is finding favour with my army chiefs - it is that of the creation of a corpus of Military Language Training Systems Managers whose skills will stretch beyond language competence and teaching proficiency alone to include knowledge about language and language training as a total system. Such a manager will be a qualified teacher who would have completed an intensive language course of at least six months duration and a 4 weeks course dedicated to language teaching skills and a third module, again of four weeks which would cover linguistic theory, language teaching methodologies, resources for learning both hardware and software, faculty staff recruitment, training and management, training policy and finance and the functioning of training systems. What I would hope to emerge are military training managers who have the bonus of a language ability which qualifies them for an additional specialised role.

24. We in BILC absorb the views and experiences of other members, and offer up our own. Our workshops and study groups provide a means for pooling such views and experience in addressing the challenges and difficulties of our training responsibilities. We attempt to standardise those procedures and practices particularly in the field of testing and proficiency coding which serve our common military needs and understandings. Perhaps the most important contribution we make to the future is the recording of our proceedings in the BILC Conference Reports. These latter are now substantial documents which are the result of considerable effort and most careful professional editing by the Secretariat and the facilities of the Bundessprachenamt which for these purposes are working in a language which is not their native tongue.

25. What other approaches towards upgrading the proficiency profile of our students can we make, therefore, in the context of this organisation? Those of you who are not newcomers to BILC will be able to share my appreciation of the Secretariat's work but I suspect you will also endorse my view that the Conference Reports tend to be neglected documents which are not offered to the wide readership which they should enjoy. (VF) We continue to prosecute our own goals regardless of the lip-service we pay to the benefits of BILC. None of us would dare to claim absolute priority in the training and end performance of our students of Arabic or Russian or other languages used outside the alliance. Yet we can pretend that all our own training methods are supreme. Perhaps the starting point for improving the proficiency of our trainers and our trainees should be to ensure that we disseminate the consequences of these conferences to a much wider audience and encourage the adoption of BILC recommendations or practices and resist the vanity which restrains us from so doing. Let me also say that whereas language teaching staff may lobby for places in national delegations the BILC Conference is not the only or even the best forum for language teaching specialists. Delegates must use their BILC connexions to encourage bilateral visits and liaison outside the context of the annual Conference. Perhaps the Steering Committee would consider the practicality of encouraging at least one dedicated seminar every year to be offered by each country in turn on a no-host basis and if necessary with limited attendance but which our specialists would attend rather than the managers who attend this annual conference.

26. I would like to close by linking the conference theme to what I regard as the two most important developments for military language training since NATO was formed and decided to have two official languages.

27. The wisest use of the alliance's language assets in meeting the challenges of arms reduction and control agreements may well be that the countries concerned co-operate in the monitoring and inspection processes. BILC stands to make a major contribution to these processes. Confidence in shared information will depend on the credibility of our claims to shared proficiency in training personnel for the language needs of arms control. We must show evidence of our common purpose in preparing for these needs from now, not from some uncertain date in the future.

28. The democratisation of Central Europe is happening as we move towards a single European market. We British who have been apologising for our poor performance in foreign languages ever since we disbanded the English speaking empire are changing. National policies are in place to improve that performance very significantly. So far we British have stood in awe of the polyglot performance of the Scandinavians, the Dutch and the Germans as well as the Hungarians and other countries of Central Europe but the signs are that this talent will slowly become matched by increasing numbers of British and of several other European nations too, I suspect. If such skills are shown by civilians we had better be sure that our military resources can match their language proficiency if we are to be effective guarantors of peace. Equally the military language trainers of the UK are very concerned not to lose our facility to generate proficient speakers of Chinese because the status of Hong Kong will change. At the same time the surge of interest in learning Japanese in Britain is remarkable. We may all see an increasingly wide role for multi-national peace keeping activities which slowly absorb arms control commitments but on an increasingly global basis. That vision of a future which lies beyond our lives endows language training and language performance with a need for proficiency for a long time to come.

29. Let me now try to sum up my talk. I have tried to isolate a few matters pertaining to proficiency which probably have not been considered in depth within the context of the formal exchanges of BILC conferences before. The criterion has definitely not been to address matters which individual member states have not taken into account in their training provision. What I have spoken about are not revolutionary ideas. How could they be?

The points I wish to emphasise are:

a. Improved proficiency as well as cost-effectiveness depends on a thorough use of the feed-back process. The will to implement the lessons of feed-back must be there.

b. Learner-centred training calls for positive statements to be made all the time. Managers and staff who focus on negative considerations are not contributing to improved proficiency. The training of teaching staff should seek to prevent this happening.

c. Many negative statements about the relationship between age and language learning are based on pure myth.

d. Tests for language proficiency are only such if there is widespread understanding as to what we mean by proficiency, and tests and examiners measure for proficiency and not for memorisation, achievement or other performance indicators.

e. Proficiency in teaching languages depends on practices which make for proficiency in learning and end of course performances. Such practices include teaching students how to learn languages and how to use all aids to learning efficiently. Teaching the target language alone per se is necessary but insufficient if all round proficiency is to be claimed.

f. BILC is a vehicle for benefiting from the experiences and resources of other allied military language training systems. It is a forum for the managers of those systems who are therefore in the best position to see to it that the lessons to be learned from official member states are given the proper attention which they deserve right down to classroom level. BILC is not a vehicle for demonstrating national pride or superiority. I urge all to see to it that the products of BILC are seen as aids to improved proficiency which are given the widest possible dissemination.

g. The concept of military Language Training Systems Managers is one which I or rather the organisation for which I work bequeaths to BILC.

30. Thank you for your patient attention. The original plan was that I would share the platform for this presentation with John Moore, the Director of the Diplomatic Service Language Centre in London, or London, England as Hollywood insists. It was the Foreign Office fault not ours that he is not here. As I understand it he was last seen being bundled aboard an aeroplane bound for Hong Kong, Bali, Hawaii, Western Samoa or Tahiti protesting that he'd rather go to Canada – at least that's what our diplomats told me he said. I am sure he would wish me to convey his greetings and good wishes to you all.

31. That concludes my talk but not my time. So before you disperse I would ask you all to complete a copy of a questionnaire which I will now distribute. Please would you all do it now and hand it to me before you leave here as I want to analyse the results as soon as possible. Thank you.

Questionnaire Following UK Presentation on Proficiency in Language Training

1. I agree with the speaker's definition of proficiency.
   1. Completely 2. More or less 3. Not at all

2. I have seen a BILC Report before.
   1. Yes 2. No

3. I have read a BILC Report.
   1. Every year 2. Sometimes 3. Never

4. BILC Reports should be read by more of my staff.
   1. Yes 2. No

5. I had heard of BILC before.
   1. Never 2. Before 1990 3. Before 1989 4. Before 1988

6. My nation's language training system is best.
   1. Yes 2. Probably 3. Don't know 4. No

7. Our training staff do not like changes.
   1. Most 2. Some 3. Only a few

8. Training staff keep themselves well informed professionally.
   1. Most 2. Some 3. Only a few

9. Our system is mainly
   1. Prescriptive 2. Autonomous 3. Don't know

10. Students should be told if they are too old to learn a language.
    1. Agree 2. Disagree 3. Don't know

11. Older students are the worst learners.
    1. Agree 2. Disagree 3. Don't know

12. Older students are likely to have lower marks in examinations than young students.
    1. Agree 2. Disagree 3. Don't know

13. I have heard of the systems approach to training before.
    1. Yes 2. No

14. My nation uses a systems approach to training.
    1. Yes 2. No

15. You cannot be overqualified in a foreign language.
    1. Agree 2. Disagree 3. Don't know

16. We encourage feedback from
    1. Students 2. Teaching Staff 3. Course graduates in post 4. Post supervisors 5. MOD sponsors of the post

17. We use feedback from students
    teaching staff
    graduates in post
    post supervisors
    MOD sponsors

    1. A lot   2. Not much   3. Hardly ever
    1. A lot   2. Not much   3. Hardly ever
    1. A lot   2. Not much   3. Hardly ever
    1. A lot   2. Not much   3. Hardly ever
    1. A lot   2. Not much   3. Hardly ever

18. We teach trainees how to use learning equipment
    dictionaries
    text books

    1. Thoroughly   2. Not enough
    1. Thoroughly   2. Not enough
    1. Thoroughly   2. Not enough

19. I understood the difference between achievement tests

    1. Before the talk   2. After the talk   3. No

20. We teach students how to control conversations ("Please speak slowly." etc.)

    1. Early on in the course   2. Late in the course   3. Never

21. We teach students how to convey information more than how to use the language correctly.

    1. Agree   2. Disagree   3. Don't know

22. Teaching staff should be used as oral examiners.

    1. Always   2. Sometimes   3. Never

23. Teaching staff should never be the only oral examiners.

    1. Agree   2. Disagree   3. Don't know

24. We use only one marker for each written examination.

    1. True   2. Untrue   3. Don't know

25. The idea of Language Training Systems Managers is

    1. A good idea   2. Not a very good idea

26. We may try out the idea of Training Systems Managers.

    1. Yes   2. No

27. BILC member nations should have shared measurements of language proficiency.

    1. Agree   2. Disagree

28. Measurements of language proficiency in BILC should be based on my nation's system.

    1. Agree   2. Disagree

29. Language Training for Arms Control now has high priority.

    1. Agree   2. Disagree

30. BILC should concern itself with language training for Arms Control.

    1. Now   2. In the future   3. Never

31. BILC should make it known to national authorities that we
    are now considering language training for Arms Control.

    1. Agree   2. Disagree

32. Political and economic changes in Europe make an important
    difference for my nation's military language training
    arrangements.

    1. Agree   2. Disagree   3. Don't know

33. I have noticed that the British are becoming better linguists.

    1. Agree   2. Disagree

34. The talk was

    1. Very good   2. Average   3. Bad
    1. Useful   2. Irrelevant
    1. OK for length 2. Too long
    1. Absorbing   2. Boring   3. Average

35. Included in the talk were ideas I had never heard of before.
                  ideas I think are worth mentioning.

    1. A lot   2. A few   3. None
    1. A lot   2. A few   3. None

The following questions are optional:

36. My delegation is _____

37. My name is _____

Training and Testing for Proficiency

1. An analysis of the questionnaires which were circulated for completion immediately after the UK's presentation on the Conference theme follows.

2. There were but 15 respondents to the questionnaire, suggesting that one of its failings was not to take sufficient account of the problems such documents may present for speakers of languages other than English.

3. Knowledge of BILC

   For those attending the conference, their background knowledge of the organisation of BILC and the various training methodologies, such as the Systems Approach to Training used by member nations was quite sufficient. However there was widespread agreement that as managers they should do more to circulate to their staff the consequences of the conferences as documented in the Reports.

4. Feedback

   Almost 70 % of the feedback provided by those concerned with language training and its results is scarcely used at all, and 25 % is ignored completely. Feedback is invited from students, teachers and post supervisors but hardly any feedback from course graduates after their arrival in post and virtually none from those in Ministry of Defences who sponsor the posts.

5. Arms Control

   Over 80 % saw a high priority for language training for Arms Control and believe that BILC has a role to play in addressing the need and in promulgating its views to higher authorities.

6. Political/Economic Changes

   The majority of respondents see the changes now taking place in the political and economic shape of the world as making a significant difference to military language training arrangements.

7. Age

   There was unanimous agreement that the age range of most military students has no effect on the outcome of language training.

8. Changes

   It is widely acknowledged that teaching staff are generally resistant to changes in methodology or teaching aids.

9. Oral Examiners

   The consensus of opinion favours at least two examiners, one of whom should be a member of the teaching staff.

10. Optimum System

There were no claims from any responding nation to have the best language training system within BILC.

11. Presentation

The audiences assessment of the presentation was a relief. The main point to be made is that to be of value feed-back must result from a willingness to invite criticism.

DEFINITIONS

PROFICIENT - Thoroughly skilled, adept or qualified
in an art or occupation.

PROFICIENCY - The expertness, skill or knowledge acquired.

Is our training system proficient?

Correct target?
- Task analysis
- Needs audit

Target achievable?
Course length
Training resources
correct and appropriate

PLAN → INPUT

INPUT → OUTPUT

MODIFY PLAN
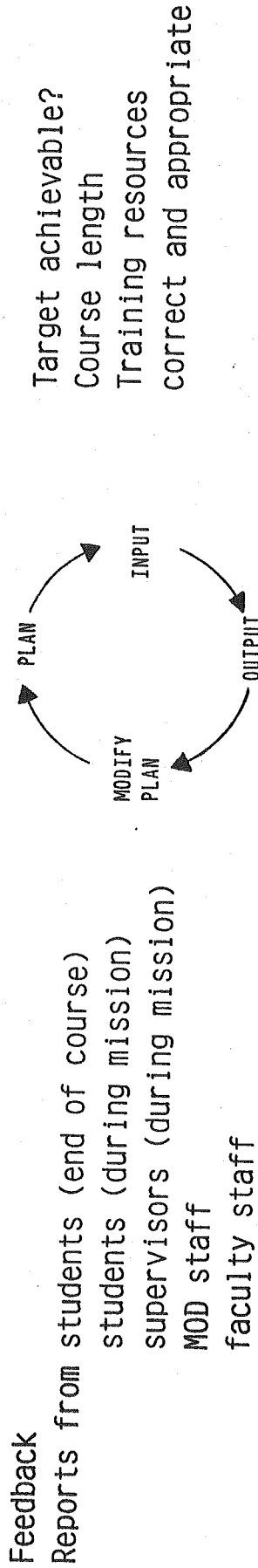
Target achieved?
- Measurement
- On the job experience

Feedback
Reports from students (end of course)
students (during mission)
supervisors (during mission)
MOD staff
faculty staff
Repeat task analysis/needs audit

MAXIMS

1. Negative statements about the training package or its consequences are difficult to justify.

2. Trainer proficiency depends on credible arguments both for rejecting training options as well as for adopting options.

3. You can never be over-trained in a language.
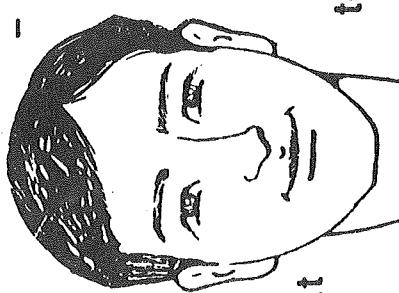
TWO LANGUAGE LEARNERS

GOOD POINT

this guy's smart

MAN MUST EAT TO LIVE !!!
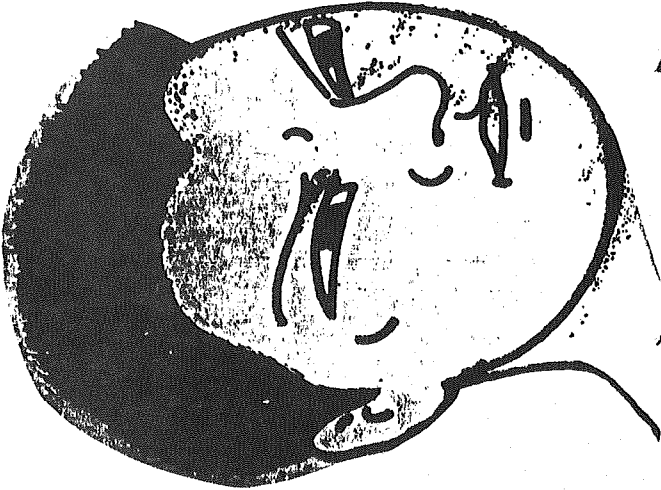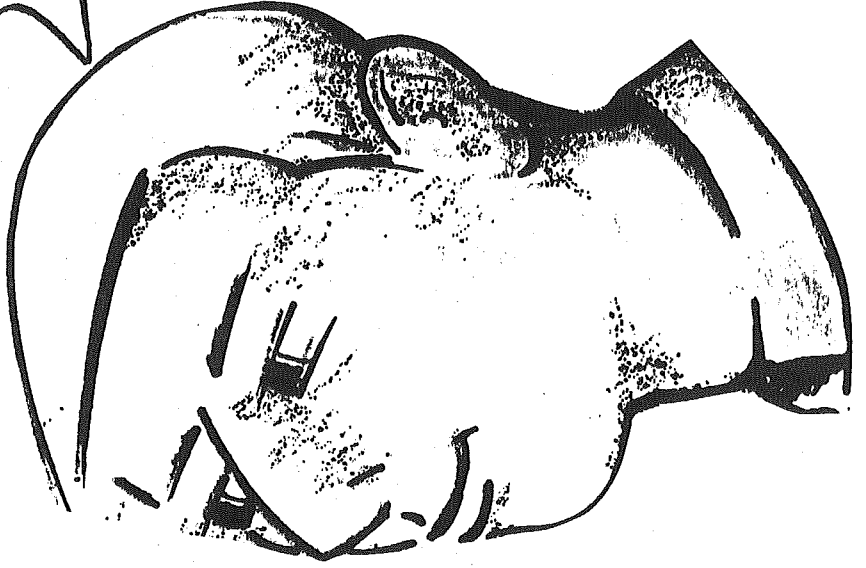
When remaining is
dog only for eating,
    better life
than the other thing

LANGUAGE TESTS

PROFICIENCY = How able/how much known.

ACHIEVEMENT = How much of the course known.

DIAGNOSTIC = How much wrong or missing.

EXAM PASS RATES BY AGE

Level

Age	>2222 'N'		>3333 'N'	
28–33	60%	10	100%	'4'
34–40	50%	12	78%	'9'
41–46	50%	20	72%	18
47–53	75%	8	80%	5
	(10 languages)		(6 languages)	

FEEDBACK

INCREASED output PROFICIENCY

IMPROVED TRAINING

Ombudsman

Views of
Defence Training
Policy Staff

RE-THINK TANK

Reports of
Course Graduates
from
Job/Mission

Mission or
Job Supervisors
Comments

Advice from
Teaching Staff

End of Course
Reports

INPUTS
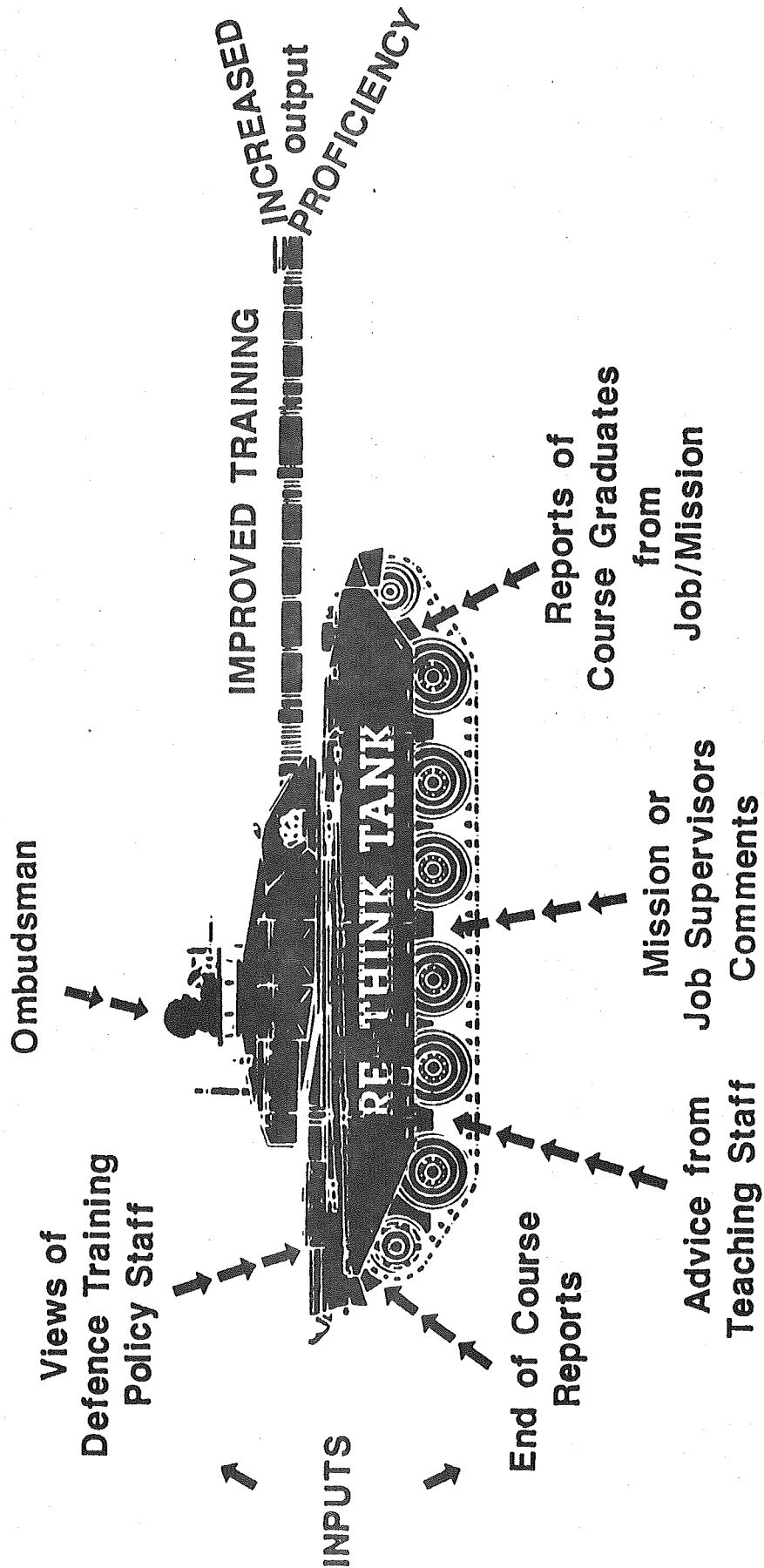
LANGUAGE TRAINING SYSTEM MANAGERS

$\downarrow$

Teacher Qualified

$\downarrow$

General Military Training/Experience

$\downarrow$

At least six months intensive language course

$\downarrow$

Language training management course (4 weeks)

$\downarrow$

Policy
Finance
Training systems
Staff Management
Linguistic Theory
Methodologies
Resources

$\downarrow$

Appointed to a management position in the language training system

Improved Proficiency as a Consequence of

- feedback from all interested parties

- avoidance of negative statements or attitudes about training provision or prospects of reasonable students

- resistance to perpetuation of unproven claims or myths about learning difficulties of older students

- the widest distribution and readership of BILC reports

- consensus on the meaning of proficiency among all members of the LT organisation

- measuring proficiency rather than some other quality

- focussing on the proficiency of the training agency as well as the language proficiency of the student

- guidance to students on proficient use of learning aids

- Military Language Training Systems Managers

Language Training for Arms Control Verification Duties

John Foot

1. This is a short statement of the progress which has been made in the UK to produce language proficient officers and other ranks for Arms Control Verification duties.

2. In 1988 UK set up an Arms Control Resources Working Group within the Ministry of Defence to identify all resources needed to support UK's Arms Control Verification efforts. One of the aims of the Group was to produce recommendations on how officers with the necessary language skills in Russian could be made available and what additional language training resources should be provided to ensure that in the longer term there will be sufficient numbers of adequately trained personnel.

3. Language trainers attended many of the meetings of the Working Group and emphasized that there could be difficulties with the availability of personnel with the appropriate language proficiency in Russian and that a training programme specific to the Arms Control tasks should be initiated.

4. The Working Group reported to the Chiefs of Staff in July 1988. Their recommendation to train at least 25 officers and other ranks annually in Russian for Arms Control tasks was approved. The Chiefs of Staff put in hand additional work to identify suitably qualified Russian linguists both within the Civil Service and amongst reservists and retired servicemen.

5. I have not so far mentioned the level of language competences which is being used as a yardstick. As a result of experience gained of escort and interpreter work during Stockholm agreement inspections it was considered that a level equivalent to an SLP of 3333 was required.

6. The Chiefs of Staff also approved the establishment of a Joint Service Arms Control Implementation Group (JACIG). This organisation will be set up in July 1990 and is expected to be manned fully by March 1991. It will consist of a number of land and air inspection teams. Each team of six will have two inspectors and two interpreters. The job descriptions for the posts require the interpreter posts to be filled by officers or other ranks with a competency in Russian to an SLP level of 4343. Although a language qualification is not mandatory for other members of the team, if they do already hold such a qualification refresher training will be provided as part of the pre-appointment training.

7. The JACIG, when established, will be responsible for the conduct of all incoming and outgoing Arms Control Inspection tasks under the terms of the Stockholm document (CDE), the CFE and INF treaties, CSBMs and Open Skies verification. In addition the JACIG will be required to assist with any future measures, for example naval and air CSBMs. It is intended that there will be frequent meetings between the JACIG, language training staffs and others to ensure that each agency's efforts are being well directed.

8. For the present and immediate tasks, UK is coping with the language requirements by using its existing pool of language proficient officers and other ranks; that is those with an SLP qualification of 3333 or better. It is planned that a number of officers from the three Services will commence Russian language training this September at the Defence School of Languages. Initially they will follow the standard syllabus of the Interpreter Course (an eighteen months course). Work is in hand, however, to design a task-based course for those personnel destined to join one of the inspection teams.

9. This constituted quite a challenge. Despite the fact that details on numbers of personnel and the exact nature of the tasks involved in Arms Control Verification were "sketchy", the CO of the Defence School of Languages initiated a possible needs analysis of the skills/content for the course in association with JACIG. The Defence School had been involved in trial inspections so that the design team had been able to make an initial assessment of the level of language required.

10. It has been decided that the syllabus for the course will be proportional with a broad syntactic/lexical content to begin with and an increasing proportion of Russian for Arms Control as the course proceeds. A course subject analysis produced a list of 20 topics round which the task orientated exercises will be produced. The topic list is shown here in a vugraph.

11. The course will, therefore, be activity/task centred with one week's activities centering around a topic and culminating in role play, briefing, interpreting exercise and discussions. Unofficial conversation topics will be practiced throughout. It is anticipated that the course will run for 40 weeks and will bring ab initio teams up to an SLP of about 3333.

12. The present stage of the design process is at the pedagogical syllabus stage and work has started on the production of the "block" (1 week) learning units.

13. In summary, therefore, the UK is coping with the demand for linguists for Arms Control Verification work by currently employing personnel from our pool of qualified people. A new Russian course for Arms Control is being designed and it is intended that those officers who commence a standard Russian Interpreter Course at the Defence School of Languages in September will finish their training in the revised system.

Course Breakdown May 1990

1. Introduction, History, Human Rights

2./3. SALT, START, ABMT, SDI, NFZ, CTB, NPT, Dangmil

4. CW/BW

5. INF

6. SNF/Nuclear Deterrence, Flexible Response

7. CSCE/CDE/CSBM Intro, the Stockholm Agreement

8. Names, Introductions, Ranks, Official Functions, Meals, Toasts

9. Outline of visit: Entry, Exit, Maps, Closed/Sensitive Areas, Tpt, Priv
   Land, Comms, Team Distribution, Timings

10. Details of Exercise

11. Eqpt: Normal, Special, Special Stands, Medical, Casevac, Safety
    Procedures

12. Media Coverage

13. Units: History, Organization, Traditions, Conditions of Pay and Service

14. Reservists, Territorials, Women's Service, Mobilization, Aid to Civil
    Power, Anti-Terrorist

15. Air Activity within Provisions of CDE/CFE

16. Maritime Activity within provisions of CDE/CFE

17. CFE: The CFE Agreement (or draft(s), if not ready)

18. CFE: Verification, Open Skies etc.

19. CFE/CW/INF etc.: Fixed Site Inspections and Differences from CDE
    Inspection/Observation

20. Final Wind-Up and Testing
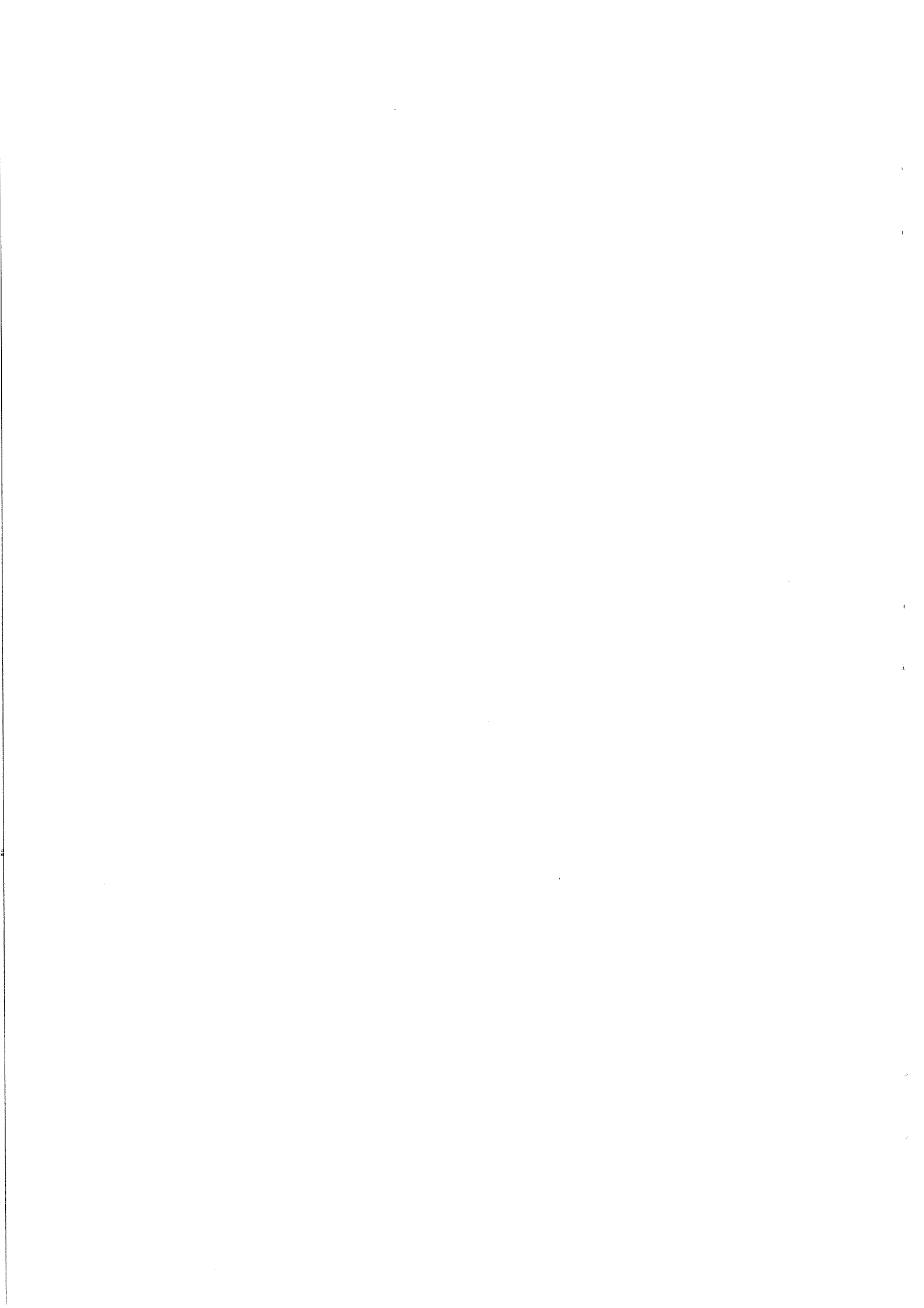
Un curriculum multidimensionnel

pour les dimensions multiples de la communication

Raymond Leblanc

Résumé

En 1983, Stern suggérait que le curriculum multidimensionnel pouvait constituer une solution au constat de pauvreté relative de plusieurs programmes de français au Canada. Un tel curriculum devait être constitué de quatre syllabi, le syllabus communicatif, le syllabus langue, le syllabus culture et le syllabus formation langagière générale, la clé du succès de l'ensemble résidant dans l'intégration des contenus. Une étude récente, dirigée par l'auteur, a examiné la possibilité d'application de ce concept. Le texte qui suit en rapporte les principaux points.

Introduction

Il est probable que si on faisait une étude statistique du vocabulaire qui a cours dans le domaine de la didactique des langues depuis une quinzaine d'années, le mot "communicatif" et ses dérivés l'emporterait haut la main. On le trouve partout dans les préfaces de matériel pédagogique, il apparaît dans le thème de cette rencontre et il sera utilisé 00 fois dans cette présentation. Il faut bien reconnaître, cependant, que son emploi dans des contextes très diversifiés a souvent mieux réussi à en faire ressortir la polysémie qu'à en préciser la définition.

C'est que la communication constitue une activité fort complexe et que la formation linguistique axée sur ce qu'on en est venu à nommer la compétence communicative présente au pédagogue des défis qui sont encore loin d'avoir été tous relevés. Parmi ceux-ci, l'élaboration d'un curriculum adapté aux exigences d'un enseignement communicatif présente un intérêt primordial puisque le curriculum, entendu ici comme l'ensemble incluant les contenus, les objectifs et la méthodologie, constitue la base même de l'intervention pédagogique. Au cours des dernières années, j'ai été impliqué, à titre de directeur de projet, dans une étude d'envergure nationale sur l'enseignement du français langue seconde au Canada et même si les apprenants faisant l'objet de l'étude étaient des adolescents, il me semble que nos conclusions sont applicables, *mutatis mutandis*, aux niveaux qui vous intéressent plus immédiatement.

Je voudrais donc d'abord présenter brièvement l'Etude nationale sur les programmes de français de base (ci-après l'Etude) puis examiner le concept de curriculum multidimensionnel qui constitue le fondement des solutions proposées en m'arrêtant à tour de rôle sur chacune de ses composantes pour conclure en discutant la question de l'intégration des contenus, essentielle à l'approche.

L'étude nationale sur les programmes de français de base

L'Etude nationale sur les programmes de français de base fut mise sur pied à la demande des membres de l'Association canadienne des professeurs de langues secondes pour examiner un enseignement de la langue seconde jugé par d'aucuns comme trop monolithique.

Les objectifs de l'Etude étaient:

a) d'examiner les politiques, les programmes et les activités en rapport avec l'enseignement du français au Canada;

b) de mettre en commun les idées, les expériences et les recherches sur la planification, l'organisation et l'élaboration du curriculum, sur les approches pédagogiques, sur la formation initiale et en cours d'emploi des enseignants et sur l'évaluation en vue d'en montrer le fonctionnement et d'établir une base de coopération et d'échange d'idées et de renseignements à travers le Canada sur tout ce qui a trait au français de base;

c) d'identifier des moyens d'améliorer le français de base d'une façon substantielle pour que des niveaux plus élevés de performance en fin de programme deviennent la norme et pour que le français de base soit mieux intégré dans l'ensemble de l'éducation générale afin de contribuer de façon plus significative au curriculum scolaire.

Dans cette optique, il fut convenu dès le départ que cet examen inclurait au tout premier plan une étude de la faisabilité d'introduire dans ce type de programme le concept de curriculum multidimensionnel que Stern avait développé au début des années quatre-vingt. Cette étude impliquait la réflexion sur les contenus d'enseignement proposés dans leurs grandes lignes par Stern mais incluait aussi celle sur l'évaluation des apprentissages de même que celle sur le plan de la formation des enseignants. La discussion de ces points constituera la partie principale de cette présentation mais auparavant, il ne semble pas inutile de nous arrêter un instant pour examiner un peu plus en profondeur à partir des textes de Stern le concept de curriculum multidimensionnel et les raisons qui semblent en faire une solution raisonnable à la complexité de la formation linguistique axée sur l'habileté à communiquer.

Le curriculum multidimensionnel

Le concept de curriculum multidimensionnel a été présenté pour la première fois, du moins dans sa forme actuelle, par Stern (1983). Ce concept trouvait sa source dans les recommandations faites suite à une réunion d'experts dans le domaine des programmes et du matériel pédagogique qui s'était tenue à Boston en 1980 sous l'égide de l'ACTFL (American Council on the Teaching of Foreign Languages). Lors de cette réunion, une des conclusions qui s'étaient dégagées était que l'amélioration de l'enseignement des langues ne prendrait pas sa source dans les découvertes des disciplines ressources mais dans un retour vers les valeurs éducatives et la formulation claire d'objectifs permettant de les atteindre. Pour ces experts (Lafayette, Strasheim, Rivers, Valdman, Zais et Stern), il importait de s'éloigner du seul syllabus situationnel-structural "guidant la sélection et la gradation des traits grammaticaux et du lexique" pour penser plutôt en termes de quatre syllabi: langue, culture, communicatif et formation langagière générale (Lange 1980).

C'est à partir de ces recommandations générales que Stern a développé ce qu'il a nommé le curriculum multidimensionnel. Par curriculum, il faut entendre ici "(l')ensemble structuré de l'infrastructure pédagogique, des situations pédagogiques et des interrelations entre les diverses composantes de celles-ci, planifiées pour un niveau d'études et, ou pour un sous-groupe de sujets dans une école, un collège ou une université". (Legendre 1988). Le curriculum ainsi entendu contient des indications précises quant aux contenus, aux objectifs et aux méthodologies.

Le curriculum multidimensionnel peut se justifier sur plusieurs plans.
D'abord, la reconnaissance progressive dans la profession qu'il n'existe
pas de formule unique pour l'enseignement de la langue seconde. Au cours
des années soixante, toute l'attention portait sur les méthodes
d'enseignement. On se souviendra, par exemple, de la controverse
audio-lingual/cognitive. La reconnaissance de la non pertinence du débat a
mené plusieurs auteurs à proposer d'autres méthodes dans les années 1970:
Asher, Curran, Gategno, Lozanov, Postovsky, Terrell et Krashen, pour n'en
nommer que quelques-uns. Le domaine a remis en question le concept de la
méthode unique et semble maintenant prêt à accepter que l'enseignement
efficace de la langue seconde doit passer par la multiplicité des
stratégies (Stern 1983). De plus, la conviction partagée par un nombre sans
cesse croissant de spécialistes que la communication en contextes
véritables ne doit pas être retardée jusqu'à ce que le code ait été
maîtrisé pousse les enseignants et les élaborateurs de matériel pédagogique
à expérimenter dans ces directions et contribue également à la
multiplication des stratégies. J'aurai l'occasion de revenir plus loin sur
les effets de conclusions de ce type sur les contenus d'enseignement. Qu'il
suffise de dire, pour le moment, que l'évolution de l'enseignement de la
langue seconde va dans la direction de la multiplication des ressources et
favorise ainsi un curriculum à contenus multiples.

Une deuxième justification du curriculum multidimensionnel peut être
trouvée dans l'observation de la nature même de la langue. Les études sur
le langage nous montrent, en effet, que la langue n'est pas qu'un code mais
qu'elle constitue une composante intégrale d'un ensemble communicatif fort
complexe. Par exemple, il n'est pas possible de dissocier langue et culture
sur le plan de la communication. Les deux sont essentielles à
l'interprétation correcte des contextes et partant, des messages. Il
devient donc irréaliste d'enseigner exclusivement à l'aide d'exemples et de
structures en espérant que toutes les étapes nécessaires à la bonne
compréhension des messages seront franchies autrement. Apprendre la langue,
c'est apprendre tout ce qui en fait l'outil de communication qu'elle est.

Enfin, un examen critique de la place du cours de français langue seconde
dans la formation générale de l'apprenant permet de constater qu'il est
difficile de lui assigner une valeur éducative clairement définie. Aussi y
a-t-il lieu d'abandonner les syllabi volontairement appauvris en vue de
faciliter l'accès au code pour les remplacer par des contenus variés,
pertinents pour l'apprenant et susceptibles de lui faire vivre des
expériences qui auront une influence à long terme sur son éducation
générale tout en lui permettant d'apprendre la langue seconde ce faisant.

Il apparaît donc raisonnable de croire, avec Stern, que le curriculum
multidimensionnel peut ouvrir de nouvelles avenues dans le domaine de
l'enseignement du français langue seconde et de consacrer quelques instants
à l'examen détaillé de ses composantes.

Les composantes du curriculum multidimensionnel

On se souviendra que les recommandations du groupe d'experts de l'ACTFL
incluaient quatre syllabi: langue, communicatif, culture et formation
langagière générale. Ce sont aussi les syllabi retenus par Stern et sur
lesquels à porté l'Etude. Il importe de noter que même si chaque syllabus
est présenté séparément pour des raisons de commodité, c'est l'ensemble qui
constitue le curriculum dont il est ici question. On essaiera plus loin,
dans la section sur l'intégration des syllabi, de montrer comment des liens
peuvent s'établir entre les diverses composantes pour contribuer à la

formation d'un tout homogène. Pour le moment, arrêtons-nous à un bref examen de chacun des syllabi.

Un syllabus langue

Au cours des vingt dernières années, on a assisté à un passage de l'analyse formelle vers l'analyse fonctionnelle de la langue, ce dernier terme étant entendu dans le sens d'étude du langage comme une forme de communication (Leech 1983). Ce changement de cap a eu de profondes incidences sur l'enseignement de la langue seconde, l'accent passant en même temps de la forme vers le message. L'enseignement de la langue comme moyen de communication implique maintenant le recours à des concepts (primauté du contenu du message sur la forme, utilisation d'énoncés appropriés à la situation de communication, connaissance du monde, force illocutoire, etc.) qui sont fournis par des spécialistes des sciences du langage autres que la linguistique traditionnelle.

Mais que faut-il entendre lorsque l'on parle de communication langagière? Les travaux des membres du syllabus langue (Painchaud 1990) ont permis de faire ressortir un certain nombre de caractéristiques notées par différents auteurs. Retenons ici celles proposées par Canale (1983) et par Akmajan, Demers et Harnish (1986). Pour Canale, la communication présente les caractéristiques suivantes:

1. Elle est une forme d'interaction sociale.

2. Elle comporte un niveau élevé d'imprévisibilité et de créativité autant au niveau de la forme que du message.

3. Elle déroule dans des contextes discursifs et socio-culturels qui en contraignent l'utilisation, tout en fournissant des indices sur l'interprétation qu'il faut donner aux énoncés.

4. Elle est limitée par des conditions telles que la capacité de mémoire et la fatigue des interlocuteurs.

5. Elle est toujours orientée vers l'atteinte d'un but comme, par exemple, persuader ou promettre.

6. Elle implique l'utilisation d'un langage dit authentique.

7. Elle réussit lorsque le message est compris par l'interlocuteur.

Pour Akmajan, Demers et Harnish, la communication se décrit à partir de la pragmatique. Les principales étapes du processus sont les suivantes:

1. Au niveau du locuteur, le problème qui est posé est celui d'amener son interlocuteur à percevoir son intention de communication.

2. Le locuteur doit donc savoir choisir une façon de s'exprimer qui simplifiera la tâche de son interlocuteur en tenant compte du contexte où la communication se fait.

3. Quant à l'interlocuteur, son problème est de saisir correctement l'intention de communication du locuteur en se basant sur les mots choisis et sur le contexte de l'énoncé.

Il est facile de constater à partir des deux ensembles de caractéristiques qui précèdent que l'enseignement de la communication présente des défis qui dépassent largement ceux de l'enseignement du code linguistique qui, lui-même, n'est pas simple. Il devient dès lors légitime de poser la question de la pertinence d'enseigner à communiquer. Pour Stern (1986), cela va de soi, étant données les connaissances fournies par ce qu'il appelle les sciences du langage qui regroupent la sémantique, la pragmatique, la sociolinguistique, l'ethnographie de la communication et l'analyse du discours.

On peut déjà constater, en examinant la liste qui précède, que seule la sémantique se situe au niveau traditionnel de l'enseignement de la langue, celui de la phrase. Elle étudie le sens des propositions à partir de leur contenu référentiel. Mais l'observation, même superficielle, du langage de tous les jours montre que les propositions ne sont pas toujours utilisées dans leur sens littéral et que "Il fait beau!" peut très bien constituer une plainte au sujet de la mauvaise température. C'est à partir de là que les autres composantes des sciences du langage entrent en jeu.

Pour Painchaud (1990), la pragmatique a pour objet la description de la fonction de l'acte de langage réalisé par l'énoncé. C'est l'étude de l'emploi du système par les usagers. L'analyse du discours, pour sa part, décrit la structure hiérarchique de la conversation en termes des différentes unités conversationnelles qui la composent et de leurs relations ou fonctions. La sociolinguistique étudie les rapports entre la langue et la société et plus particulièrement entre les caractéristiques socio-démographiques des locuteurs et l'usage qu'ils font de la langue. Quant à l'ethnographie de la communication, elle s'intéresse à la place du langage dans la culture et la société.

L'enseignement de la communication implique donc le dépassement du niveau de la phrase vers celui du message dans son ensemble. De fait, cet enseignement demande la prise en compte de l'intention de communication du locuteur et de son interprétation par l'auditeur. Les intentions de communication peuvent être catégorisées en notions, indépendamment des formes qu'elles peuvent prendre. C'est ainsi que des formes grammaticales traditionnellement considérées différentes peuvent se trouver regroupées sous une même notion. Par exemple, la notion de futur en français peut être rendue par les formes aller + verbe, le verbe en -rai et le présent de l'indicatif.

Il ne semble donc pas y avoir de doute que, dans l'enseignement/-apprentissage de la langue seconde, le message doit avoir primauté sur la forme puisque c'est bien de l'acquisition d'habiletés à transmettre des messages qu'il s'agit. Mais ces messages sont transmis à l'aide de la langue et il ne fait pas de doute que celle-ci doit également constituer un objet d'enseignement/apprentissage.

Quels devraient donc être les contenus d'un syllabus langue? D'abord, les unités permettant d'établir le contenu propositionnel des phrases: phonologiques, morphosyntaxiques et lexicales. Ensuite, les unités fonctionnelles et leurs réalisations langagières, c'est-à-dire celles qui permettent de décrire l'intention de communication du locuteur et son interprétation par l'auditeur, compte tenu du contexte. Enfin, les unités discursives et conversationnelles, soit celles qui permettent d'organiser la communication dans son ensemble.

Comme on l'a déjà indiqué, le contexte joue un rôle fondamental dans l'interprétation correcte des messages et l'enseignement de la langue comme moyen de communication ne peut se faire sans lui. Si on ne retrouve pas les contextes dans le syllabus langue, c'est que, dans l'organisation des contenus proposée par l'Etude, l'établissement des contextes appartient au syllabus communicatif. Il reste que les contextes constituent une composante fondamentale de l'enseignement de la langue.

On dira donc que le syllabus langue "... constitue un inventaire des principaux éléments langagiers auxquels un apprenant devrait être exposé pour lui permettre de développer sa capacité de communication." (Painchaud 1990). Développer la capacité de communication signifie devenir apte à produire et à recevoir des messages de plus en plus complexes. Or il existe un lien étroit entre la complexité et le niveau de raffinement d'un message et l'habileté à utiliser correctement le code qui sert à transmettre et à recevoir ce message. L'étude de toutes les dimensions du code linguistique en contexte se trouve donc ainsi justifiée, même en reconnaissant la primauté du message sur la forme. J'aurai l'occasion, dans le cadre de la section sur l'intégration des centenus, de discuter comment langue et message peuvent cohabiter dans une démarche normale d'enseignement de la langue seconde. Pour le moment, nous allons nous arrêter à l'examen de la source principale des contextes dont il a déjà été question, le syllabus communicatif/expérientiel.

Un syllabus communicatif/expérientel

On se souviendra que les spécialistes de l'ACTFL avaient proposé un syllabus communicatif comme une des composantes du curriculum multidimensionnel et que Stern avait retenu cette appellation. Dès le début de l'Etude, cependant, il est apparu que le terme "communicatif" créait difficulté à cause de sa polysémie. En effet, l'enseignement communicatif de la langue est souvent confondu avec l'enseignement des notions et des fonctions, avec la mise de l'accent en classe sur la langue parlée, avec l'utilisation de documents authentiques, etc. Il était donc nécessaire de préciser le terme et les auteurs du syllabus choisirent de lui donner le nom de communicatif/expérientiel (Tremblay 1990).

Le choix du terme expérientiel est justifié par ce qui est connu en ce moment de l'enseignement de la communication dans un contexte de salle de classe. Nous savons donc déjà que le syllabus communicatif/expérientiel sera celui qui fournira à la langue les contextes de communication qui devront permettre à l'élève de développer son habileté à échanger des messages signifiants pour lui. Il est essentiel que les messages soient signifiants, tant pour le locuteur que pour l'auditeur, c'est-à-dire qu'ils soient représentatifs de l'emploi normal de la langue pour communiquer. Le locuteur de langue maternelle qui formule un message le fait parce qu'il a quelque chose à dire et que cela est sufisamment important pour justifier chez lui la mise en marche du processus de communication. Ses messages sont signifiants parce qu'ils lui servent à s'exprimer, à dire ses sentiments, à tenter de convaincre, à s'objecter, et ainsi de suite, et cela, sur des sujets qui lui tiennent à coeur. Il s'ensuit que l'enseignement communicatif de la langue seconde doit reproduire autant que possible cette réalité si l'élève doit apprendre à y fonctionner.

Mais la transposition de la réalité communicative dans la classe ne se fait pas aussi facilement qu'on le souhaiterait et il faut bien plus que des posters de Québec et de Paris pour créer des situations véritables de communication. Il s'agit donc d'identifier des moyens de résoudre cette difficulté, compte tenu du double objectif général du curriculum multidimensionnel, à savoir l'apprentissage de la langue comme moyen de communication et la formation générale de l'apprenant. L'expérience de ce dernier semble constituer un moyen privilégié dans cette direction.

L'expérience est ce que la personne acquiert suite à des interactions répétées avec son environnement (Tremblay 1990). L'environnement est le milieu où se trouve la personne. Il peut présenter plusieurs dimensions (physique, psychologique, sociale) qui peuvent être plus ou moins présentes lors d'une interaction donnée. L'environnement exerce des pressions sur la personne qui peut lui résister ou accepter d'être affectée par lui. Dans l'un ou l'autre cas, il y a clairement interaction avec l'environnement, c'est-à-dire oscillation entre la pulsion de satisfaire les besoins, les désirs de la personne d'une part et les conditions imposées par l'environnement de l'autre.

Fruit de ces interactions, l'expérience est la source de connaissances, de comportements et d'attitudes chez l'individu. La création de situations où il ne possède pas tous les moyens nécessaires pour agir sur son environnement constitue un excellent moyen de développement de nouvelles connaissances, de nouveaux comportements ou de nouvelles attitudes. On peut donc voir comment l'introduction de l'expérience comme source d'apprentissage peut permettre de répondre à la fois à des objectifs communicatifs et éducatifs en créant des conditions où il y aura à la fois apprentissage de la langue et enrichissement de l'expérience de la personne.

Dans le cas qui nous intéresse, ce sont les expériences langagières qui seront évidemment privilégiées, ces dernières étant celles où le langage est employé dans l'interaction. Tremblay (1990), citant un manuscrit de Stern, rappelle quatre caractéristiques de la communication dans les situations naturelles d'apprentissage de la langue seconde:

1. Le contact avec une variété d'usagers de la langue cible.

2. L'accès à une variété de milieux et de situations d'utilisation de la langue cible.

3. L'occasion d'employer la langue en faisant porter l'attention sur le message plutôt que sur le code.

4. La capacité et le niveau d'implication personnelle.

Il conclut que, s'il n'est pas possible de retrouver intégralement toutes ces conditions du milieu naturel réunies dans des situations d'apprentissage de la langue en classe, il est possible, par le biais de l'expérience langagière, d'en faire une transposition fort valable.

L'acquisition de l'expérience langagière en classe implique du travail sur le plan des habiletés de compréhension, de production et de négociation. La compréhension est le processus qui permet l'évaluation de l'input reçu de l'environnement en rapport avec les besoins/les désirs du moment. Sur ce plan, l'élève est à la merci de celui qui produit le message. La nature de l'input aura donc une influence considérable sur lui, celui-ci étant

toujours libre de bloquer la communication. Le texte oral ou écrit proposé devra correspondre à l'expérience de l'élève et présenter de la valeur pour lui. Ce n'est que dans ce cas qu'il acceptera de l'examiner pour en tirer ce qui pourrait l'aider à parfaire son expérience.

La production est le moyen privilégié d'action sur l'environnement dans le cas d'expériences langagières. Sur ce plan, l'apprenant exerce un contrôle complet sur le message. Il est celui qui produit le message et qui tente de l'adapter à la fois à ses besoins/ses désirs et à ce qu'il prévoit comme réaction de son interlocuteur. On retrouve ici, présentée sous un jour un peu différent, la notion d'intention de communication déjà présentée dans la section sur le syllabus langue. Cette habileté d'adaptation du message à l'environnement constitue la base même de la communication, d'où la place qui lui est faite dans les deux syllabi.

Pour ce qui est de la négociation, elle est entendue ici dans le sens que lui donne Prabhu (1987): "... une séquence d'échanges reliant un point à un autre sur une ligne de pensée donnée et ajustable à tout moment de sa production ..." (nous traduisons). C'est la situation que l'on retrouve quand au moins un des participants à un échange ne partage pas l'avis des autres. S'il existe alors une possibilité que l'une des parties influence l'autre, on assiste à une négociation qui prendra fin soit quand les deux se seront mis d'accord, soit quand une des deux décidera de l'interrompre.

Quels seront les contenus du syllabus communicatif/expérientiel? Ce seront les domaines d'expérience des apprenants, c'est-à-dire les différentes dimensions des rapports d'un individu avec son environnement. Dans le contexte du curriculum multidimensionnel dont il est ici question, soit celui d'adolescents en formation, il est apparu utile de retenir cinq de ces dimensions:

1. La dimension physique, celle des domaines d'expérience reliés à la survie et au bien-être de la personne (l'alimentation, la protection de soi, l'hygiène).

2. La dimension sociale, celle qui s'intéresse à la vie et aux institutions sociales (la famille, les amis de coeur, les immigrants, les fêtes et célébrations).

3. La dimension civique qui touche également à la vie sociale mais en fonction des responsabilités et des privilèges qui en découlent (la conservation de l'environnement, les drogues, le crime et la violence, etc.).

4. La dimension ludique qui s'intéresse aux activités de la personne dans ses temps libres. Ces activités sont motrices, sensorielles ou éducatives (la vie dans la nature, les voyages et les excursions, les clubs et associations).

5. La dimension intellectuelle qui regroupe les activités portant sur divers aspects des arts et de la science.

Subdivisées en sujets utiles et adaptés au niveau des élèves, ces dimensions génèrent une quantité de domaines d'expérience adaptés à la salle de classe et permettant, chacun à sa manière, l'atteinte du double objectif de la création d'une situation naturelle de communication et de l'éducation générale de l'élève.

Un syllabus culture

Dans l'optique de Stern (1983) le syllabus culture doit constituer une introduction au contexte socioculturel de la langue elle-même. L'apprenant de langue seconde est d'abord et avant tout un observateur de la culture seconde. Il est appelé à examiner et à analyser les relations sociales et les institutions. Il peut, dans de relativement rares occasions, ressentir le besoin de s'impliquer un peu plus avant en vue d'acquérir une certaine habileté culturelle qui lui permettra, par exemple, de se comporter correctement en commandant un repas au restaurant ou en prenant part à un repas de famille. Mais essentiellement, l'objectif du syllabus culture doit être l'acquisition par l'apprenant d'un niveau acceptable de compréhension et de connaissance culturelles.

Plusieurs auteurs du domaine de la didactique des langues secondes reconnaissaient l'importance de la place que la culture devrait occuper dans l'enseignement/apprentissage de la langue. Jakobovits est même allé jusqu'à suggérer qu'il était probablement plus important de se préoccuper du biculturalisme que de la mécanique du langage. Dans la pratique, cependant, la culture est encore le plus souvent considérée comme accessoire dans le curriculum de langue, d'où le besoin de s'arrêter sur cette question.

Dans l'optique du syllabus culture, "La culture, c'est le cadre de vie, le mode de vie et les façons de se comporter, de penser d'une communauté dont l'histoire, la géographie, les institutions et les signes de reconnaissance sont distinct et la distinguent, à un degré plus ou moins grand, de toute autre communauté." (C. Leblanc 1990)

La réflexion s'est donc faite à partir d'une conception anthropologique de la culture. Cela dit, les membres du syllabus ont en même temps reconnu que ce concept devait, dans le contexte canadien, s'appliquer à la culture seconde (ou aux cultures secondes des communautés francophones du Canada et d'ailleurs), ce qui constituait un problème différent de celui de l'application à la culture étrangère, beaucoup plus répandu. De fait, c'est la conception de l'enseignement de la culture seconde qui sous-tend les contenus et les conclusions de ce syllabus.

La culture constitue un des fondements de l'interprétation juste des messages. C'est qu'une grande partie des présuppositions, des croyances et des attitudes laissées implicites dans la formulation d'un message proviennent justement du fait que les personnes en présence partagent la même culture. L'apprenant de langue seconde ne fait pas partie de ce groupe mais pourtant, s'il doit interpréter de mieux en mieux les messages qu'il reçoit du groupe second, il se doit d'acquérir un bon niveau de compréhension de cette culture. Cela se fait par la présentation de faits culturels qui constituent des points de départ de la réflexion sur la réalité socioculturelle seconde et de l'interprétation juste de cette dernière.

Il ne s'agit pas, on l'aura compris, de présenter des faits culturels les uns à la suite des autres et de les faire apprendre. L'approche encyclopédique ne saurait en effet s'appliquer dans un contexte pédagogique orienté vers la compréhension de la culture seconde. C'est d'ailleurs pourquoi la culture que l'on retrouve encore dans les méthodes de français langue seconde (photos de la Tour Eiffel, de Victor Hugo, extraits de "Booz endormi", etc.) passe complètement à côté des objectifs de compréhension de la culture seconde en ne présentant que des éléments qui n'ont aucun point d'ancrage dans la réalité de l'apprenant.

On dira que le contact avec la culture doit se faire d'abord à partir de faits culturels locaux avec un passage progressif vers les faits régionaux, provinciaux, nationaux et internationaux. Pour qu'il y ait ouverture vers la culture seconde et abandon au moins partiel de l'ethnocentrisme, il faut que l'apprenant soit capable d'établir des liens étroits entre sa réalité culturelle et celle de la culture seconde qui l'entoure. C'est pour cette raison qu'il importe de commencer pas son environnement immédiat.

Les sources de faits culturels ne manquent d'ailleurs pas. La plus immédiatement accessible est la présence de la francophonie. Présence immédiate, bien sûr, celle des individus, des familles, des communautés mais aussi présence dans le temps: noms de rues, d'édifices, de ponts, coutumes locales, etc. qui témoignent de la présence du groupe cible dans la vie des apprenants. L'histoire peut aussi constituer une source de faits mais seulement dans la mesure où elle sert à expliquer le présent, c'est-à-dire où elle est reliée à l'environnement. Les parlers des francophones sont aussi une source qui permet de mieux faire comprendre les liens étroits qui existent entre langue, culture, milieu géographique et social, etc. Enfin, il ne faudrait pas négliger le quotidien des francophones comme moyen de compréhension progressive de leur culture. Il importe, en effet, au plus haut point de présenter la culture comme quelque chose de vivant, de dynamique, d'intéressant. L'exotisme peut étonner mais l'effet passe rapidement, les faits ne se trouvant liés en aucune façon à son propre vécu.

Enfin, au Canada, pays officiellement bilingue, l'enseignement de la culture doit nécessairement habiliter les élèves à mieux vivre le bilinguisme canadien en les mettant en état de disponibilité face à d'autres valeurs. Il est certain que cette situation officielle ne fait pas que des heureux mais cela est souvent dû à un manque d'information et de compréhension. L'action du programme de français langue seconde sur ce plan peut devenir déterminante en montrant, par exemple, que le bilinguisme n'est pas qu'une chose politique mais qu'il a contribué, au cours des années, à l'établissement de nouvelles valeurs sociales et culturelles partagées par la grande majorité des Canadiens.

Le syllabus culture apparaît donc comme l'inventaire des domaines constituant le contenu culturel minimal susceptible de permettre l'interprétation correcte de l'environnement socioculturel second.

Un syllabus formation langagière générale

Les exigences d'un processus d'enseignement/apprentissage axé prioritairement sur la communication ont amené la remise en question de plusieurs pratiques pédagogiques et l'examen de contributions possibles au domaine de la didactique des langues secondes de sources jusqu'à présent peu exploitées. La formation langagière générale fait partie de ces dernières (Hébert 1990). L'intérêt pour cet aspect de l'enseignement/-apprentissage de la langue réside dans la conviction qui s'est développée récemment dans le domaine que l'apprenant qui a l'occasion de réflechir sur ses apprentissages et sur les moyens qu'il emploie pour causer ces changements devient un apprenant à la fois plus efficace et mieux formé. Le terme clé du syllabus formation langagière générale sera donc la "prise en conscience". Deux raisons principales justifient l'inclusion de ce syllabus dans le curriculum multidimensionnel et lui sont très étroitement reliées:

1. L'élargissement des horizons des apprenants par la prise de conscience d'aspects pertinents des réalités qui l'entourent.

2. L'aide à l'apprenant dans son apprentissage de la langue seconde.

L'élargissement des horizons se situe directement dans la dimension éducative poursuivie par le curriculum multidimensionnel. L'atteinte d'un niveau fonctionnel de bilinguisme promeut à la fois une plus grande sensibilité face aux questions de langue, de culture et de société (Hébert, O'Sullivan 1986) et une acceptation plus probable de la réalité multiculturelle canadienne. Et comme la perception qu'a l'apprenant de la place qui est faite à la langue seconde dans son environnement peut avoir une influence sur son apprentissage (Bilodeau et al. 1987) il est essentiel de prévoir dans le curriculum des moment où langue seconde et développement personnel seront interdépendants.

Pour aider la personne dans son apprentissage, il faut lui fournir des outils susceptibles d'améliorer son efficacité d'apprenant. Cela implique d'abord un effort concerté vers son auto-actualisation en lui fournissant des occasions d'expériences enrichissantes qui vont lui donner l'occasion de se découvrir progressivement comme communicateur dans un nouvel environnement. Pour ce faire, le syllabus formation langagière générale retient trois champs d'action: la prise de conscience linguistique, culturelle et stratégique.

La prise de conscience implique la connaissance raisonnée des phénomènes à l'étude. Ainsi, par prise de conscience linguistique on entend la connaissance raisonnée de certains aspects de la nature du langage et de son rôle dans la vie des gens. Dans le cadre de la prise de conscience linguistique du syllabus formation langagière générale, on s'intéressera aux aspects que le français partage avec les autres langues: productivité, créativité, stabilité et changement, variation, réussite de la communication, etc. Il s'agit d'établir des liens entre ce qui se passe dans l'utilisation de la langue seconde par l'apprenant avec des phénomènes déjà connus en langue maternelle pour ensuite lui fournir des occasions d'appliquer ces nouvelles connaissances à d'autres situations de sa vie.

La prise de conscience culturelle suit *mutatis mutandis* la même démarche. La conscience culturelle s'acquiert suite à des expériences personnelles auxquelles l'apprenant participe pleinement. Cela ne signifie pas qu'on le lancera de plein pied dans de telles expériences. Au contraire, la préparation menant à la compréhension trans-culturelle devra être intégrée aux expériences précédentes de l'apprenant et découler de celles-ci.

Développer la conscience stratégique, c'est donner à l'apprenant le contrôle sur le choix de ses propres stratégies parmi toutes celles qui lui sont disponibles pour atteindre ses buts d'apprentissage. Pour ce faire, il faudra le rendre apte à reconnaître la nature du problème auquel il se trouve confronté, le rendre conscient qu'il existe des stratégies qui peuvent l'aider à resoudre son problème et le rendre apte à effectuer un choix raisonnée des stratégies qu'il juge utile pour lui. Il faut essayer, de fait, de lui donner progressivement la maîtrise des structures de la connaissance et le contrôle de ses activités d'apprentissage. Il s'agit cependant d'un long processus qui ne peut être développé que par la pratique répétée en situations normales d'apprentissage.

Il appartient au syllabus formation langagière générale d'établir
l'inventaire des contenus d'ordres linguistique, culturel et stratégique
susceptibles de favoriser à la fois l'apprentissage de la langue seconde et
la formation générale de l'élève. Il devrait être évident que les
responsables du syllabus ont dû travailler presque sans résultats de
recherche ni expériences préalables pour les appuyer. De fait, le seul
travail d'envergure sur le sujet a été réalisé par Hawkins (1984) mais
porte sur un cours de conscience linguistique dans le contexte de
l'enseignement de la langue maternelle. Cela dit, une fois les principes
sous-jacents établis, il a été relativement aisé de trouver des contenus
qui permettraient de développer progressivement les prises de conscience
visées.

L'intégration des contenus

La multiplication des syllabi ne peut avoir comme premier résultat que
l'augmentation proportionnelle des contenus à enseigner. La juxtaposition
pure et simple de tous les contenus proposés ne saurait être envisagée,
d'une part, à cause du manque de temps - toutes les minutes sont comptées
dans le contexte scolaire - et, de l'autre, parce que la seule présentation
d'un nombre plus grand d'éléments ne permettrait pas d'atteindre par elle-
même les résultats souhaités. De fait, le curriculum multidimensionnel ne
peut être appliqué dans les circonstances pédagogiques normales que s'il
est possible d'intégrer ses divers contenus.

L'intégration des contenus est leur organisation en des ensembles tels que
chacun des éléments va contribuer à l'apprentissage des autres lorsqu'ils
seront présentés à l'élève. De cette façon, il devient possible d'augmenter
de façon substantielle les quantités de contenus sans avoir à modifier la
variable temporelle, habituellement immuable. Examinons maintenant quelques
aspects de cette intégration.

La conception que l'on se fait de l'objet d'enseignement et du processus
d'apprentissage par lequel les apprenants doivent passer pour le maîtriser
a une influence directe sur le curriculum. Dans le cas qui nous intéresse,
la langue est considérée comme un moyen de communication. Elle est donc
perçue globalement au départ plutôt, par exemple, que comme une suite de
structures. Le curriculum se doit de respecter cette intégrité de la langue
et proposer des stratégies pédagogiques appropriées. Pour nous, ces
stratégies passent d'abord par l'expérience langagière dont il a été
question dans la section sur le syllabus communicatif/expérientiel.

Stern (1983) fait bient le contraste entre l'approche expérientielle qui
permet d'aborder l'étude de la langue comme un moyen d'atteindre une fin et
l'approche analytique qui voit plutôt l'étude de la langue comme une fin en
soi. L'approche expérientielle est globale, non analytique et
participative. Elle est centrée sur le message, non sur la forme. Elle est
donc particulièrement bien adaptée à une perception communicative de la
langue. C'est pourquoi nous pensons que c'est elle qui doit servir de point
d'ancrage à la pédagogie intégrée du curriculum multidimensionnel.

Nous avons déjà montré comment l'expérience langagière constituait une
façon privilégiée d'introduire en classe des conditions de communication
véritable. Ces expériences langagières sont tirées des domaines
d'expérience et sont élaborées de façon à constituer un projet éducatif
aboutissant à une production concrète. Illustrons avec un exemple tiré des
travaux de l'Etude.

Afin de vérifier en cours de route l'applicabilité de leurs propositions, les membres de l'Etude ont été appelés à produire du matériel pédagogique d'essai. Une de ces unités intégrées d'enseignement s'intitule "Se lancer en affaires avec un jeu" (Tremblay *et al.* 1989) et s'adresse à des élèves agés de quinze ans environ. Le domaine d'expérience a été choisi parce que certains ministères mettent à la disposition de jeunes intéressés des sommes pour leur permettre de mettre sur pied des projets qui vont leur procurer du travail, par exemple, au cours de l'été. Les élèves de cet âge ont accès aux documents sur ces programmes spéciaux qui sont d'ailleurs souvent discutés en classe. Il s'agit donc bien d'un domaine d'expérience au sens entendu plus haut. La production concrète attendue à la fin de l'unité est un jeu au complet et un projet de mise en marché. Les groupes qui le désirent peuvent participer à un concours national en faisant parvenir leur jeu à une personne spécialement désignée qui s'occupe de les recevoir et de former le jury.

Il s'agit donc bien d'une expérience langagière au cours de laquelle les apprenants sont constamment appelés à se servir de la langue seconde pour des fins évidentes de communication. Ils mettent à contribution leur expérience des jeux pour créer le leur. Ils consultent des documents d'information pour prendre des décisions quant à la mise en marché (par exemple, vendre son idée à une compagnie spécialisée ou partir sa propre affaire). Ils examinent des publicités dans des domaines connexes à celui qui les intéresse. Bref, ils ont à la fois l'occasion d'employer ce qu'ils connaissent dans ces domaines et de faire des découvertes qui ne manquent pas de les intéresser. Et dans toutes les circonstances de l'expérience, l'accent est mis sur le message, sur sa transmission, sur sa réception et sur la négotiation qui ne manque pas de se produire. C'est donce une approche globale et participative, une approche expérientielle.

Cependant, nous l'avons indiqué plus haut, l'expérience langagière est un moyen d'apprentissage de la communication, non pas de l'apprentissage du code linguistique. Cela est dû au fait que l'approche expérientielle, parce qu'elle est globale, n'est pas très habile à faire ressortir le fonctionnement du système que constitue la langue. Pourtant, connaître ce fonctionnement, c'est se donner les moyens essentiels, mais non suffisants, à l'atteinte d'un niveau de communication précise. Leur insuffisance ne doit toutefois pas faire oublier leur nécessité car on ne peut séparer grammaticalité et acceptabilité (Kramsch 1989). C'est pourquoi nous disons que si l'approche expérientielle doit constituer le point d'ancrage de la pédagogie intégrée dont il est ici question, l'approche analytique a aussi un rôle essentiel à jouer dans l'acquisition de l'habileté à communiquer avec précision.

L'approche analytique, au sens où l'entend Stern (1983), est celle où les connaissances sont privilégiées, celle qui permet de prendre un peu de recul face à l'utilisation de la langue en situation de communication pour examiner cette langue en elle-même en vue d'acquérir des connaissances sur son fonctionnement. Il n'existe aucun empêchement à l'utilisation des deux approches à un moment ou l'autre de la démarche pédagogique.

Comme nous devons toujours penser en termes d'intégration des contenus, il est de fait assez normal de retrouver ces deux approches en complémentarité. Si nous reprenons l'exemple de l'unité intégrée que nous avons commencé à développer plus haut, on peut assez facilement voir que l'enseignement de certaines dimensions du code vont de soi si le jeu doit pouvoir fonctionner. Par exemple, pour pouvoir vendre un jeu, il faut qu'il fonctionne, il faut qu'il ait des règlements. Or ces derniers présentent

des caractéristiques au plan du langage que l'on peut très bien expliciter à l'occasion de la rédaction. Donner des directives, expliquer, reconnaître l'antériorité, la simultanéité et la postériorité, apprendre le vocabulaire, etc., sont autant de points que l'on pourrait vouloir aborder sur le plan du fonctionnement du code. Et la chose la plus importante à reconnaître ici est que la présentation et l'étude du code linguistique sont totalement motivées par la situation. Cet apprentissage correspond à un besoin si le jeu doit fonctionner correctement. Dans un tel cas, l'approche globale n'est plus suffisante, ce qui est facilement reconnu par l'apprenant.

On peut déjà commencer à voir comment l'intégration des contenus peut présenter des économies qui rendront un certain niveau de leur multiplication possible. Par exemple, dans l'illustration utilisée ici, il n'est pas nécessaire pour le syllabus langue de s'occuper de la séquence des règlements: cela fait partie de l'expérience et a déjà été réglé ailleurs. Même chose pour les contenus dont la première approximation aura déjà été réalisée en cours d'expérience. D'ailleurs, il n'est pas du tout exclu, bien au contraire, de présenter des éléments langagiers lors du traitement global de l'expérience et vice versa. C'est par cette exposition, par ce contact tantôt occasionnel, tantôt analytique avec la langue que se développent à la fois l'habileté à communiquer et celle à utiliser le code avec justesse.

L'intégration des contenus des deux autres syllabi se fait de la même façon. En continuant avec le même façon. En continuant avec le même exemple, on peut faire remarquer que le jeu que les élèves doivent imaginer est, comme par hasard, un jeu sur la francophonie. On voit tout de suite le besoin qu'il y aura pour les élèves de se documenter sur un aspect (ou un ensemble d'aspects) de la francophonie et, dans ce cas, de découvrir certains faits culturels et de les interpréter correctement. Faire un jeu sur la francophonie ne demande pas plus de temps que sur tout autre sujet mais les bénéfices sur le plan culturel se trouvent assurés du seul fait de penser intégration au moment de l'élaboration de telles unités.

Enfin, la formation langagière générale voit aussi plusieurs de ses contenus trouver naturellement leur place dans une unité de ce type. Que ce soit le rôle du langage dans les jeux (conscience linguistique), la comparaison des types et des modes de publicité entre les cultures (conscience culturelle) ou les stratégies utilisées pour trouver de l'information dans des documents oraux et écrits (conscience stratégique) pour ne mentionner que ceux-là, la contribution de la formation langagière générale est tout aussi normalement intégrée dans l'ensemble que celle des autres syllabi.

Il importe de signaler, en terminant, que le choix des contenus qui se retrouveront éventuellement dans les unités d'enseignement n'est pas laissé au hasard mais provient des listes graduées fournies par les quatre syllabi. Chacune de ces listes a été répartie en trois blocs qui correspondent à trois moments différents du processus de développement de l'élève et c'est en regroupant des contenus en provenance de chacune des listes jusqu'à ce que le programme visé soit couvert que les unités d'enseignement doivent être élaborées.

Conclusion

L'Etude nationale sur les programmes de français de base, si elle a fait la démonstration de l'applicabilité du concept de curriculum multidimensionnel

dans les programmes scolaires, n'est qu'un premier pas dans la direction de solutions à la complexité de la communication et de son enseignement. Cette étude présente, cependant, les résultats d'une réflexion organisée dans un contexte clairement délimité. Elle a impliqué, dans chacune de ses étapes, des intervenants en provenance de tous les niveaux dans le domaine de la didactique des langues. Le matériel pédagogique d'illustration qui a été développé en cours de route, tant celui dont il a été question plus haut (*Se lancer en affaires avec un jeu*) que deux autres unités (*Initiation au voyage* et *J'ai faim!*) élaborées pour des élèves d'autres groupes d'âge a été mis à l'essai dans près de deux cents classes au Canada avec un haut niveau de succès et d'intérêt. Bref, l'Etude nationale sur les programmes de français de base conclut à l'applicabilité du concept de curriculum multidimensionnel comme solution possible à la complexité de la communication, à tout le moins dans les situations pédagogiques examinées (Leblanc 1990).

Réflexions sur la Rédaction d'un Curriculum Orienté aux Habiletés

et à la Communication Langagière

Michel P. M. Schwarz, M. A., et Georg A. Gerth

Mesdames et Messieurs,

Nous avons prévu, M. Gerth et moi-même, de faire cette présentation non seulement en anglais mais encore en français, en hommage au pays qui nous accueille cette année et à sa compréhension vécue des problèmes linguistiques. Comme nous arrivons en fin de conférence et que tout ce qui est essentiel a déjà été dit soit dans les présentations, soit dans les rapports nationaux, soit dans les "small-talks", je tacherai d'être bref et essayerai de vous montrer surtout le pourquoi et un peu le comment nous faisons ce que nous faisons. Notre présentation a pour titre *"Réflexions sur la rédaction d'un curriculum orienté aux habilités et à la communication langagière"*. Nous nous proposons de traiter les points suivants:

(1) L'enseignement des langues dans la Bundeswehr en général: position des problèmes et approche curriculaire, composantes d'un curriculum.

(2) Organisation d'un curriculum avec des exemples tirés d'un curriculum de français, d'un curriculum d'anglais et de curricula de russe. Cette partie vous sera présentée en anglais par M. Gerth.

(3) La troisième partie de notre exposé sera consacrée à la problématique des tests de niveau dans une perspective curriculaire. Cette partie sera à nouveau suivie d'exemples.

PREMIÈRE PARTIE

L'enseignement des langues dans la Bundeswehr en général,

position des problèmes dans une perspective curriculaire

Très brièvement pour commencer le contexte dans lequel se situe l'enseignement des langues dans la Bundeswehr. Cet enseignement a lieu au Bundessprachenamt, l'Office fédéral des langues de la République fédérale d'Allemagne, et dans environ 20 autres institutions techniquement subordonnées, du point de vue langue, dont deux universités de la Bundeswehr. Le grand nombre d'institutions dans lesquelles on enseigne et dans lesquelles on teste des langues requiert une certaine centralisation ne fut ce que pour garantir la valeur des diplômes et le cas échéant donc la qualité de l'enseignement dans toutes nos institutions. Et voilà qui nous ramène au sujet d'aujourd'hui: Quelle est notre conception de l'enseignement? Quelle est notre conception du testing et quelle est notre interprétation concrète des conceptions théoriques de l'enseignement et du testing? Selon les décrets de notre Ministère de la Défense l'enseignement des langues à l'Office fédéral des langues ainsi que dans les autres institutions techniquement subordonnées a à être orienté aux quatre habiletés langagièrs qui sont la compréhension auditive, la production orale, la compréhension de l'écrit et la production écrite. Par ailleurs les décrets ministériels nous imposent quatre niveaux qui sont d'ailleurs les *niveaux OTAN*: Le niveau débutant 1, le niveau grand commençant 2, les niveaux avancés 3 et 4.

Nous n'allons donc jamais jusqu'au niveau 5 et n'avons pas de niveaux intermédiaires. Chaque niveau dans un contexte scolaire comprend environ 250 heures d'enseignement. Le contenu de ces décrets ministériels n'est certes pas du au hasard. Mis à part une harmonisation des définitions allemandes avec les niveaux définis dans le STANAG 6001, ces décrets tiennent compte de l'esprit humaniste humboldtien allemand qui, tout au moins pour le domaine scolaire, a su jusqu'à présent et à bon escient résister à l'emprise administrative, c'est-à-dire "centraliste" et "réglementariste", et laisser une grande autonomie tant au professeur qu'à l'apprenant. Cette *autonomie* s'étend, à des degrés plus ou moins forts, aux domaines suivants:

(1) à la détermination des besoins - différents selon les écoles, selon les classes, selon les groupes même qui composent une classe.

(2) à la détermination des objectifs qui découlent de l'analyse des besoins. Objectifs tant personnels que liés au travail.

(3) à la détermination du choix des matériaux d'enseignement et d'apprentissage.

(4) á la détermination des procédures d'enseignement et d'apprentissage.

(5) à la détermination du contenu de l'évaluation.

Notre perspective curriculaire se situe donc entre deux pôles qui sont l'anarchie ou le laisser-faire et le réglementarisme ou la méfiance en autrui. Il va de soi qu'une perspective curriculaire se situant entre ces deux pôles n'est possible qu'avec un personnel enseignant et administratif extrêmement équilibré, compétent et loyal, c'est-à-dire tirant sur la même corde, celle des objectifs de l'institution pour laquelle il travaille. Des réflexions sur ce qu'est la compétence d'un professeur ont été faites dans le cadre de la réunion annuelle du BILC, il y a quelques années, lorsque nous nous sommes retrouvés au Bundessprachenamt, et mériteraient, je crois, d'être poursuivies et étendues avec administrateurs et concepteurs de cours. Sans entrer dans la querelle méthodologique qui semble surgir d'ici et de là, querelle entre les partisans de l'*approche communicative* qui privilégie l'aspect sémantique et les adhérents de l'approche traditionnelle qui privilégie la composante syntaxique, je me permets de rappeler que le but de l'enseignement des langues dans la Bundeswehr est d'amener les candidats militaires et civils à pouvoir se débrouiller langagièrement plus ou moins bien selon les niveaux requis par les mandataires, dans des situations langagières plus ou moins prévisibles et connues par nous-même, les administrateurs ou concepteurs de cours, mieux connues souvent par les professeurs et les stagiaires.

LES APPROCHES
APPROACHES

APPROCHE COMMUNICATIVE COMMUNICATIVE APPROACH		APPROCHE TRADITIONNELLE TRADITIONAL APPROACH
ASPECTS SÉMANTIQUES SEMANTIC ASPECTS		COMPOSANTES SYNTAXIQUES SYNTACTIC ELEMENTS

LA PRATIQUE
LANGUAGE IN USE

Pouvoir se débrouiller en langues, c'est pouvoir utiliser dans un but donné la parole et l'écrit de façon productive et réceptive. Il va de soi que la conséquence pour l'approche curriculaire d'une telle vision simple mais pluraliste des choses sera qu'il n'est pas possible de tenir compte des intérêts thématiques ni des besoins langagiers liés à la maîtrise d'une habilité si le curriculum consiste en une méthode un livre ou un manuel d'enseignement unique bon pour tous. N'ayant pas à poursuivre des objectifs scolaires ou universitaires du type "réflexions sur le langage en général" ou "acquisition de méthodes académiques de travail", nous n'avons en fait comme mission que de régler l'apprentissage c'est-à-dire de régler la conciliation ou selon le cas la réconciliation entre l'aspect systématique et clos des contenus linguistiques ou thématiques et l'aspect ouvert de l'authenticité de l'emploi créatif d'une langue étrangère. En d'autre termes, comment faciliter un enseignement et un apprentissage qui respectent tout autant l'*authenticité* de la forme langagière, (le pourquoi dire) que l'authenticité des contenus liés aux besoins des apprenants et des mandataires (le quoi dire), ainsi que l'authenticité de la forme linguistique de la langue (le comment dire).

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AUTHENTICITÉS
AUTHENTICITY

</div>

FORME LANGAGIÈRE	CONTENU	FORME LINGUISTIQUE
LANGUAGE USE	CONTENT	LINGUISTIC FORM
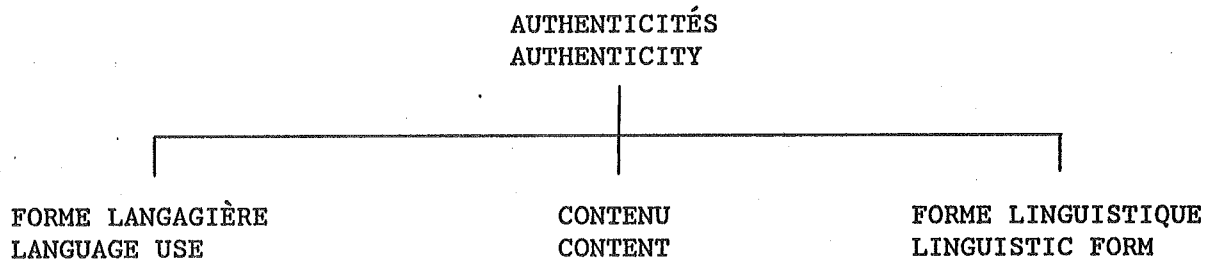
Autonomie, authenticité, créativité de la communication et système linguistique sont donc les *quatre mots-clé* autour desquels s'articule notre perspective curriculaire multidimensionnelle. Du point de vue de sa forme un curriculum n'est donc pour nous en aucun cas un matériel d'enseignement organisé chronologiquement dans un but précis, il est plutôt une sorte de *loi cadre* caractérisée par sa diversité et à partir de laquelle professeurs et concepteurs de cours pourront développer des unités d'enseignement qui, elles mêmes regroupées dans un but défini, composeront le *programme d'un cours*.

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ARTICULATION MÉTHODIQUE
METHOD OF IMPLEMENTATION

SYLLABUS
SYLLABUS
↓
CURRICULUM
CURRICULUM
↓
UNITÉS DE COURS
LEARNING UNITS

PLAN DE COURS
COURSE PLAN
↓
ENSEIGNEMENT
INSTRUCTION

</div>

PLAN DE COURS
COURSE PLAN

Format du/des cours
Course format(s)

    syllabus
    curriculum/design
    unités de cours/learning units

Système d'enseignement
Training system

. les impératifs/contraints
. la philosophie/doctrine
. les besoins/needs
. les objectifs/objectives

| habilités | savoir | culturels |
| skills | ling. knowl. | cultural |

↓
Teaching

L'organisation de base choisie pour une unité de cours sera le dossier
thématique parce qu'il favorise une pédagogie de la découverte par des
activités de conceptualisation ainsi que par des pratiques langagières et
linguistiques spécifiques aux besoins d'un groupe donné. Un dossier
thématique tel que M. Gerth va le présenter comprend dans le cadre des
quatre habiletés langagières les *thèmes* c'est-à-dire les sujets les plus
divers, ainsi que la manière d'employer un sujet, un thème, c'est-à-dire le
type de discours requis.

COMPÉTENCE COMMUNICATIVE
COMMUNICATIVE COMPETENCE

| USAGE | SIGNIFICATION | SENS/EMPLOI |
| USAGE | MEANING | USE |

| éléments linguistiques | éléments fonctionnels/notionnels | éléments communicatifs et pragm. |
| linguistic elements | functional/notional elements | communicatif & pragm. elements |

| grammaire | vocabulaire | fonctions | notions | rôle social | rôle ψ | contexte | contenu |
| grammar | vocabulary | | | social role | ψ role | content | content |

fonctions:
- transmettre une information / to give information
- demander une information / to ask for information
- décrire/to describe
- prendre congé / to leave
- ...
- ...

notions:
- durée / time
- lieu / location
- direction / "
- relation / "
- motif / reason
- ...
- ...

rôle social:
- (type de discours)
- (type of discourse)

rôle ψ:
- (but/motif)
- (goal/reason)

contexte:
- (situation)
- (situation)
- (culturel)
- (cultural)

contenu:
- (thème)
- (topic)

STRUCTURAL	FUNCTIONAL/NOTIONAL	COMMUNICATIVE/SITUATIONAL/THEMATICAL
SYLLABUS/CURRICULUM	SYLLABUS/CURRICULUM	SYLLABUS/CURRICULUM
STRUCTUREL	FONCTIONNEL/NOTIONNEL	COMMUNICATIF/SITUATIONNEL/THEMATIQUE

Par type de discours je comprends des activités telles que savoir téléphoner, savoir écrire une notice, savoir prendre la parole, savoir faire un petit exposé au pied levé etc. Le dossier thématique, le thème ou le sujet choisi ainsi que le type de discours correspondant aideront l'enseignement à déterminer des *activités* didactiques de lecture, de production orale, de production écrite ou d'écoute conformes à la tache demandée. Ces activités seront du type "savoir extraire l'idée principale", "savoir reconnaître des détails", "savoir réagir verbalement" etc. Cette analyse de l'emploi créatif/communicatif sera bien entendu completée par une analyse des *structures syntaxiques et morphologiques* nécessaires. L'ensemble de ces réflexions est enrobé par une réflexion sur les différences et ressemblances culturelles, c'est-à-dire donc par une ouverture à la *civilisation et à la culture étrangère*. Vous voyez là à nouveau l'importance de l'enseignant locuteur natif. Des exemples type d'agencement des éléments théoriques que je viens de mentionner vous seront maintenant présentés par M. Gerth.

DEUXIÈME PARTIE

Organisation d'un curriculum - exemples

As Monsieur Schwarz has already pointed out, language teaching in the Federal Armed Forces is based upon certain basic didactic concepts, three of which must be considered by any curriculum or test developer (or teacher) in making decisions about individual curricula or language tests.

First, there is the global target of communicative competence in the productive as well as in the receptive area. This widely recognized objective applies both to common core language courses and to specialized language courses, be they military or civilian (i.e. for customs officers or members of the Police or the Federal Border Guard).

The second didactic principle is skill-orientation which at first glance seems to play the central role in the construction of our curricula, as these are very evidently separated into skills - which incidentally also applies to our testing system. When we began to write our curricula, this overt treatment of the skills in separation led to some misunderstandings, in particular a belief that the skills have to be taught in isolation, as the curricula seemed to suggest this idea and as we also test the four main language skills separately. But we know - taking into account the findings of didactics and neurolinguistics - that the skills cannot be taught separately, but must be integrated just as they are integrated and closely linked to each other in real-life situations. I am going to show you examples of this problem in curriculum development in a few minutes.

Thirdly, we have to bear in mind that our curricula, even if it doesn't seem so on the surface, are functional-notional. This basic concept, which is so closely linked to a communicative approach, is especially beneficial with regard to military language curricula. We in Germany have not integrated this concept in such an elegant and clear-cut way as our Canadian friends have done, but it does play a very important part, too.

I would like to illustrate now these three basic principles so characteristic of our approach by showing you some parts of our model curriculum for beginners of French at NATO level. The notion "model curriculum" means that this curriculum is not only implemented by our teachers of French in the Federal Language Office at Hürth but also carried out in more or less modified ways in the area which is technically subordinate to the BSprA. The curriculum is designed for a period of about 250 lessons of 45 minutes each which is customary for Germany. In other institutions where French is taught, for instance, at the General Staff Academy in Hamburg, at the Universities of the Federal Armed Forces in Hamburg and Munich, in combinatory courses in Wiesbaden, and last but not least in the recently founded German-French brigade, this curriculum for French is modified, according to the specific needs of the respective institutions with regard to time available, objectives, content, students, media available etc.

This curriculum for French is not teaching material; it is only a guide line for teachers to enable them to deduce their individual teaching units. This guide line creates a sort of framework for the format, the contents and possibly the chronological order of the units. As we will see, there is no prescribed grammatical progression as was the case in our former textbooks, before we introduced our so-called "curricular approach" in the early Eighties. Thus we hope realistic and addressee-oriented tuition can

be realized, and the individual interests of the students as well as the demands of their respective professional activities can be taken into account.

The curriculum is grouped within the skills along the lines of topic areas, which are the same for all Western languages. These topic areas though differ from level to level. Let us now have a brief look at the list of topic areas for level 1 and at two examples of topic areas.

Bundessprachenamt, Hürth
Curriculum French NATO 1

TOPIC AREAS

The curricula L, S, R and W are grouped along the lines of the following topic areas, which are compulsory for NATO level 1:

1. Personal data, description of persons

2. Education, occupation

3. Accommodation, lodging

4. Daily routine

5. Shopping

6. Leisure activities, hobbies

7. Public and private transport

8. Holidays, travel

9. Weather and climate

10. Description of places, finding one's way

LISTENING COMPREHENSION - LEVEL 1   CURRICULUM L-1

Topic frame	Topic	Text variety	Activity	Language	Possible extension
2	1. Job advertisement	tips mediated listening (radio)	to inform oneself in order to act appropriately selective listening	Lexis and structures follow from the respective texts or communicative situations.	R: Job descriptions W: to make an application (curriculum vitae) S: to react to a job advertisement
	2. to take over a business	appeal mediated listening (radio)	to understand information and react appropriately global listening selective listening		
	3. Unemployment	short report mediated listening/ viewing (radio/TV)	to inform oneself (possibly also to compare) detailed listening		R: Labour market (newspaper, letter)

EDUCATION, OCCUPATION

READING COMPREHENSION - LEVEL 1

CURRICULUM R-1

Topic frame	Topic	Text variety	Activity	Language	Possible extension
7	1. Buying a car	Description together with illustration (e.g. a brochure)	to form an opinion / detailed understanding after reading	Lexis and structures follow from the respective texts or communicative situations.	L: advertisement (radio)
PUBLIC AND PRIVATE TRANSPORT	2. Car hire	Information material / Car documents	to inform oneself in order to act appropriately / detailed understanding		W: filling out forms
	3. Excursion	Information sheet, details of route	to inform oneself, to make a check / selective reading, detailed understanding		L: information via loudspeaker / S: to obtain information (train, bus, aeroplane) / W: Suggestion for a trip out
	4. Buying a used car	Adverts	to inform oneself in order to act/compare / detailed understanding after reading		S: Purchase/sale of a used car / W: Note on a notice board

Let me explain why our curricula are not only based upon the topic frames but also upon the functional-notional approach. We find that for us a curriculum should include all the linguistic and cultural contents of a language programme at various levels of learning and the skills and abilities to enable the learners to use the language appropriately.

A functional-notional approach concentrates on the purposes for which language is used, i.e. on the communicative purposes of a speech act. Any act of speech is functionally organized in its given social content. Thus the students need knowledge not merely of linguistic forms and meanings but also of functions. They need to know that many different forms can be used to perform a function, and also that one single form can often serve a variety of functions. When we use language, we are constantly adapting and adjusting our messages according to our different communicative purposes, situations, topics, roles, etc., and I believe that a good language teaching curriculum must recognize this.

The following list of functions, which is mandatory for our French curriculum for beginners, is theoretically based on the studies of the Council of Europe. In the Seventies, experts - above all Professor van Ek of Groningen University - were formulating the foreign language needs of adult Europeans for the Council of Cultural Co-operation of the Council of Europe. From the outset, the Council's studies focused mainly upon the vocational and academic needs of learners of English and French. Since 1976, it has included the study of almost all European languages and at secondary and university levels of an education system.

For our curriculum we chose the main communicative functions formulated by Professor van Ek and tried to adapt them for our purposes. Please have a look at the following list:

Bundessprachenamt, Hürth
Curriculum French NATO 1

LANGUAGE FUNCTIONS

The following list refers to functions whose realizations are expected to be known by the students at the end of a language course leading to level NATO 1.

1. Seeking information

   Understanding instructions
   Understanding recommendations
   Understanding judgements
   Understanding pieces of information
   Understanding pieces of advice

2. Imparting information

   Giving answers
   Giving pieces of information
   Introducing oneself
   Introducing people to others
   Giving details about something
   Transmitting knowledge about something

3. Making comparisons

   Making a choice
   Exchanging experiences/views
   Distinguishing points of view

4. Enquiring about something

   Enquiring/making sure of something
   Seeking confirmation/obtaining confirmation
   Asking for information

5. Giving one's opinion/views

   Expressing satisfaction/dissatisfaction
   Expressing wishes
   Expressing interest
   Expressing agreement/disagreement
   Expressing disappointment/enthusiasm
   Confirming something
   Rejecting something
   Criticizing somebody/something

6. Describing, reporting, narrating

   Describing a situation
   Explaining facts of the case
   Making a statement
   Making one's point of view clear to somebody

7. Suggesting something

   Proposing somebody/something
   Recommending something
   Warning
   Advising somebody not to do something

8. Asking somebody for something

   Asking for remedy/rules of conduct
   Ordering something
   Making a complaint

The list of structures I am going to present now comprises grammatical structures which we consider important for German learners of French at an elementary level. When they wrote this curriculum, our course developers already had some 20 years of experience with these structures, but up till then the structures had only been seen in the framework of grammatical progression which was absolutely mandatory and prescribed by the exercise-book, used until then and forming a sort of obsolete curriculum.

Before dealing with the structures, I have got to touch on the problem of the vocabulary or, if you like, of the lexical progression. As the topic areas in our curriculum were selected such that a wide range of our and the students' world of experience could be covered, the chances to motivate and encourage the students to deliver more or less intelligent and reasonable utterances in plausible and authentic real-life situations are quite high. The topics and the activities belonging to them - like simulations, role-playing, language games, etc. - are derivable from the 10 compulsory topic frames and should be regarded as pure proposals. So it is completely in the hands of the teacher to develop topics for the topic frames and thus the implementation of semantic fields and even the lexical progression is left in broad measure to the discretion and responsibility of the individual teacher or to a certain extent even to the needs and wishes of the respective learners. So much for the quality and order of the lexical items. The quantity of the lexicon, i.e. the actual amount of the vocabulary taught and acquired depends, of course, entirely on the time available and the type of learner. The curriculum is structured in such a way that military language or French for specific purposes can easily be assimilated into the framework of a common core language course. This means that communicative activities like telephoning, writing letters, making notes, reading professional literature can be treated in many addressee- or trade-oriented ways; this does not mean, though, that a ready access to a highly specialized vocabulary can be expected - the curricular approach is just a flexible and very open way to solve our problems far better than old-fashioned exercise-books with obsolete didactic approaches.

Bundessprachenamt, Hürth
Curriculum French NATO 1

STRUCTURES

In order to realize the mandatory language functions, a knowledge of the following structures is essential.

1. Article

Definite and indefinite articles (singular and plural)
Partitive article
Indications of quantity + "de"

2. <u>Noun</u>

    Gender
    Number

3. <u>Adjective</u>

    Modifiability of the adjective (masc./fem.; sing./pl.)
    Regular Comparison of the adjective
    Irregular Comparison of the adjective (e.g. "meilleur")

4. <u>Verbs</u>

    Conjugation
    Auxiliary verbs "avoir" and "être"
    Verbs ending in "-er" (exceptions like "acheter"/"appeler"; "aller")
    Verbs ending in "-re" (group "attendre")
    Verbs ending in "-ir" (group "finir"; group "sortir"; "ouvrir", "offrir", "venir")
    Verb group "vouloir", "pouvoir", "devoir"
    Irregular verbs like "prendre", "mettre", "faire", "dire", "lire", "écrire", "boire", "voir"
    Tenses and moods
    Present tense
    Perfect tense
    "futur proche"
    Imperatives
    Conditional forms (e.g. "j'aimerais", "je voudrais")

5. <u>Adverb</u>

    Adverbs of place, of time, of manner
    Indications of place and time
    Comparison adjective/adverb

6. <u>Pronoun</u>

    Subject pronouns "je", "tu", "il", etc.
    Disjunctive pronouns "moi", "toi", "vous", etc.
    Personal pronoun "on"
    Object pronouns
    Possessive pronouns (adj.)
    Demonstrative pronouns (adj.)
    Relative pronouns ("qui", "que")
    Subordinate clause with "où"

7. <u>Prepositions</u>

    "chez", "à", "dans", "en", "de"; "sur", "sous", "devant", "derrière"; "avant", "après"; "avec", "sans"
    Verbs with prepositions
    ("aller à ...", "venir de ...", "aller en ville", etc.)

8. Negation

"ne ... pas", "ne ... rien", "ne ... que", "ne ... personne",
"ne ... jamais"

9. Numerals

Cardinal Numbers (from 1 to 100) and compound numerals

10. Syntax

"avoir" + adj. + direct object
"il faut" + infinitive
verb + direct (or indirect) object
verb + infinitive + complement
"pour" + infinitive
Subordinate clause with "où"
Subordinate clause with "que", "parce que"
Conditional clause (realizable "si")
Reported speech (main clause in present tense)

11. Formulation of the question

Intonation question - type "Vous êtes Monsieur X?"
Interrogative pronouns "qui"/"que"
Use of "est-ce que"
Interrogative adverbs "où", "d'où", "quand", "pourquoi", "comment"

12. Other features

Alphabet; interjections

Now I would like to say some words about how to move from the curriculum to
actual course planning which is, in principle, the task of a head teacher
or in smaller institutions done by individual teachers. A language course
to reach NATO level 1, i.e. an SLP 1111, should in our experience last
approximately 12 weeks of 25 lessons each, which makes up some 220 to 240
lessons, because you have to deduct some time for the examinations, school
activities, excursions etc. This time frame, incidentally, applies also to
other Western languages of the Indoeuropean family, like English, Spanish,
Dutch or Portuguese. It does not apply to Slavonic languages where we find
that the double amount of time is needed to obtain a similar performance,
nor to non-European languages where the courses can last 4 to 6 times
longer.

A teaching unit does not have to correspond necessarily to a lesson of 45
minutes; it can take more or less time. What is important is that within
the total duration of the course, there is enough time to go more deeply
into and possibly expand the learning material, to allow informal tests
and, hopefully, a lot of additional activities.

We also try to ensure, at least in Hürth, to send various teachers into the classroom who deal either with the different skills or with grammar, specialized language, the country of the target language, conversation or the like. We also find that the respective media, a language learning facility (which can also be used as a video room), a self-study room with newspapers, reviews, books, reference works and other learning materials should be at the students' disposal for his autodidactic purposes, and can only regret that such a wish which we deliberately put into our curriculum has not yet been realized in a lot of places in that area which is subordinate to Hürth as far as language matters.

To put it in a nutshell, 4 curricula L, S, R and W and the lists of functions and structures are the basis for the planning of the single language course. The language teachers are involved in the planning of the course - if not in the design of the curriculum itself and the students have the right to inspect the local planning whenever they want.

Let me show you an example of a course week which illustrates the didactic ideas I have outlined so far.

Bundessprachenamt, Hürth
Curriculum French NATO 1

EXAMPLE OF A COURSE WEEK

The targets (Language, Listening, Speaking, Reading, Writing) have to be regarded as main elements of a lesson, which means that with Listening as main element the use of other skills or Language (= grammar and lexis) can also be practised.

. Time	Monday	Tuesday	Wednesday	Thursday	Friday
08.00 - 08.45	L (Unit 1)	L (Unit 1)	La (Unit 2)	La (Unit 2/3)	W (Unit 3)
08.55 - 09.40	La (Unit 1)	R (Unit 1/2)	L (Unit 2)	La (Unit 3)	W (Unit 4)
09.50 - 10.35	R (Unit 1)	S (Unit 2)	R (Unit 2)	R (Unit 3)	La (Unit 4)
	BREAK				
11.05 - 11.50	S (Unit 1)	W (Unit 2)	S (Unit 2/3)	L (Unit 3)	R (Unit 4)
12.00 - 12.45	W (Unit 1)	La (Unit 1/2)	S (Unit 3)	S (Unit 3)	L/S (Unit 4)

The above example results in the following distribution of global targets:

H = 4 to 5 lessons   R = 5 lessons   La = 6 lessons
S = 5 to 6 lessons   W = 4 lessons

The distribution of teachers might look as follows:

Class X   Language: teacher A with 6 lessons   = 6 lessons

             Listening: teacher B with 4 or 5 lessons   = 10 lessons
             Speaking: teacher B with 5 or 6 lessons

             Reading: teacher C with 5 lessons   = 9 lessons
             Writing: teacher C with 4 lessons

After this example of a curriculum for beginners in French, I would now like to present an example of an adaptation of a curriculum, namely our curriculum for English at NATO level 2. First, let us take a short look at the topic areas which differ a bit from those of level 1:

Bundessprachenamt, Hürth
Curriculum English NATO 2

TOPIC AREAS

The curricula L, S, R and W are grouped along the lines of the following topic areas, which are compulsory for NATO level 2:

1. Education, occupation

2. Accomodation, lodging

3. Leisure activities, hobbies

4. Transport, traffic

5. Holidays, travel, tourism

6. Description of places and institutions

7. Sport

8. Health, environment

9. Area studies (including Federal Republic of Germany)

10. General military questions

The adaptation two examples of which I am going to present right now was carried out by the teachers of the Military District IV in Wiesbaden. We have a very interesting teaching system there, the so-called "combi-courses". These combinatory courses are organized in terms of a bipartite system: As far as English is concerned, two language courses of two weeks each alternate with self-study phases the length of which is completely determined by the student and can vary between three months and sometimes even a year. As the time available is much shorter than the usual language courses, i.e. 50 lessons vs. 220 to 250 lessons, the teachers in Wiesbaden have to adapt the "model curriculum" which they have done, at least in my opinion, in a very efficient and reasonable way.

Let us now have a look at their way of implementing the general curriculum:

CONTACT PHASE ENGLISH E/B-1   -   WEEK 1, 3rd day (5 lessons)

Topic Area	Topic	Texts.	Skills (Priority Areas)
2: Accommodation, lodging	Personal accomodation - military - private - Wiesbaden	"Census Form" and additional texts	S, W R, S
	Living in Germany	Listening comprehension text: "Have you ever been in a German home? How is it different from yours?" (= Curriculum English NATO 2, H .- 2.2.1.)	L, S
	Living in Great Britain and/or USA	inter al. "Practice material Oral Production for Curr. English NATO 2, M - 2.2."	S

Language:

- Structures: Present perfect (simple and continuous) vs. present (simple and continuous)

- Lexis: The vocabulary follows from the respective texts.

Functions: to accuse someone, to admit something

CONTACT PHASE ENGLISH E/B 1   WEEK 1, 4th day (5 lessons)

Topic area	Topic	Texts	Skills (Priority Areas)
2: Accommodation, lodging	Living in Great Britain and/or USA	various newspaper advertisements	R, S
	Renting accom- modation in Great Britain or USA	specimen letters (GB/USA)	R, S
	ditto	general inquiry in response to a newspaper adver- tisement and/or tenancy agreement (GB/USA)	W, S R, W
	Renting or purchasing property?	(collecting argu- ments for and against, e.g. in group work, follow-up discussion)	S

Language:
- Structures: Questions with and without interrogative pronouns
- Lexis: The vocabulary follows from the respective texts.
Functions: As on the previous day.

After these two examples of curricula for Western languages, which are - at least in our country - usually of a rather general kind, I would like to show you now an example of a very specific, addressee-oriented curriculum for Russian. The target group of this curriculum are mostly soldiers working in the field of electronic reconnaissance.

Although our curricula for Eastern languages are also "model curricula" in the sense that the individual teacher has enough space and opportunities to realize his/her wishes or the needs of the respective classes, the grammatical and lexical progression is much more restricted. This has to do with the learning difficulties provoked by Slavonic languages, and also with the clearly defined addressees. Here, the curricula for the Federal Language Office and its technically subordinate area - which are and have to be alike - give the teachers and the learners a clear-cut framework, from which later on individual topics, additional optional material for listening comprehension - which is the most important skill for the people in question - and highly specialized content and language can be deduced.

Such a curriculum is "communicative-structural", less functional than our curricula for Western languages. It is more or less "common core" because our students need a lot of time in order to acquire the difficult structures and lexis of the Russian or Czech languages, and surely far less arbitrary than other curricula.

Let us look at an example of course planning for beginners in Russian:

Bundessprachenamt, Hürth
Curriculum Russian Level A 1
(NATO level 1 - A)

Course planning A 1 - Topic sequence

	Topic Area	Topic
LU 1:	2 - Accommodation, lodging	Classroom
LU 2:	6 - Area studies: USSR	Map of the USSR
LU 3:	2 - Accommodation, lodging	Room in the barracks
LU 4:	8 - Military affairs	Ranks
LU 5:	5 - Everyday life	Teaching day for a course participant
LU 6:	1 - Personal particulars	Man; family
	4 - Health	Doctor and patient
	8 - Military affairs	Equipment; reporting

LU 7:	3 - Leisure time	Sport
	7 - Description of places	Orientation in open field
	8 - Military affairs	Describing the terrain (Army)
		Aerial reconnaissance (Air Force)
		Submarine attack (Navy)
LU 8:	7 - Description of places	Orientation in town
	8 - Military affairs	Mechanized infantry; crossing rivers
LU 9:	1 - Personal particulars	Curriculum vitae; family life
	6 - Area studies: USSR	Geography; weather and climate; Moscow
	8 - Military affairs	Internal organization of a regiment
LU 10:	2 - Accommodation, lodging	Furnishing a flat
	3 - Leisure time	On a visit
	5 - Everyday life	Daily routine; eating and drinking
	8 - Military affairs	A military object

Bundessprachenamt, Hürth
Curriculum Russian Level A 2
(NATO Level 1 - B)

Course planning A 2 - Topic sequence

	Topic Area	Topic
LU 11:	1 - Personal particulars	Family and relatives; description of persons
	5 - Everyday life	World of work
	6 - Area studies: USSR	General
	8 - Military affairs	Recruits; mechanized infantry
LU 12:	2 - Accommodation, lodging	Furnishing a flat
	5 - Everyday life	Shopping
	6 - Area studies: USSR	Climate
	8 - Military affairs	Uniform; mechanized infantry and tanks
LU 13:	3 - Leisure time	Holidays, travel; hobbies, sport
	5 - Everyday life	Selecting a profession
	6 - Area studies: USSR	Deserts
	8 - Military affairs	Accommodation in barracks; tanks

LU 14:	5 - Everyday life	Means of transport
	6 - Area studies: USSR	Towns and cities
	7 - Description of places	Town centre
	8 - Military affairs	Daily routine for a soldier; artillery

LU 15:	4 - Health	Maintaining one's health
	5 - Everyday life	Eating and drinking; household
	6 - Area studies: USSR	Natural resources
	8 - Military affairs	Leisure time of a soldier; crossing rivers

Bundessprachenamt, Hürth
Curriculum Russian NATO 1 - B

TOPIC AREA 6 - Area Studies: USSR	TOPIC Map of the USSR	SKILLS
Language: 1. letters в - г - р - с (Practice and consolidation taking account of pronunciation and orthography) 2. structures a) Prep./sing. m.f.n. (hard) b) Preposition на + Prep. Preposition в + Prep. c) Dat./sing. f. after идите к d) Acc./sing. m. (inanimate) n. e) Verbal ending –ет Verbal ending –ит 3. Cardinal numbers 11 - 29 (figures): official way of telling the time 4. Vocabulary on the topic of "Map of the USSR"		 R,W L,S L,S
Learning materials: a) obligatory Textbook A, lessons 3 and 4 (modified) Physical map of the USSR b) optional Mini-texts		 L,S,R,W S
Time requirement: about 24 lessons		

TROISIÈME PARTIE

Tests dans une perspective curriculaire

Avant de décrire nos tests de langue, quant au contenu et à la forme, permettez-moi de réfléchir brièvement à haute voix au testing, au testage lui-même. Il est généralement admis que le plaisir d'apprendre n'est pas le moindre des facteurs menant au succès. Les practiciens de l'enseignement, du moins chez nous, sont ainsi les premiers à signaler qu'un point sensible dans l'approche communicative, point qui peut gâcher le plaisir de communiquer est justement la mesure du rendement, c'est-à-dire l'examen ou le test quel qu'il soit. Cette peur inhibante de l'examen, de l'évaluation ne peut être niée et donc doit être prise en compte par les administrateurs ou les concepteurs de cours qui finalement sont moins proches de l'élève qu'ils le croient. Dans le domaine du testing, du testage, il en va, je pense, comme dans tant d'autres: Il ne s'agit pas pour les administrateurs ou les concepteurs de cours et de tests de faire passer à quelque prix que ce soit de beaux systèmes ou des vérités au détriment de l'acceptation par les enseignants et les apprenants. La démagogie, la dictature ne me semble pas seulement être un fait politique, c'est tout autant souvent un fait de structure scolaire et administrative. J'en reviens avec cette remarque à ce que j'ai dit dans ma première partie, concernant l'approche curriculaire, à savoir la place de l'autonomie du professeur et du stagiaire dans l'ensemble du système enseignement/apprentissage.

Aussi hétérogènes qui puissent être les contenus de l'approche communicative nous nous sommes entendus à l'Office fédéral des langues de la République fédérale d'Allemagne sur le fait que l'approche académique qui privilégie le *savoir linguistique* (le système) sur le *pouvoir langagier* (la personne qui agit), sur la maîtrise langagière donc, ne pouvait être la base de rédaction d'un système d'évaluation. Partant de ce fait le critère suprême du rendement en langue étrangère ne pouvait pour nous être que la réalisation réussie ou non de l'interaction langagière demandée.

TEST →

production orale et écrite
oral and written production

EFFICACITÉ DE LA COMMUNICATION
EFFECTIVENESS OF COMMUNICATION

en

Information   et   relation
Information   relationship

correction linguistique
linguistic accuracy

adéquation de l'expression
appropriateness of expression

performance notionnelle
notional performance

compétence grammaticale
grammatical competence

compétence socio-linguistique
socio-linguistic competence

compétence stratégique
strategic competence

cohésion (forme)   cohérence (pensée)

L'évaluation de la sorte ne saurait donc consister dans le seul contrôle des prérequis linguistiques au détriment des compétences socio-linguistiques, discursives, notionnelles, stratégiques qui font de la parole l'acte de la parole. Il s'agit donc pour nous de trouver des techniques qui permettent d'évaluer l'emploi personnel de la langue cible dans des situations précises. En jargon philosophique on pourrait dire qu'il s'agit de considérer la "Gestalt", donc l'ensemble en tant que tel, plutôt que les phénomènes, c'est-à-dire les parties qui le composent. Le candidat sera donc constamment exposé à des situations langagières dans lesquelles il aura à intégrer les sous-systèmes mentionnés plus haut dans la partie curriculaire. Un problème grammatical à ce niveau, par exemple, est donc toujours à considérer en termes de relations et de stratégie ainsi que de fonctions pragmatiques, sémantiques et discursives. Les incertitudes de l'apprenant – qui sont parfois aussi les incertitudes du locuteur natif – peuvent, bien entendu, être disséquées, répertoriées et comptées par des examinateurs compétents. Et voilà où le bât blesse, où les difficultés commencent. Quel poids la qualité d'une faute dans un sous-système a-t-elle par rapport à l'ensemble de la communication? Pour prendre l'image de la table du phénoménologue Husserl; si l'un des pieds de la table était d'une autre couleur que les autres pieds de la table, la table ne serait-elle plus une table?

Je crois que cette question ne sera jamais résolue à la satisfaction de tous de sorte qu'il est vain de continuer ces querelles qualifiées en langue française de querelles d'Allemands, d'autant plus que l'objectivité de l'examinateur lui-même en tant qu'examinateur est bien souvent un fait plutôt accepté que vérifié. Le primat de l'objectivité a mené à une typologie d'épreuves du genre choix multiple dont la valeur ne peut être jugée qu'en fonction de la position que l'on donne au critère lui-même, et de l'emploi prévu. Le choix multiple n'est donc ni mauvais ni bon en soi. Si nous prenons les critères "validité" et "reliabilité" – il va de soi que l'un ne va pas sans l'autre – la composante testing ou testage devient enfin intéressante. Que faut-il tester? Ne faut-il tester que ce qui a été enseigné? La réponse est très souvent rapide. On répond "oui", il ne faut tester que ce qui a été enseigné. En homme du compromis je répondrais plutôt "oui, mais ...". Mais comment définit-on ce qui a été enseigné? Qu'a-t'on enseigné? L'objectif final qui est le pouvoir langagier, ou les objectifs intermédiaires de savoir? Pour reprendre un exemple tant et tant de fois employé, un inspecteur d'auto-école ne donnera pas le permis de conduire à quelqu'un qui n'est bon qu'en théorie, mais ne le prouve pas à un moment donné en conduisant. Ce n'est pas non plus parce que je sais lire une partition de Bach que je saurai jouer de l'orgue. A l'office fédéral des langues nous avons choisi de tester la communication selon les quatre habilités langagières et aux niveaux prévus par le STANAG 6001. Je n'entrerai pas dans le détail des réflexions qui ont mené aux types d'épreuves retenus, réflexions concernant tout autant la forme du *stimulus* proposé au candidat, que la *réaction* du candidat à ce stimulus ainsi que le qui se passe chez le candidat entre le stimulus et la réponse attendue, c'est-à-dire l'*interprétation* par le candidat de la tâche demandée. Une partie de ces réflexions est contenue dans notre livre rouge, c'est-à-dire notre "syllabus", dont la version anglaise est, je crois, en cours de traduction. Des copies en allemand sont disponibles par l'entremise du Secretariat du BILC. Après ces quelques réflexions très générales je cède à nouveau la parole à M. Gerth qui présentera des exemples tirés de la pratique quotidienne.

In order to illustrate our testing system I have chosen two examples, both of them out of the area of the receptive skills.

The first example is taken from the area of oral production on the upper levels, i.e. Speaking 3/4. Speaking 3/4 and Writing 3/4 are the only testing areas where several levels are tested simultaneously. According to his or her performance, the student is given NATO 3 or NATO 4 after the exam.

The second example is derived from the area of written production at the beginner's level. Both of the task sheets are designed for English as a foreign language, which is the most important language for us as far as testing is concerned: Taking the Armed Forces as a whole, approximately 80 % of all language tests run in English, whereas in the Federal Language Office English is slightly surpassed by Russian.

The fact that we do not only teach communicatively but also test this way was a bit difficult to understand and to implement when we started our new testing system in the early Eighties. Now everybody is convinced of the value of this mode, including the testees.

Please have a look at the way Speaking 3/4 is tested in Germany:

Bundessprachenamt, Hürth
English NATO level 3/4

TEST: ORAL PRODUCTION NATO LEVEL 3/4

Procedure:

In the preparation room the candidate draws 2 task sheets out of 10 and decides on one of them.
The tasks can be taken from the following civilian topic areas:

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

In addition, depending on the training course and the type of activity to be performed, tasks from military topic areas can also be selected.

Example of Task 1: Giving a short talk

Preparation time:	Altogether 15 minutes for tasks 1 and 2.
Time for report:	Up to 10 minutes.
Topic area 1:	Education and Social Affairs
Topic:	Living conditions yesterday, today and tomorrow.
Situation:	With an English-speaking friend/colleague you are talking about the living conditions, which have changed so much over the last 50 years.

Task: Compare the living conditions of yesterday to the
                         current ones and indicate future possibilities.

                         You can decide yourself which of the following
                         prompts you use for your talk.

                         - working conditions
                         - holidays
                         - educational chances
                         - environmental pollution
                         - stress
                         - housing conditions
                         - social security
                         - standard of living
                         - loneliness of human beings
                         - ...

Procedure:

In the preparation room the candidate draws 1 task sheet out of 10 and
chooses 2 of the 4 topics offered on them.

Example of Task 2: Discussion

Preparation time: Altogether 15 minutes for tasks 1 and 2.
Duration of talk: Approximately 10 minutes.

Task processing: From among the 4 topics choose 2 about which you
                        would like to talk. Tell your tester which
                        viewpoint you wish to adopt as regards both parts,
                        and try to back these up by appropriate arguments.

                        This is not, of course, a personal interview, and
                        therefore you can adopt a standpoint which you
                        would not usually choose.

Topics:

 9. The state should not be allowed to save firms from ruin.

10. The Western aid to developing countries serves only the West's own
    economy.

11. Social security is a private matter.

12. The school should not convey dead but rather applicable knowledge.

So much for Speaking. Let us now consider Writing, or "Written Production"
as we call it. I have chosen a test example for W-1, a test which is
usually carried out after some 250 lessons of English for absolute
beginners. These people are rather rare in Germany, but we have Federal
states where French is the first language in school so there can
nevertheless be classes of this kind.

Writing for NATO 1 is tested with two sub-tests. One is a dictation where the testee is obliged to fill in the gaps in a cloze test. With forty given gaps he has to produce 32 correct answers, i.e. 80 % of the solutions must be right. The second subtest is a communicative task, where the testee has to write three short essays, usually in the form of letters. He has to include and elaborate at least 12 prompts of 15 given ones. Here is an example of this:

Bundessprachenamt, Hürth

English NATO level 1

TEST: WRITTEN PRODUCTION NATO LEVEL 1

The test consists of 2 parts. The total time allowed
for the test is 4o minutes at the most.

PART 1

In this part of the test you should demonstrate that you

can apply the basic structures of English in a context.

Your task is to write 3 short texts or to complete them

by full sentences.

For each of the 3 tasks you will find 5 prompts in German.

Take care to include in your texts ALL the information/ideas.

25 minutes are allowed for this part of the test. You are

allowed to use a German-English dictionary for this part.

PART 2

In this part you have to fill in from dictation 4o gaps

in a text. The relevant worksheet will be handed out

upon completion of part 1.

The running time of the tape is 15 minutes at the most.

No aids are permitted for this part.

TASK 1

In your office, due to the fact that the staff come from

different countries, the working language is English.

You are taking part in a course in the USA, and you write

your colleagues/friends a card with the following content:

- type of course   - international circle of
                                       participants

- total length of daily   - made friends with parti-
  instruction   cipants from ...

- quality of the training

TASK 2

You are spending your holidays in England. In a newspaper you read about the following incident:

Roundabout 4.3o p.m. on Wednesday an accident occurred in a suburban railway station in Manchester. 23-year-old June Bradley fell onto the track as the London-Glasgow Express was approaching. A man rescued her. Before June could thank him, the man disappeared and drove away in his car. The Manchester police are asking for assistance in finding the man.

As you were at the station at the time in question, report to the police everything you saw:

- mention the police message
- your personal data
- brief description of the man

- description of his car
- direction taken: city centre

Amaro Hotel
14, Otley Street

Det. Sgt. Bailey
Manchester City Constabulary
Civic Buildings
Manchester

Dear Sir,

Yours faithfully,

TASK 3

You are working in an office in the USA and are shortly
to be posted back to Germany. Before leaving you want to
sell your car. You draft a note for the notice board
containing the following points:

- type and colour
- year of construction and
  mileage
- condition, extras

- price expected
- contact address for
  prospective buyers

FOR SALE

DICTATION:

In this part of the test you have to fill in from dictation 4o gaps in a text. This can involve both simple words and groups of words.

You will hear the text 3 times in all:

1. in its entirety - here you should not write down anything

2. in sections so that you can fill in the gaps

3. once more in its entirety, so that if necessary you can make corrections.

Please note: The dictation sheet will be collected in immediately afterwards by the invigilator.

TASK 4:

You will now hear the first text.

A reporter from a weekly newspaper gives her editor a telephone report of an explosion.

Two (1) _teenagers_ , both (2) _aged_ 15, were quizzed (3) _yesterday_ after an (4) _explosion_ rocked a street and (5) _nearly_ fractured a gas (6) _main_ . (7) _Residents_ rushed from (8) _their_ beds after the blast in Monk's Lane Newsbury, Berks, (9) _just_ a (10) _few_ hundred (11) _yards_ from the Greenham Cruise (12) _missile_ (13) _base_ . Police (14) _found_ a home-made (15) _bomb_ had been planted (16) _behind_ a gas pipe (17) _sunk_ in a concrete pillar in the road.

The (18) _boys'_ parents were (19) _allowed_ to pick (20) _them_ up after an (21) _hour_ .

TASK 5:
And now comes the second part of the dictation:
Imagine, you are working in an integrated staff
and from time to time you take incoming calls
for your English colleagues.

1. (22) _How_ _much_ did (23) _Ray_ pay for this
   (24) _picture_ ?

2. He (25) _can't_ remember (26) _where_ he (27) _left_ his
   (28) _car_ _keys_ .

3. (29) _Corporal_ Fox will find out (30) _when_ the rugby
   match (31) _starts_ .

4. (32) _Would_ you please (33) _explain_ (34) _what_
   to do in an (35) _emergency_ ?

5. The (36) _exhibition_ will be (37) _opened_ on
   (38) _Wednesday_ afternoon.

6. (39) _There_ will be a reception when (40) _Colonel_ Waters
   arrives.

Mesdames et Messieurs,

j'aimerais terminer notre exposé sur une note humoristique reprenant les trois aspects dont nous avons parlé dans la partie "forme des épreuves":

stimulus - incitation (ce que nous voulons)

réponse - pouvoir langagier (ce que nous attendons du candidat)

interprétation - du stimulus visible dans la réponse (ceci n'a souvent à notre grande déception rien à voir avec le stimulus et la réponse attendue).
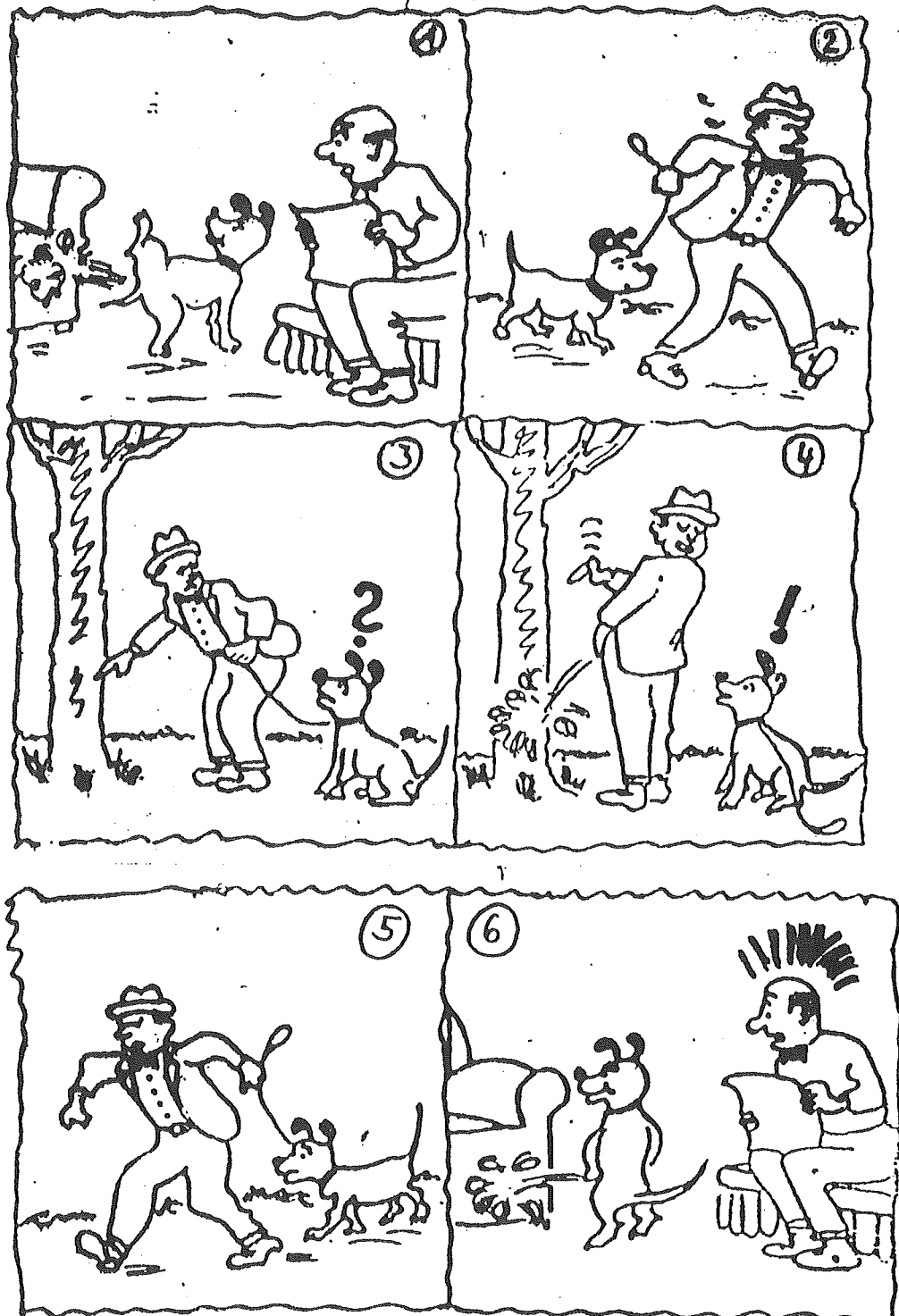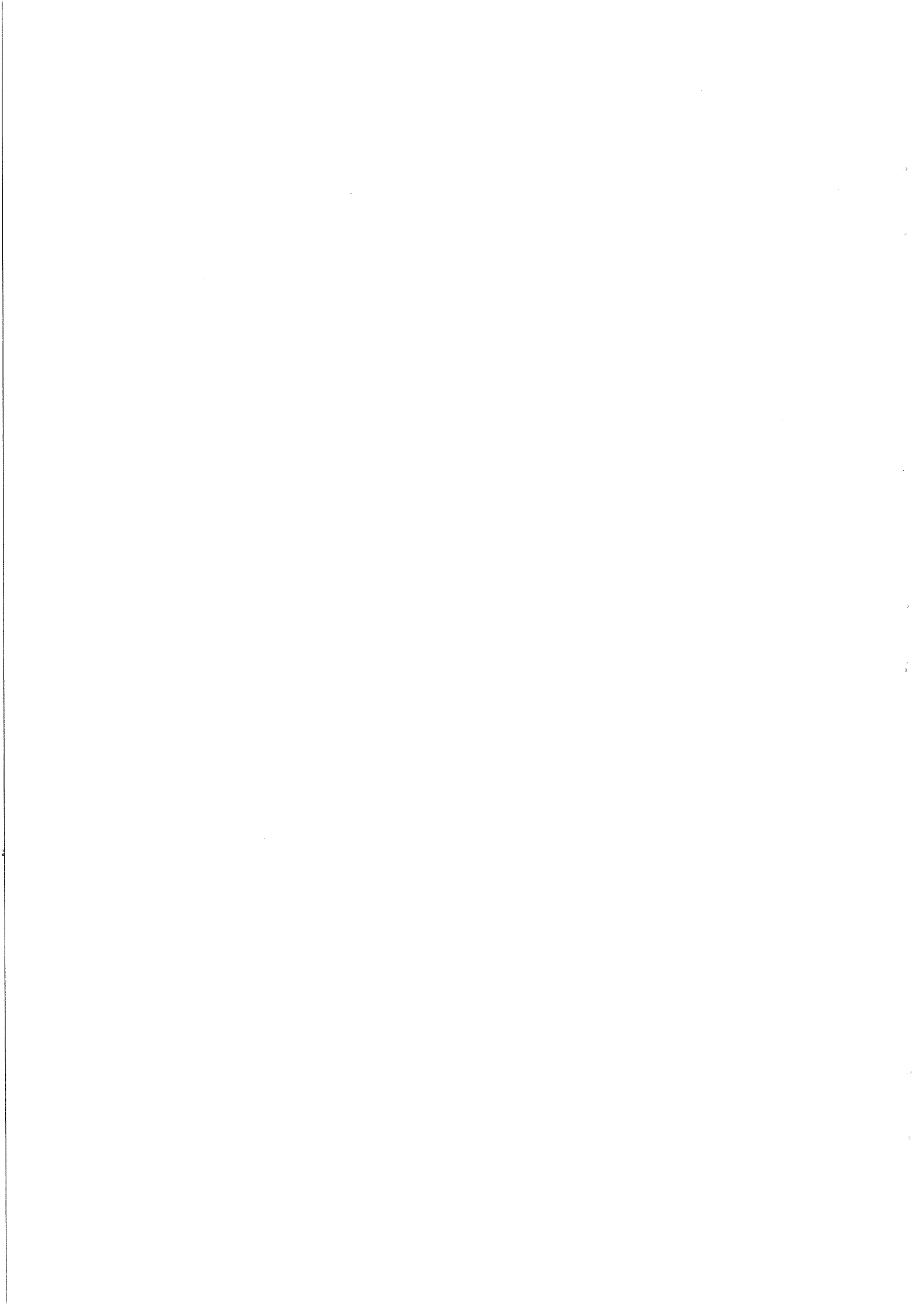
IV. NATIONAL REPORTS
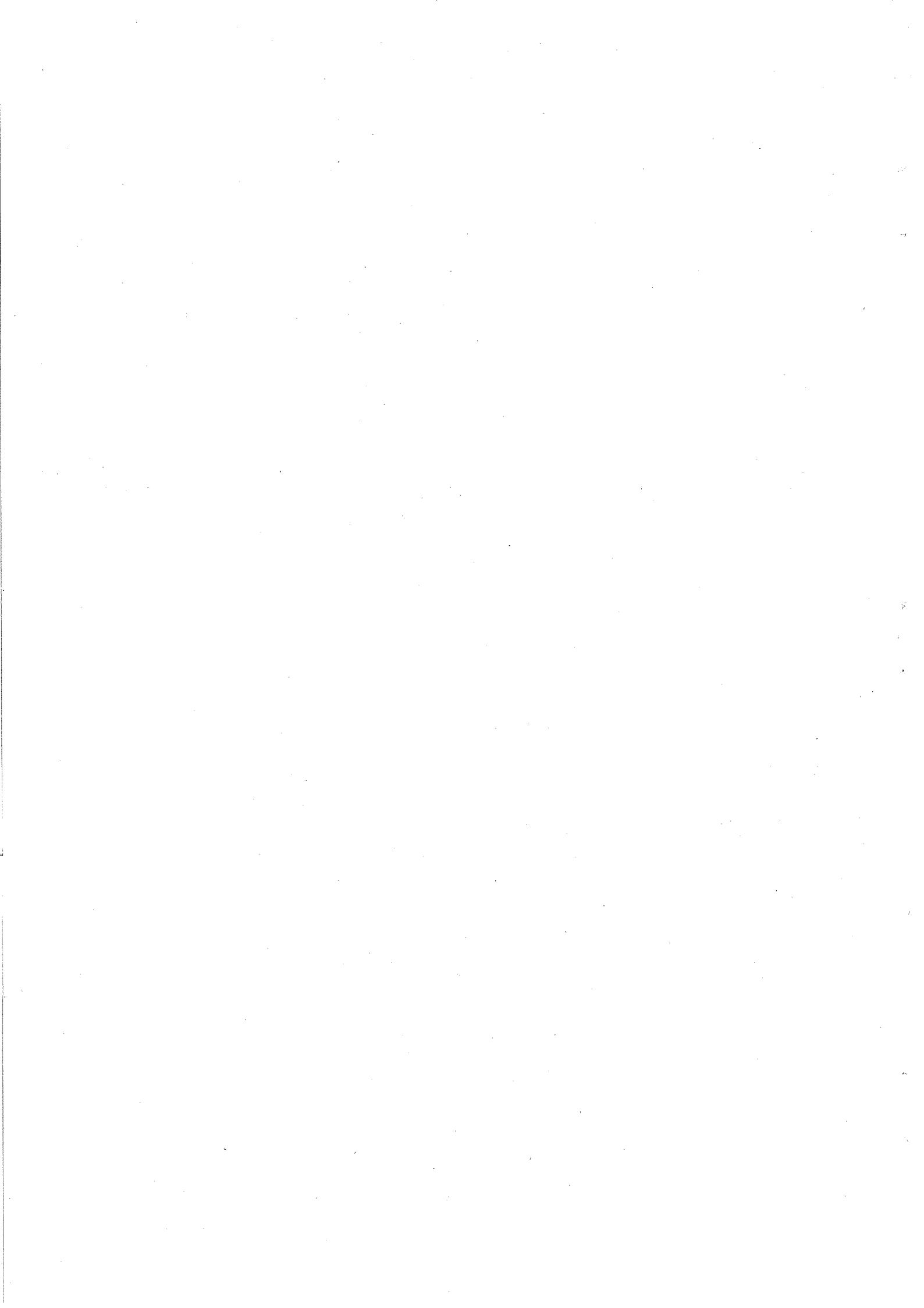
National Report - Belgium

Présentation d'une méthode d'évaluation objective de la compétence écrite au niveau de la connaissance approfondie (avancée) d'une langue seconde (étrangère)

1. Définition du niveau

En Belgique, la loi fixe comme critère définitoire de la connaissance approfondie une équivalence avec le niveau de compétence d'un élève francophone/néerlandophone ayant terminé sa dernière année de l'enseignement secondaire.

"art. 2. En vue de son admission à un cycle de formation d'officier de carrière, tout candidat subit une épreuve sur la connaissance approfondie du ... Elle s'établit par une épreuve portant sur les matières figurant au programme des athénées royaux jusque et y compris la classe de première".

"art. 7. Sont considérés comme ayant une connaissance approfondie de la langue seconde, ceux qui ont réussi une épreuve sur la connaissance approfondie de cette langue".

Implications. - La formulation de cet objectif considère comme résolus plusieurs problèmes épineux que les linguistes ont à résoudre. A titre d'exemple:

a. La compétence d'un bilingue est-elle assimilable comme telle à une double compétence monolinguistique?

b. Peut-on définir une norme de niveau caractérisant les aptitudes langagières finales acquises dans l'enseignement secondaire?

c. Peut-on postuler une équivalence entre le français standard enseigné en milieu scolaire et la langue de communication requise en situation?
(Helbo: Rapport sur ... pp 6-7)

2. Evaluation traditionnelle de la compétence

Art. 7. Cette épreuve comprend trois parties écrites: (Conséquence logique de la définition)

a. L'analyse d'un texte tiré d'un des auteurs modernes figurant au programme de la dernière classe du régime linguistique considéré.

b. Le résumé d'un texte dont la lecture a été faite.

c. La traduction d'un texte rédigé dans l'autre langue (nationale).

Commentaires:

Les besoins spécifiques de l'armée en matière de langue ne sont pas explicités par le législateur. On peut s'étonner qu'aucune étude systématique précise n'ait été entreprise à ce sujet. Actuellement l'examen prend en compte plusieurs niveaux de la langue:

a. La langue générale dans son registre actuel le plus pur: c'est le cas de l'épreuve littéraire portant sur un auteur contemporain.

b. La langue générale dans son registre neutre: c'est le cas du résumé. Il est à remarquer que cet épreuve est artificielle et construite. Le discours authentique n'est pas représenté à l'écrit.

c. La langue de spécialité n'est pas vérifiée comme telle au niveau de l'écrit.

3. Evaluation d'une compétence unique?

Les épreuves traditionnelles évaluent simultanément plusieurs compétences. Ainsi, le résumé évalue avant tout

a. soit la compétence d'écoute dans le cas d'une conférence lue,

b. soit la compétence de la lecture dans le cas d'une contraction de texte, avant même d'évaluer l'expression écrite.

Depuis des années, il existe une controverse relative aux modes d'évaluation qui reflète un conflit scientifique portant sur la définition de la compétence langagière. Deux hypothèses s'affrontent qui considèrent tantôt l'aptitude comme une et globale, tantôt comme divisible et sécable en paramètres d'écriture/lecture/parole/écoute.

Les études les plus récentes condamnent la première hypothèse, quoique le critère de spécificité peut varier; on relève les options suivantes: critère cognitif: la compétence normative académique vs la compétence communicative interpersonnelle; critère pragmatique: la compétence grammaticale vs la compétence socio-linguistique; critère psycho-physiologique: compétence orale vs visuelle ou productrice vs réceptrice (rapport A. Helbo).

Moreover, each of the four skills has its own specific "channel-requirements" which are responsible for a differential performance on the four skills with most foreign language learners. It is clearly not the same to write a letter to the editor, to understand a discursive text or to stand up in a meeting to argue with the speaker. Due to psychological factors some people may never manage to express their ideas orally, whereas they may be perfectly able to write them down. From a practical point of view this may even be more desirable. It may give relevant information to a future employer who is interested in the precise language competence of an applicant (Beheydt).

En plus, les travaux les plus récents de la pragmatique ont mis en place la notion de compétence communicative pour désigner l'aptitude à utiliser l'instrument langagier dans une situation et face à un interlocuteur donnés. Carroll stated already in 1961: "an ideal proficiency test should make it possible to differentiate, to the greatest possible extent, levels of performance in those dimensions of performance which are relevant to the kinds of situations in which examinees will find themselves after being selected on the basis of the test".

Toutefois, le survol des systèmes d'examen existant fait émerger une forte présence des épreuves dites "directes" consistant à produire des textes rédigés. Instruments d'une appréciation globale, ces tests vérifient surtout l'expression et certaines formes spécifiques de compréhension. Comment est-il possible dans des circonstances pareilles d'évaluer correctement la compétence à l'écrit?

4. Problème de l'évaluation

Les techniques indirectes, évaluant les compétences sans références à un acte de rédaction effectué par le candidat, se rencontrent de plus en plus dans les formules d'examen pour des raisons évidentes:

a. rapidité de l'évaluation,
b. objectivité mesurable et contrôlable,
c. simplicité apparente,
d. accessibilité de la technique de correction aux non-spécialistes etc.

On distingue les tests synthétiques tel le test de closure, fondé sur des lacunes lexicales ou argumentatives à combler dans un texte. Il vérifie surtout la compréhension écrite ou orale. L'évaluation porte surtout sur la syntaxe, le vocabulaire, l'organisation, le contenu. La mise en ordre d'alinéas constitue une variante au niveau du discours du test de closure. Le sac à mots/phrases a pour principe de produire des mots/phrases selon des contraintes précises en un temps réduit; c'est le moyen par excellence permettant de contrôler richesse et correction expressive.

Les tests analytiques consistent surtout dans les questionnaires ouverts et les questionnaires à choix multiples: outils de réception textuelle, de reconnaissance phrastique, ils portent sur la compréhension globale ou de détail. Les critères d'évaluation d'un qcm sont la validité de la réponse, son caractère complet et personnel.

Les inconvénients e ces procédures peuvent être caractérisés comme suit: elles ne permettent que très imparfaitement d'apprécier l'expression. En fait, il n'y a que la production d'un texte rédigé qui peut donner une image globale et donc complète de la compétence expressive écrite. Dans ce cas seulement, l'évaluation pourra factoriser plus ou moins strictement les critères langagières.

5. Eventail docimologique

Les tests classiques de l'expression écrite/globale sont depuis des siècles:

a. la composition,
b. la contraction (analytique ou synthétique) d'un texte lu ou entendu,
c. le commentaire ou éventuellement une analyse littéraire et
d. le thème (contenu ou en phrases séparées).

Plusieurs critères peuvent intervenir dans l'appréciation de l'expression:

(1) l'acceptabilité grammaticale de la phrase; elle concerne l'observation des règles de la morpho-syntaxe, les choix lexicaux, l'observation des règles de l'orthographe et de la ponctuation;

(2) la valeur expressive de la phrase; elle concerne la cohésion linguistique, l'intelligibilité;

(3) l'acceptabilité communicative du texte; elle concerne le niveau d'abstraction d'un vocabulaire, le niveau de complexité de la phrase, le style;

(4) l'acceptabilité cognitive du texte; elle concerne la validité de la contraction, les dysfonctionnements cognitifs, la logique argumentative etc.

L'évaluation pourra factoriser les critères linguistiques. On distingue:

a. la correction globale (primary trait): celle-ci permet d'évaluer rapidement quelques traits considérés comme pertinents (orthographe, ponctuation, grammaire); c'est le nombre d'épreuves et de correcteurs qui doit garantir plus ou moins la fiabilité de la méthode;

b. la correction analytique: elle apprécie un grand nombre de paramètres (organisation, communication, respect des conventions, style, contenu) spécifiés en sous-catégories dépendant des objectifs visés (fidélité d'un texte, personnalité de l'expression, structure, public, intentions).

De cette longue énumération, trois conclusions s'imposent quasi logiquement:

a. Un grand nombre de caractéristiques visées par cette correction analytiques sont liés à la personnalité du candidat et apparaissent aussi bien dans ces travaux de langue maternelle que de langue seconde; en fait, chaque fois, qu'il présente une épreuve il est sanctionné pour une déficience qui n'est pas propre à sa connaissance ponctuelle de la langue seconde.

b. L'éventail de paramètres dépasse la possibilité de manipulation d'un être humain normal; il est impensable qu'un seul esprit puisse maîtriser un instrument aussi complexe. Pourtant, nous sommes obligés de constater que ce genre d'instrument apparaît partout dans les normes d'appréciation.

c. La valeur communicative du texte, aspect le plus important dans les principes modernes de l'appréciation d'un texte rédigé, est noyée par l'existence inévitable d'un nombre de paramètres linguistiques exorbitant.

Conclusion. Une conclusion s'impose: restaurer l'équilibre sain entre

a. la valeur communicative du message (appréciation globale et réponse à la question la plus importante: le message passe-t-il confortablement?), et

b. l'acceptabilité culturelle au niveau de connaissance visé (nombre de fautes graves contre l'orthographe incompatible avec le niveau culturel).

Il s'ensuit que seules les erreurs de dysfonctionnement entrent en ligne de compte pour l'appréciation globale tandis que les fautes contre le bon usage sont comptabilisées dans une appréciation analytique, les deux méthodes aboutissant à une consécration officielle de la connaissance approfondie de la langue seconde chez l'impétrant.

6. Proposition

L'objectif est l'élaboration d'un système d'évaluation transparent et numériquement contrôlable tout en respectant les deux formes d'évaluation présentées dans le chapitre 4.

L'appréciation globale se fait par chaque correcteur après une première lecture du texte en répondant à une simple question: ce texte est-il au niveau de la connaissance approfondie sous les deux aspects imposés:

a. Fait-il passer le message sans problèmes de compréhension? et

b. Le fait-il au niveau culturel visé, ce qui signifie sans trop d'erreurs graves?

Le résultat de cette évaluation est exprimé sur une échelle de cinq valeurs:

5   le maximum, il s'agit d'un texte parfait

4   texte excellent pour une langue seconde mais qui fait quand même l'impression d'une expression en langue seconde

3   texte acceptable, sachant que beaucoup de personnes rédigent de textes pareils dans leur première langue

2   presque suffisant, mais le correcteur attend le résultat de l'analyse analytique avant d'émettre un avis définitif

1   insuffisant malgré que le message passe encore, mais le correcteur ne peut admettre l'aspect global du texte

0   insuffisant sans plus

Un seul problème se pose encore, celui de la césure. Va-t-on faire corréler les réussites globale et analytique avant de se prononcer sur la réussite?

L'appréciation analytique est ponctuelle et fonctionne selon une typologie pratiquée en RFA et y donnant satisfaction depuis un bon nombre d'années. L'évaluation s'exprime sur un total de 15 points. (Les 5 autres points sur 20 liés au résultat de l'évaluation globale.)

Une unité faute est comptée pour chaque dysfonctionnement lexico-syntaxique: un substantif incompréhensible, une tournure de phrase permettant l'ambiguïté, toute séquence douteuse au niveau du message, etc.

Une ½ unité faute: tout dysfonctionnement orthographique inacceptable au haut niveau culturel visé.
Une ½ unité faute aussi pour toute perturbation de ponctuation de nature à perturber le sens de la phrase ou du texte.

Il s'ensuit que des fautes que les autochtones font fréquemment et qui sont tolérées par la majorité des utilisateurs de la langue à ce niveau-là ne sont pas sanctionnées dans les textes de langue seconde.

Afin d'obtenir des résultats comparables et honnêtes, la même longueur de texte est imposée pour la prise en compte pour l'évaluation. La pondération peut être la suivante:

$$\frac{\text{nombre d'unités sanctionnées} \times 100}{\text{nombre de mots exprimés}} = \text{score}$$

Au score correspondent des échelles dont le niveau de sévérité peut être précisé par une note de césure. Voici par exemple l'index des erreurs pour les épreuves d'anglais en RFA:

Index		Points sur 15
0,0 /	0,3	15
0,3	0,7	14
0,7	1	13
1	1,3	12
1,3	1,7	11
1,7	2	10
2	2,3	9
2,3	2,7	8
2,7	3	7

$$\frac{1 \text{ unité} \times 100}{400} \quad \text{donne } 0,25 \text{ donc } \frac{15}{15}$$

Si la note de césure se situe à 11, le nombre de fautes admises pour un texte ayant une longueur de 300 mots serait de 5 unités. Le problème de l'évaluation devient une opération purement technique.

Le résultat global des deux évaluations pourrait être une addition pure et simple des deux résultats: 2/5 et 9/15 font 11 sur 20, sans qu'il y soit constaté une césure ou mesure discriminatoire. Ainsi trois seuils s'imposent à la réussite.

Avantages de ce système

1. La norme décisive est un dysfonctionnement dans la communication et ainsi la méthode suit les tendances nouvelles dans l'appréciation des connaissances langagières.

2. La méthode globale permet aux correcteurs de s'exprimer subjectivement, ne prenant que comme norme l'acceptabilité du texte présenté. Au besoin, une césure de non-lieu d'acceptation peut être convenue.

3. La méthode analytique ponctuelle évalue en fonction de la constation d'un nombre de fautes mais elle limite les dégâts en négligeant les fautes que beaucoup d'autochtones commettent journellement.

4. Cette méthode est un instrument d'égalisation parfait même en cas de textes de longueurs différentes.

5. Pendant la correction, le correcteur n'a aucun problème de classification des fautes, le nombre de paramètres étant extrêmement réduit et le travail final se limitant à une simple addition.

6. Le contenu n'ayant aucun rapport direct avec l'expression écrite n'entre plus en ligne de compte, sauf dans le cas où le candidat n'aurait pas traité le sujet imposé où aurait tenté de frauder en produisant un texte rédigé avant l'épreuve et appris par coeur.

7. La correction peut éventuellement se faire par un personnel pas nécessairement extrèmement bien qualifié tout en restant contrôlable par des spécialistes étrangers à l'équipe.

8. Toute session d'examen devrait évidemment être clôturée par une étude statistique comparative des résultats, ce qui dans le cas d'un manque de corrélation important déclencherait une enquête indispensable pour en connaître les raisons et une adaptation des résultats de tous les participants concernés.

7. Conclusion

L'examen de la connaissance approndie/avancée est une expérience tourmentée pour chaque participant. Preuve en est le coéffient de réussite en Belgique. Annuellement ne réussissent que 20 officiers: 14 néerlandophones et 6 francophones, nombre correspondant miraculeusement bien au pourcentage représentatif des deux régimes linguistiques dans le cadre de l'armée.
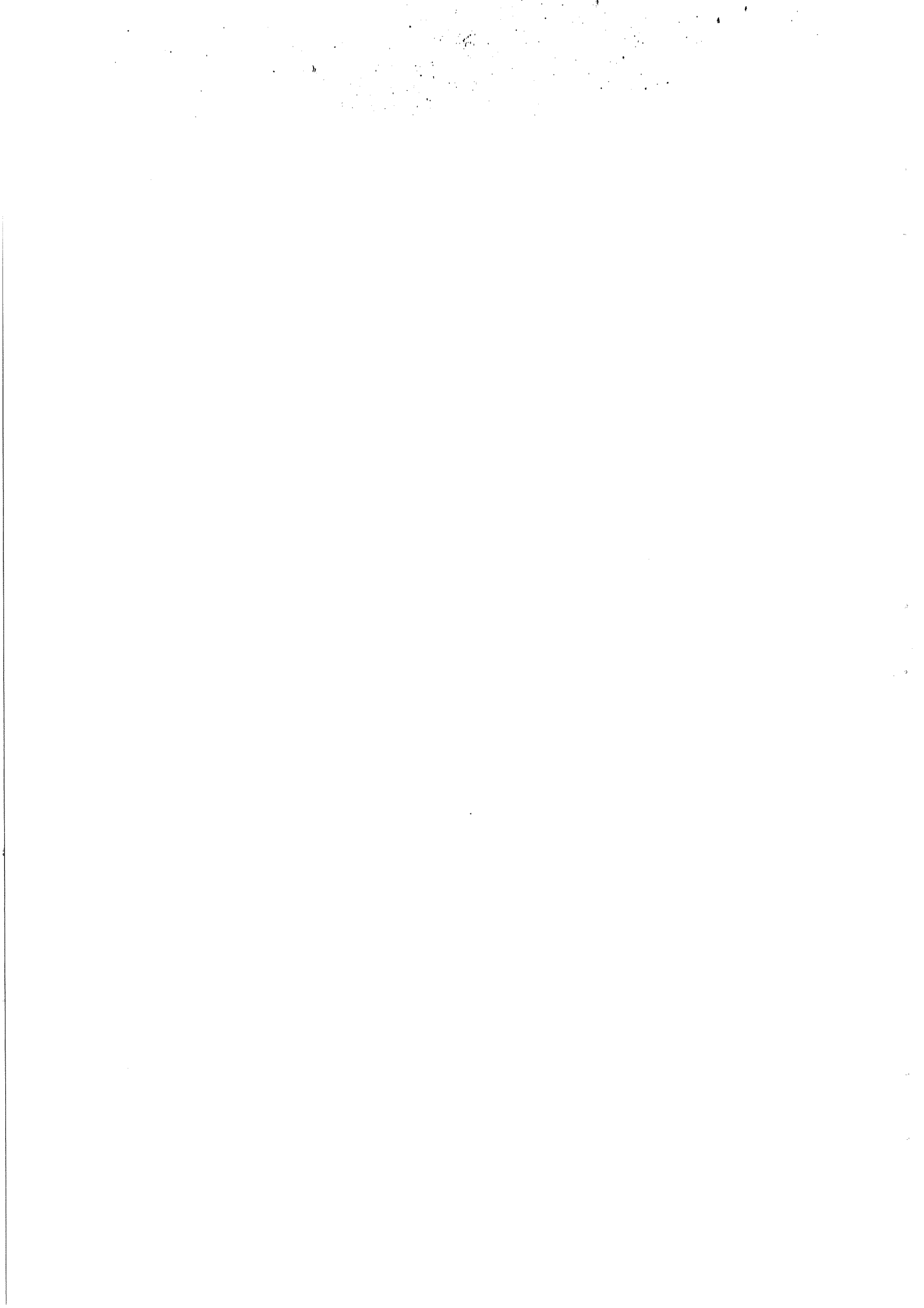
National Report/Rapport National - Canada

Introduction

1. This report is an overview of recent developments concerning the Military Second Language Training Programme since the BILC Conference held in Madrid, Spain, 1989.

2. Cette année nous avons mis l'accent sur la restructuration du contrôle des normes dans les examens de compétence langagière et sur la normalisation de leur qualité afin d'améliorer l'efficacité de la certification de bilinguisme.

3. Résultats de la campagne spéciale de testing

   a. Suite à une demande du sous-ministre adjoint au personnel, une campagne spéciale de testing a été effectuée de septembre 1988 à mai 1989 afin de connaître avec précision les données sur le statut de bilinguisme des militaires des Forces canadiennes, en vue de la dotation des postes bilingues. Les résultats nous ont permis d'identifier d'une manière précise nos ressources en personnel bilingue d'une part, et de mettre en évidence les besoins prioritaires en matière de bilinguisme dans les Forces canadiennes.

   b. Au cours de cette campagne spéciale trois examens de compétence langagière soit la compréhension auditive, la compréhension de l'écrit et l'interaction orale ont été administrés à des militaires anglophones et francophones. Celui de la compréhension de l'écrit sera disponible au début 1991. Cette campagne s'est déroulée presque partout au Canada ainsi qu'à l'étranger (Etats-Unis, Europe, Bermudes). Il faut se rappeler que le terme "bilingue" dans le contexte de compétence langagière signifie qu'un individu peut accomplir son travail et être efficace dans la langue cible (le français ou l'anglais).

   c. L'analyse finale des résultats nous montre qu'en avril 1989, 15 103 militaires sont certifiés bilingues. De ce nombre, 8 982 avaient déjà été recensés bilingues selon les anciens examens, tandis que 6 121 l'ont été confirmés durant la campagne spéciale. Malgré les changements causés par les mises en disponibilité au cours de l'année, il y a donc eu une augmentation de 4 274 militaires bilingues au sein des Forces canadiennes depuis août 1988, soit durant une période de un an. Ce qui signifie que cette campagne spéciale nous a permis de découvrir 6 121 militaires bilingues qui peuvent occuper des postes où leur compétence langagière pourra être utilisée. Parmi ce personnel militaire, on compte 1 318 anglophones et 4 803 francophones.

4. Règlement du conflit sur les heures d'enseignement

   Une commission d'arbitrage chargée de statuer sur les heures d'enseignement des professeurs de langue a rendu sa décision. Cette décision règle le contentieux vieux de plusieurs mois entre les professeurs de langue et le Gouvernement fédéral. Elle permet au Ministère de la Défense nationale d'augmenter la productivité de son programme militaire d'enseignement des langues secondes.

Depuis le 1er février 1990, un professeur enseigne en moyenne cinq heures par jour au lieu de quatre. Une heure d'enseignement compte 54 minutes et 6 minutes de pause. Ce changement dans la convention collective correspond à une augmentation nette de la productivité d'une demi-heure d'enseignement par jour, par professeur. Notre ministère compte plus de 300 professeurs de langue.

L'augmentation de productivité quant aux heures d'enseignement a permis l'augmentation du nombre d'étudiants dans nos cours de français. En redéployant nos ressources nous pouvons donc répondre à nos besoins sans recourir à l'embauche de nouveaux professeurs.

5. Decentralized Military Second Language Training Programme (DMSLTP)

In the spring of 1989 a decision was taken to introduce a Decentralized Second Language Training Programme at the local level in order to increase the production of bilingual military personnel in accordance with the principle of accountability.

From September 1989 to March 1990, an additional 1 100 000 $ were spent to provide training to over 2 600 military personnel. In fiscal year 90/91, 3 200 000 $ will be available and approximately 6 500 to 7 500 students are forecast.

For the next years the language training will be concentrated mainly on Phase I (standard 1111) and III (standard 3333) within the DMSLTP. Methods and schedules are determined by commands and bases to suit local operational priorities. To date the programme is responding well to the needs of the commands and participants and has gained much popular support.

6. Language Proficiency Examen: Writing Test

In 1989 work started on a Canadian Forces writing certification test in French and English. Based on the communicative approach concept, the test will be a direct measure of writing skill and will test candidates' ability within the four components of communicative competence at proficiency levels 2, 3 and 4. In November two items review committees were convened to determine the face validity of prepared test items in both English and French. In March and April of 1990 the items were validated using the native speakers population. Additional validation trials are being conducted with second language candidates in order to finalize the test format. The final version is forecast for January 1991.

7. Restructuring of the Language Standard Control Detachment

The purpose of the restructuring is to meet the long term Canadian Forces Training System needs to support the Military Second Language Training Programme through the Canadian Forces Individual Training System.

The proposal for this restructuring was approved in May 1989 and will result in the closing of the Language Standard Control Detachment, in a transfer of responsibilities for certification testing to National Defence Headquarters, in strengthening the Canadian Forces Training School standards cell and in the realignment of the staff to support this restructuring.

8. Language Proficiency Examination: Monitoring and Training

    a. The Director of Language Training (DLT) has the responsibility to establish the policies and procedures regarding the Language Proficiency Examination and to monitor their application. The responsibility for the administration of the Language Proficiency Examination has been delegated to the Commands. Although this decentralization facilitates the usage of these tests, the administration of the tests requires a high level of uniformity. This uniformity is essential to the reliability and validity of these tests. A manual of administrative procedures was written so that all Oral Interaction test assessors can administer the Oral Interaction test and approach particular situations in a standard fashion. These procedures are also intended to inform people in charge at the command levels and on the bases of their respective duties concerning this activity.

    b. Afin de permettre aux évaluateurs d'améliorer leurs techniques et leur savoir-faire dans l'administration des tests d'interaction orale une session de perfectionnement des évaluateurs a eu lieu au Directorat de l'enseignement des langues. Les objectifs de cette session portaient sur la définition des critères et des techniques d'évaluation, la création et la présentation de jeux de rôle pendant l'entrevue. Auc cours de l'année, nous projetons de rendre visite aux évaluateurs afin de travailler étroitement avec eux pour qu'ils puissent recevoir une formation individualisée. Pour la prochaine session nous pensons nous concentrer davantage sur l'évaluation et sur la précision des descriptions de niveaux.

9. Conclusion

In order to strengthen our success in second language training, our priorities for 1991 are to develop the writing proficiency test and the Canadian Forces English Curriculum. After the additional validation trials of the writing test we are confident that the final version will be ready for January 1991. Concerning the English Curriculum development, phase I is in process of experimentation. Eventually we will consider the possibility of implementation at the end of 1991.

10. Ministère des Affaires extérieures

Le programme de formation en langues étrangères au ministère des Affaires extérieures et du Commerce extérieur est en pleine évolution. Au cours de 1989, une Ecole de langues du service extérieur a été établie. D'abord lieu de formation pour les cours d'un ou deux ans en mandarin, en japonais et en russe, cette école intègrera en 1991 la formation de longue durée en arabe, espagnol et allemand. Le ministère en est arrivé à la conclusion, suite à un essai-pilote, que le système d'évaluation de la compétence linguistique utilisé par le Foreign Service Institute américain pouvait moyennant certaines adaptations servir de modèle pour l'évaluation linguistique de ses employés. La mise en oeuvre d'un système d'examens devrait débuter en 1990-91. Un essai en 1989 de l'approche apprentissage accéléré dans un cours de trois semaines en espagnol a donné des résultats prometteurs. Cette approche sera utilisée en août 1990 pendant les six premières semaines des cours d'un an en japonais, russe et mandarin. L'expérience, menée avec l'aide de professeurs de l'Université de Houston permettra de former les professeurs et de préciser les modalités d'une intégration

graduelle de cette approche dans nos cours. Au cours de la prochaine
année, des efforts seront consacrés à l'élaboration/révision de cours
de niveau intermédiaire et avancé en arabe, espagnol et allemand et de
cours d'intégration sociale de 8 à 10 semaines dans les principales
langues.

Rapport National - France

La politique et l'enseignement des langues étrangères
dans l'armée de terre

Introduction

I.   Généralités

II. Enseignement des langues

III. La chaîne fonctionnelle langues étrangères

IV. Les certificats militaires de langues étrangères

Conclusion

Introduction

Une instruction ministérielle entrée en vigueur le 1er janvier 1985 définit les dispositions à caractère permanent relatives à la politique et à l'enseignement des langues dans l'armée de terre ainsi que celles relatives aux certificats militaires de langues.

En voici les grandes lignes:

I. Généralités

Pour remplir certaines de ses missions l'armée de terre doit recourir aux services de personnels possédants des connaissances linguistiques. Elle doit donc pouvoir disposer d'une ressource suffisante en spécialistes de haut niveau et en personnels qualifiés.

1. Les spécialistes de haut niveau

Ils occupent des postes exigeant une qualification linguistique élevée: interprètes, professeurs, etc.. Ils sont recrutés en nombre limité parmi les personnels d'active pour les besoins du temps de paix et parmi les cadres de réserve pour les besoins de mobilisation.

Le recrutement et la formation des personnels d'active sont assurés par l'enseignement militaire supérieur de 1er et 2ème degrés.

Le recrutement, la formation et l'entretien de la ressource en personnels de réserve sont assurés par la division langues de l'EIREL à Strasbourg.

2. Les personnels qualifiés

Ils occupent des postes n'exigeant pas une haute spécialisation linguistique: officiers d'E.M., stagiaires à l'étranger, échanges au pair, etc.. Ils sont recrutés parmi les personnels militaires d'active titulaires de certificats militaires de langues.

II. Enseignement des langues

L'enseignement des langues est dispensé au cours de périodes de formation privilégiées et de stages organisés pour les spécialistes de haut niveau. Il a lieu dans les écoles de formation d'officiers et pendant la période de formation de perfectionnement dans l'enseignement militaire supérieur.

En dehors de ces périodes, les cadres peuvent suivre les cours de préparation aux certificats militaires de langues: les cours sont organisés par l'autorité militaire territoriale, les examens le sont une fois par an.

Pour être efficace, l'enseignement des langues fait appel aux méthodes modernes de la pédagogie et vise, avant tout, à faire acquérir des connaissances pratiques en privilégiant la langue parlée.

III. La chaîne fonctionnelle langues étrangères

Afin de développer l'enseignement et la pratique des langues étrangères dans l'armée de terre, il a été crée une "chaîne fonctionnelle langues étrangères".

Elle a pour but de faciliter la circulation de l'information sur l'enseignement des langues, d'améliorer la préparation des candidats aux certificats militaires de langues, de mieux utiliser les compétences.

Elle se caractérise par la désignation d'un officier langues aux différents échelons de la hiérarchie.

IV. Les certificats militaires de langues étrangères

Ils existent dans toutes les langues sous réserve qu'ils correspondent à un besoin et qu'un jury d'examen puisse être désigné.

Ils comportent dans le domaine de l'aptitude à la langue écrite, trois échelons successifs, de difficulté progressive, appelés "certificats militaires de langue écrite" (CMLE) des premier, deuxième et troisième degrés; dans le domaine de l'aptitude à la langue parlée, également trois échelons successifs appelés "certificats militaires de langue parlée" (CMLP); dans le domaine de l'aptitude à l'interprétariat, le "certificat militaire d'aptitude à l'interprétariat" (CMAI).

1. CMLE

Le premier degré sanctionne l'aptitude à comprendre et à traduire tout texte de la presse civile ou militaire étrangère non spécialisée.

Le deuxième degré sanctionne l'aptitude à traduire les textes militaires se rapportant à l'armée de terre du pays considéré.

Le troisième degré sanctionne l'aptitude à traduire les textes militaires à caractère interarmées.

2. CMLP

Le premier degré sanctionne l'aptitude à s'exprimer correctement dans la langue considérée.

Le deuxième degré sanctionne l'aptitude à participer à une réunion militaire internationale ou à un exercice étranger ainsi qu'à exprimer un point de vue national sur un problème spécifique à l'armée de terre.

Le troisième degré sanctionne l'aptitude à parler très correctement la langue, à s'exprimer couramment sur tout sujet d'ordre général interarmées et à assurer une mission d'accompagnement d'une personnalité militaire.

3. CMAI

Il sanctionne l'aptitude à interpréter en consécutive une discussion portant sur tout sujet d'ordre général se rapportant aux armées.

Conclusions

Le système que je viens d'exposer est essentiellement valable pour les officiers. Afin que les sous-officiers puissent également en bénéficier en plus grand nombre il est envisagé de créer 5 niveaux au lieu de 3, en abaissant le niveau de départ. Nous nous rapprocherons ainsi du système en vigueur dans l'OTAN.

National Report – Federal Republic of Germany

In the past year, the Bundessprachenamt and its functionally subordinate institutions – in all, about 20 training establishments – continued to pursue a varied range of activities, from special language courses to plans for improving the infrastructure in the Office itself. In this report the main areas of development will be indicated, beginning with the major language sections of our Language Training Division.

1. English

   Besides the standard courses of 4, 6 or 12 weeks leading to a Standardized Language Profile (SLP) qualification between 2230 and 4343, the following special courses were conducted:

   A course in English for members of the Federal border guards' special task force was aimed at enabling unit members to communicate effectively with similar units of friendly nations. It covered both general and police-specific vocabulary and will be repeated in the future.

   Strategies and Techniques for Self-Instruction were taught in two serials of 16 days each. Emphasis was placed on improving listening, reading and oral production skills and on dealing with vocabulary and structures. The experience gained by the department is being applied to other courses as the demand for guidance on how to study continues to grow. Unfortunately, student requests for individual guidance cannot be met completely, due to organizational constraints. Student reaction to the course was positive, and future serials are scheduled for the fall. This course is now past its pilot phase.

   Two courses have been regular features since 1985: English for senior educators in the Education Ministries of all eleven Federal States, and English for the senior armament officers and officials who negotiate armament and standardization questions within NATO.

   Other specialized courses for general negotiations, for legal officers from the Department of Defense and officials from the Ministries of Finance and Economics, as well as preparation courses for mid-level civil servants seeking NATO appointments have become regular features of the English Department. In addition, English for Host Nation Support Staff Officers was offered as a pilot project and will be continued on a regular basis. The Department also conducted two in-house seminars on employing video in the classroom and on evaluating written production.

   The English materials development section continued to complete and improve testing and teaching materials.

   In the case of new testing material, close contact to the colleagues responsible for training and testing is maintained, in order to be able to respond adequately to changing requirements. Existing testing materials that are easily compromised must also be revised and renewed.

Last year's work also included the development of tests which
simultaneously cover proficiency levels 3 and 4 in listening and reading
(H-3/4 and L-3/4). Now that these tests have been validated, there are
two test variants for each of the two skills either already available or
nearing completion. The use of these dual-level tests for the biannual
General Language Examinations of the Federal Armed Forces has met with a
positive response from our administration, since the administering and
correcting procedures for each test have been halved by this
rationalization. These dual-level tests will not be used for language
courses.

In addition to the continuing development and updating of skill-oriented
curricular teaching materials for all levels, we have been working on
self-instruction materials. The rapidly rising demand for such courses
has led to the development of so-called "combi-courses" in Listening and
Reading: home study materials which are preceded or followed by several
two-week-long classroom teaching phases. The materials for level 1
courses are available and will be followed by similar materials for
level 2.

2. Romance Languages

The Romance Languages teaching section reports that in addition to the
usual full-length courses and short courses offered between September
1989 and June 1990, the following special courses and projects are worth
mentioning:

- French - Course for medical officers.

- French - Seminar for staff of the Education Ministries of the Federal
  States. Two groups in 1989, one in 1990.

- French - Language for conferences (1990).

Two additional projects involved individual tutoring of officers in
Italian and Spanish to enable them to attend general staff courses in
Italy and Spain, respectively.

The participant response to the seminars on language for conferences and
for Education Ministry staff members has been very positive.

Since the last BILC report appeared, members of the Romance Languages
materials development section have revised and completed the test
batteries for French and have developed urgently needed examinations for
Spanish, Portuguese and Italian. Examinations for all four skills on
NATO levels 1 and 2, as well as some of the examinations for NATO
level 3, have been completed. Two variants of dual-level tests covering
levels 3 and 4 in listening and reading for use in the biannual General
Language Examinations of the Federal Armed Forces will also be available
for French by the end of the year.

In addition to the skill-oriented examinations, two variants of a
200-point-MC-placement test for each of the languages mentioned are
currently being developed and these should be ready in the fall of this
year.

The group was not able to develop further self-instruction materials for use in the "combi courses" to the extent they had hoped, but a booklet on "Listening", which will be analogous to the one on "Reading" that we distributed last year, should be completed by the end of the year.

3. Slavic Languages

Special projects carried out in the Russian teaching section included a very brief (November 6-24, 1989) basic course in "Reading Comprehension" for participants with no prior knowledge of Russian and specialized training for officers responsible for verification of the disarmament process. The course objective of the reading course was to enable participants to read Russian texts on the theme of armament and to identify the topics covered. The texts used were Lesekurs Russisch by Denninghaus and authentic military texts taken from magazines and newspapers. The course successfully achieved its goals and a continuation course is planned for next year.

The course for verification officers began with 4 classes in January 1990 after three months of preparation in late 1989 and will continue until October 1990. Two additional classes began in March. Participants are Army, Navy and Air Force officers with from 0 to NATO level 2 knowledge of Russian. The objective of these courses is to prepare participants for their jobs within the framework of the arms control agreements which we hope will be concluded soon. Texts include general language materials taken from textbooks as well as texts on disarmament, military equipment etc.

Czech and Polish courses continue as usual, but with the addition of courses for verification officers (s. above for Russian).

The work of the Slavic language materials development sections (Russian and other Slavic languages) in the second half of 1989 and in early 1990 was devoted to preparing the new courses, which began in January, in Russian, Polish and Czech for personnel involved in verification of the arms control process. Since the course objectives established for these students were different from those specified for the usual courses in the Slavic Languages and the time allotted for their achievement was shorter, special curricula had to be developed as a basis for an adequate synthesis of general language skills and specialized military vocabulary. This synthesis, in turn, had to be translated into the appropriate teaching and learning materials and into special testing procedures and contents similar to the SLP system.

Of course it is a great challenge for both course developers and teachers to adapt the materials and curricula produced on such short notice to the requirements of the course. Since these special courses are to be offered in 1991 as well, the main focus of the sections' work after completion of the "trial course" in late October will be on evaluation of the training program and validation of the learning materials and tests based on the experience and insights gained.

4. German as a Foreign Language

The German as a Foreign Language teaching section reports ongoing instruction in "Military Terminology," contacts with the institutions which students will attend following language training, and visits to Navy schools, and a "Home Defense Brigade". Among the staff, continuing education seminars have been conducted on such topics as didactics and methods of instruction.

Since January of 1990 the members of the materials development section for German as a Foreign Language have been working on a curriculum for beginners (NATO level 1), which integrates everyday situations, school affairs and the requirements of the specialized training following basic German instruction according to the grammatical progression of the language course. This curriculum enables the course participant to familiarize himself with his new surroundings and to learn to use the language in solving problems which arise from these new surroundings.

To help the students learn successfully, the first three weeks at the Bundessprachenamt should create a psychologically and pedagogically favorable atmosphere. Before the language course begins, a preparatory orientation phase familiarizes the student with cultural and administrative matters. Based on authentic materials from widely varying contexts of activity in and outside the classroom, a curriculum is being developed "from the bottom up".

5. German for Special Purposes

As was stated in last year's report, the learning materials for foreign students of German in the Army, Navy and Air Force have been "completed". They are now "complete" for English and French and are partially availabe in Spanish, Japanese and Arabic. However, when the materials developers wrote that the booklets were "'final' until the next changes in the Armed Forces," they had no way of knowing how revolutionary those changes would be. They are now faced with the formidable, but also fascinating, task of completely revising the materials in accordance with the events since the autumn of 1989.

6. Less-Commonly or Seldom Taught Languages

Rather than being assigned to one of the existing sections, as was previously the case, the seldom taught languages now constitute a special group within the materials development section.

In 1989, courses, taught largely by native speakers, were offered in the following languages:

Arabic
Bulgarian
Chinese
Danish
Dutch
Farsi
Greek

Modern Hebrew
Indonesian
Norwegian
Rumanian
Swedish
Turkish

Once again, the DLI generously supplied teaching and learning materials
for seldom taught languages in their program. For Dutch and Danish our
own staff members were able to collect a sizable amount of authentic
material, in the form of texts and as audio/videorecordings.

7. Other Projects

Some of the institutions which are functionally subordinate to the
Bundessprachenamt have begun to run language courses for reserve
officers. In contrast to the course offered in the Bundessprachenamt,
which is for staff officers and goes into greater detail, the courses
for reserve officers place greater emphasis on organization and
procedures. Thus the School for Personnel Earmarked for Integrated
Headquarters in Cologne and the Army Aviation School at Bückeburg have
conducted English courses for German military personnel in the framework
of the bilateral US/GE WHNS project (Wartime Host Nation Support), a
project provided by the German Army according to US requirements and
having a far-reaching impact on logistical support for US Armed Forces
in Europe. Everyone concerned greatly appreciated the co-operation with
US personnel.

The School for Personnel Earmarked for Integrated Headquarters has also
started a pilot project in which students prepare during their English
courses to take the official language examinations of the University of
Cambridge. The costs are being met by the Vocational Promotion Service
of the Federal Armed Forces, thus enabling the students to obtain a
widely recognized certificate, which might be helpful in their civilian
careers. The certificates aimed at are the "First Certificate in
English" and the "Certificate of Proficiency in English". The
examinations are conducted by representatives of the University of
Cambridge acting in collaboration with the local British Council in
Cologne. Participation in the examinations is completely voluntary; the
results obtained thus far look quite positive.

For years, the language service of the Federal Armed Forces has
conducted one-week seminars in military districts IV and V for members
of the French Armed Forces in Germany ("Stage de perfectionnement
linguistique et d'information au profit de cadres des Forces Françaises
en Allemagne") and for military personnel of VII (US) Corps (so-called
"Language Information Seminars"). The objectives of these seminars are
to improve the participants' fluency in German and to provide
information about the Federal Republic of Germany and the Federal Armed
Forces.

The Bundessprachenamt has also supported projects for German as a
Foreign Language in a number of non-European countries which requested
our assistance. Support has involved such aspects as teacher training,
provision of authentic learning materials, and advice on technical
equipment of modern languages classes including the use of language
laboratories.

Due to the developments in Eastern Europe, members of the language training staff have also been called upon to serve as interpretors for talks in Russian, Czech and Hungarian in addition to their regular teaching duties.

Finally, we would like to mention that groundbreaking for an international house, "Haus der Nationen", is scheduled for 1991. By the year 2000, existing dormitories will have been renovated and a new dormitory built. A far less imposing project, the translation into English of our information brochure for students, has one virtue which the grander projects lack - it has already been completed.

National Report - Italy

1. Introduction

The present report:

- is an overview of the innovations and activities which have been carried out within the Italian Armed Forces by the Army Foreign Language School (SLEE) and the Air Force Foreign Language School (SLEA)*;

- concerns the activity which has been carried out since the last BILC conference by the two Foreign Language Schools.

2. Fields of Activities Performed by the Foreign Language Schools

a. Army Foreign Language School

(1) concerns itself directly and inclusively with the teaching and assessment procedure of twenty-eight foreign languages which are divided into different categories according to the difficulties they present to native Italian speakers (Transparency 1);

(2) has prepared a new curriculum which is more responsive to the performance objectives, and has been better calibrated to the professional needs of military personnel in view of the growing demands which emerge in the ambit of international relations;

(3) has introduced the new unified English language test recently which is structured according to the criteria of STANAG 6001. The test examines each linguistic component separately, reporting the scores in STANAG level digits;

(4) has undertaken a new management structure which has profoundly modified the training and curriculum branch whose structure has passed from subject division of languages, such as an English language section, a French language section, a German language section ... etc. to one that is concerned with overall performance and function (Transparency 2):

- Training Section: plans, programs, and organizes didactic activities;

- Course and Curriculum Section: organizes, coordinates, supervises and controls the scheduling of courses;

- Testing Section: organizes, co-ordinates and supervises the assessment request;

* The Italian Navy prepares independently its personnel by using private language schools; however, it has available a linguistic laboratory and evaluators to assess the linguistic level of English.

- Research Section: plans and projects the research activity in order to bring up to date and ameliorate the course structure of the various languages (methods, textbooks, and other didactic materials).

b. Air Force Foreign Language School

- Concerns itself directly and inclusively with the teaching and assessment of the two official NATO languages (English and French);

- Controls the teaching of language courses carried out according to its special needs at private language schools.

In the following, there are illustrations of the principal activities and accomplishments carried out since the last BILC conference by the Defense Language Schools.

This information principally concerns the activities of teaching the English language - a widely diffused and necessary language which because of its extremely high priority is taught to Italian Military Personnel - and where it is not specified, this information is a common factor for both Defense Language Schools (SLEE and SLEA).

3. The New Didactic Procedures

The introduction of the valuative criteria of STANAG 6001 and the ever increasing international needs in the NATO ambit, that of the United Nations and that of international commissions for disarmament, have led to a new assessment of foreign language teaching within the Italian Armed Forces. Highest priority is being given to the teaching of the English language and the evaluation of the student based on the four linguistic components (listening, speaking, reading, and writing) described in STANAG 6001.

In this context, by availing itself of the faculty of both Defense Language Schools, a new program for English language teaching and course structure has been prepared which is conducted as follows (Transparency 3):

a. Correspondence Course for Army Personnel

It extends over a two year period and is made up of the following phases:

- 1st Phase (Transparency 4) is based on a self-study program which lasts thirty-nine weeks divided into three periods of thirteen weeks each. The starting number of the candidates (officers and non-commissioned officers) has been increased from two hundred to three hundred. This number, through successive screenings, is reduced to one-hundred candidates for the final examination. Following the directives of the study group of the BILC conference concerning this matter, values have been adopted in order to provide a correct form of programming, objective evaluation, and a higher co-ordination, the purpose of which is to improve the program for the acquisition of the linguistic knowledge of the language based on the four components (listening, speaking, reading and writing) on the part of the student.

- 2nd Phase (Transparency 5) is intensive and is carried out in two periods of thirteen weeks each. A new "Placement Test" has been introduced in order to insert the student in his proper section. The teachers are directed to furnish evaluations of the students within ten days of the course, and then monthly using STANAG levels (Transparency 6 + 7) as guides for this evaluation.

b. Refresher Course Programmed for Requalification of Army Personnel (CAFR) (Transparency 8)

- The purpose is to re-qualify personnel who are to be employed abroad and whose level of English (3rd level for officers, 2nd for non-commissioned officers, according to the previous assessment system) is about to expire.

- It has a duration of thirty days.

- It is composed of eight terms, each attended by two sections of six or seven students.

c. Specialized Training Programmed for Particular Assignments for Army Personnel (CAFI) (Transparency 9)

- It is aimed to increase the technical-practical knowledge of English, directed towards special assignments which must be carried out yearly in the NATO and UN ambits.

- It is designated for personnel (officers and non-commissioned officers) designated to fulfill these duties, year after year, and who have already obtained the necessary linguistic levels.

- It is programmed to make use of auxiliary teaching packages and technical material (manuals, glossaries, instructions, procedures, briefings, ...), provided by the International Organizations themselves.

- It has an eminently practical and informative character and no final exam is planned.

- It lasts thirty days and is only conducted in July.

- It is divided into three or four sections each composed of seven to ten students.

d. Army War College Course (Transparency 10)

Beginning with this current year, the course follows the new didactic procedure set up for the acquisition of the four linguistic components. The personnel - who were in possession of a third level classification of English according to the previous system of evaluation - initially attended the CAFR, in order to be re-qualified according to the same evaluative parameters (standardized STANAG tests) which the other students will take at the end of the course. The test confirmed this evaluation and those students began a course in French (if these students had not been re-confirmed in their linguistic level of knowledge, they would have been re-assigned to the English course). At the end of the French course, the students will undergo a test, which is not yet the standardized test (a

standard test for the French language based on STANAG levels is being developed).

In the final phase of the course and for variable periods of time according to the level of the section, advanced activities co-ordinated with the War College are dealt with, in such a way as to treat arguments of professional character (in English and in French) which will be treated more profoundly at the War College. These advanced activities include: conferences of foreign military attachés, simulated meetings at NATO headquarters, elaboration of military history and strategy studies, exercises with charts (according to simulated NATO drills), participation in conferences at the NATO Defense College.

e. The Air Force English Language Course for Commissioned and Non-commissioned Officers

- is aimed to increase the technical-practical knowledge of English for personnel who are destined towards assignments where the language is required;

- has a duration of 100 days;

- a final exam and assessment at the intermediate level is foreseen.

4. Didactic Methodologies

The new structure of the course is based upon the model which follows the modern linguistic teaching methods. In practice, there is no longer a course which is based predominantely on grammar, but a plan of teaching directed towards the acquisition of the four linguistic components according to the initial level of that section; the new training procedure is based on the global communicative method, using commercially published course-texts and supplementary texts. It tends to respect the linguistic capacity of the student in recognizing and resolving any problems of a linguistic nature, and to be able to cope with unexpected difficulties.

The purpose of the method is to exalt to the maximum the personality of the student, taking into consideration the learning process and the student's aptitude, by means of daily confrontations directed among the students themselves. For this purpose intellectually stimulating teaching-helps such as video, magazines, newspapers, are employed to maintain at a high level the interests and attention of the student. In each section there are two teachers who use the mother-tongue, English, exclusively in class from the very first day on.

New textbooks based on this communicative methodology have been adopted: in practice every student is given a basic course-book, supplementary books (which are indispensable for the acquisition and the expansion of the four linguistic components) and a complete series of self-study books and relative cassettes. For the use of the teacher, reference books are available in the library which integrate and increment, when necessary, the notions to be taught.

The students are periodically evaluated by their teachers in the four
linguistic components using the parameters which are obtained by
exercises, dictations, conversations, letters, etc. ..., given the
rapport between teacher and student.

5. Exam System (Transparency 11)

A new exam system, studied, set up and experimented was put into effect
based on the actual usage of the language without using the mnemonic
processes; this evaluates the objective level of the knowledge of the
four linguistic components: Listening, Reading, Writing and Speaking,
and reports the scores in STANAG level digits.

6. Statistical Analysis

Presently, the new unified test is being analyzed descriptively using
statistical reasoning in education, so that at the end of July,
procedures of hypothesis and estimation may be applied. In the
hypothesis testing procedure, the comparison of two courses, the 111th
War College Course (with the previous teaching method), and the 112th
War College Course (with the new teaching method), will be confronted
statistically.

Both the cumulative frequency distribution (Transparency 12) and the
cumulative percentage frequency (Transparency 13) are in graphic form.
It is apparent that in the cumulative frequency distribution
(Transparency 12) the scores appear to be random for the listening exam.
It is also interesting to note that in the graph represented in
transparency 12 a score of 60 obtained in the listening exam ranks in a
different percentile range for the reading.

The data has been transferred into standard scores (z-scores). The
listening and reading part of the "Unified Test" which was administered
to 55 officers of the 111th course have the following distribution
(Transparency 14 and 15):

Listening: Average 66.91   Standard Deviation 18.31
Reading: Average 66.44   Standard Deviation 14.44

These tables furnish us with data described visually in transparencies
14 and 15. In both tables (listening and reading) one can note a
distribution of the percent of scores which fall in STANAG 6001 levels
(Transparency 16).

At the end of the present course in July, data will be collected in
order to verify the validity of the new teaching procedure.
Nevertheless, the present data permit us to assume that the new teaching
procedure is surely superior to the former one for the linguistic
preparation of military personnel.

7. Future Prospects

The Italian Defense Language Schools on the basis of the directives
received have made remarkable effort in the last years (taking advantage
of their permanent cadre and faculty, in close co-ordination between
them) to reach a radical change in the teaching of languages.

We expect to verify in the near future the results of this new teaching procedure, especially for the English language. In particular, it will have to be verified if the levels obtained at the two Defense Language Schools are in agreement with the requirements of the job descriptions, related to the posts to which the officers and non-commissioned officers are assigned. In order to verify this, the schools will compare the results obtained at the SHAPE Language Center, sent by the National Military Representative, to those obtained at the schools.

8. Conclusion

That which has been discussed above is being carried out daily with even more refined techniques in order to respond to the ever increasing needs of having adequate personnel with professional qualifications who at the same time have a comparable linguistic qualification (one language or if necessary many) considering that language is a fundamental tool in human relationship.

The future activities will then be projected towards the perfectioning of the study programs and of the related tests. In that context absolute priority will be given to prepare a new unified test for the French language corresponding to the one which was prepared for the English language.

Army Foreign Language School

Linguistic Categories

Other Languages

English
French
German
Portuguese
Rumanian
Spanish
Swahili

Difficult Languages

Albanian
Bulgarian
Czech
Dutch
Greek
Hungarian
Polish
Russian
Serbocroatian
Slovak
Swedish
Turkish

Most Difficult Languages

Amharic
Arabic
Chinese
Farsi
Hebrew
Hindi
Japanese
Korean
Urdu

```
                    COMMANDER
                        |
        +---------------+---------------+
        |               |               |
    LOGISTICS      SECRETARIAT       TRAINING
    SECTION         AND STAFF      DEVELOPMENT
                  ADMINISTRATION     OFFICER
                                        |
                    +-------------+-----+-------+-------------+
                    |             |             |             |
                TRAINING       COURSE        TESTING      RESEARCH
                SECTION        SECTION       SECTION       SECTION
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APTITUDE TEST DESIGNED TO PREDICT AN INDIVIDUAL'S LINGUISTIC ABILITY — MLAT TEST

CORRESPONDENCE COURSE

1ST PHASE
BASIC

DECEMBER TEST

APRIL TEST

FINAL TEST

2ND PHASE   PLACEMENT TEST

1989-1990

CORRESPONDENCE COURSE			1st TERM			SEP
						OCT
acquiring the 4 levels						NOV
CORRESPONDENCE COURSE			2nd TERM			
					BASIC SPECIALIZATION COURSE	DEC
						JAN
acquiring the 4 levels						FEB
WAR COLLEGE FOR ARMY OFFICER AND LOGISTICAL SERVICES						
BEGINNERS	INTERMEDIATE		ADVANCED			MAR
					BASIC AND SPECIALIST TRAINING	APR
						MAY
						JUN
					personnel destined to be posted abroad	
ACQUARING THE 4 LEVELS						JUL

C.A.E.R.

1st PHASE

300

MLAT TEST

1 TERM

13 WEEKS

200

DECEMBER TEST

2 TERM

13 WEEKS

150

APRIL TEST

3 TERM

13 WEEKS

120

FINAL TEST

100

2nd PHASE

CORRESPONDENCE COURSE
2nd PHASE

1ST TERM

2nd TERM

SECTIONS							
ADVANCED	UPPER INTERM.	UPPER INTERM.	INTERM.	INTERM.	LOWER INTERM.	BEGINNERS	BEGINNERS

13
WEEKS

ACQUISITION OF THE FOUR LEVELS

Person Evaluated:_____

Course:_____ Section:_____

Evaluator:_____

Instructions: First evaluate the student's performance in
accordance with the STANAG level proficiency descriptions.
Afterwards record a summary statement indicating his overall
effictiveness.

Dates of Evaluation:

STANAG LEVEL PROFICIENCY	First 10 Days	1st Month	2nd Month	3rd Month	4th Month	5th Month	Final
Listening							
Reading							
Writing							
Speaking							

SUPPORTING STATEMENT EVALUATION

First Phase Evaluation   (Ufficio Addestramento e Studi)

Correspondence Course ——————— Christmas Test Score:_____
(Self-Study)
Easter Test Score:_____

Final Test Score:_____

Placement Test Score:_____

First 10 Days

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2nd Month

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1st Month

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3rd Month

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4th Month	5th Month

FINAL EVALUATION

C.A.F.R.

RE-QUALIFICATION
ACCORDING TO THE
FOUR
STANAG LEVELS

30 DAYS

1st SECTION LEVELS 2/3	2nd SECTION LEVELS 3/4

1 TERM

2 TERM

3 TERM

4 TERM

5 TERM

6 TERM

7 TERM

8 TERM

C.A.F.I.

DESTINATIONS	
N.A.T.O.	O.N.U.

1ST SEC.	2ND SEC.	3RD SEC.	4TH SEC.

30
DAYS

SPECIALIZED TRAINING PROGRAM FOR
PARTICULAR ASSIGNMENTS

ARMY STAFF WAR COURSE

CAFR	ENGLISH SECTIONS (5 MONTHS)							
ENGLISH 1 MONTH	ADVANCED	UPPER INTERM.	UPPER INTERM.	INTERM.	INTERM.	LOWER INTERM.	BEGINNERS	BEGINNERS

FRENCH 4 MONTH

ADVANCED ACTIVITIES
(COORDINATED WITH THE WAR SCHOOL)
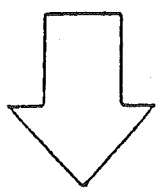
TEST
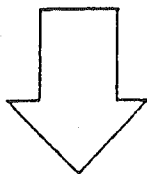
STANDARD TEST

EXAM SYSTEM

COMBINED ARMED FORCES

"TEST UNIFICATO"

READING | LISTENING

SPEAKING | WRITING

| L E V E L S | 0 1 2 3 4 | FOR EVERY SKILL LEVEL |

Reading Exam

Listening Exam

Reading Exam

Listening Exam

Level 0
1%

Level 1
28%

Level 2
44%

Level 3
18%

Level 4
10%

Listening $\bar{X} = 66.91$
             STD = 18.31

-3   -2   -1   0   1   2   3
     30   55   75   90

level 0
0%

level 1
20%

level 2 50%
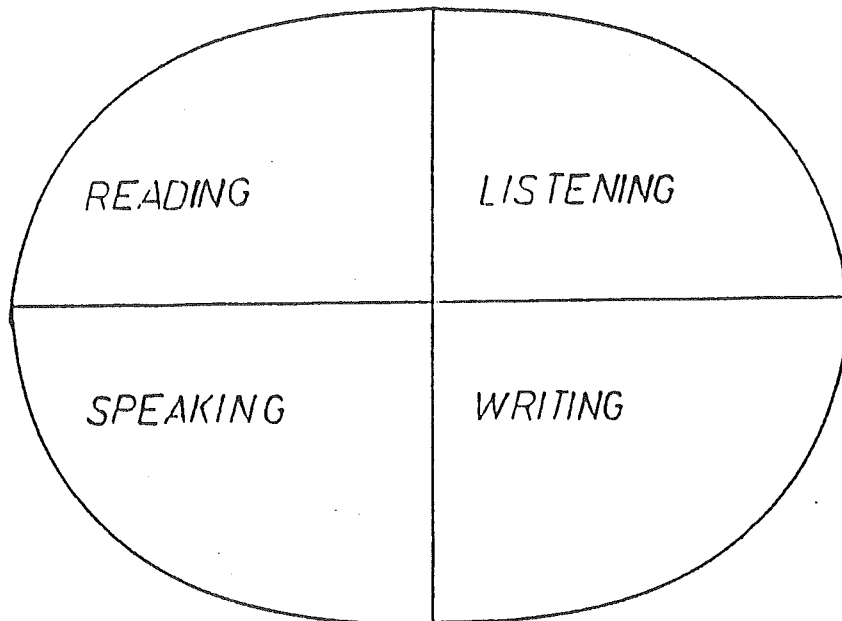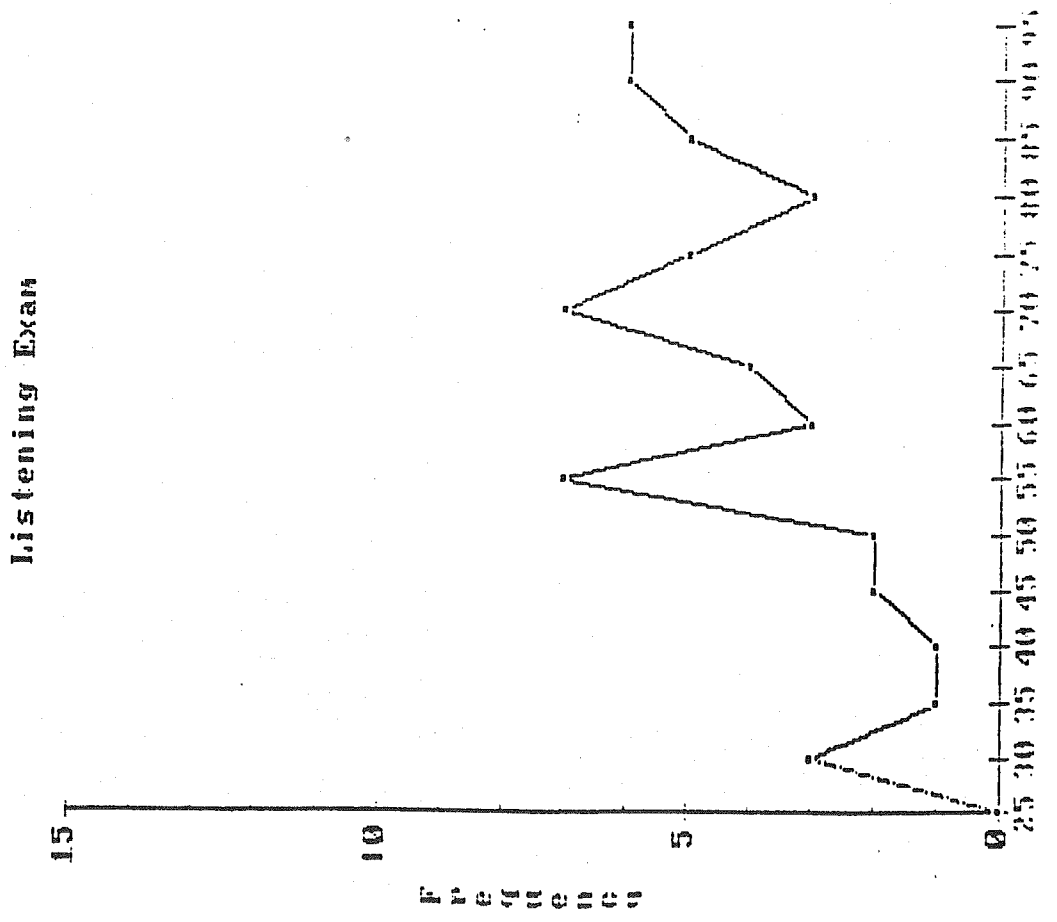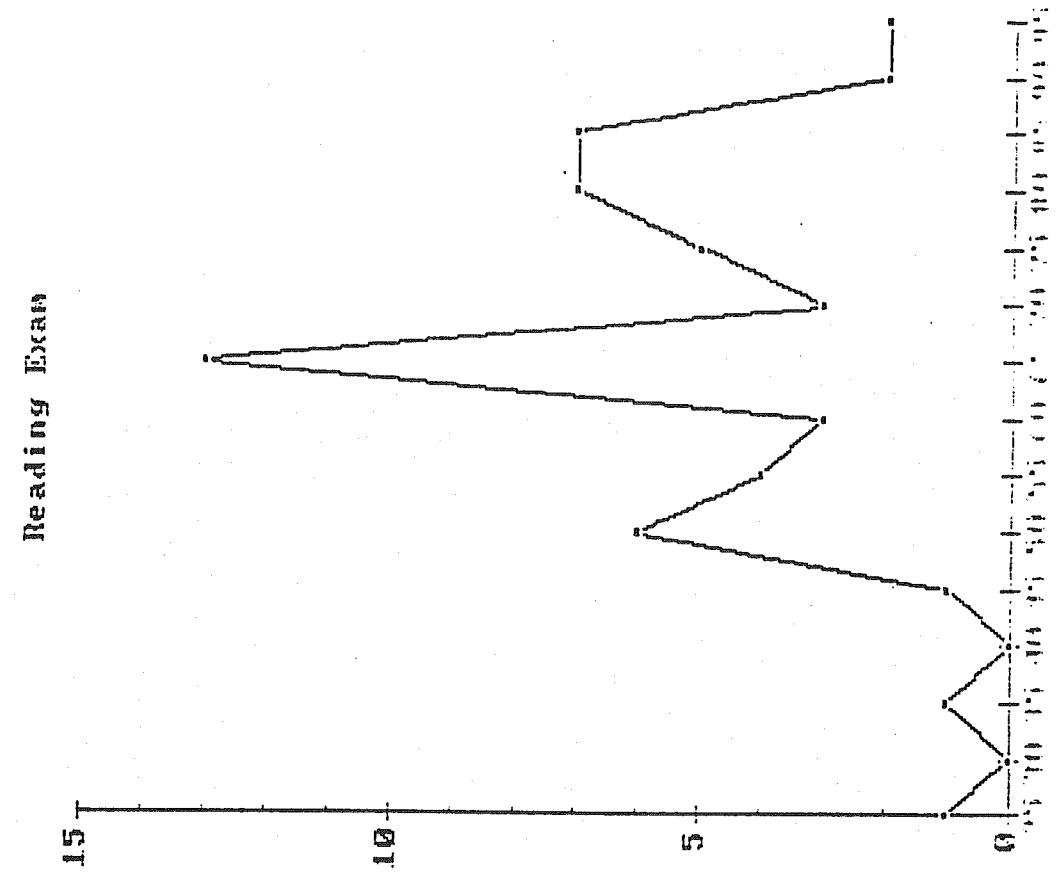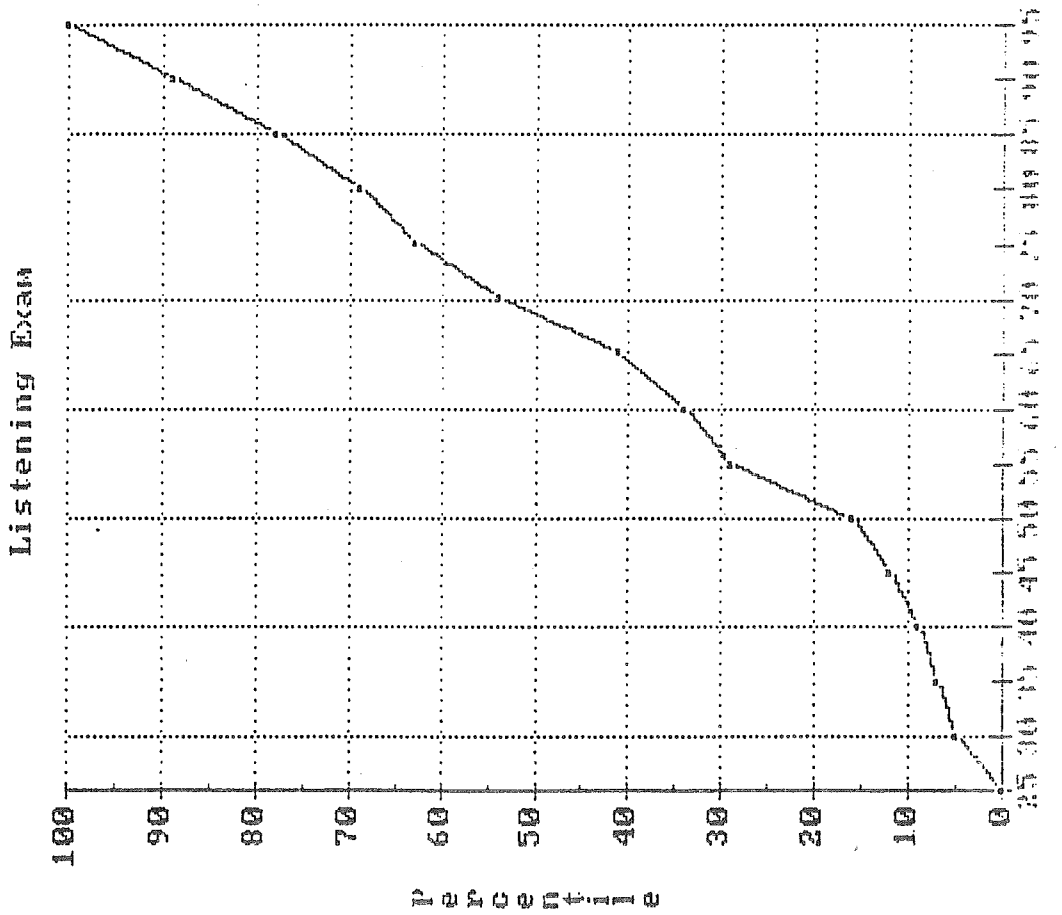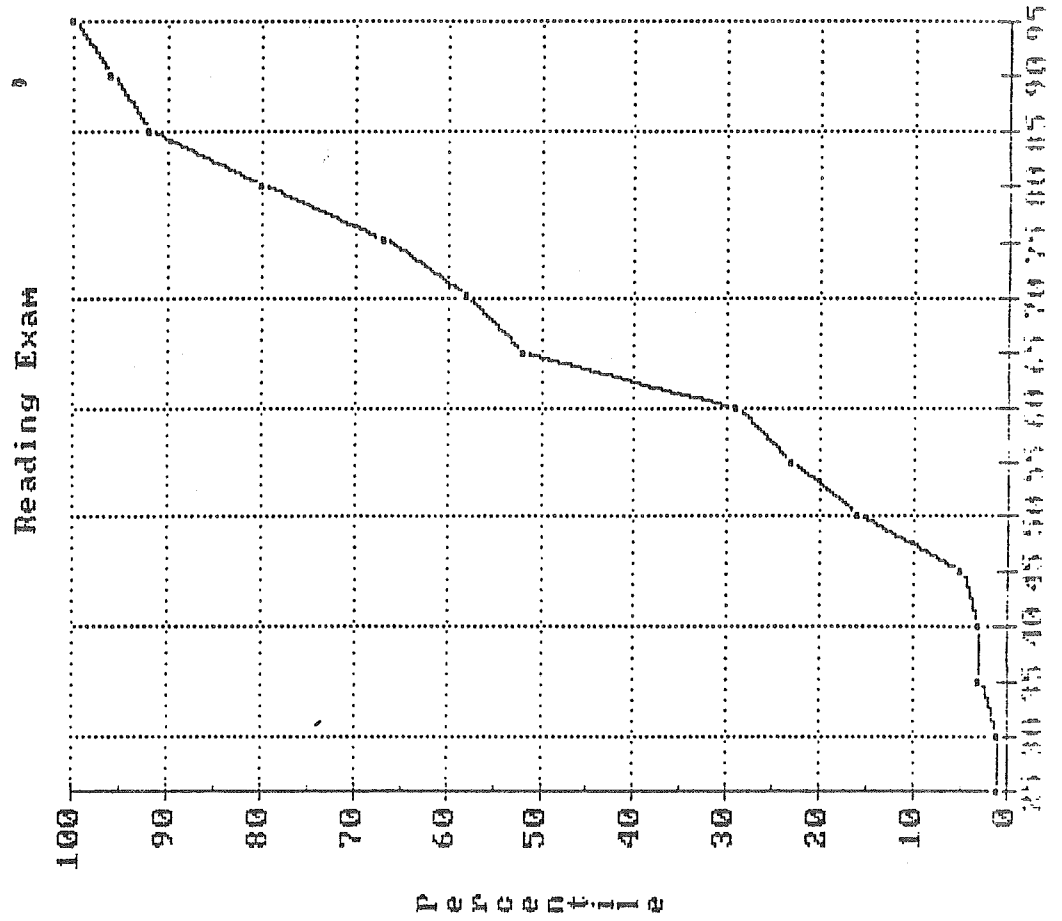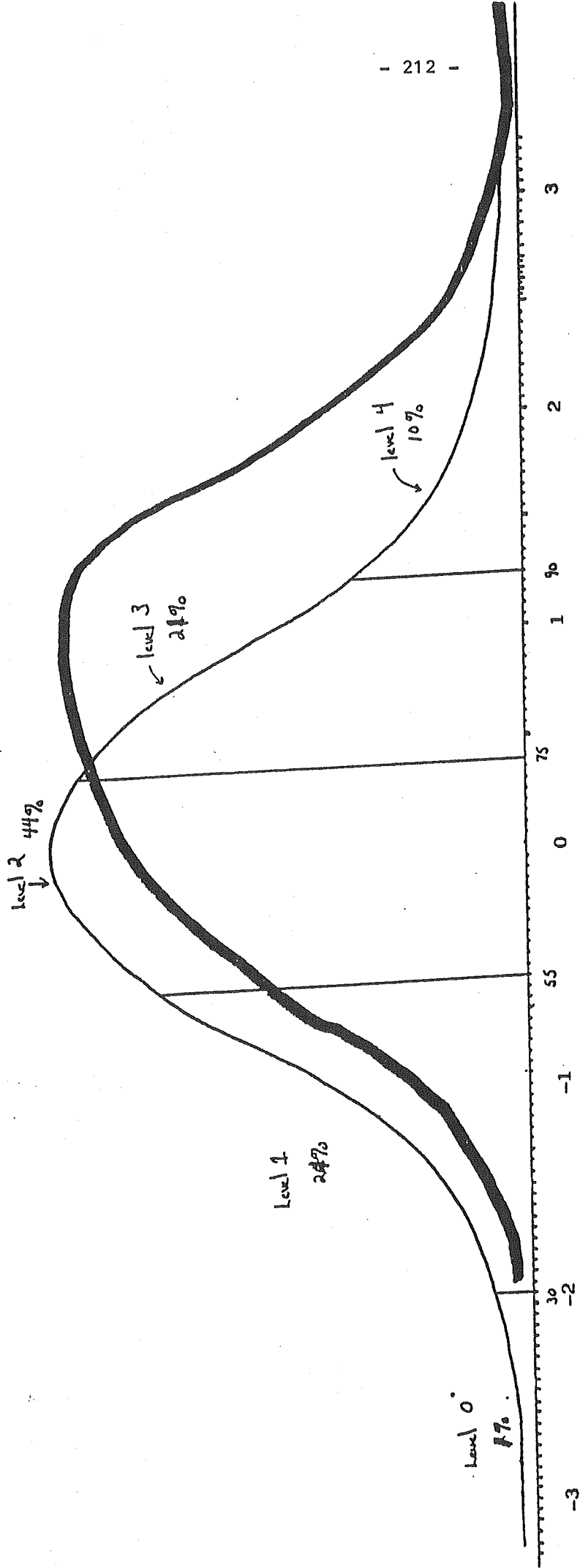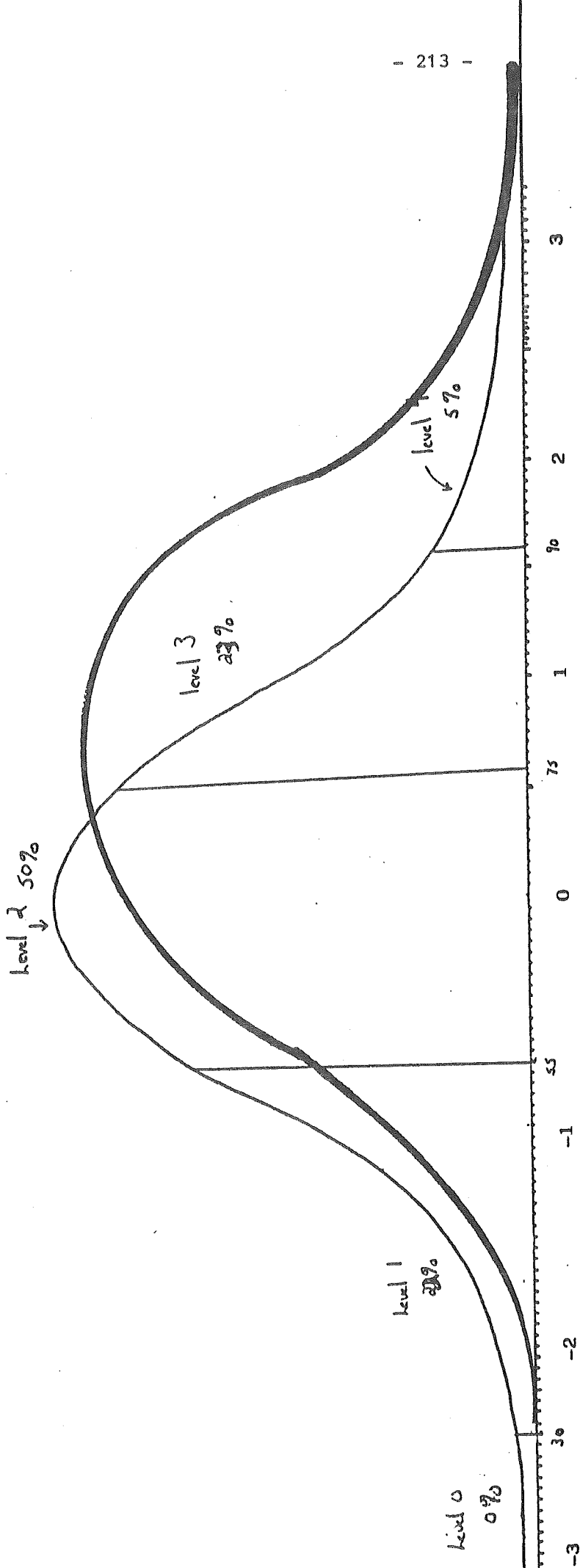
level 3
25%

level 4
5%

Reading X̄ = 66,44
STD = 14,75

1 Listening Exam. STRONG Levels and Percentages

4 – 10%
3 – 21%
2 – 44%
1 – 24%
0 – 1%

2 Reading Exam. STRONG Levels and Percentages

4 – 5%
3 – 23%
2 – 50%
1 – 22%
0 – 0%
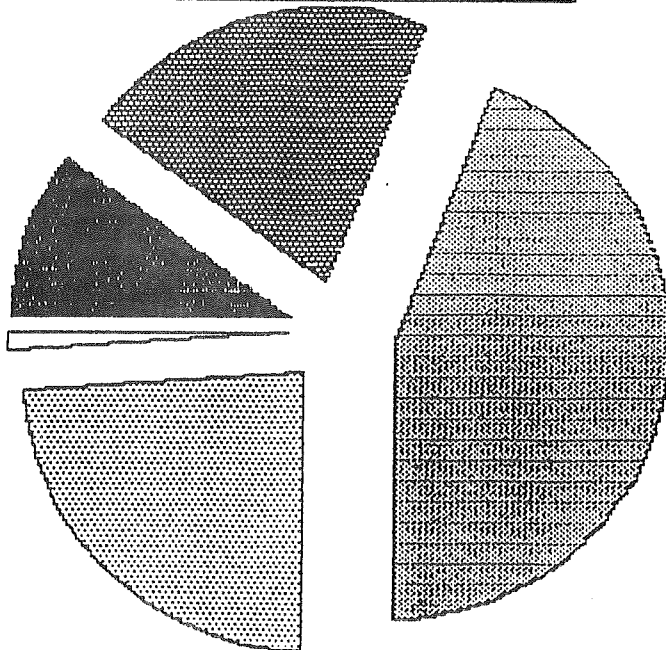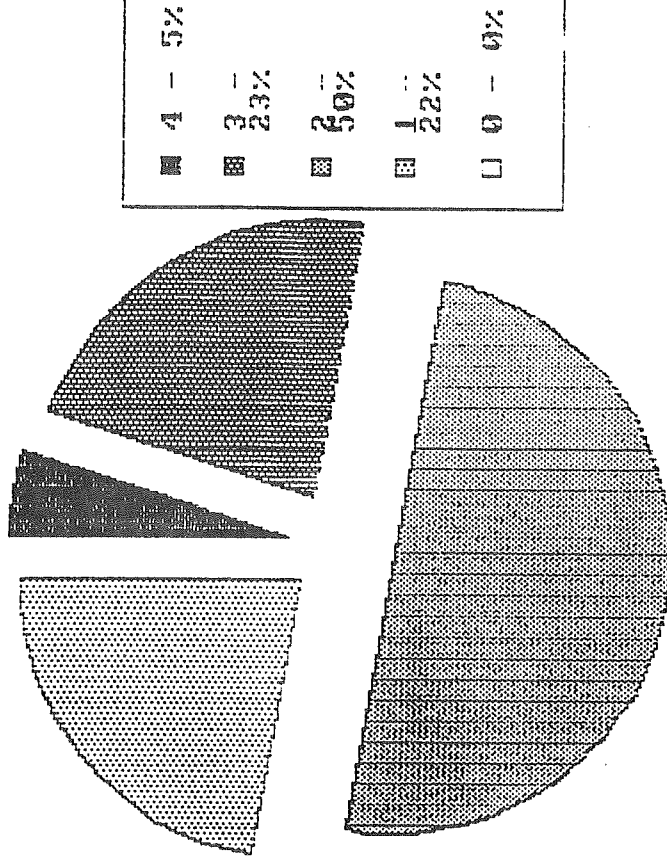
National Report - Portugal

1. General Situation

Regarding the period which the present report refers to, and considering all the activities developed in the area of teaching and linguistic evaluation, the following aspects are to mentioned:

- continuing of part II of the Portuguese Course for Foreign Military,

- experimental validation of the Portuguese version of the MLAT,

- briefing by the delegates who participated in the BILC Conference 89, in Madrid,

- participation in the "Seminar on Language Testing for International Staff Appointments" and briefing by the delegates,

- adaptation of the tests offered by Canada in order to create alternative versions to those currently held at EMGFA, also of Canadian origin,

- training and linguistic evaluation.

2. Detailed Situation

   a. Part II of the Portuguese Course for Foreign Military

   As far as this project is concerned it is important to note that its production is proceeding at a very reasonable pace, although members of the Co-ordinating Group have been involved in missions which implied the slow down of the works.

   So far, all units scheduled have been produced and the plans for the production of an Exercise Book are also proceeding. Studio recordings of units 9, 10, 11, 12, 13 and 14 were made and the correspondent material is now available for finishing.

   b. Experimental Validation of MLAT

   Correction, analysis and compilation of the test results - a total amount of 400 tests were held at EMGFA - has been completed.

   In view of a future technical support on the part of Canada within the area of experimental validation and in agreement with a proposal presented by Portugal during BILC 88 (which was favourably appreciated by the Canadian delegation) efforts are being made in order to determine which data is relevant to this purpose.

   c. Briefing on BILC 89

   As usual, after having received the BILC Report Book, the delegates to the conference in Madrid presented a briefing on the results, experiences and teachings gathered during the BILC Conference 89.

Representatives of the three Services of the Portuguese Armed Forces connected with the teaching and linguistic evaluation were invited for the national meeting which took place at EMGFA on the 7th March 1990.

d. Participation in the "Seminar on Language Testing and Training for International Staff Appointments"

Portugal was represented by a two-member delegation at the above mentioned seminar held at the SHAPE from 19 to 21 March 90.

The experiences and results of this seminar were presented at a meeting at the General Staff.

Attending this meeting held at EMGFA on 6th June 1990 were members of the three Services of the Portuguese Armed Forces responsible for the area of language teaching and testing.

e. Adaptation of Tests Offered by Canada

Canada offered Portugal several tests for standard language profile evaluation in English and French. After receiving such tests two working groups were constituted in order to do the necessary adaptations having in mind that Portuguese students were to be submitted to them.

Based on the above mentioned tests three alternative versions have already been structured and they will be, no doubt, a major contribution for the improvement of the test data base by EMGFA. Two of the versions are in English whereas one is for the French language.

The complementary meetings are still taking place and the effective administration of these new tests is expected to begin in January 91.

f. Training and Linguistic Evaluation

(1) Within EMGFA

The courses being held at the Language Laboratory and their respective attendance are as follows:

English - 3 elementary levels attended by 40 students,
          3 intermediate levels attended by 72 students,
          1 advanced level attended by 12 students.

German - 1 intermediate level attended by 3 students.

Russian - 1 elementary level attended by 2 students.

Arabic - 1 elementary level attended by 4 students.

All the courses held at EMGFA are three-hour weekly courses except for German which is a two-hour weekly one.

The teaching staff involved in these courses is the following:

- 1 teacher and 2 language monitors for the English and German courses.

- 2 teachers for the Russian and Arabic courses.

The teaching of the Russian and Arabic languages is mainly designed for the development of studies and the performing of activities which require the knowledge of these languages.

In this school-year, special attention was dedicated to the self-study programme. The material available for computer-assisted language learning was substantially developed. New programmes were acquired and a video unit system was installed, too. The didactic video material obtained for this purpose includes a course divided into small learning units allowing the students the selecting and practicing of linguistic, vocabulary or structural aspects which they don't fully master. The existing materials also include films displaying real situations designed for advanced students.

The Language Laboratory activity also included the testing of the personnel of the three services for evaluating language profiles both in English and French. From the BILC 89 on a total of 137 members were assessed (military and civilians of the Armed Forces), of which 102 took the English test and 35 the French one.

(2) Within the Navy

The English courses referred to in previous Conference Reports have been maintained and had the following attendance:

Model 1 - CILING (Integrated curriculum of English language: 350 students (1 Pedagogical Director and 8 teachers).

Model 2 - Navy Academy: 332 students (3 teachers).

Model 3 - ALC (American Language Course).

Phase 1 - 55 students
Phase 2 - 63 students

Model 1 (CILING) has been developed for the past three years and so far the impressions about it are very encouraging, especially because students feel it has been very useful.

(3) Within the Army

No important changes are worth mentioning.

(4) Within the Air Force

- The current courses comprise maintenance/development courses, curricular courses, intensive courses and formation-integrated courses for qualifying students with a 2222 level, all of which designed for the teaching of English.

- A total of 25 teachers and 1440 students were involved in these courses.

- Attendance of these courses comprised the following classes and levels:

  (a) Maintenance/Development Courses

  * pre-elementary level (SLP 1111) - 9 classes
  * elementary level (SLP 2222) - 10 classes
  * intermediate level (SLP 3333) - 4 classes
  * advanced level (4444) - 2 classes

  (b) Courses Within a Curriculum

  * pre-elementary level - 2 classes
  * elementary level - 3 classes

  (c) Intensive Courses

  * elementary level - 4 classes
  * intermediate level - 3 classes

  (d) Formation-Integrated Courses for Qualification with a 2222 Level:

  * 8 classes

3. Additional Remarks

Within the Air Force, English courses supported by video materials continued to be edited and distributed to all Air Force Bases.

National Report - Turkey

Ladies and Gentlemen,

In this first National Report of Turkey I'll try to inform the distinguished delegates of BILC of the history of the cooperation between BILC and the Turkish Armed Forces and of our foreign language activities.

Turkey's cooperation with BILC goes back to 1983. Turkey participated in the BILC Conferences as "observer" in 1983 and 1984 and has been participating as "representative" since 1985 except 1986 because of the reorganization of the Army Language School.

Some of the most significant developments in the relations between BILC and Turkey are that the next BILC Conference will be held in Turkey and that Turkish teaching materials and scholarship possibilities will be provided free of charge or at reduced rates. On behalf of my country I appreciate your warm interest and attention to this project. A detailed introduction of the Turkish offer within the framework of "Exchanges Between Member Nations" will be handed out after my speech.

In the BILC Conferences and the Study Groups we participated in, you received detailed information of the foreign language instruction in both the Turkish Armed Forces and the Turkish Army Language School and this information has been stated in the various conference reports so far. I have got a chance to present it once again on this occasion.

The Army Language School of Turkey is a language center where all necessary instruction and training is carried out. The Army Language School has been carrying out its activities now in its new facilities in Istanbul since it was moved there from Ankara in September 1989.

Besides the Turkish Army Language School, two more military language centers namely the Air Force and the Navy Language Schools are active in language training in the Turkish Armed Forces. The Air Force Language School located in Izmir is only for Air Force personnel and a lesser number of Army personnel for English only.

Navy Language School has been serving the same purpose, teaching English only for Navy personnel and German for Navy personnel and personnel of other services.

At all military high schools as the source of the cadets of the military academies, all technical subjects are taught in English, French and German. In two of the existing military high schools education is carried out in English and in the other one education in French and German.

The languages taught in the Army Language School are: English to Army personnel only, and French, Arabic, Russian, Bulgarian, Persian and Greek to the personnel of the Army and the other services as well as Turkish to the personnel of allied and friendly countries.

The duration of basic and intermediate courses held in the Army Language School is 34 weeks, that makes 30 hours a week, totalling 820 hours in the term. The duration of the advanced courses is almost 3 months.

The main objective of the Army Language School in the advanced courses is to furnish military personnel with necessary and effective language skills needed in order to carry out international tasks and duties.

The education is done with audio-visual methods. Necessary materials and teaching aids are comprehensively used. Students are tested at the end of each week, each semester and given a final test at the end of the term. The testing and evaluating board is in charge of carrying out all necessary activities regarding the exams.

In addition to foreign language teaching, the Army Language School is responsible for the following:

- To administer general examinations in all languages for the selection of the personnel for jobs at home and abroad.

- To evaluate the language levels of the civilians who are to work for the military.

- To carry out translation, interpretation and escorting duties for the Armed Forces.

Besides this short introduction to the Turkish Armed Forces' foreign language teaching activities, you will now watch an introductory film about the Turkish offer for language material and scholarship which Turkey provides to the BILC member nations with its possible opportunities, within the framework of the project "The Circulation of Information" and "Exchanges between Member Nations".

We hope that this study will be a valuable contribution to the project. And we also hope other BILC members exhibit and offer such opportunities to other nations. We would appreciate such opportunities and contributions from other nations.

National Report - United Kingdom

The main theme of this year's United Kingdom's report leads on from the report of 1989. So I will start by highlighting the points that Colonel John Prince made when he spoke to you last year.

He spoke of a review of higher level language needs in the Services which was carried out by Wing Commander Max Bishop, who is known to many of you in BILC. Wing Commander Bishop analysed the needs of 228 posts which required essential LT. Of these:

67 % Army
25 % RAF
 8 % RN/RM

These proportions reflect the number of annotated posts manned by each service. The main languages were:

German   85 posts
French   46 posts
Russian   25 posts

Wing Commander Bishop's main findings were:

- Firstly, there were many language tasks common to most if not all posts reviewed, reading handwritten documents, writing letters, making telephone calls, and impromptu speaking, all in the TL.

- Secondly, there was a lack of standardisation in the methods of determining the general linguistic requirements of each post.

- The third finding was that the methods of identifying the language skills and levels needed varied between services.

- Fourthly, too much attention was paid to the syllabuses of external examinations which were not appropriate to the needs of most students. The main language examinations used by the Services were not related to the jobs that they were being prepared for.

As a result of this review a Services' Language Course Design Team was set up in April 1989 to design a "Standard Service syllabus for higher level language training". A number of principles guided the design team work. The syllabus was to be:

- *Task/Topic Based*: The real-life activities the student needs to perform in the TL should give rise to syllabus task-based activities.

- *Integrated/Communicative*: As far as possible, tasks should integrate linguistic skills and require meaningful communicative interaction.

- *Not Language Specific*: It was to be a generic syllabus suitable for use with any language.

- *Not Service Specific*: Much military vocabulary is in any case common to all Services. Furthermore, the best preparation for specialist language use is a thorough grounding in general language which makes it easier for a student to build his own technical vocabulary and to acquire a working competence in the relevant specialist fields.

Core Subjects

For the body of the syllabus, 5 main core subjects were identified:

- *Information Gathering*: Gathering material from FL printed and broadcast sources - TV, radio, press etc.

- *Oral Communications*: which involves conveying and obtaining information in TL in conversation, meetings, briefings and so on.

- *Written Communications*: Responding in writing in FL to correspondence.

- *Translating*: Written translations and summaries of FL in LI.

- *Interpreting/Mediating*: Between FL and LI speakers.

Task-Based Work

Language practice within the core subjects can be given by means of tasks leading ultimately to exercises based on the work environment for which the student is being prepared.

These tasks can be simple or complex according to the competence of the student at the time, and the skills practice and core subjects that are being aimed at. So tasks can be classed as:

a. *Contrived*: an artificial task for language, or

b. *Authentic*: a real-life task often solving a problem or achieving an aim outside mere language practice:

  (1) in the classroom - giving a talk,

  (2) outside the classroom - organising a visit.

c. *Restricted*: a limited skills application, or

d. *Integrated*: an exercise involving the combination of skills.

Note: The tasks in these 4 groups can be at any level of difficulty. Combinations of these are possible:

Contrived/Restricted:
Arrange a hotel room booking   a. role play with instructor

Contrived/Integrated:
Arrange a visit to a foreign unit
      a. role play with instructor/class
      b. simulate telephone call
      c. summarise/translate info sheet
      d. write letter in foreign language
      e. simulate mediation/interpreting

Authentic/Restricted:

Contact foreign tourist

    a. read for information, brochures in foreign language

    b. write letter in foreign language

Authentic/Integrated:

Give a presentation to a local group about your unit

    a. write a script in foreign language

    b. prepare VA's in foreign language

    c. prepare in writing handouts in foreign language

    d. give presentation in foreign language

Assessment

Assessment of the student is to be done with the requirements of the post he is training for in mind. This assessment whether internal or external must be Service controlled.

Internal Assessment

For internal assessment, a Student Profile Book has been devised.

Student Profile Book

The Student Profile Book is to be completed to provide a record of a student's progress in learning. It gives:

a. Assessment of start levels,
b. profile of target levels for post,
c. record of progress towards target.

It will form the basis for discussion between student and instructor about strengths and weaknesses. The SPB will be suitable for use in Service and Civilian Schools as a running record of progress and achievement. The levels will be given in terms of STANAG 6001 SLP with the levels expanded to include sub-levels and more detailed definitions (Annex A).

External Assessment

Together with the Armed Services Language Examinations Consortium (ASLEC) we are developing task-based examinations. They have been trialled at SLP 3333 level. The format is such that it could also be used at 4444 level by adjusting the workload and time-constraints.

"Exercise Purple Warrior"

The examination trial was based on a scenario called "Exercise Purple Warrior".

a. Paper 1

   Task 1
   Extract information from foreign language recorded telecon.

   Task 2
   Extract information from foreign language file and summarise in English.

b. **Paper 2**

  Task 1
  Write letter in foreign language.

  Task 2
  Translate foreign language text into English.

  Task 3
  Summarise foreign language text in English.

c. **Oral Examination**

  Task 1
  Foreign language telecon to exchange information.

  Task 2
  Using English texts, prepare and give 10-15 minute briefing in foreign language.

  Task 3
  Discussion on briefing in foreign language.

  Task 4
  Interpret/mediate between foreign language and English.

The trial involved:

German   14 candidates
Russian   8 candidates
Arabic   8 candidates
French   4 candidates

The general feeling about the examination was favourable and it looks likely that this will be the format of the new examination when it is introduced in the not too distant future (Annex B).

Conclusion

In conclusion, I must say that the progress towards task-based teaching in Service schools has not been at the rate originally envisaged. At the moment we are in the process of appointing staff to undertake the work on syllabus and materials production. They will be appointed initially for 6 months. It is not proposed to rewrite existing syllabuses completely but rather to integrate the task-based approach with existing good practices. I am sure that you as language teachers agree that there is no one magic process for teaching language, or rather for helping students to learn, which can replace all other methods. Nevertheless, we anticipate that the task-based approach will be an important influence on language learning in the UK Armed Services for some time to come and that it can be combined successfully with many worthwhile elements from previous teaching practices.

Other developments that are in the offing include the formation of a standing Services LT Development Team to be responsible for:

a. In-service training for LT staff,
b. overseeing materials production,
c. quality control and validation of training,
d. standardisation of LT,
e. advising on LT requirements to meet Arms Control needs.

Well, that concludes the UK report. With the help of my colleagues, I will try to answer any questions you may have now or later during the week.

Higher Level Language Training - Student Profile Booklet

Background

1. A report was issued in September 1988 on a review sponsored by the Defence Training Committee (MOD) into the higher-level foreign language needs of the Services. For the first time, a set of training objectives was produced for language training. One of the conclusions reached was that the "use of externally provided examinations, as a means of internally validating Service language courses, is inappropriate" (Para 106). Service students should be trained to a standard required for their particular future employment, with an emphasis on task-related activities. Assessment should, therefore, be Service controlled and the success or otherwise of training should not be dependent upon performance in an external examination. However, as with other areas of training, the obtaining of external qualifications is to be encouraged. Internal Service assessment will, therefore, be the means of validating courses with the external qualification providing additional motivation for the student.

Internal Service Assessment

2. a. Record of Assessment

   The Student Profile Booklet (SPB) has been designed to provide a record of language training progress for students in the Services who are undergoing higher-level language training. It will also form the basis of discussion between the student and instructor as regards areas of strengths/weaknesses; i.e. the SPB should have a formative as well as a summative function. It should be noted that this document is not intended to replace, or be compared with, a confidential report. It should not comment on personal qualities, but should be restricted to language skills.

   b. Job-Profile

   Instead of a statement that a student should pass a particular external examination in order to be qualified to perform his job, a job-profile for each student will be provided by the appropriate Sponsor Branch. Using the NATO STANAG Standard Language Profile (SLP) 6001, a student may require an SLP of 3332 (Listening, Speaking, Reading, Writing) for a particular job; "0" equals Non-User, "5" equals Native Speaker. Success on the course is determined by whether the student has achieved this target. The STANAG SLP ratings shown on pages 8-15 have been expanded to include sub-levels and a more expanded definition.

   c. Means of Assessment

      1. Assessment should be on-going during a phase and not based on one isolated end-of-phase test. It should, where possible, be task-based, i.e. the student should have to gather information from a variety of spoken/written sources in order to perform a task that tests his abilities in the 4 skills - listening, speaking, reading and writing. The means of assessment should be similar to the task-based teaching activities, which have been outlined in the "Syllabus for Higher-Level Foreign Language Training in the Services" (June 1989).

2. A tick should be placed in the appropriate box on pages 8, 10, 12 and 14.

3. The comments on pages 9, 11, 13 and 15 should be discussed with the student.

External Examinations

3. Students will be able to sit the Armed Services' Language Examinations Consortium (ASLEC) examinations at the Advanced Certificate and Diploma levels. These will provide equivalents for the appropriate Institute of Linguists qualifications.

The Relationship Between Internal Service Assessment and ASLEC Examinations

4. Although internal Service assessment and external examinations complement each other, the distinction between them must be made clear. The Services now see continuous assessment and profiling replacing the external examination as the main yardstick for measuring achievement. The student nominated for a long language course is being prepared for his job, not for an examination. As such, a new dimension has been added to the old system.

5. The student must be made aware that he is now being judged by the Services from a changed perspective. However, what actually motivates the student will in the future (as in the past) be substantially unknown. Whether his personal goal is money, an external certificate, a resettlement qualification, a desire to be properly prepared for his future employment, or to gain better career prospects is largely irrelevant. What matters to the Services is that his language skills are properly developed and he is fit to meet the demands of his future employment.

6. Teaching staff will have a key role in explaining the new Service attitude towards assessment. Whilst they will have a professional interest in the preparation for, and the results of, ASLEC examinations, their teaching should not be judged by such pass rates, nor should it be influenced by a distant examination. Their task is to ensure that each individual student meets the language standard required by the Services for his future job. The "Student Profile Booklet" will assist staff in maintaining a record of student progress and will provide a means of specifying strengths and weaknesses.

Action Required

7. **At the Beginning of the Course**

a. Students should be briefed on the purpose of the SPB and the relationship between continuous internal assessment and the ASLEC examinations.

b. The student should complete Part 1 on page 6.

c. The Service School or Language Adviser (for students at civilian agencies) should complete Part 2 on page 7, as far as possible. Advice should be obtained from Sponsor Branches regarding SLP levels and modules required.

8. <u>During the Course</u>

   a. Staff should discuss the SLP levels and associated comments with the students during the course and the student should initial to confirm that he is aware of them.

   b. Sponsors requiring progress reports should be informed of the end of phase assessment.

9. <u>At the End of the Course</u>

   a. The overall course profile is completed (see pages 16 and 17).

   b. The student is de-briefed.

   c. The SPB is distributed as follows:

   Original: To Sponsor Branch.
   Copy: For Student.
   Copy: For School.

STUDENT DETAILS

PART ONE (TO BE COMPLETED BY THE STUDENT)

No .... Rank .... Name ....

Service ....

PREVIOUS LANGUAGE EXPERIENCE

LANGUAGE	FROM	TO	TYPE OF EXPOSURE (Family,Work,etc

LANGUAGE COURSES PREVIOUSLY ATTENDED

LANGUAGE	LEVEL/QUALIFICATION ATTAINED	DATES ATTENDED	SERVICE/ CIVILIAN

PART 2 (TO BE COMPLETED BY THE STAFF)

LANGUAGE REQUIREMENTS

STANDARD LANGUAGE PROFILE REQUIRED 0 - 5	ASSESSED START STANDARD	END OF PHASE ACHIEVEMENT (1)			
		A	B	C	D
Listening	. . . . . .				
Speaking	. . . . . .				
Reading	. . . . . .				
Writing	. . . . . .				

ADDITIONAL MODULES REQUIRED (A - G): . . . .

. . . .

ADDITIONAL SPECIALIST REQUIREMENTS : . . . .

. . . .

TITLE OF BACKGROUND STUDIES PROJECT: . . . .

. . . .

NOTES

1. See Pages 16 and 17 for overall course profile.

PROFICIENCY LEVEL - LISTENING

Note: Tick Box as Appropriate.

STANAG RATING	SUB LEVEL	DEFINITION OF STANDARD	ASSESSMENT PHASES *			
			A	B	C	D
0	0	Non-user. Does not provide relevant evidence of language comprehension for assessment.				
1	I-	Understanding is limited to occasional isolated words and common social conventions. Essentially unable to comprehend even short utterances.				
	I	Can understand meaning in simple situations. Comprehension barely adequate for contrived tasks. Listener requires a low rate of speech and repetitions				
2	II-	May require a slower rate of speech and some repetition or rephrasing. Able to understand short spoken sentences. Comprehension adequate for contrived tasks.				
	II	Able to complete routine tasks involving the receiving of simple instructions and directions. Listening tasks concentrate on face-to-face conversations. Some repetition may still be necessary.				
3	III-	Able to comprehend sentence-length utterances on a variety of topics. Listening tasks may now include face-to-face conversations and info gathering from TV and radio broadcasts. May not comprehend regional or dialectic forms of language.				
	III	Able to sustain understanding over longer stretches of connected discourse on a good variety of topics. Even if unable to comprehend detail, general meaning is correctly interpreted.				
4	IV-	Listener undisturbed by background noise or interference Able to understand main ideas and most details of connected discourse on good variety of professional topics. Aural texts may include lectures, news items, interviews.				
	IV	Very good level of comprehension. Listener demonstrates an emerging awareness of culturally implied meaning beyond surface meaning of test. Able to function appropriately in authentic situations. May occasionally have difficulty with strong regional dialect variations.				
5	V-	Listener able to operate in authentic and native-like tasks. Shows appreciation of culturally implied meanings in text. Able to comprehend most idioms and colloquialisms. Only misunderstands highly colloquial or dialectic speech.				
	V	Native/Bilingual Standard. Able to understand all forms and styles of speech pertinent to personal and professional tasks. Standard not achieved through training alone.				

INSTRUCTOR'S ADDITIONAL COMMENTS AND RECOMMENDATIONS
FOR FURTHER / REMEDIAL STUDY.
STUDENT TO DATE AND INITIAL EACH ENTRY AFTER DEBRIEFING
BY INSTRUCTOR.

PROFICIENCY LEVEL - SPEAKING

Note: Tick Box as Appropriate.

STANAG RATING	SUB LEVEL	DEFINITION OF STANDARD	ASSESSMENT PHASES *			
			A	B	C	D
0	0	Non-user. Does not provide relevant evidence of language use for assessment.				
1	I-	Although single words or a few common phrases may be produced, no real communication is possible.				
	I	Oral production consists of isolated words and limited phrases. Vocabulary sufficient for highly contrived tasks only. Utterances rarely consist of more than basic courtesies with one or 2 word answers to questions.				
2	II-	Pronounced foreign accent. Able to ask questions or make statements involving learned material. Speech hampered by hesitations and lack of vocabulary. Able to communicate at basic level only.				
	II	Able to handle limited number of task- orientated situations. Able to maintain simple face-to-face conversations. Can express facts in simple sentences and can ask and answer questions. Misunderstandings may arise frequently.				
3	III-	Able to handle successfully a variety of uncomplicated, basic tasks. Can participate in simple face-to-face conversations. May have marked L1 accent, but this should not interfere with comprehension. Able to produce longer utterances.				
	III	Competent in most uncomplicated tasks. Can initiate, sustain and close conversations. Makes use of basic and complex structures. Repetition may be necessary, but evidence of well connected discourse now emerging.				
4	IV-	Can link sentences together smoothly. Communicates well and has fair range of vocabulary, both general and professional Speaker understood without difficulty by native interlocutors.				
	IV	Few grammatical errors. Able to communicate effectively within authentic tasks. Can support opinions, explain points in detail and hypothesize. Able to express fine shades of meaning. Easily understood by native speaker. Shows reasonable fluency and ease of speech.				
5	V-	Able to speak foreign language to participate in formal and informal conversation on wide range of topics. Able to communicate effectively within authentic tasks. Few errors produced. Near native accent; good use of idioms.				
	V	Native/Bilingual Standard. Able to speak fluently using language appropriate to personal and professional tasks. Standard not achieved through training alone.				

INSTRUCTOR'S ADDITIONAL COMMENTS AND RECOMMENDATIONS
FOR FURTHER / REMEDIAL STUDY.
STUDENT TO DATE AND INITIAL EACH ENTRY AFTER DEBRIEFING
BY INSTRUCTOR.

PROFICIENCY LEVEL - READING

STANAG RATING	SUB LEVEL	DEFINITION OF STANDARD	ASSESSMENT PHASES *			
			A	B	C	D
0	0	Non-user. Does not provide relevant evidence of language comprehension for assessment.				
1	I-	Able to identify isolated words or major phrases in written text. Able to recognise letters of alphabet, or limited number of characters.				
	I	Can identify limited number of names on buildings, road signs etc. Understanding limited to single phrases ; rereading may be required. Able to spell out words and approximate their pronunciation.				
2	II-	Written material seldom understood, but can read intermediate lesson material. Can read learned vocabulary. Can read simple instructions to enable student to complete contrived tasks.				
	II	Able to use foreign language dictionary to decipher simple texts. Can extract basic information from written texts. Able to comply with basic written instructions. Some misunderstanding will occur. Able to read short, simple news items.				
3	III-	Can read standard texts. Can comprehend most news items on general topics. Still requires use of dictionary . Able to read connected texts dealing with a variety of professional topics.				
	III	Obtains informations from written material without translation. Able to read consistently with full understanding of connected texts on general topics. Structural complexity may interfere with comprehension. May read texts several times before fully comprehending.				
4	IV-	Able to read and comprehend longer passages. Reader may miss small points of detail. Minimal use of dictionary. Standard of texts equivalent to high school graduate.				
	IV	Able to follow essential points of written discourse in areas of special interest or knowledge. Able to understand abstract and linguistically complex texts. Can read tests involving aspects of target-language culture. Few misunderstanding will occur. Tackles texts on professional topics.				
5	V-	Able to read at normal speed with almost complete comprehension. Can read texts on unfamiliar topics. Can read texts featuring hypotheses, arguments and supported opinions. Reads at academic/professional level. Rereading is rarely necessary.				
	V	Native/Bilingual Standard. Able to read fluently all forms and styles of written language pertinent to personal and professional tasks. Standard not achieved through training alone.				

INSTRUCTOR'S ADDITIONAL COMMENTS AND RECOMMENDATIONS
FOR FURTHER / REMEDIAL STUDY.
STUDENT TO DATE AND INITIAL EACH ENTRY AFTER DEBRIEFING
BY INSTRUCTOR.

PROFICIENCY LEVEL - WRITING

STANAG RATING	SUB LEVEL	DEFINITION OF STANDARD	ASSESSMENT PHASES *			
			A	B	C	D
0	0	Non-user. Does not provide relevant evidence of written language for assessment.				
1	I-	Able to form some letters in an alphabetic system, or to produce basic strokes/shapes of characters. Can write basic numbers. Able to copy or transcribe letters/characters.				
	I	Can produce all symbols in an alphabetic system, or common characters. Can write limited number of simple words or phrases. May be able to write simple sentences.				
2	II-	Makes frequent errors in spelling or writing conventions. Able to write simple common expressions. Can supply information on simple forms or documents.				
	II	Meets limited practical writing needs. Can write short messages, and take down simple notes. Adequate written ability to complete contrived tasks. Can express elementary needs and basic facts only. Able to draft limited written texts.				
3	III-	Able to write short, simple letters. Text can be understood by native, but style mirrors writers L1 style. Able to draft official and professional correspondence in limited fields.				
	III	Takes notes in foreign language. Can write brief synopses and paraphrases. Able to summarize texts. Spelling and vocabulary adequate to convey meaning. Produces consistent, but not always accurate work.				
4	IV-	Able to write in extended test of at least several paragraphs on familiar topics. Can express self simply , although still makes errors in punctuation , spelling or appropriateness of language. Sense of organization is emerging into written work.				
	IV	Writes with precision and in detail. Generally strong grammar or vocabulary. Some errors may appear, but the style is generally of a high standard. Style may still be obviously foreign, but this does not impede meaning. Able to complete written element of authentic tasks.				
5	V-	Expresses self effectively in formal and informal style on whole range of professional topics. Able to write various forms of paper including research papers, and statement of position in areas of special interest. Errors in writing rarely disturb natives or cause miscommunication.				
	V	Native/Bilingual Standard. Able to produce all forms and styles of written work pertinent to personal and professional tasks. Standard not achieved through training alone.				

INSTRUCTOR'S ADDITIONAL COMMENTS AND RECOMMENDATIONS
FOR FURTHER / REMEDIAL STUDY.
STUDENT TO DATE AND INITIAL EACH ENTRY AFTER DEBRIEFING
BY INSTRUCTOR.

OVERALL COURSE PROFILE (TO BE COMPLETED BY COURSE INSTRUCTOR)

	L	S	R	W
Standard Required for Future Employment :	....	....	....	....
Assessed Standard at the End of Training:	....	....	....	....

Overall Comments (To be on Language
Ability, NOT on Character, Attitude etc):

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Comments on Modules Studied:

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Comments on Background Studies Project:

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Areas of Language Requiring Further Study:

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Instructor's /
Course Tutor's Signature: .... Date: ....

Student's Signature   : .... Date: ....

OC's / Head of Department's Comments:

_____

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_____

OC's / Head of
Department's Signature : .... Date: ....

Purple Warrior

1. Purple Warrior is an integrated task-based exercise.

2. During the exercise you will be required to undertake a series of tasks which will become clear as the exercise unfolds.

3. The successful completion of many of the tasks will depend on information acquired in earlier tasks.

4. You may use English-Arabic. or Arabic-English dictionaries at any time.

5. If at any stage in the exercise you are unsure of how to proceed; ask the DS.

6. The DS do not understand or speak English!

The Scenario

1. You are ..... John Brown.

2. You are on the Defence Attaché's staff at the British Embassy in Cairo.

3. Your immediate superior is Maj Nicholas Hilton.

4. Your address in Cairo is:

   Defence Section
   British Embassy
   Garden City
   Cairo
   Egypt

TASK 1

Extract Information from Recorded Telephone Message in Arabic

1. The secretary, Jayne, informs you that there is a message on the answer phone in Arabic.

2. As the only fluent Arabic speaker in the embassy you are normally the one to deal with this sort of task.

3. The secretary informs you that Maj Hilton wishes to be briefed on the contents of the message in precisely fifteen minutes.

(When you have briefed Maj Hilton you will be given TASK 2.)

TASK 2

Telephone call in Arabic

1. In response to the message on the answer phone you must make a telephone call to Captain Ali Ahmed. (You already have his telephone number from TASK 1.)

2. All conversation will be in Arabic.

3. You have five minutes to look at the outline of the telephone call below before making your call.

Role Play Telephone Call

1. Exchange usual pleasantries.

2. You are ringing in reply to his recorded message.

3. Accept the task of briefing his boss and ask for details (date, time, place, etc.) of the meeting.

4. Ask how you can get a copy of the article in Arabic on observer participation.

5. Exchange pleasantries about his holiday and then conclude the call using the appropriate conventions.

(At the end of the call you will be given TASK 3.)

TASK 3

Consult English Documents and Summarise in Arabic

1. You have been tasked by Maj Hilton with sending a Brief Insert to Maj Mubarak prior to the full briefing.

2. The Insert should be written in Arabic prose and be approximately 250 words long.

3. Jayne has summarised the main points of an article on Purple Warrior for you. Use these notes as a source of information for your Insert to Maj Mubarak.

4. Maj Hilton wants the Insert on his desk in an hour so that he can include it in a letter he is sending to Maj Mubarak.

(In an hour's time you will be given TASK 4.)

Notes on Ex Purple Warrior

1. SW Scotland, Nov. Largest tri-service Ex ever in UK: 20,000 men, 39 ships, 40 aircraft and 50 helicopters. Main forces: 3 Cdo and 5 AB Bde.

2. Mainly amphibious Ex based on Falklands 82.

3. Aim: train for OOA ops in sp of British interests, or challenges to sy of West as whole.

4. Ex conducted by a JHQ comd by C-inC Fleet Adm Sir Julian Oswald at Northwood.

5. Joint Force Comd - Flag Officer 3rd Flotilla, Rear-Adm Hugo White at sea. Once TF estb ashore, comd transferred to Maj-Gen Cdo Forces, Maj-Gen Nick Vaux.

6. Purple Warrior planned to test ability of 3 services to mount op and maintain it over long sea passage.

7. Scenario: Kaig - indep island group 1,500 miles away invaded by belligerent neighbour, Orange, 400 miles to north. Kaig Govt unable to guarantee safety of British nationals and requested Services Protected Evacuation and help in restoring law and order.

8. TF left Plymouth 6 Nov. On 9 Nov, 0700, unopposed Cdo beach landing - before dawn - tactical air landing op by 1 Para and 2 Scorpions of LF.

9. Cdo tasks:

   a. Collect, identify and evacuate British nationals through Evacuee Handling Centres.

   b. Deal with any insurgent incidents, e.g. anti-kidnap ops and search and destroy missions.

10. Airborne Forces tasks:

    a. Strengthen hold on airfield.

    b. Prepare airhead and receive and operate all the air support.

    c. Provide fuel, med cover, accn, air tfc control, fire services, meteorology, comms and airfield defence.

11. Logistics were practised on a large scale and included establishing a Bulk Fuel Installation.

12. Orange crossed border and convential war broke out. 5AB Bde held main island following Orange air strike. 3 Cdo RM reembarked to counter attack on islands of Narra and Erytnik.

13. Weather turned very rough and gale force winds hampered Ex shipping.

14. Ex en put Blue troops to test in ambush and patrolling drills.

15. Despite weather, Ex was a success - valuable trg for tps on ground, log orgs, and various HQ's. No real fatalities. Ex well received by local inhabitants.

TASK 4

Draft Letter in Arabic

1. Using the appropriate format, write a draft letter in Arabic to the Defence Correspondent of the Al-Ahram newspaper (address already supplied).

2. Ask for a copy of the article that appeared in the 3rd week of November last concerning observer participation in Ex Purple Warrior.

3. The letter is to be written in grammatical Arabic.

4. You have 30 minutes to complete the letter before the next postal collection.

(When you have completed this task you may start TASK 5.)

TASK 5

Translate Arabic Text into English Draft

1. You have now received the article in Arabic on observer participation.

2. Maj Hilton has asked for a copy of the article in English for the DA.

3. As the DA is about to leave for Alexandria, you have one hour to complete the task.

(When you have completed this task you may begin TASK 6.)

TASK 5

اذا امكن اعتبار المناورة العسكرية "الحارس الارجواني" كاكبر مناورة مشتركة بين الاسلحة الثلاث التي جرت على الارض البريطانية ، فانها كانت ايضا ذات قيمة فريدة ، حيث انها كانت الاولى من نوعها دُعي لحضورها مراقبون عسكريون بموجب اتفاقية نزع التسلّح في اوروبا . فقد حضرها اربعة وثلاثون مراقبا من دول حلف وارسو بالاضافة الى عدد من المراقبين الغربيين الذين شاهدوا مختلف مراحل المناورة كما وانهم حضروا العشاء العسكري التقليدي الذي اقيم في الفندق الذي نزلوا به في مدينة سترانرار .

و كان من ضمن برنامج المراقبين في لندن ، استقبال الفريق السير انتوني والكر لهم ، و تقديم لمحة وجيزة عن المناورة ، ثم استقبال القائد العام للقوات البحرية الاميرال السير جوليان اوزولد لهم . و قد استقلّوا طائرة تابعة لسلاح الجو البريطاني الى سكوتلاندا في الثامن من شهر تشرين الثاني ، حيث شاهدوا عمليات الانزال على الشاطئ ، بالاضافة الى عملية الهجوم على احد المطارات . و بالرغم من انه لم تكن دعوة المراقبين لمشاهدة مخازن الوقود الرئيسية من ضمن معاهدة ستوكهولم الا انه سُمح لهم بذلك .

و كانت مأدبة العشاء في فندق نورث وست كاسل في سترانرار ناجحة جدا . فقد كان المراقبون ضيوفا على السيد ايان ستيوارت ، وزير الدولة للشؤون الحربية ، و قام بالترفيه عن الضيوف اثناء العشاء فرقة من الحرس من وايلز ، كما وان نافخ القُرب مرّ بين الموائد (متّبعا) الطريقة الاسكوتلندية التقليدية . و دفعت الحكومة البريطانية جميع تكاليف الاقامة و الاكل ، طبقا للنهج الذي اتّبعته ـ الى الان ـ جميع الحكومات الموقعة على وثيقة ستوكهولم .

و قد انيطت عمليات الامن بالشرطة المدنية ، كما قامت قوات من الشرطة العسكرية بمرافقة المراقبين . و بالاضافة الى ذلك فقد تمّ الاستعانة بمترجمين في اللغتين الروسية و الالمانية . و قد قام بمرافقة المراقبين ، مرافقون عسكريون ، حيث شاهدوا تدريبات عسكرية حقيقية ـ خاصة بهم ـ دون اي تدريب مسبق . و كانت زيارة المراقبين ودّية ، ويتندّر البعض بأن آخر من غادر البار في تلك الليلة كانت مجموعة من الضباط مؤلفة من ضابطين مُن روسيا ، و ضابط من تشيكوسلوفاكيا ، وآخر من بولندا بالاضافة الى ثلاث ضابطات من الجيش البريطاني احداهن كانت هناك بصفة مترجمة روسية .

TASK 6

Giving an Oral Briefing in Arabic

1. You are to give an informal briefing to Maj Mubarak, SO2 Ops and Plans, 2 Egyptian Armoured Bde, on Ex Purple Warrior.

2. Your briefing should last approximately 10 to 15 minutes and must be in Arabic.

3. You may take notes into the briefing but they must be in the form of headings and should be as short as possible.

4. Any notes you bring into the briefing must be handed to the DS at the end.

5. You should be prepared to answer some questions put to you by Maj Mubarak.

6. The following material may help in your preparation:

   a. An article on Purple Warrior in English,

   b. Jayne's notes summarising the article,

   c. the article on observer participation.

(This is the end of the exercise.)

Task 6

ROBIN ADSHEAD reports

THE PEACE of the Galloway hills in south-western Scotland was disturbed in November as 20,000 men of Britain's armed forces took part in Exercise 'Purple Warrior', the largest tri-service exercise ever held within the United Kingdom.

Predominantly an amphibious exercise, 'Purple Warrior' was one of a series of exercises based on experience gained during Operation 'Corporate' (the Falklands) in 1982. The 'Purple' name comes
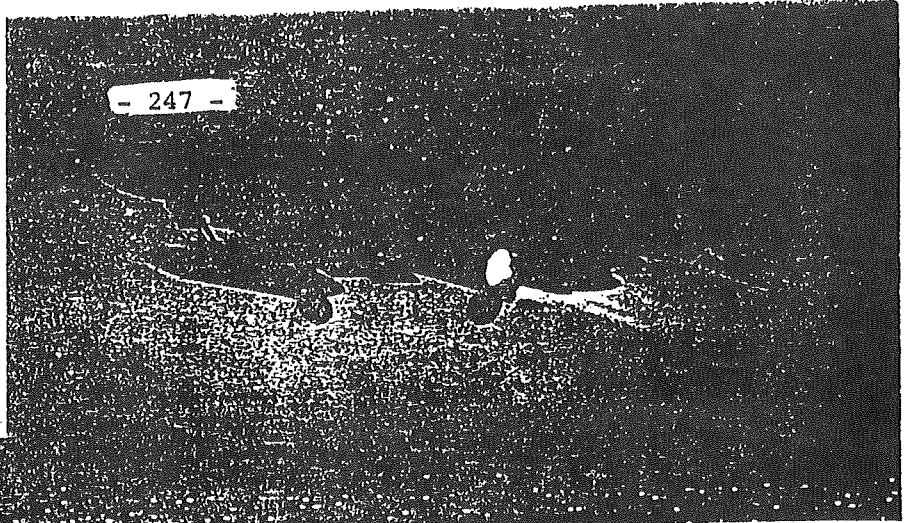
EXERCISE 'PURPLE WARRIOR'

All photographs by _____ *head*

from the colour mixture of all the uniforms involved — dark blue, khaki, lovat and light blue. The exercises are held to practise, and train for, Out Of Area (OOA) operations in support of British interests, or challenges to the security of the West as a whole.

Top right
A F-4 Phantom aircraft of No 43 Sqn RAF, from RAF Leuchars, lifts off the runway at RAF West freugh for a patrol during the exercise.

Above
This section commander of 3 Para was photographed during the wild weather that blew up in the middle of 'Purple Warrior'. The gales blew for several days, making life uncomfortable at sea and on land for the forces taking part in the exercise. Fortunately for the paras, they had all been recently issued with the new Gor-tex rain suits.

Right
Royal Marines of 42 Commando RM patrol through a forest north of Newton Stewart at the start of the third phase of Exercise 'Purple Warrior' held in Galloway in November 1987.

National Report - United States

It gives me great pleasure to report to you the successes DLI has experienced in the past year.

DLI is a great organization and largely thanks to eight years of work by Dr. Ray Clifford, the Provost. Others, such as Col Ronald Cowger, the Assistant Commandant, who was with you in Madrid last year, have also served to put in place a fine infrastructure from which to advance.

Our general goals are to achieve level 2 in 2 out of 3 language skills, L-R-S, with a must in listening. We are being challenged to achieve those levels in 80 % of the student population in all languages by September 1994. Currently 58 % of our students achieve this goal, a 100 % improvement over the 29 % experienced in 1985. A stunning example exists in Russian. 8 % achieved these levels in 1985 while nearly 80 % achieve these levels now. Considered by category of languages, 65 % of the Cat 1 students (largely Romance languages) achieve level 2 in two of the three skills. In Cat 2 which at DLI, Monterey is now only German, we are at 65 %, up from 46 % last year; Cat 3/Russian, Czech, Polish, Farsi, are at about 75 %; while Cat 4, Arabic, Chinese, Japanese, Korean are in the high 20 %'s. Japanese ranges from 40 to 50 %. We have achieved great progress in Arabic where we recently graduated an officer class that achieved 86 %. We are looking for the day when we will be working to level 2+ in our basic course to increase our success in speaking.

Team teaching and faculty development efforts are reaping rewards. Each faculty member's efforts and lack thereof impact a group of people. Student results are linked to specific teams. There are powerful positive and negative reinforcers in the process that lead to active involvement by the team and great identification with student sections. There are challenges associated with keeping expertise spread throughout and insuring team balance. It is clear that as we reach a ratio of 2 teachers per 10 person section, we are getting great increases in proficiency levels.

We are dedicating about 29,000 hours per year to faculty development. We do an initial instructor certification course for new arrivals. Of course, we have veterans and spend the majority of time in refresher training and in discussing new results in the field of language teaching research. We are greatly expanding our development work in computer assisted language learning. Instruction in Electronic Information Distribution System (EIDS)/Matrox Programming is now being vested in our Staff and Faculty Development Department as a routine Instructor Development Program - where earlier this was made available to relatively few through our Educational Technology Branch.

We are moving to a "prochievement" orientation in student study and testing. In the past, homework and directed study have focused on grammar, cloze, and generally measuring success at teacher/course directed assignments. We find that students make excellent marks. The problem is that they believe they are doing well, reaching the Defense Language Proficiency Test (DLPT) with great confidence, only to find that although they have done well meeting the teachers' expectations, they have not learned to use the language as well as they should have. We will increase the use of current materials and exercises requiring students to extend their vocabularies and skills beyond the curriculum texts forcing them to expand on the classroom domain - as they would have to do in their linguist

work life and, secondarily, in dealing with the Defense Language Proficiency Test.

Major areas of effort at DLI in the past year included:

1. Drug Enforcement Agency (DEA) training

2. On-Site Inspection Agency (OSIA) training

3. Curriculum development

4. Educational technology

5. Research

6. Testing

A major addition in terms of future potential was added with support being requested by the Drug Enforcement Agency to teach a survival level Spanish and emphasize colloquial Spanish to permit agents to communicate better with law enforcement agencies, the military, and elements of the encorcement community - as well as the apprehended and the suspected - in the drug trade apparatus. Scripps Howard called it narco-Spanish, but it is more an emphasis on speaking with and understanding people who use dialects and slang. We trained 36 in FY 89. This will increase.

OSIA Training

We instituted a special course to support treaty verification requirements - a central topic of this conference. Emphasis is placed on terms and the content of the treaty with heavy practice in speaking. A wide range of topics for speaking practice is used by top flight teachers. These range from economics to explaining racketball rules. Four courses a year are given with 10 students per iteration. The course is 27 weeks long. We have graduated over 100 students. Currently 16 are in attendance.

Curriculum Development

Proficiency improvement courses in Polish, Czech, and Russian received a great deal of emphasis, with delivery in Russian very near. Basic courses in Vietnamese, Portuguese, Japanese and Arabic were advanced. Very successful for active force exercise participation were 40 hour regional orientation programs developed for Egypt and Jordan.

Because of very good resourcing work and planning by our school resource managers and excellent support by our superior headquarters, the US Army Training and Doctrine Command and the Army General Staff, we have next year's resources well locked in and will have nearly a full complement of instructors employed at the beginning of the year. Through that we will be able to devote 60 work years to do much needed curriculum development and revision, convert much material to computer assisted study, develop more interactive video programs in more languages, and improve our testing system.

Educational Technology

We have done remarkable things in educational technology.

There has been extensive interactive video work in Turkish, Greek, Thai, Tagalog, Korean (where extensive shooting is going on now), Spanish and Russian. The German Velvet Program is used in the first third of the German course; German D-disk shot last year in Germany is in progress; and new computer assisted study projects are being developed in Arabic, Russian, and Spanish. We reached 199 student stations and will soon have nearly 250.

Thanks to Dr. Clifford's foresight, we were blessed for a short time with Mr. Earl Schleske, a programming and system whiz on both IBM and Macintosh systems. We moved into looking at Macintosh possibilities and found Hypercard to be more flexible than CDS, the authoring system we use on our DOS based computers. We developed a simple program allowing student speaking and listening interaction in French which lead to programs in Russian, Arabic, and Korean. We now have a very good level 2 sustainment program in Chinese. We will test a 20 hour level 2 sustainment program in an infantry division and at a corps installation. This will include a National Guard linguist batallion and if there are no major problems, will occur in the August-December period.

During February, I was able to participate in the first two weeks of our basic Arabic course where Arabic sounds and script are taught. The emphasis on written practice and the acquisition of basic sounds and greetings are good areas for computer assisted study. We placed the two week Arabic sound and script practice program and exercises on the Macintosh. Students may now do the practice exercises and get immediate feedback on their success. We also have developed more extensive Russian and German grammar exercises.

We will soon have 62 machines placed in four separate locations throughout the School. Further, we will test software that will permit Macintosh/DOS compatibility and that will give us a very cheap sound capability for use on DOS based systems.

We now have two satellite disks for receiving live and recent programs from around the world using the SCOLA (Satellite Communications for Language Learning) Pogram.

We have done teletraining with Fort Campbell and Fort Stewart. We used Arabic for the pilot program and will soon begin one for Russian.

Research

The Language Skill Change Project briefed at the BILC in 1989 is still under way as is the Educational Needs Analysis - also reported at last year's BILC.

Heretofore we have been dependent on the DLAB as a predictor of language learning success. We are working with the Army Research Institute to look for correlations which would allow us to use the Armed Services Vocational Aptitude Battery as well as the DLAB and improve procedural means of predicting lingual success. We are also examining practices in the USSR used in producing students fluent in English.

Testing

All DLPT's scheduled for completion in FY 89 were completed. Czech, German, Korean, Persian, Portuguese, and Vietnamese tests were finished. DLPT IV in Russian was completed. From 1990 to 1993, 13 DLPT-IVs are scheduled to be completed.

A highlight was receiving accreditation for our DLPT III and IV from the American Council of Education which means university credit may be received based on test results. A real motivator for working toward the DLPT.

These are but a few areas. I would ask you to read the DLI English Language Center Report on your own. Mr. David Argoff will present the United States Foreign Service Institute Report. Thank you.

Donald C. Fischer, Jr.
Colonel, United States Army
Commandant, Defense Language Institute
Foreign Language Center

BILC CONFERENCE
1990

DLIFLC
DLIELC
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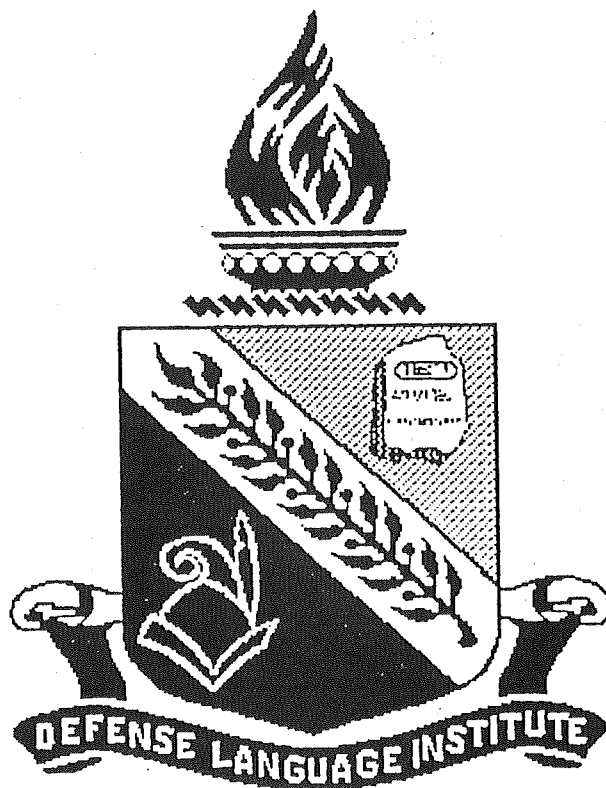
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

BUREAU FOR INTERNATIONAL LANGUAGE CO-ORDINATION

1990 CONFERENCE

NATIONAL REPORT - USA

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

MAJOR INITIATIVES

FACULTY PROFESSIONAL DEVELOPMENT

CURRICULUM PLANNING AND COURSE DEVELOPMENT

EDUCATIONAL TECHNOLOGY

EVALUATION, RESEARCH, AND TESTING

NONRESIDENT TRAINING

STUDENT LOAD AND LANGUAGES TAUGHT

BILC 1990
NATIONAL REPORT - USA

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MAJOR INITIATIVES

As described in our 1988 and 1989 National Reports, the
"DLIFLC Master Plan - Strategies for Excellence," is a joint
staff and faculty effort outlining strategies to enhance the
Department of Defense Foreign Language Program (DFLP). Goals and
objectives include the professionalization of the Institute, the
upgrading of internal and external evaluation of the DFLP, the
establishment of a system to promote teacher-student bonding and
accountability for learning outcomes, and other initiatives to
improve the proficiency of military linguists. Considered a
living document, the Master Plan is reviewed every six months by
each office and school to document actions accomplished and
update the status of on-going initiatives.

Since 1986, DLIFLC has been moving steadily toward an
organizational structure referred to as team teaching, which is
aimed at creating an improved instructional environment for
teachers and students. A team is defined as a group of six
teachers who function interdependently, are accountable for
specific academic and administrative responsibilities, and are
assigned to three class sections of no more than ten students
each. Team teaching enables faculty members to work together in
a cooperative and efficient way, share a wide range of tasks and
duties, and enhance their professional skills. The
implementation of team teaching and the associated growth in
faculty size have improved both teaching conditions and the
overall quality of instruction afforded DLIFLC students. Shown
below is a chart of the correlation between teacher staffing and
student results for 1986-1989.

CORRELATION BETWEEN TEACHER STAFFING
AND STUDENT RESULTS

FY	INSTRUCTOR TO SECTION RATIO	PERCENT BASIC COURSE GRADUATES WITH SKILL LEVELS 2/2 OR ABOVE
86	1.59	32.9
87	1.82	41.7
88	1.93	44.8
89	1.96	52.1

$r = .993$

At the request of the Drug Enforcement Administration (DEA), DLIFLC has been appointed as advisor and sole provider of language instruction to DEA. Current DLIFLC efforts are focused on provision of survival-level Spanish language instruction for field supervisors and special agents assigned to a large-scale operation to interdict cocaine from Latin America and South America. During FY 89, 30 DEA agents received 12 weeks of instruction at DLIFLC. In addition, 6 DEA field supervisors were provided 22 weeks of instruction under contract in the Washington, D.C. area. DLIFLC support to DEA is anticipated to grow in the future.

Since November 1987, DLIFLC has been providing Russian language training in support of US-USSR treaties. Our initial efforts, which focused on linguists with prior language training, included:

  a. Developing a Special Terminology and Refresher Analysis Course and teaching it in 1988;
  b. Teaching a treaty course in October 1988 for military linguists to meet increased requirements in support of the Intermediate-range Nuclear Forces (INF) Treaty.
  c. Developing a 27-week Speaking Proficiency Course specifically tailored to the needs of the On-Site Inspection Agency (OSIA) and implementing it in 1989.

To date over 100 military personnel from all services have attended DLIFLC INF treaty-related Russian language training to support OSIA. The above-mentioned 27-week course is currently taught by six civilian instructors and one military language instructor, augmented by OSIA personnel as available. In FY 89, 19 students graduated from the course. Four iterations of no more than 10 students each have been scheduled for FY 90.

Other important initiatives are described below. They cover faculty professional development, curriculum planning and course development, educational technology, evaluation, research, testing, and nonresident training.

FACULTY PROFESSIONAL DEVELOPMENT

1.   Teacher competence is an area of increasing
emphasis at DLIFLC. With variations from language to
language, we are generally able to hire few people with the
education and experience we need. Moreover, our existing
faculty have had to keep pace with rapid changes in language
learning research and advances in educational technology. To
remedy the situation, we have been investing heavily in
professional development. The program is divided into three
parts: pre-service training for new teachers, in-service
training, and formal education.
     a.   Pre-service training takes a person who knows the
target language, can serve as a native informant and
conversational partner, and may know a way of teaching to
the level of apprentice, that is, to knowledge of the
proficiency-orientation of DLI methodology.
     b.   In-service training provides knowledge about the
contrasts between the learner's language and the target
language, familiarity with existing textbooks and tests, and
the skills needed to execute a curriculum using one or more
approaches.
     c.   Formal education is the stage of professional
development that takes the teacher beyond the "what" and the
"how" of the journeyman to a knowledge of the "why"
possessed by the master teacher, which provides the skills
needed to tailor instruction to meet specific learner needs.

2.   In FY89, as reported at the January meeting of the
General Officer Steering Committee (GOSC), professional
development in all aspects amounted to close to 20,000
hours. Pre-service training, which accounted for almost
one-third of those hours, focuses on getting a set of
fundamental skills to the new teacher. These include
planning lessons based on proficiency skill levels, adapting
existing materials, and preparing learning activities for
listening, reading, and speaking using authentic language
materials. Embedded in demonstration lessons are techniques
for small-group instruction, sequencing activities, and
error correction.

3.   During the next three years DLIFLC will expand its
faculty development program to emphasize language specific
in-service training. To answer a wide array of needs in
individual schools or departments, development activities
will vary from hour-long presentations on special topics to
formal training workshops of several days duration. These
will be given by staff development people, by colleagues
from other departments, or by visiting academics.

4.   The activities will focus on several areas. Topics
dealing with curricula will be:
     a.   Analyzing the methodology and materials in use.

b. Unlocking the potential of traditional materials by applying variant teaching approaches.

c. Injecting authentic materials and innovative teaching techniques into a traditional course.

d. Exploring new approaches to curriculum design such as content-based instruction, and the role of language analysis in the teaching process.

5. The impact of proficiency outcomes on instruction and classroom testing of the skill domains of listening, reading, and speaking is another area of learning for teachers. Included here will be the training of additional oral proficiency interviewers and the refresher training of those already certified.

6. Changes in the applications of technology to the classroom, from the traditional to the advanced, will be examined. This will include:

a. The use of linear audio and video as learning and teaching tools.

b. Innovative uses of the language laboratory.

c. Alternatives for the overhead projector.

d. Using the portable video camera to create learning activities.

e. In the high-tech realm of computer-assisted learning, teachers will be trained in basic computer literacy and presented with techniques for using random-access video and audio as well as for designing programs that teach the specific inferential skills necessary for listening and reading.

7. Learner needs will be addressed in sessions on learning styles, learning strategies, counseling, remediation techniques, and motivation. Making the connection to students' follow-on training and jobs will be covered for faculty by workshops in how to teach the final learning objectives.

8. The topic of educational management for teachers and supervisors is covered in sessions that focus on problem-solving, planning, teacher evaluation, and classroom observation.

9. Long-term education for our faculty will continue with the graduate-level program given by the Monterey Institute of International Studies. The 33-unit curriculum includes courses in the principles and methods of language teaching, curriculum design, language testing, research in language learning, psycholinguistics, sociolinguistics, and language analysis.

CURRICULUM PLANNING AND COURSE DEVELOPMENT

1. Contract Development

    a. PIC

    A private contractor is developing proficiency improvement
courses for individual study in Polish, Czech and Russian for the
Non-Resident Training Division. The Curriculum Division trained
the course developers in course design and development.
Development of the reading workbooks in the three languages is
now completed. The listening workbooks will be completed in July
1990.

    The Russian reading component of these courses is now being
adapted to a computer-based language learning program.

2. In-House Development

    a. COPE Egypt and Jordan. The Third U.S. Army tasked DLIFLC
to create two forty-hour Regional Orientation programs, one for
Egypt and one for Jordan. Native speakers of the Egyptian and
Jordanian dialects were selected to work in the Curriculum
Division to design and develop these language and culture
orientation courses. The Egyptian course was completed in
August, 1989, and the Jordanian course in April, 1990. Work on a
third COPE course covering the Northern Persian Gulf Area will
begin shortly.

    b. Vietnamese Basic Course. A project team of three
Vietnamese faculty members was assigned to the Curriculum
Division for training in course design and development. The team
completed material for the first phase of the basic course, parts
of which have been been used with incoming classes.

c. Portuguese Basic Course. Two Portuguese faculty members were
assigned to the Curriculum Division for training in course design
and development. The developers completed their work at the
Curriculum Division and have been re-assigned to the Portuguese
Department to continue work on the Basic Course.

d. Japanese Basic Course. Two Japanese faculty members have been
assigned to the Curriculum Division to develop a listening and
reading track for Phases 2, 3 and 4 of the Basic Course.

e. Arabic Basic Course. A team of seven Arabic instructors was
assigned to the Curriculum Division for training to develop
listening and reading tracks for Phases 3 and 4 of the Arabic
Basic Course.

f. Workshop in Materials Production. The Curriculum Division
has instituted a training program for faculty members to teach
them how to create supplementary teaching materials as needed by

classes. The Tagalog Department was the first to take advantage of this program.

3. New Systems Development

a. The Curriculum Division, together with the resources of the Publications Branch and the Visual Production Branch, is currently in charge of implementing a five-year plan for modernizing, expanding, and decentralizing foreign language curriculum planning and course development at DLIFLC.

b. The Electronic Foreign Language Training Materials Development System (EFLMTDS) will provide DLIFLC a dedicated, in-house production capability for rapid production of foreign language training materials in response to the requirements established by thirty-odd language departments at DLIFLC.

c. So far, DLIFLC has procured 76 Xerox workstations with 11 laser printers and more are on order. A high resolution graphics scanner and three Xerox Publishing and Illustrators Workstations have also been procured.

d. Ongoing workshops for Basic Skills Training in Xerox computers for the DLIFLC faculty and staff insures that the language departments will utilize this new system to the fullest.

EDUCATIONAL TECHNOLOGY

DLIFLC has continued to stress the development of interactive courseware and the pursuit of technology driven approaches to enhance the language proficiency skills of its students.

The Educational Technology Division is currently working on projects in several areas. Interactive video courseware (IVD) development is underway in seven languages: Turkish, Greek, Thai, Tagalog, Korean, Spanish, and Russian. The Turkish and Greek will be ready for implementation into the classroom by late 1990; Thai and Tagalog will be ready for use by early 1991; Korean will begin filming in May 1990; storyboard production for Spanish and Russian will be completed and filming will begin in 1991.

The German VELVET program, originally intended for use in the German Gateway program, has now been tailored for use during the first third of the German Basic Course. The German D-Disk interactive video project, which addresses the final two-thirds of the German Basic Course, is underway.

Computer assisted study (CAS) projects include developments in several languages. In Arabic, we are developing both reading and listening comprehension exercises. We have just completed a Russian listening comprehension program and are in the process of programming the British Broadcast Corporation's "Russian Language and People" video program to an interactive program. A Spanish CAS project in reading comprehension has just begun. Hardware-related developments include the continued introduction of EIDS equipment into the classroom as the above described IVD and CAS programs become ready for implementation. Current EIDS availability stands at 199 student stations and 25 development stations.

During the past eight months, we procured and began evaluating the Macintosh computer for suitability as a courseware design and instructional delivery system. The results have proven very positive and we have developed CAS projects in several languages which are already accessible to the students in a computer lab established in the DLIFLC library. We currently have completed reading and listening comprehension exercises in French, Russian, Arabic, Korean, Czech, and Hebrew. The audio capability of the Macintosh also provides for practice in speaking comprehension by allowing the student to record his/her own voice as a part of the exercises.

In September 1989, two down-link satellite dishes for receiving live and near-live programming from around the world were installed here on DLIFLC. Programming that is not within the DLIFLC "footprint" is received via a satellite program called Satellite Communications for Learning (SCOLA) located at Creighton University. We are now receiving news broadcasts and other programming as well which are taped and used in the classrooms to enhance the foreign language learning environment.

In the nonresident arena, a feasibility study for another satellite-based program designed to enhance nonresident training and to make such training available to remote locations has been completed. This technology would enable teachers at DLIFLC to speak to students at remote locations while students would be able to ask questions during the telecast. The first part of a pilot project, in Arabic, was successfully completed last year. This test consisted of an instructional link-up by satellite between DLIFLC and two nonresident locations in the United States. The second part of this project, in Russian, will be performed late in 1990.

EVALUATION

Internal Evaluation

The Internal Evaluation Branch continued to render
professional service to DLIFLC over the last year,
particularly in the area of collecting, compiling,
analyzing, and distributing student opinion questionnaire
data, processing over 9,300 questionnaires on instructor
effectiveness (SOQ:IE) in FY89. A number of significant
enhancements have been made to the SOQ system since our last
report:

o Last year we reported the move from a quarterly
reporting cycle for SOQ results to a monthly one. The
processing and reporting routine has now become so well
automated and routinized that questionnaire results are
forwarded within a few days of each student graduation
event, and sometimes even within hours.

o As of 1 October 1989, the Evaluation Division assumed
responsibility for administering all student opinion
questionnaires, rather than depending upon personnel within
the various schools to do so. This approach has resulted in
greater confidentiality of controlled and Privacy
Act-protected data, wider coverage across the DLIFLC
instructional staff, and more timeliness in data reporting.

o An additional student feedback questionnaire, which
deals with overall instructional program effectiveness
(SOQ:PE), has been implemented. This questionnaire collects
student opinions regarding the scope and quality of the
instructional program in general, as opposed to opinions
regarding individual instructors. As with the SOQ:IE,
SOQ:PE results are processed, analyzed, and forwarded to the
DLIFLC schools within days or hours of each student
graduation.

External Evaluation

The feed-forward/feedback information exchange program
between DLIFLC and Goodfellow Air Force Base Technical
Training Center (GTTC), the major follow-on technical school
for DLIFLC graduates, has continued to be the major focus of
DLIFLC's external evaluation activities. In this program,
DLIFLC provides GTTC with feed-forward data including the
language proficiency levels attained by each graduating
student, as well as other relevant data on his/her
performance during the course of the DLIFLC language
program, which allows GTTC to build a data base for their
own trend analyses. In turn, GTTC provides feedback to
DLIFLC on student performance at GTTC, which allows DLIFLC
to determine how well the instruction within the individual
DLIFLC departments and schools has succeeded in developing

the specific language abilities required for optimum success in GTTC training. This program, which is clearly in the best interests of both institutions, is of extreme importance to the Defense Foreign Language Program and the National Cryptologic Agency, and is closely monitored by the General Officer Steering Committee.

A major accomplishment during the past year was the realization of the electronic transfer of data between DLIFLC and GTTC via computer modems and long-distance telephone lines. This achievement required the conceptualizing, construction, and successfully operation of a complex relational database to capture, transmit, receive, and store data. The successful implementation of this automated procedure has resulted in a quantum leap in the efficiency of data interchange, and will pay handsome benefits as data flow and analysis make timely feedback more available to DLIFLC schools than ever before.

A second major activity during the past year was undertaken at the request of the U. S. Army Forces Command (FORSCOM), i.e., an independent evaluation of the contractor-based FORSCOM Command Language Program. In this effort, members of the Evaluation and Research Divisions devised an evaluation plan, constructed specific data collection instruments, and traveled to five FORSCOM installations to gather data. After analysis and interpretation, results were briefed by the Director of Evaluation and Research at FORSCOM Headquarters in April, 1990. This activity represents a significant contribution in DLIFLC's mission to support post-DLIFLC language maintenance requirements, and is exemplary of the kind of cooperation across major commands which makes the DFLP strong.

RESEARCH

Since our last report, considerable progress has been made in the execution of several ongoing studies, and others have been initiated. Highlights are as follows.

Language Skill Change Project

The longitudinal Language Skill Change Project (LSCP) continues to provide rich data regarding initial language learning and changes in language proficiency over time. LSCP data regarding language skill change between the end of DLIFLC training and the end of follow-on technical training were presented at BILC-89 in Madrid. The next set of analyses will address language skill changes as measured at intervals of up to one year after assignment to the initial post-training duty station.

Educational Technology Needs Analysis

The Educational Technology Needs Analysis (ETNA), which was outlined in last year's National Report, is in full swing. Certain informational products have already been delivered, and work is proceeding on track on all fronts. The final project report is expected by January 1991. ETNA products are expected to provide extensive and essential state-of-the-art information which will help DLIFLC and other DFLP organizations make optimal and cost-effective use of educational technology in both resident and nonresident contexts.

New Projects

Meanwhile, on the basis of information contributed by the LSCP, several additional studies have been undertaken. One of these, being conducted at DLIFLC's request by the U. S. Army Research Institute, is dedicated to building a two-way predictor table using scores on both general aptitude (ASVAB) and language learning aptitude (DLAB) as predictors of success at DLIFLC. Another study, being conducted jointly with several DLIFLC schools, is investigating how to utilize knowledge about individual learner characteristics, including learning strategies, as a basis for meaningful intervention techniques with individual students to reduce attrition and increase proficiency outcomes. In a third study, the attempt is being made to develop a better set of procedures for predicting language learning success. The desired outcome will be the ability to predict aptitude by language family and/or by skill modality, rather than just for learning languages in general. Is is assumed that additional measures of language aptitude will need to be developed, that these measures might ultimately be computer-delivered or even computer-adaptive, and that the cognitive aptitude data will be supplemented by information about significant non-cognitive variables. In an additional contractor-supported research study, not related to the LSCP, DLIFLC is examining the training practices utilized in the USSR in their production of fluent speakers of English.

Other Research Activities

The Research Division developed and implemented an evaluation plan for the cultural orientation training which was developed by other elements within DLIFLC for soldiers and airmen deploying on exercises to the Middle East. This endeavor was undertaken at the request of the Third U. S. Army (TUSA); results were briefed to Third U. S. Army representatives in March and May, 1990. The Research Division also developed and participated in an evaluation of a new Spanish curriculum which is being implemented at the U. S. Immigration and Naturalization Service.

Finally, the Research Division has launched or completed several internal studies, including an evaluation of the use of computer driven interactive video as an adjunct to an existing basic course (German) and support for a data collection effort in the DLIFLC Korean School to explore further the relationships among attitude and motivation and success in the acquisition of proficiency in the Korean language.

TESTING

During 1989, the Testing Division completed virtually all of the Defense Language Proficiency Test, version III (DLPT III) batteries that were in production at the time the decision was made to introduce the new DLPT IV format. The completed DLPT IIIs included, variously, listening, reading, and/or tape- and booklet-mediated speaking tests in Czech, German, Korean, Persian, Portuguese, and Vietnamese. (The DLPT III in Romanian was completed in early 1990, and constitutes the final test of the "III" version.)

Also during 1989, the first DLPT incorporating the new version IV format --DLPT IV Russian (listening, reading, and speaking)--was produced and forwarded for printing and field distribution. As mentioned in last year's report, the DLPT IV incorporate a number of item-type and format changes which are considered to substantially increase the "transparency" of the test as a face- and content-valid measure of general language proficiency incorporating linguistically authentic texts within realistic language-use situations.

Additional DLPT IV batteries are scheduled for completion as follows:

Turkish	Apr 90
Arabic	Jun 90
Japanese	Jul 90
Tagalog	Sep 90
Hebrew	Dec 90
Polish	Jan 91
German	Mar 91
Korean	Feb 92
Chinese	Mar 92
Farsi	Jun 92
Czech	Sep 92
Spanish	Nov 92
French	Feb 93

Another major accomplishment within the Testing Division was to secure "credit-by-exam" accreditation for the DLPT III and IV series from the American Council on Education (ACE), which sent a team of nationally recognized testing experts to DLI in September to conduct a detailed

review of the DLPT instruments and testing program. Based
on this on-site review, and subsequent to additional
documentation by DLI In a few areas of program operation,
accreditation was granted in early 1990. As a result,
beginning with tests taken on or after 1 October 1990, both
DLI students and military service members will be able to
ask DLI to forward their DLPT III or IV scores to designated
colleges or universities for possible credit award. The ACE
recommendations provide for different amounts of credit
based on the learning difficulty category of the language
and the actual DLPT results. For Category IV languages
(including Arabic, Chinese, Japanese, and Korean), the
recommended maximum award is 36 credit hours, based on ILR
Level 2 or higher performance on each of the listening,
reading, and speaking subtests in the battery. Students in
Category I languages (e.g., Spanish, French) could be
awarded 24 credit-hours for a similar level of proficiency
in one of these "easier" languages. The possibllity of
receiving academic credit for DLPT performance should
provide both useful motivation for DLI students in basic,
intermediate, and advanced courses, and a tangible incentive
to military service members in the field to maintain and
improve their own language competence.

NONRESIDENT TRAINING

Despite decremented funding to support command language programs for FY90, Nonresident Training Division was able to make significant advances toward continued implementation of the DoD Nonresident Master Plan. These advances have been evidenced by increasingly greater demand for DLIFLC support throughout all Service components. The number of program units alone has grown from 520 to 680 in the past 3 years. Demand for support has extended well beyond the distribution of self-study materials.

In addition to more on-site program assistance/assessment, units have been requesting more on-site language instruction as well as workshops and seminars for unit level language training managers and instructors. By 30 Sep 90, DLIFLC Mobile Training Teams (MTTs) will have conducted 35 separate iterations of on-site instruction in 12 different languages throughout the United States, including Alaska and Hawaii. FY90 has marked a new era of programs for language training managers and instructors. The first Managers Seminar was hosted by DLIFLC for Forces Command unit managers in November 1989. An unprecedented 3-day learning strategies workshop for instructors in March 1990 was also very successful.

The cornerstone of the DoD Nonresident Master Plan is the realization of the much-awaited new refresher-enhancement courses for linguists in all four services. Work began in October 1988 on the development of Russian, Czech and Polish Proficiency Improvement Courses contracted with HumRRO International, Inc. Quality control on DLI's end provided by the Curriculum Division with support from the Language Schools and the Language Program Coordination Office. The courses will include authentic target language materials on military topics, and will be modularized by skill and skill level. These courses will be available to all DoD military and civilian personnel through the Army Correspondence Course Program in 2d Qtr FY91. Meanwhile, DLIFLC plans to begin developing five more Proficiency Improvement Courses -- Korean, Chinese Mandarin, Arabic, Farsi, and German. Development of these courses may be done using DLIFLC assets and could begin by mid-FY91.

In the area of satellite technology, we have tested language training delivery capability to distant locations. In September 1989, DLIFLC conducted a 20-hour pilot program in the Egyptian dialect using Ft Ord's Video Teleconference Facility. The recipients of the live, 2-hour daily instruction were five linguists stationed at Fort Campbell, Kentucky, and four linguists located at Fort Stewart, Georgia. The results of this experiment show that instructor-based training via satellite can produce effective student performance outside the conventional classroom. For example, participating students' average aural comprehension post test score showed an increase of 41 points on a scale of 100 points -- from 26 points in their average pretest score to 67 points in their average post test score. To the best of our knowledge, this DLI foreign language distance learning program, with multipoint video and audio interaction, has yet to be duplicated in the teletraining arena. We are currently making plans to produce an 80-hour teletraining program in the Russian language.

Among the many other new initiatives and improved training support, Nonresident Training Division was directly instrumental in organizing an unparalleled European Language Conference 24-26 Apr 90 in Munich. Objectives of the Conference were favorably achieved through the diligent interaction of representatives from the U.S. military services, National Security Agency and DLIFLC. Guest speakers included Mr. J. Rohrer, Bundessprachenamt and Dr. B. Leaver, Dean, School of Slavic Languages, DLIFLC. In the area of streamlining efficient support, Nonresident Training Division has fully come on line with automated capabilities for ordering/managing instructional materials, building a linguist database and corresponding via electronic mail. More recently, we have helped meet the need for authentic materials by channeling foreign periodicals and recordings of foreign television programs to units in the field.

DLIFLC STUDENT LOAD FY89

AND LANGUAGES TAUGHT AT

THE PRESIDIO OF MONTEREY

In FY89, the average student load at the Presidio of Monterey was 3,009. The average student load in contract training through the DLIFLC liaison office in the National Capital Region (NCR) was 118. Programmed student load for FY90 is 3527 for the Presidio of Monterey; and 110 for NCR. Languages and dialects taught at the Presidio of Monterey are listed below.

Asian School

Chinese Mandarin
Farsi
Japanese
Tagalog
Thai
Vietnamese

Romance School

Dutch
French
Italian
Portuguese
Spanish

Central European School

German
Polish

Russian School I

Russian

Korean School

Korean

Russian School II

Russian

Middle East School

Arabic - Modern Standard
Egyptian
Greek
Iraqi
Syrian
Hebrew
Turkish

Slavic School

Czech
Slovak
Rusian

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INTRODUCTION

INTERNATIONAL MILITARY STUDENT TRAINING REQUIREMENTS

SUPPORT SERVICES FOR NONRESIDENT ENGLISH LANGUAGE
PROGRAM

DEVELOPMENT OF ENGLISH LANGUAGE INSTRUCTIONAL PROGRAMS

TECHNICAL GUIDANCE AND SUPPORT FOR ENGLISH LANGUAGE
TRAINING REQUIREMENTS

DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER

ANNUAL REPORT

1. Introduction.

The Department of Defense English Language Program (DELP) is conducted by the Defense Language Institute English Language Center (DLIELC) in consonance with DoD Directive, Number 5160.41, Subject: Defense Language Program (DLP), and the implementing Joint Service Regulation (OPNAVINST 1550.11/AFR 50-24/MCO 1550.24), Subject: Management of the Defense English Language Program. The DoD Directive designates the Secretary of the Air Force as the Executive Agent for the DELP. The Office of the Undersecretary of Defense Policy/Defense Security Assistance Agency currently fulfills the functions and responsibilities of the Primary Functional Sponsor for the DELP.

DLIELC supports the DELP which consists of the Resident English Language Program conducted at Lackland Air Force Base, Texas; the Nonresident English Language Program which provides instruction for United States military personnel as well as for non-native speakers of English employed by DoD; and, the host-country English language programs which are supported by the Security Assistance Training Program (SATP). In addition to the three programs described above, DLIELC also provides English language training materials to other non-DoD government agencies, state agencies, and private enterprise agencies on a reimbursable basis.

2. International Military Student Training Requirements.

Each fiscal year, the military departments provide DLIELC with the number of international military students (IMS) programmed to attend DLIELC prior to their entry into the US technical/professional training programs, along with the type of training required and the duration of each training line.

a. The English language proficiency skill level required for entry into a technical/professional program is determined by each military department and is expressed in terms of an English Comprehension Level (ECL) test score on a scale of 0-100. The majority of the programs which are highly technical or hazardous in nature require an ECL of 80. Prerequisites for less technical courses are 65 or 70 ECL.

b. The IMS is given an in-country ECL screening test prior to departure for CONUS. If the IMS does not meet the English language proficiency requirements for direct entry into the technical or professional program or if the IMS requires Specialized English Training (SET) as a course prerequisite, the individual is programmed for additional language training at DLIELC.

c. The American Language Course (ALC) is a proficiency-based course and is variable in duration. It can be programmed under the US Army, Navy, or Air Force Security Assistance Training Program. The ALC includes General and Specialized English courses. Upon entry at DLIELC, the IMS is placed at the appropriate proficiency level in the ALC and receives six hours of instruction daily until he/she attains the required ECL score. During the last nine weeks

of scheduled training at DLIELC, provided that minimum ECL score has been achieved, the IMS studies specialized technical terminology and study skills appropriate for the scheduled follow-on training program.

d. The Specialized English Training (SET) Phase of the ALC is a fixed nine-week course and is provided to those students who have the required ECL in-country but who require study of specialized technical English only prior to entry into US technical/professional training programs.

e. The Specialized English Training Refresher Course may be programmed under the Army, Navy or Air Force Security Assistance Training Program. The course is restricted to students who have successfully completed SET at DLIELC within the last three years and have currently achieved the required follow-on-training ECL. The course is five weeks long including one week of pre-technical training skills and four weeks of language skills and terminology training. The course content is individualized and determined on a case-by-case basis in accordance with the scheduled follow-on-training.

f. Besides the General and Specialized English training conducted prior to technical course entry, DLIELC conducts a five-week advanced English language refresher training for previously US-trained pilots.

g. In addition to the ALC conducted for IMS prior to their entry into technical/professional training, DLIELC conducts the following courses for selected IMS who are involved with the teaching of English in their own countries:

(1) The Basic English Language Instructor Course is a twenty-seven week course. During this time, the trainees study the structure and phonology of English, and the DLI methodology of teaching the ALC. Emphasis is placed on teaching techniques and peer teaching.

(2) The Advanced English Language Instructor Course is a thirteen-week course. It is intended for experienced instructors who can benefit from advanced training in methodology, grammar, speaking, and writing English.

(3) The Advanced Program in English Language Training Systems Management Course is an eight-week course conducted for IMS who are acting as managers, administrators and/or supervisors in the host-country English Language Training Program.

(4) Advanced Language Proficiency Skills is a ten-week course for experienced instructors that is designed to upgrade their English language proficiency in the skill areas of listening, speaking, reading, and writing.

(5) Introduction to the New ALC For Experienced Instructors is an eight-week course designed to familiarize experienced English language instructors with the new General English materials of the ALC.

h. Two additional training programs are also conducted by DLIELC as required for IMS. These programs are described below:

(1) Language Laboratory Maintenance Training is a four-week course which provides instruction and practice in the maintenance and operation of language laboratories.

(2) Observer Professional Training is tailored to cover those areas in the operation and administration of an English Language Training Program (ELTP) which are most appropriate to the observer(s) as defined by the host country. This training is designed for ELTP managers or key language training staff personnel and is variable in length (maximum three weeks).

i. Other special programs are conducted for US military personnel. These programs are described below:

(1) The US Army Officers' program is a 16-week program designed to meet the needs of officers in the US military and concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills. A total of 87 students were enrolled in this program during FY89.

(2) The English as a Second Language (ESL) program is for US Army recruits. A total of 558 students were enrolled in the program during FY89.

3. Support Services for Nonresident English Language Program.

During FY89 DLIELC continued to monitor all approved US military Nonresident English Language Programs in CONUS and overseas and to provide ALC materials to US military personnel, DoD employees or family members who are not native speakers of English.

One TDY team, consisting of two members, was deployed to Puerto Rico in FY89 to administer Oral Proficiency Interviews (OPI) to United States Air Force and United States Army Reserve Officers Training Corps students at the University of Puerto Rico. The LTD assigned to the US Navy Ship Repair Facility at Yokosuka, Japan, was augmented by a four-member MTT for 13 weeks.

4. Development of English Language Instructional Programs.

DLIELC uses a systematic approach to the planning and development of English language instructional programs which ensures that personnel are taught the language skills necessary for the successful completion of follow-on technical training. Priorities in the curriculum development effort are established through analysis of student input, the needs of the military departments, and the regularly scheduled updating of training requirements (course reviews). Normally, all established priorities for the development or revision of the ALC materials are based on the resident ELTP requirements.

a. During FY89, work continued on the writing of a totally new set of ALC General English materials. The new materials will consists of 36 books (Books 1-36) which are divided into six levels (Levels I-VI) of six books each. The first 18 books were field tested in FY89, in CONUS and overseas, and are now available. Books 19-24 will be available in FY91, after field testing in the latter half of FY90.

b. In the SET phase, the number of professional/technical areas decreased to 39. In FY89, seven modules were placed into operational use. Four modules entered the Training Material Operation Tryout (TMOT) phase; three completed this phase in FY89. A total of fifteen modules were in revision status; development continued on nine new modules. Twenty modules underwent formal course review; and sixty-one modules remained operational, requiring periodic course maintenance.

c. The Computer Generated Test System (CGTS) generates English Comprehension Level (ECL) tests from a data base of over 8,000 items. These tests are used throughout DoD in support of the Defense English Language Program. Preparation was completed on the 15 nonresident ECL forms for FY90, and preparation was begun on the 15 forms for FY91 use. In addition, the Test and Measurement Section monitored tests on the resident campus through interpretation of item analyses, reviews of newly-developed quizzes and statistical monitoring of ECL correlations. The major project has been the review and preparation of operational test kits for the 54 new GE book quizzes and 18 performance tests for books 1-18 released this past year, and the 18 new quizzes soon to be reased for field testing of Books 19-24. There has also been increased monitoring of the use of the non-resident ECL test, with a position transferred to the Test and Measurement Section to perform this function.

5. **Technical Guidance and Support for English Language Training Requirements.**

During FY89 DLIELC provided the following personnel services to meet SATP and NRELP advisory requirements:

a. The LTD assigned to Indonesia with two members in Jakarta and three members assigned to the service academies in Magalang, Surabaya and Yogjakarta remained in place.

b. The LTD in Madrid, Spain, continued in place.

c. The LTD continued in Rabat, Morocco, in FY89.

d. The LTD in Mogadishu, Somalia was disbanded in 1989.

e. The LTD in Sana´a, Yemen Arab Republic, continued in place after being augmented by MTT.

f. The one-member LTD in Thailand remained in place in FY89.

g. The LTD assigned to the US Army ROTC of the University of Puerto Rico continued in place. An MTT was deployed during FY89 to conduct Oral Proficiency Interviews (OPI).

h. The six-member LTD assigned to the US Naval Ship Repair Facility in Yokosuka, Japan, continued in place. Two four-person MTT were deployed to augment the LTD during the fiscal year.

i. In addition to the above, Egypt was supported by DLIELC MTT during FY89.

BUREAU FOR INTERNATIONAL LANGUAGE CO-ORDINATION

1990 CONFERENCE

NATIONAL REPORT - USA

FOREIGN SERVICE INSTITUTE

OVERVIEW

LANGUAGE PROGRAMS

MATERIALS

COURSE DEVELOPMENT: 1989-90 HIGHLIGHTS

EDUCATIONAL TECHNOLOGY

PROFESSIONAL DEVELOPMENT

NEW CAMPUS

1990 BILC ANNUAL REPORT

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).
Spouses of officers are also eligible to enroll in FSI
training.

FSI is made up of three 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 includes both programs in
Washington and overseas programs.

The overseas program includes four advanced language
schools in Tunis, Yokohama, Seoul and Taiwan where students
undergo a second year of language training in Arabic,
Japanese, Korean, and Chinese respectively. FSI also funds
language programs at 130 US embassies around the world, which
serve to enhance officers' language skills in-country, or
provide training to those unable to attend classes in
Washington.

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

Most students are in class 4-6 hours per day, five days
per week. The maximum class-size is six, though the average
is between three and four students per class. Students are
enrolled for the program that best meets their needs as
defined by their upcoming overseas assignment. The length of

the training assignment depends on prior proficiency, the S/R proficiency goal, and the difficulty of the language. In the most difficult languages -- Arabic, Chinese, Japanese, and Korean -- FSI offers 88-week programs, with the first year in Washington and the second year at an overseas field school. Beginners in Afrikaans, Dutch, Danish, German, French, Italian, Spanish, Norwegian, Swedish, Swahili, Romanian, and Portuguese typically study for 24 weeks. Training in most other languages is for 44 weeks.

Language Programs

FSI/SLS offers three courses of language study: the BASIC, the FAST, and the EARLY MORNING programs.

The BASIC course is full-time intensive training leading to the 3/3 level, and consists of integrated language and area studies throughout. BASIC courses are of various lengths depending on the difficulty of the language and are designed to meet the needs of personnel assigned to Language Designated Positions (LDPs) and others requiring a working or professional proficiency. As noted above, the second year of the BASIC course in Arabic, Chinese, Japanese, and Korean takes place overseas at an FSI Field School.

FAST courses (Familiarization and Short Term) are also full-time intensive, with a fixed duration of eight weeks. 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. FSI offers FAST courses in 25 languages at present.

The EARLY MORNING program is FSI's only part-time language training. Meeting from 7:30 to 8:40AM five days a week for 16 weeks, the program provides employees with an opportunity to develop language skills while assigned to full-time jobs in Washington. The curriculum is a mixture of BASIC and FAST lessons, and is offered in nine languages.

FSI/SLS also provides -- as far as resources will permit -- various specially-arranged tutorials, refresher, enhancement, and conversion training both in Washington and overseas.

Materials

Approximately 70% of the materials used in FSI language training are created in-house. Commercial texts are occasionally used, but they must be supplemented and adapted to meet the highly specialized needs of our student population. Each year, the School of Language Studies devotes 5-10% of its instructor staff-time to various development projects which range from up-dating existing courses to the creation of completely new programs of study.

For the past several years, the major development emphasis has been directed toward improving and adding to our courses in Russian and the Eastern European languages: Bulgarian, Czech, Polish, Hungarian, Romanian, and Serbo-Croatian. Due to staffing limitations, a major project to renovate courses in the Romance languages has been deferred.

Course Development: 1989-90 Highlights

Russian Reading

Developments in the USSR have necessitated a thorough re-design of the reading program. Where once the reading of Russian involved a close textual analysis of formulaic passages in Pravda, since glasnost the American diplomat must be able to read a wide variety of texts on virtually any subject. Since the "R-score" is defined in terms of what is available to be read, the skills needed for a high R-score have changed dramatically. Our Russian section has developed many supplementary exercises and materials for this purpose.

Advanced Training

Some Americans posted to US diplomatic missions need language skills higher than the S-3/R-3. While a number of personnel have succeeded in developing skills beyond the 3-level, they have done so largely on their own, drawing upon professional motivation and opportunities at hand. Training to the 4/4 level exclusively within a classroom is virtually impossible, by definition.

In an effort to increase the number of personnel with
S-4/R-4 proficiency and to accelerate their progress, several
students with 3/3 proficiency and in-country experience have
been assigned to FSI for advanced training. The Russian
Section has run such a program experimentally for the past
three years, with considerable success, and a Russian
advanced program is now advertised in our Schedule of
Courses. Several advanced students at the Chinese and
Japanese Field Schools have had specially-arranged programs
leading to proficiency beyond S-3/R-3.

Mongolian

The US has established diplomatic relations with the
People's Republic of Mongolia ("Outer Mongolia") in Ulaan
Baator. The first four students in Mongolian will begin
their training in August 1990. FSI/SLS is endeavoring to
assemble materials and a one-teacher staff by that time.

Note: As developments in Eastern Europe unfold, further
languages may be added to the 45 currently offered at FSI.
The next requirements may be for Slovak and Albanian.

The Center for Research, Evaluation and Development

The bulk of the developmental work is carried out by the
instructional faculties, often in conjuction with on-going
classes and in response to them. However, recognizing the
importance of research and development to top-quality
language training, a new unit was created in the spring of
1989: the Center for Research, Evaluation, and Development
(RE&D). The mission of RE&D is to coordinate, assist, and
initiate SLS activities in the fields of program evaluation,
student assessment, curriculum development, staff
development, and research into language learning and teaching.

RE&D works with individual language sections to help them
accomplish their own goals in the areas of staff training,
program development, evaluation, and research. A related
function is to advise and assist in matters relating to
educational technology.

A sub-set of the new RE&D center is the Language Testing Unit which oversees the development and implementation of the FSI's language testing program and testing records system.

Much of this first year has been devoted to building an RE&D team and conducting a thorough re-design of the First Year Instructor orientation program. This new FYI program is now being piloted. Planning has begun for in-service enrichment of veteran instructors. RE&D is launching a major research project to examine and redefine the issue of language "aptitude". The goal of the project is to discover what characteristics best predict eventual success at attaining communicative competence, and how to recognize those characteristics in advance. This study will build upon earlier work with the Myers-Briggs Type Indicator (MBTI), the Strategy Inventory for Language Learning (SILL), the Modern Language Aptitude Test (MLAT), and student background information with a sample of 200 students.

Educational Technology

FSI continues to be a world leader in the production of foreign language textbooks and classroom materials now being created with the help of powerful multilingual computers. With several networks of Xerox and Macintosh computers, language instructors and curriculum developers have at their disposal the capability of integrating text and graphics in a desk top publishing environment for 40 foreign languages.

We continue to experiment with the use of interactive videodiscs, while especially relying on products which have been developed by other U.S. government agencies for Spanish, Korean, and Hebrew. FSI established an Ed Tech Center to enable faculty to see demonstrations of and to experiment with courseware developed at other institutions. Recently, SLS has begun to shift the focus of this experimentation from staff to students.

While awaiting the future installation of a satellite dish on our new campus at Arlington Hall, we are making use of taped international television broadcasts in almost all classes. Plans are underway to implement educational technology in many aspects of our training over the next several years.

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 FY 1988 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.)

New Campus

Plans continue to move forward to relocate all of FSI from office buildings in Rosslyn, Virginia, to a specially-designed campus for the foreign affairs community in nearby Arlington, Virginia. The new site is a former military installation known as Arlington Hall. Demolition of the WWII and earlier buildings is now complete. Preparing the site and construction are scheduled to begin soon. We hope to be in our new quarters in 1993.

Document #3155L

SHAPE Language Center (SLC) Report

The academic year 1989-1990 closes (June 1990) with the SHAPE Language Centre (SLC) facing very contrasting future prospects. Despite the perceived long-term requirements for languages (particularly East European languages seen in the context of a new European configuration), short-term reductions in military spending could affect the Centre's activities.

1. Internationally Funded Programme

   a. General

      (1) The SLC has seen, in the past year, the realization of two major projects, the second emanating from the Bureau and its membership:

         - English Test Project - Stage 2 (of which more below),

         - Seminar on Language Testing and Training for International Staff Appointments.

      (2) The report on the above seminar, held in SHAPE in March 1990, is being given wide circulation to include the BILC membership. It bears the endorsement of the Deputy Chief of Staff, Support, SHAPE and it contains recommendations for future action (to include BILC Study Groups) that would radically contribute to the language proficiency testing and training of personnel assigned to international (NATO) Headquarters.

      (3) Both the testing project and the seminar were included in presentations to the ACE Manpower and Personnel Conference held in SHAPE 1990 (the Conference brings together annually Manpower and Personnel Officers from all the ACE Headquarters; it discusses and reviews major issues).

      (4) On the equipment side, the SLC is looking forward to the installation of new audio units in its language laboratory later this year (in replacement of old equipment). We hope that some of the personnel who experience severe attendance difficulties (in particular certain shiftworkers) will be able to use the new laboratory when regular class attendance is impossible. Introduction of a limited self-access system of this kind will require careful pre-planning and preparation/adaptation of materials.

      (5) Detail on the SLC's activities in 1989-1990 now follows.

   b. English Section

      (1) In the year since we last reported our training programme has continued along the lines described in previous years, with no major changes.

      (2) The trend towards increasing use of video materials continues, and we are adding to our selection of ELT video materials so far as is possible within the limited output of quality material.

(3) Development of the English proficiency tests in Listening and Reading (see 1989 Report) is progressing well, not too far behind schedule. This project has been our main priority in 1989-90, with draft forms of the tests being administered to 218 representative staff members at SHAPE and other headquarters, and assessments (for use in the validation process) being obtained from their supervisors. Now the scripts of the draft tests and the supervisor assessments have been sent off to the test developers (at the University of Reading, UK) for analysis to determine reliability and validity, prior to production of final forms of the test.

c. French Section

(1) As for English, growing interest has been shown, by students and teachers alike, in learning materials supported by video-tape. The Section plans to introduce a course much praised in the U.S.A. ("French in Action") in September 1990.

(2) The replacement equipment to be installed in the Language Laboratory will be exploited to the full by the French Section, particularly at beginner level, where the DLI HEADSTART for Belgium (French) course still gives good results.

(3) At advanced levels, translation of articles ("Le Monde", "Guardian Weekly") plays an increasing role; it is proving very beneficial with senior staff engaged in high level discussions and negotiations.

(4) Copies of the SHAPE (French) Focus catalogue (see earlier reports) have been provided to the UK BILC Delegation for experimentation with students in the UK.

2. Community-Funded Programme (the "Language Circle")

a. General

(1) Two languages: Russian and Arabic have been added to the Language Circle's programme which now amounts to 10 languages.

(2) We have kept the 5-month sessions (September to January and February to June). Classes meet twice a week, generally in the morning, early afternoon or evening for French and English and at lunch time for other languages.

(3) For French and English, we still offer two 3-week intensive sessions in the summer. These classes are particularly popular with newcomers and beginners.

(4) On the material side, we have adopted a new course in Portuguese "Lusofonia", curso basico de portugues lingua estrangeira, Antonio Avelar.

(5) The Greek, Turkish and Portuguese NMR's are still sponsoring language classes and help us find teachers and occasionally procure material.

b. <u>English Section</u>

No changes on the English side. We offer all levels including Cambridge First Certificate classes. The latter are more and more popular and last year's success rate was 100 %.

c. <u>French Section</u>

We continue to use the same method completed by exercises developed by Circle's personnel. "Survival grammar" and "Revision Set" are given to students on request. They are particularly useful for lower levels and during absences or holidays.

Seminar Reports - 1989

Serial No. SLC (89) SR/	Date	Place	Speaker	Subject	SLP Rep
1	25 Feb 89	Charleroi, Belgium	Dr. Peter Müller Helmut Kampschulte Filip De Nijs	a. Einsatz von Video im Unterricht. Neue Ansätze und Übungsformen. b. Verstehensstrategien im DaF-Unterricht. c. Der Deutschlehrer als Zauberkünstler.	CW
2	15 Mar 89	Brussels, Belgium	Lourdes Miquel	Coloquio Internacional de Didactica del Espanol como lengue extranjera.	GL
3	16 Mar 89	B.C. Paris, France	Adrian Doff	Integrated Skills: Listening & Speaking Writing & Speaking	KS
4	8 Jun 89	SLC	DHE	Major Projects at the SLC	Various (see TAB B)
5	26–30 Jun 89	Madrid, Spain	Various (see TAB A)	1989 Conference of the Bureau for International Language Coordination (BILC).	DHE
6	21 Sep 89	SLC	Christina Hoffman	Reading.Test - Foreign Service Institute (FSI), Washington, DC	Teachers (especially of French), SLC
7A & 7B	4 Oct 89	B.C. Brussels, Belgium	Alan C. Phillips	A New Approach to the Teaching of Tenses.	SW & IB
8	18 Oct 89	B.C. Brussels, Belgium	Roben Davis	Communicative Testing and the Backwash Effect	CW
9	16 Nov 89	B.C., Paris, France	Philip O'Connor & Adrian Pilbeam	Communication Breakdowns - Language, Culture or both	CW & MGA

	Date	Place	Speaker	Subject	SLC Rep
10	17 Nov 89	B.C., Paris, France	Adrian Pilbeam	Language Skills or Communication Skills: What are we teaching?	MGA
11	18 Nov 89	London, U.K.	Julian Russel	S'intégrer à une culture étrangère. Importance du non-verbal.	NH
12	8 Dec 89	NATO Brussels	Nadine Legros & Mary Wood	"Comment dire le monde"	SLC & CEL OTAN

Seminar Reports - 1990

Serial No. SLC (90) SR/	Date	Place	Speaker	Subject	SLC Rep
1	24 & 25 Jan 90	B.C. Paris, France	John Sinclair	a. The Impact of Computer-based Language Studies and its Relevance to the 1990's (24 Jan). b. New Ways With Words (25 Jan).	DHE
2	20 Feb 90	B.C. Paris, France	Penny Ur	Getting Them to Talk.	IB

NATO UNCLASSIFIED (NU)

C O R P U S

DHE PAPER OF 30 NOVEMBER 1989

ADDENDUM TO ANNEXES 1 THRU 10

1.   Here are the raw figures for overall frequency in the SHAPE and COBUILD lists of the next 100 "types" (word forms); we are therefore now down to 150 in the list for each corpus and, as you'll see, some marked differences now come to light.   (Notes to Annexes 4, 7, 9, 10 give some suggestions and tentative conclusions).

2.   For ease and speed of distribution I have simply reproduced (for the 10 categories) the descending frequency list of each corpus. You can therefore just add them to your copy of the relevant annex.

3.   I would remind you that all of this information is at your disposal, too, in the form of print-outs of frequencies (office Room 104), microfiches of the KWIC concordances (room 113) and, at last, on disk (room 105) - the entire corpus and some "tagged" versions (more of which later).

4.   I hope to get soon to applications of corpus findings to language courses at the SLC, one of the major goals in 1990.

5.   In the meantime, any comments, queries, suggestions would be welcome, in particular on the information revealed in the frequencies. If you think a meeting or discussion would be valuable, let me and Mike know.

DAVID H. ELLIS
January 1990

10 Enclosures:
Addendum to
Annexes 1 - 10
(DHE Paper 30 Nov 89)

CORPUS (30 NOV 89 DHE)   Addendum to ANNEX 1

1. Determiners (refer to my note on the categories in Annex
    1).

	SHAPE		COBUILD	
your	(51)	some		(66)
any	(73)	your		(75)
		any		(83)
some	(87)	our		(86)
such	(93)	these		(87)
those	(115)	such		(116)
each	(119)	those		(124)
both	(143)	another		(146)

Still quite similar pattern here, apart from the differences
in frequency of "possessives": both "their" and "your" are
higher in the SHAPE list than in the COBUILD list, whereas
"his"/"her" have still not shown up in our list compared with
markedly high frequency in the COBUILD list. (See Annex 1).

Note. Mainly because I don't know where else to put it, I've
logged "No" on my papers in category 1: it's rank 51 in
COBUILD and rank 61 in SHAPE corpus. Of course, its function
as a "quantifier" (yes, we have no bananas!) pushes it well
above "yes" which is at rank 139 in COBUILD and approximately
250 in SHAPE corpus.

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

2.   Prepositions

SHAPE   COBUILD

                         about   (55)
                         like   (64)
                         into   (65)
                         over   (79)
about   (86)   after   (100)   [before (109)]
between   (99)
through   (110)   through   (115)
into   (128)   off   (133)
within   (136)   between   (143)
under   (148)

Notes: For "down", "out", "up" go to adverbs (Annex 9).
         For "before" see note in Annex 3.
         [Words in square brackets are also logged elsewhere].

It may be interesting and worth the time to map out the
prepositional evidence of our corpus against the sort of
framework proposed in Diane Hall's book "Working with English
prepositions"; (brought to my attention in Schele Mongeon's
reading notes on that publication - see Contents page).
This would involve reference to the KWIC concordances and
could prove valuable for more advanced students. (It would
also be a "way into" the corpus for the SLC team?).

CORPUS (30 NOV 89 DHE)   Addendum to ANNEX 3

3.   Conjunctions

        SHAPE   COBUILD

        than   (107)   than   (72)
        because   (141)   because   (85)

Note this (continued) remarkable similarity between the two.
("Before," which is classified as a conjunction, preposition
or adverb in COBUILD, comes in at rank 109 COBUILD and rank
210 SHAPE).

CORPUS (30 NOV 89 DHE)   Addendum to ANNEX 4

4.   Verbs

SHAPE   COBUILD

may (55)   do (60)
                               can (61)
                               has (62)
should (64)   will (63)
must (67)   could (68)
do (70)   know (78)
were (89)   think (90)
think (94)   get (95)
had (96)   see (97)
                               did (98)
                               don't (99)
                               go (104)
                               may (107)
                               made (108)
                               should (110)
could (116)   must (117)   [own (118)]
                               make (23)
made (125)   come (125)
                               say (126)
                               got (127)
see (131)   being (128)   [work (130)]
make (133)   take (136)
                               might (140)
        [control (142)]   thought (14)
                               came (145)
                               went (148)
        [work (149)]   put (149)

My! 27 verbs clustered in this frequency range in COBUILD
corpus. Half of them are auxiliaries or modals; half "full"
verbs.
The SHAPE corpus, in contrast, has only 11 verb forms in this
range (13 if you include 'control' and 'work', which naturally
function as nouns also), of which but 4 are 'full' verbs:
'think' first (symbolic?) occurrence of a 'full' verb in our
corpus.

CORPUS (30 NOV 89 DHE)   Addendum to ANNEX 5

5.   Modal verbs

      SHAPE   COBUILD

      may (55)   [do (60)]
                                          can (61)
      should (64)   will (63)
      must (67)   could (68)
                        [do (70)]
                                                      [did (98)]
                                                      [don't (99)]
                                          may (107)
                                          should (110)
      could (116)   must (117)
                                          might (140)

I can't resist logging the frequency of 'do' forms somewhere
so have included them here.

NATO   UNCLASSIFIED

6.   Pronouns

SHAPE   COBUILD

its (52)   him (52)
us (57)   Note   me (57)
                               them (58)
                               its (76)
                               it's (101)
                               us (112)

we (103)
them (117)   [each (119)]
it's (120)
                                              [another (146)]

                           something (147)

Note.   High frequency may be attributable, in part, to
abbreviation for United States?

The words bracketed are included here for want of an
alternative category.

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

7.   Nouns

SHAPE   COBUILD

Europe (56) (Note 1)
Defence (60)
alliance (65)
staff (66)
forces (68)   [two (78)]   time (70)   [two (80)]
states (81)   people (77)
time (81)
countries (83)
information (85)
personnel (88)   [first (92)]   way (91)
general (101) (Note 2)
weapons (102)   man (102)
security (104)
members (108)   [use (109)] (Note 3)
telephone (111)
meeting (112)
number (114)
Atlantic (121)   years (122)
office (122)
subject (123)
chief (124)
committee (126)
support (127) (Note 4)
nations (129)
year (130)   work (130)   [right
                                  cf Annex 4   (131)]
years (132)
union (135)   [three (134)]
Council (137)   day (137)

Note 1   See note in Annex 6 on "US" (USA in part?)

Note 2   Some   adjectival use, of course ....

Note 3   Mostly verbal ... 'use' I imagine.

Note 4   Also adjectival, verb usage .....

1

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

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

CORPUS   (30 NOV 89 DHE)   Addendum to ANNEX 7

    SHAPE   COBUILD

    area (138)   world (141)
    control (142)   life (142)
    service (144)
    member (146)
    work (149)   cf Annex 4

What a marked contrast!   (almost balancing the trend the other
way in verbs -- Annex 4).

We're up to 36 nouns in the SHAPE corpus whereas the first (of
the 9 nouns in top 150) COBUILD doesn't come in before rank
70.

Note the high(er) frequency of some plural forms of nouns: in
several cases they precede the singular form.
This list is the first major confirmation of the specialist
nature to our corpus: the high noun count;   one to be
expected but nonetheless gratifying to see illustrated so
clearly.
This category, together with adjectives (Annex 10) may prove
to be the most fruitful, at least initially, for exploitation
with students.   It has a clear SHAPE/NATO 'stamp'.

2

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

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CORPUS (30 NOV 89 DHE)   Addendum to ANNEX 8

8.   WH - words

      SHAPE   COBUILD

                                           who   (59)
      what   (70)   (Note)
      when   (76)
      who   (95)
                                           where   (103)

Note

I haven't done any systematic checking of the frequencies in
the sub-corpora: spoken, written, but I did check this word,
for some reason. The result is interesting: rank 31 in
spoken corpus, rank +/- 200 in written corpus (accounting for
the lower ranking).

This shows the value (necessity) of pushing our searches
further if we are interested in the pattern of use of any
individual word form.

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

<u>CORPUS (30 NOV 89 DHE)</u>   <u>Addendum to   ANNEX 9</u>

9.   <u>Adverbs</u>

      <u>SHAPE</u>   <u>COBUILD</u>

                                           out (53)
                                           up (54)

      so (58)
      also (62)
                                           then (67)
                                           now (69)
      only (75)   only (70)
      very (84)   very (74)
                                           just (81)
      well (90)   well (82)
      now (91)   even (84)
                                           down (88)
                        [first (92)]   back (89)   [first (92)]
                                           much (94)   [most (93)]
      between (99)   how (96)
      up (100)
      out (106)   too (106)   [before (109)]
                                           still (119)
                                           also (120)
                                           never (121)
                                                           [right (131)]
                                           here (134)   [off (133)]
                                           again (135)
                                           between (143)
      then (142)   away (150)

Most striking is the greater number of "adverbs" in this range
in COBUILD compared to the SHAPE corpus: exactly double (22
to 11 in top 150).
This said, several are of similar relative frequency in each
corpus. "Also" enjoys an interestingly higher place in SHAPE
corpus and I've checked its position in spoken corpus: 67 and
written corpus: 67 to see why/how;   conclusion? it's high in
both!

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

CORPUS (30 NOV 89 DHE)   Addendum to ANNEX 10

10.   Adjectives

       SHAPE   COBUILD

       other (53)
                           [proper (63)] Note 1
       united (69) Note 2
       nuclear (72)   other (73)
       new (74)
       international (80)
       national (97)
       European (98)
                           [general (101)]
                           [security (104)]
                                                        new (105)
                                                        little (111)
                                                        good (114)
                                                        own (118)
                           [support (127)]
                                                        right (131)
                                                        long (132)
                                                        old (138)
       political (139)
       conventional (140)

Note 1: An anomaly: see note on 'name' in Annex 7.

Note 2: Almost certainly collocated with "States": the KWIC
(microfiche) will show that ....

Commonality in high (top) frequencies of "other" and "new" but
further evidence (not quite so impressive as the nouns - Annex
7) of the "bias" of the SHAPE corpus.

One is tempted to look for pairs or opposites and it will be
interesting to pursue that further. SHAPE has two here:
"nuclear/conventional", "international/national"; when will
"old" surface in each corpus and when shall we have the trio
"the good, the bad and .... the ugly"?

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C O R P U S

Preliminary Conclusions and Findings based on Study of top 50
frequencies (SHAPE and COBUILD Corpora)

1.   Whilst frequency, on its own, is not an unconditional
criterion (Note), frequency rankings are indicative of general
features; they are informative and point to areas, categories
of words, where further study would be interesting and
valuable.

2.   I have made a brief overview, by word category, of the
top 50 frequencies of the two corpora, side-by-side.   The
categories I have chosen (x 10) are a little arbitrary;   they
reflect my own interests (creation of a separate category for
modal verbs and, inevitably, there are some overlaps and grey
areas). (The clearest example of the latter is the labelling
of words like "HER":   pronoun singular and/or determiner
possessive? More later).

3.   I have used the categories (labels) and terminology of
the COBUILD dictionary; mainly for ease of reference to that.
But they are fairly "standard", reflecting traditional usage
in most cases (it just would happen that the first category
poses the biggest problem!).

4.   The purpose, of course, in a study like this, is to
highlight features that may be typical of and peculiar to
"SHAPE English."   These are most clearly seen when you compare
the SHAPE corpus to a corpus of "general English";   the 18
million word coverage of the COBUILD corpus gives it a
reasonable claim to be representative of modern English.

Note: In addition to other considerations, any corpus will
have its "quirks."   In our (SHAPE) corpus, "er", "-" and "b"
might be considered anomalies unduly affecting the top 50
frequency rank order.   In COBUILD'S corpus "'" and "-" also
come into top 50.

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5. Note that both listings compared are for spoken and written corpora combined (that is the total corpus in each case). We do have the SHAPE corpus broken down into these two important sub-corpora but we don't have a breakdown of the COBUILD corpus for comparative purposes. Further significant information can of course be obtained from searches into the spoken or written sub-corpora and into the various text groupings; that's where I shall turn next.

6. You will find the text groupings for the SHAPE corpus included on the valuable sheet Mike has recently prepared for you: the Layman's guide to the corpus on our IBM PS 2. This is now loaded and accessible, thanks to Mike's diligence and expertise; I'd like to record my appreciation to him, here for this remarkable work (crowned by loading for operational use of the word-processing software, just received).

7. Finally, the searches down the frequency lists can be further refined by consultation of the KWIC concordances, on micro-fiche. Each line, each concordance, also contains the text category (on extreme left side), enabling its source to be identified: a very powerful research tool!

8. Although I have not yet made any decision, I am considering the possibility of offering corpus study to our more advanced students (on an informal, voluntary basis). I would try out the 20 proposals for concordance exploitation (by Tim Johns, already distributed) and would work from copies of KWIC concordance print-outs. The general emphasis would be on word, vocabulary-building, with particular attention to collocations (word-groupings, pairs etc).

9. Any comments, suggestions on the above or on this first study would naturally be most helpful and welcome.

1 Enclosure:
Overview by Word
Category

DAVID H. ELLIS
Chief,
SHAPE Language Centre   30.11.8?

2

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OVERVIEW - WORD CATEOGRY

	CATEGORIES (Note)	COBUILD Page ref	ABBREVIATIONS ADOPTED	Notes
1.	determiner (article)	384	det	
2.	preposition	1131	prep	
3.	conjunction	296	conj	I've grouped the two: "coordinating"/ "subordinating"
4.	verb	(85)	v	I've (provision- ally) broken them down to "aux": auxiliary (be, have, do) and ...
5.	modal verb	929	m	"modal"
6.	pronoun	1150	pron	
7.	noun	953	n	
8.	'WH' WORDS	1658		
9.	adverb	20	adv	
10.	adjective	17	adj	

==

Note: Broadly this list reflects the order of ranking of the words in the SHAPE corpus (i.e. top of list is the determiner "the" etc).

Enclosure 1 to
CORPUS PAPER
dated 3 0 NOV 1989

ANNEX 1

1.   Determiners (note)

There are 7 determiners in the top 50 frequencies of both corpora; 9 in COBUILD if you include "his/her" (see note); 3 of these make the top 10. The first 6 are common to both ("THE, A, THAT, THIS AN, THEIR") and, if you ignore "HIS", which creeps in between "THAT" and "THIS" in COBUILD, the 6 are in the same order.

The lion's share goes to "THE" (of course), which in each corpus is double the frequency of No. 2 in the complete lists ("OF").

The SHAPE corpus counts "THEIR" high up (No. 35 in order of frequency) but this is far short of the high frequency of "personal possessives" in COBUILD; "HIS" (rank 20), "HER" (32), "their" (45), "MY" (49). Perhaps "THEIR" is doing the work of the singulars in the SHAPE CORPUS? It's an interesting, significant feature, one that the Birmingham team mentioned when the frequencies became known and one which no doubt merits further study.

Having thoroughly confused you with the above, here's a tabular display of this category. Bracketed figures are the rank orders of frequency.

SHAPE		COBUILD			
the	(1)	the	(1)		
a	(5)	a	(5)		
that	(9)	that	(7)	his	(2)
this	(19)	this	(26)	her	(32)
an	(32)	an	(39)		
their	(35)	their	(45)		
these	(49)	my	(49)		

Note: This category illustrates well the problems involved with any classification system: should we put "her", "his" under determiners (DET POSS), pronouns or ... both? In general, I'm recording them under the first or major label given to them in COBUILD (however I depart from this in the case of "THERE" — see later — I've opted for two categories: Pronoun and Adverb — perhaps that's the best solution?). What's important is to have these considerations in mind, as a different picture is conveyed according to the choice(s) made; ultimately, you go back to the original, complete frequency list to check! Also, as long as the same basis is taken for any comparisons, any contrastive features will emerge.

2.   Prepositions PREP.

We're still in the heady heights of frequency here: 9 prepositions in the top 50 of each corpus, 4 in top 10 SHAPE, 3 in top 10 COBUILD.

The order of frequency is very close: identical for the top 4 ("OF", "TO", "IN" - all in top 6! and "FOR").   Thereafter there's some difference, most salient of which seems to be the higher frequency order in SHAPE corpus of "ON" and "BY" (significance to be evaluated, especially for "BY" and also "FOR").

Here are the 9 "slaves" of the English language!

SHAPE (order of frequency)		COBUILD	
of	(2)	of	(2)
to	(3)	to	(4)
in	(6)	in	(6)
for	(7)	for	(13)
on	(12)	with	(15)
by	(18)	on	(17)
with	(20)	at	(21)
at	(21)	by	(28)
from	(28)	from	(31)

Note: "AS" (frequency rank (15) SHAPE, (16) COBUILD) is a bit of a problem, variously labelled in COBUILD CONJ SUBORD, ADV, prep.   For right or wrong, I've assigned it to the first mentioned category which explains its absence from here.

3.   Conjunctions CONJ

Subordinating CONJ SUBORD Coordinating CONJ COORD.
Guess what's top?   Yes, "AND", rank (4) SHAPE, rank (3)
COBUILD.

We have 5 conjunctions in the top 50 of each corpus.   Their
rank order of frequency is close; only "BUT" seems to be
significantly higher in the COBUILD corpus.
(For "AS" see note to the page on prepositions: it stands
high almost certainly due to its "versatility"...).

Here are our remarkably similar orders of frequency:

SHAPE		COBUILD	
and	(4)	and	(3)
as	(15)	as	(16)
or	(23)	but	(22)
but	(39)	or	(29)
if	(40)	if	(43)

ANNEX 4

4. Verb v

(Auxiliary AUX and modal MODAL are included here
even though I'm starting a separate category for
the latter and the former would merit a study on
its own).

We have a nice round figure of 10 verb forms in the top 50 of
each corpus;   1 use thw word "forms", of course, because the
two pillars of English: BE, HAVE account for   most of the 10
forms.
But what has happened to the "DO" forms?   No sign of them, yet
(perhaps No. 51?).
In contrast to the first three categories, there are big
differences between the corpora, the significance of which
will take some time to investigate.
Here are features which have caught my eye initially:

   a.   high frequency of past tense forms in COBUILD
         corpus ("WAS" - before "IS", just! "HAD",
         "WERE" and .... our first "full" verb (not
         auxiliary) "SAID").

   b.   remarkably high frequency of our first modal,
         "WILL": rank (16) SHAPE but does not appear
         till rank (63) in COBUILD. (All those Direc-
         tives!).

   c.   similar comments for "HAS" (SHAPE (34), COBUILD
         (62).

   d.   "CAN" makes it, just, to top 50 in SHAPE corpus
         (46) but joins the above verbs in COBUILD at
         (61), an interesting "cluster", because I've
         peeped back into the listings and find "DO"
         there also, (60); 4 verbs in close rank order!

Here again are the two corpus top 50 lists for verbs:

SHAPE		COBUILD	
is	(8)	was	(10)
be	(11)	is	(11)
are	(14)	had	(18)
will	(16)	be	(19)
have	(26)	have	(25)
has	(34)	are	(27)
was	(37)	were	(35)
would	(41)	would	(44)
been	(44)	said	(46)
can	(46)	been	(48)

ANNEX 5

5. Modal verbs: MODAL

Quite clearly, a significant difference is highlighted in the
frequency lists: 3 modal forms in SHAPE's top 50, 1 form in
the COBUILD corpus.

The high frequency of "WILL" (rank 16) in SHAPE texts stems no
doubt from its use in (written) Directives and Procedures;
something further study will clarify.
(Whether or not we shall be able to break out its various uses
is dubious: notice my use of this form in previous sentence
in a "purer" future sense).

Here's the evidence:

SHAPE   COBUILD

will   (16)
would   (41)   would   (44)
can   (46)

6.   pronouns PRON   (Note).

The differences between the two corpora are further reflected
here;   the feminist movement will deplore the male dominance
in the SHAFE corpus (no sign of "HER, SHE" in top 50) and
personal pronouns,   quite naturally I suppose, are not SHAFE's
forte (especially 3rd persons);   this said, I   find it
interesting that "I" and "WE" enjoy such prominence in our
corpus (to follow up ....).

Here's the raw data:

SHAFE			COBUILD		
it	(17)	that (9)	it	(8)	that (7)
I	(24)	this (19)	I	(9)	
			he	(12)	
you	(25)		you	(14)	
we	(27)		his	(20)	
they	(38)		they	(24)	
			she	(30)	this (26)
			her	(32)	
			we	(33)	
one	(42)		one	(36)	
there	(48)		there	(38)	

Note.

Again   classification problems arise: should we assign
"THAT/THIS" to the category of pronouns? (they already figure
in category 1 determiners).
For now, I'm not including them here — in the rank order
columns — but have added "THERE" mainly because it's use with
"BE/HAVE" as a pronoun must push up its frequency in both
corpora.

ANNEX 7

7.   nouns   N

This can be very short, at least as long as we stay in the top
50. Three for SHAPE (Note), none for COBUILD, pointing up the
classical high frequency of "grammar, structure" words at the
expense of "lexical" words.

I'm sure you could guess the top two in our corpus: "SHAPE
(22), NATO (30)."

The third is "NAME" (47) but I must stress this is almost
certainly an anomaly and can probably be passed over: if my
memory is   correct we   replaced all   proper names   with
...."PROPER NAME" (confirmed by the high frequency of PROPER).
So forget "NAME"!

Note.

Not included here, because I've put them under adjectives, are
"MILITARY (43), SOVIET (45)". Their adjectival usage probably
outweighs their noun usage but, without further analysis, it's
difficult to form a reliable estimate.

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8.   WH - words

Again, short and sweet: only "WHICH" makes it to the top 50
in each corpus ((31) SHAPE, (37) COBUILD);   but "WHAT"   and
"WHEN" creep into the COBUILD at (47) and 50).

It will be interesting to see where the other WH words come
(HOW, WHY).

ANNEX 9

9. adverbs   ADV

Classification poses a challenge here with "ALL" (possibly better put under (pre) determiners?).
If it is included, it comes top in frequency of this category at (33) SHAPE and (34) COBUILD.

After this we have "THERE" (48) SHAPE, (38) COBUILD, these two word forms being fairly close in overall frequency in each corpus.

Staying within the top 50, the only other word I've assigned to this category is "SO" (40) COBUILD, deferred to (58) in SHAPE corpus; and adverbial usage does not account for this word's range either.
I fancy we shall have to wait a little longer for the word forms we traditionally associate with "adverb".

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ANNEX 10

10. <u>adjectives</u> <u>ADJ</u>

Our list gets shorter and shorter: two for SHAPE, none for
COBUILD (and I've already mentioned SHAPE's two, so the
guessing is redundant).

MILITARY (43), SOVIET (45).

Further, final confirmation from this first list that the
"lexical" content comes well below the "structural":   that's
how the language "works"!
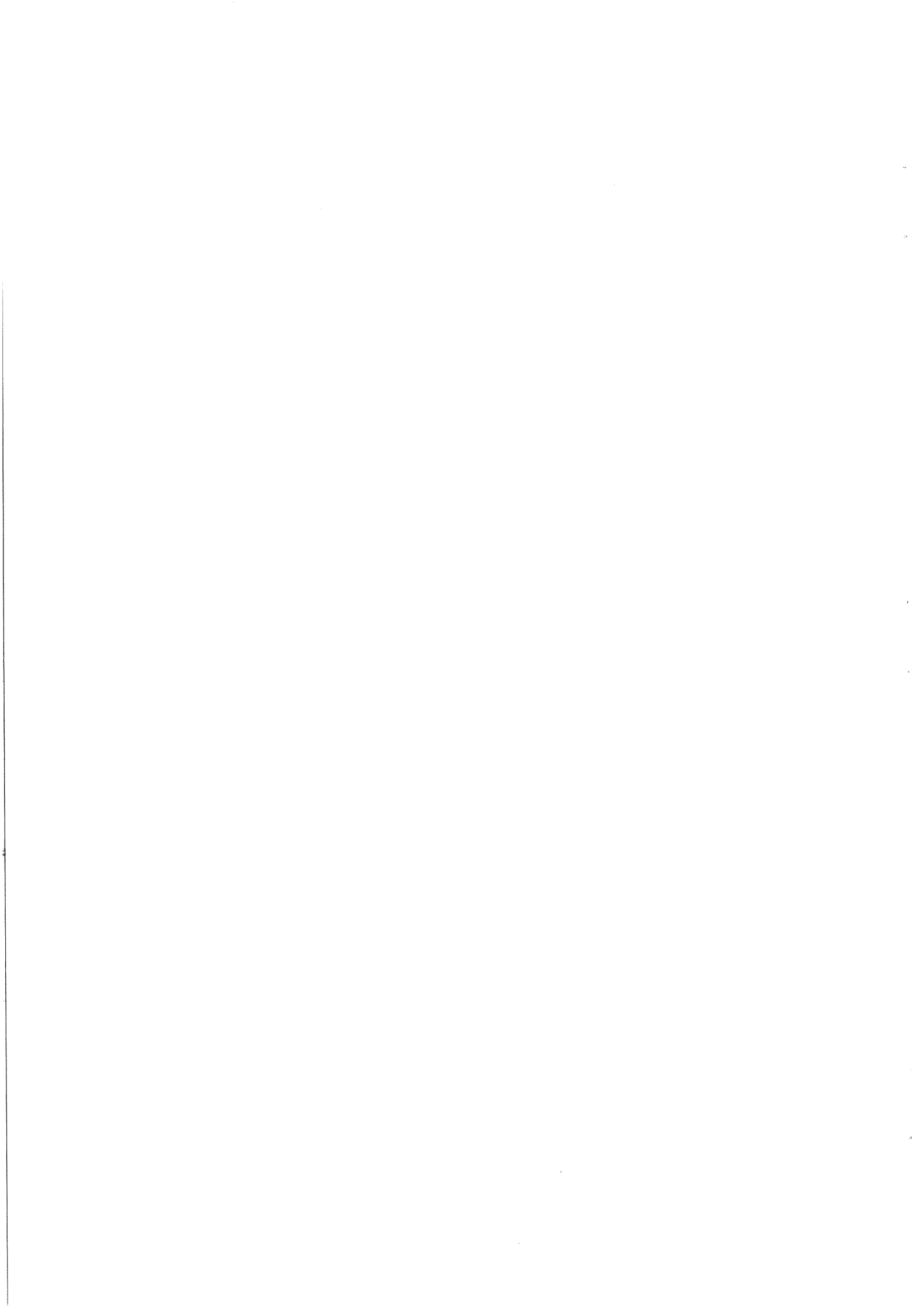
V. STUDY GROUP REPORT 1

"Task Analysis and Testing"

Study Group Report 1

Standing Group on Task Analysis and Testing

Chairman: Mr. P. Quattrone

Members: Mr. L. Boudreau
Dr. R. T. Clifford
Dr. R. Curica
SquLdr T. O'Hagan
Prof. F. van Passel
Mr. M. Schwarz

MLAT (Portugal)

1. The Psychological Corporation has not yet given Portugal the copyright on the MLAT.

2. DLI has volunteered to conduct a regression correlation study of the students' MLAT score with performance in scores obtained in a test at the end of training.

3. With regard to preparing a language profile from the MLAT sub-test scores, Dr. Peter Skehan will be contacted through SLC.

4. As for studying the sub-tests and preparing the protocol for administrating the test, Canada will assist Portugal.

Assessment Standard: Establishing Norms

The topic "Assessment Standards: Establishing Norms" which was primarily concerned with the interpretation of STANAG 6001 levels across BILC members, has metamorphosed into "Assessment Standards: Maintaining Norms and Establishing Performance Tests". The committee concluded that it is possible to apply STANAG 6001 in various situations or task-related performances. Additions can be made in elaborating the defined content or subject to be tested. Such an elaboration of topic area, combined with the retention of parallel structures for the functions and accuracy criteria of STANAG 6001 standards would allow the development of job-related performance tests. The results of these "performance" tests could be used to complement general "proficiency" test results.

Language Testing and Training for International Staff Appointments

The recommendations set by SLC for future work on testing in BILC was endorsed. Workshop seminars ought to be arranged. However, the scheduled time and place for the workshops need to be set apart from BILC conferences. The proposed title for the workshop: Training Teachers/Testers for Proficiency in Assessing the Productive Skills.

V. STUDY GROUP REPORT 2

Self-Instruction/Exchanges Between Member Nations

Study Group Report 2

Self-Instruction/Exchanges Between Member Nations

Chairman: Mr. G. Worrall

Members: Dr. D. Argoff
          Col R. Cardoso
          ORR G. Gerth
          Dr. M. Hengirmen
          Mr. F. McGuigan
          Col F. Peña Montoro
          Prof. Dr. N. Necdet
          2nd Lt P. Rami

1. Introduction

   The Study Group had two aims. The first was to continue the work done
   at recent BILC conferences on Self-Instruction in language training
   towards at least an interim conclusion. The second was to consider in
   detail the scope for exchanges between BILC member nations.

2. Self-Instruction

   The chairman distributed the draft document entitled "BILC Guidance
   Notes for the Management of Self-Instruction Arrangements". An earlier
   draft version had been circulated to all member nations earlier in the
   year and now incorporated all proposed amendments and suggested
   additions received from those nations who had chosen to comment.

3. After a brief discussion it was decided that the document was capable
   of further useful refinement but that the Steering Committee should now
   authorise the BILC Secretariat to receive the final version direct from
   the Study Group Chairman as soon as possible and then to prepare it in
   a suitable format for distribution to BILC member nations without
   further delay.

4. Whereas publication of the document may now proceed without further
   comment from member nations the Group wishes to emphasize that the
   Notes constitute a reference document which should always be capable of
   amendment or addition at any time.

5. If the Steering Committee adopts these proposals and comments, then the
   Group on Self-Instruction recommends that its meetings be discontinued
   until such time as the Committee wishes to reactivate it.

6. Exchanges Between Member Nations

   It should first be said that the Group is not entirely satisfied with
   the word "Exchanges" which implied reciprocal movement of personnel or
   other resources whereas offers and requests within BILC may be made
   unilaterally and without the constraint of believing that something
   must always be given in return.

   The Group recognised that it could not anticipate nor require nor even
   expect member nations to offer language training opportunities or

resources to other nations. However it strongly applauded both the invitations made by Spain and Turkey to provide in-country training for nominees from BILC member countries and more learning materials specifically prepared or provided by Portugal and Turkey for use within BILC, gestures which the countries concerned would like to see become a more widespread practice within the organisation. The readiness of all nations to provide resources from their existing stocks was however well recognised and the continuing generosity of other nations such as the USA, Canada and Germany deserved appreciation.

8. The Group took account of the availability of existing BILC Reference Documents which listed the resources available to and from member nations and felt that the consideration of exchanges outside the scope of those documents would be more and more worthwhile activity for the Group. It was therefore decided this year to consider the generalities rather than the detailed specifics of exchanges under four headings. It should be borne in mind, however, that such generalities should provide a framework for exchanges on matters of interest to groups of member nations or individual countries such as arms control or English language training and testing for example.

9. The four headings we considered were

   a. ongoing opportunities for between conference working-level co-operation (Annex A),

   b. important considerations relating to between conference co-operation (Annex B),

   c. guidance notes for between conference seminars (Annex C),

   d. general considerations relating to between conference activities (Annex D).

10. As chairman I acknowledged that the teams of group members who prepared notes under the headings would be unable to avoid a degree of overlap or repetition. Such overlap could be tolerated on two counts however.

    a. Anything mentioned by more ·than one of the four teams would only serve to emphasise its relevance to the topic in focus.

    b. Repetition at the embryonic stage of any study group of this nature is unavoidable if the work is to proceed from participating rather than a directed approach. Further meetings of the study group at future conferences will have a foundation capable of refinement and consolidation.

11. To this background I now invite spokesmen from each of the teams set up within the group to present their findings and recommendations. These comments of mine supported by annexes prepared by each of the teams concerned will be handed to the Secretariat for inclusion in the Conference Report.

    a. Franc McGuigan
    b. Georg Gerth
    c. Francisco Pena Montoro
    d. George Worrall

12. Finally, the Group recommends to the Steering Committee that it be programmed to continue its work at next year's conference in order to complete the consolidation of work begun this year and to begin detailed exploration of applying its findings to arranging between-conference activity on topics chosen by the Steering Committee or as agreed within the Group itself, for example exchanges relating to language training for arms control or other changes or concern which may invite the attention of BILC.

On-going Opportunities for Between-Conference "Working Level" Co-operation

Some of the activities identified below will be easier to accomplish, i.e.
they will require less logistical support, less resource. Other activities
will be harder to accomplish, require greater commitment of approving
authorities, more administration and greater resources.

Potential Areas of Co-operation

Easy to do, little administration, no higher approvals required.

- Exchanges of: teaching/learning materials,
                test criteria,
                test methodology and design.

Less easy to do, administration, resource, approval implications.

- Exchanges of: testers,
                teacher trainers/teacher training,
                expert speakers.

- Participation in international seminars such as the Pragmatic Seminar in
  Budapest.

Harder to do, significant administration, resource, approval implications.

- Exchange of program management expertise.

- Between-conference seminars for those who do not attend BILC conferences
  (such as teachers). These seminars may be dedicated to particular
  languages conducted in the languages concerned.

Considerations Related to Offers of Exchanges

1. These are the _data_ needed from provider nations in order to facilitate acceptance of offers:

   - _time_ in advance to make the offer

   - place, duration and time of the year

   - level of students

   - level of contents of the courses

   - material needed by students

   - logistical support: accomodation & meals
                          medical support
                          transportation
                          cost
                          others

2. Recommendations

   - To encourage national General Staffs at all levels to facilitate BILC recommendations,

   - to encourage national General Staff to eliminate dispersed efforts and to use the single BILC channel for LT matters,

   - to allow time for BILC representatives to consider well in advance the budgeting of resources.

Guidance Notes for Between-Conference Seminars

The study group on "Exchanges" recommends the elaboration of guidance notes
for seminars which are supposed to take place between the official BILC
conferences, a project like the former "BILC Guidance Notes for Hosting
Countries of BILC Conferences".

These seminars should be attended by persons who do <u>not</u> go to the annual
BILC conferences, i.e. the target group would consist of either
teachers/material developers or testers/test developers.

We find that the following criteria could be considered in these "Guidance
Notes":

1. Financial Considerations

    a. Cost-free accommodation provided by hosting country or not?

    b. Seminar fee or not?

2. Infrastructural Considerations

    a. Will the place be centrally situated? Can it easily be reached?

    b. Transport problems.

    c. Meals at reduced prices?

    d. Enough rooms available for group work?

    e. Medical problems.

3. Logistics

    a. Media/technology available (audio/video equipment, projectors, etc.)?

    b. Typing/photocopying facilities.

    c. Telephones.

4. Personnel Needed

    a. Lecturers needed? Who is going to pay for them?

    b. Secretaries/aids needed?

    c. Staff/organization for support available?

5. Constraints

    a. Duration of the seminar (no more than 3 days?)?

    b. Time of the year? Days of the week?

    c. Number of participants limited (only one participant per country?)?

6. Advance Notice

Some member countries need to know about the seminars one year in advance.

7. Type of Seminar

   a. Seminar

   b. Conference/Round Table

   c. Workshop

8. Contents/Targets of Seminar

   a. Teaching methodology

   b. Didactics

   c. Testing (test methodology and design)

   d. Use of media (video, computers, etc.)

   e. Exchange of material (both teaching and testing)

   f. Area studies

   g. Military expertise

9. Responsibility for Seminar and Programme

   a. BILC-Secretariat

   b. Hosting nation

   c. Institution

   d. Individual lecturers

10. Information About the Seminar

   a. The necessity to provide good arguments in order to guarantee the realization of the seminar and the attendance by various nations.

   b. Close contact to BILC-Secretariat in order to avoid parallel work or the offering of similar seminars because of lack of communication.

   c. Before- and after-conference organization, including preparatory information and seminar protocol.

   d. Institution responsible for information (inviting country or BILC-Secretariat?).

11. <u>Contacts Inside the Country</u>

    a. Military institutions

    b. Universities/schools

    c. Cultural institutions

    d. Political institutions

    e. Companies/firms

12. <u>Working Language</u>

    a. English or French

   b. Language of teachers concerned (German, Spanish, Russian, etc.)

Important Considerations Relating to Exchanges Within BILC

1. Military orientation

2. Training efficiency

3. Economies to be reached

4. Reduce training time

5. Sharing of common interests/problems

6. Mutual assistance in the field of military training

7. Appropriate level of representation

8. Specify the advantages to all parties

9. Need to convince national defence authorities of the advantages

V. STUDY GROUP REPORT 3

Language Training for Arms Control
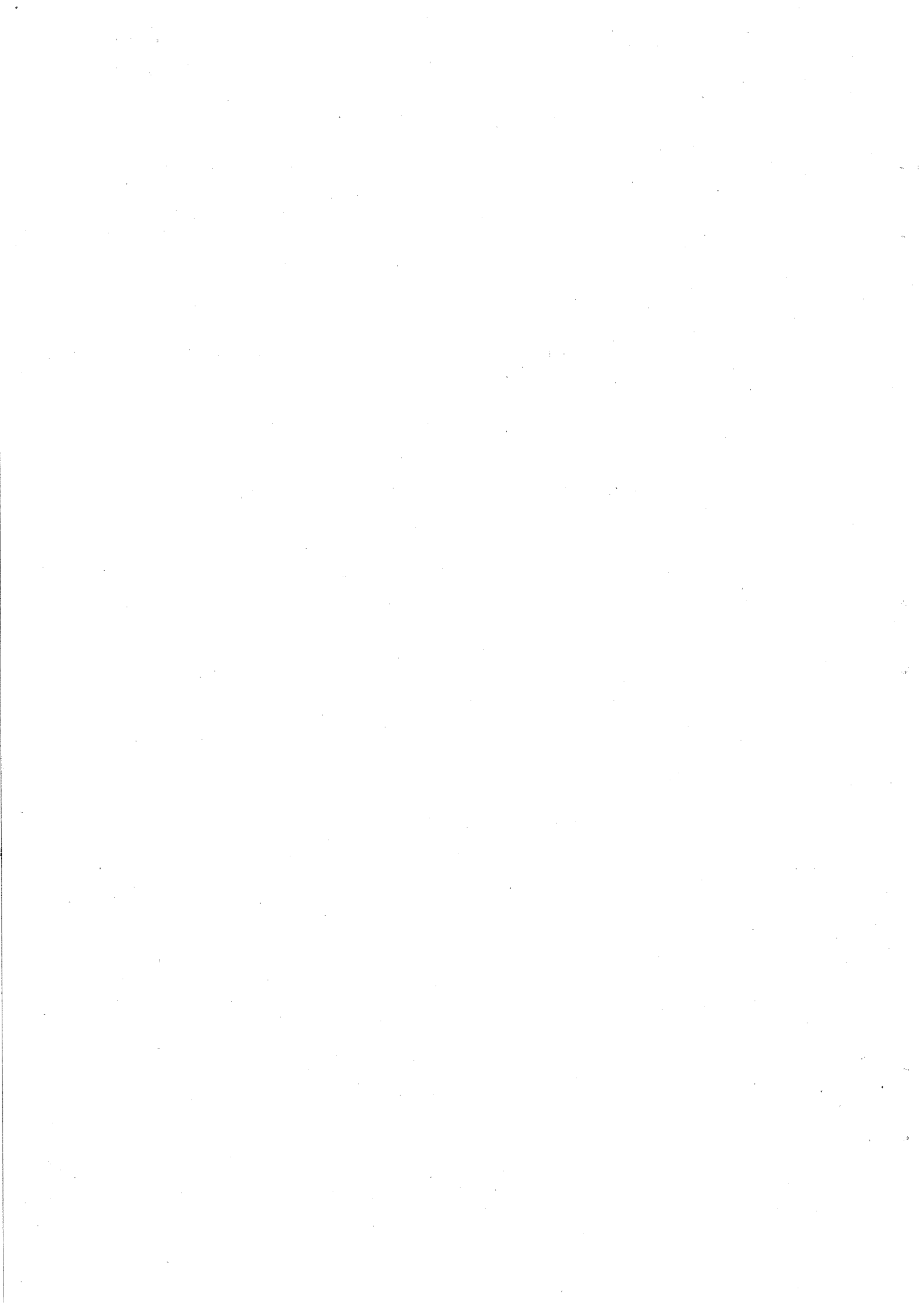
Study Group Report 3

Language Training for Arms Control

Chairman: Col G. D. Belhumeur

Members: Col V. Crainz
Mr. D. Ellis
Cdr J. Foot
Dr. Ch. Hüllen
Mr. H. Khaiat
LtCol P. Kozumplik
RDir E. Leben
Cmdt S. Lecacher
Col A. Lunardo
Miss M. Malgieri
LtCol L. Noordsij
Col J. Pichot-Duclos
LtCol J. Raffoux
Cpt M. Samsunlu

Statement

The Bureau membership is seriously concerned regarding the impact of arms control verification requirements. In particular, as language trainers, the members note that:

- Requirements - in terms of the languages that must be used, the proficiencies that must be achieved, and the numbers of personnel that will require instruction - are uncertain.

- Proficiency requirements for arms control inspectors are unlikely to be less than STANAG 3332.

- The US experience with INF treaty verification indicates that personnel assigned to arms control inspection teams will require strong foundations in general proficiency. Military and treaty-specific terminology must supplement rather than replace this strong general proficiency.

- Given the lengths of time required to achieve the probable objectives, instruction must begin at the earliest possible date.

- There is a need for more active and frequent coordination and exchange of information - to include staff visits - among the national language training establishments to capitalize on various approaches and initiatives and thereby realize the most efficient and effective possible instruction.

In an attitude of mutual assistance and cooperation, study group members reported candidly and informally reported concerning arms control language activities now underway in the various nations. These reports can be summarized as follows:

USA has

- been involved in language training for arms control inspections since January 1988 in support of the bilateral US-Soviet Treaty on the Elimination of Intermediate-Range Nuclear Forces;

- formed an arms control inspection entity known as the On-Site Inspection Agency (OSIA);

- been conducting arms control inspections as required by the INF Treaty since July 1988;

- focused training to provide two capable enlisted "interpreters" for each inspection team;

- developed a 27-week treaty-specific Russian intermediate course. Enlisted students enter this course with STANAG 2 proficiency (usually obtained via the 47-week Russian basic course) and exit with STANAG 2+/3 proficiency. About 100 students have been trained to date.

Germany has

- focused training on inspection officers;

- developed 10-month specialized Russian, Czech, and Polish courses for arms control inspectors;

- commenced instruction for 58 officers in Russian and 8 officers each in Czech and Polish.

United Kingdom has

- formed an arms control inspection entity known as the Joint Arms Control Implementation Group (JACIG);

- focused training to provide two capable "interpreters" for each inspection team;

- begun development of a specialized arms control inspection course.

France has

- formed an arms control inspection entity;

- focused efforts to provide two capable "interpreters" for each inspection team;

- begun planning material requirements.

<u>Netherlands</u> has

- focused training to provide two capable officer "interpreters" for each inspection team;

- developed a course of instruction and begun teaching three officers.

<u>Turkey</u> has published a course development directive.

<u>Italy</u> has begun technical training.

<u>Canada</u> is not likely to have a strenuous role in the arms control effort.

The members agreed to exchange course materials as they are developed and cooperate in developing consolidated glossaries of treaty-specific terminology for each formal treaty language. The English-Russian/Russian-English INF Treaty glossaries developed by the US will serve as an excellent point of departure. The BILC Secretariat will be used to coordinate dissemination of these efforts.

Exactly how the arms control effort will unfold is "clouded in uncertainty". However, after considerable discussion of issues as they are currently known, study group members reached consensus on and recommended that the above statement be incorporated in the BILC 90 Conference Report.
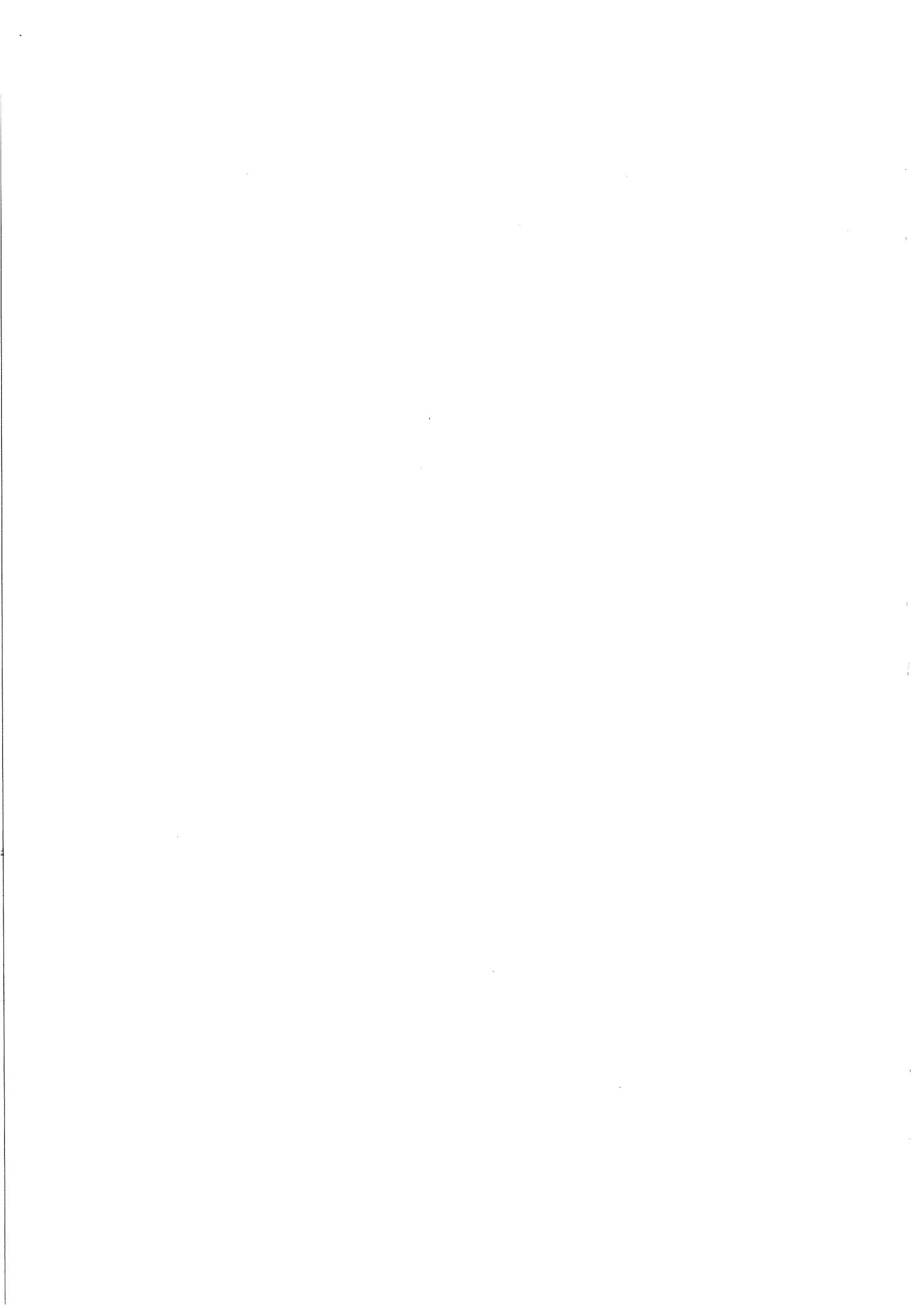
V. STUDY GROUP REPORT 4

"The Implications for Military Language Training
of Political Changes in Europe and Elsewhere"

Study Group Report 4

The Implications for Military Language Training of Political Changes

in Europe and Elsewhere

Chairman: LRDir J. Rohrer

Members: Col A. Atzeni
          Col D. Fischer
          Mrs. S. Hafner
          Maj C. Rey
          Mr. H. Walinsky

The committee discussed several evident trends and potential directions, the identification of which the committee felt would be useful in looking at a potentially very challenging future. These are shown below in our report. We hope they will be useful to all in planning.

The committee believes that BILC resources should be pooled wherever possible to meet training requirements and to avoid duplicating resources in the face of constrained military and civilian force structures. The committee recommends that meetings in this area be held among interested parties in preparation for next year's conference. Changing political conditions will require new and innovative approaches. The future is truly now and the BILC structure should be used to the maximum to prepare for it.

* Force structure is changing.

- Declining forces,

- increasing ratio of reserve to active forces,

- less weapons; less R&D; therefore less emphasis on translation for internal use.

* Treaty verification requirements will be accorded a very high priority.

* A higher level of subject content will be required in foreign language use.

- Military language use will be applied to more varied and complex subject matters such as trade, science, economics and strategy.

- There is a need for multi-disciplinary orientation in addition to higher level language content in language instruction.

* There will be a greater emphasis on the quality of language proficiency.

- There will be a greater emphasis on production skills in addition to maintaining the need for receptive skills.

- In connection with confidence building measures, there will be more direct contact among potential adversary and allied forces.

- There will be a greater need to translate home country prepared material for external use (production translation) as greater interaction with former adversaries occurs.

* Emphasis on stability, peacekeeping operations, and low intensity operations such as those related to drug interdiction will require competence in a wide range of seldom used languages.

- There will be a need for emphasis on dialects.

- There will be a need to increase the number of those proficient in the seldom taught languages. Examples: Serbo-Croatian, Slovenian, Macedonian, Albanian, Baltic languages, Ukrainian, Amharic, Somali, Swahili, dialects of Arabic, Farsi, Punjabi, Urdu, Hindi.

- In connection with confidence building measures, there will be more direct contact among potential adversary and allied forces.

- There is an emerging need for a "language bank" approach where expertise and competence are maintained for contingency reasons.

* Military, diplomatic, commercial and industrial language requirements will converge but continue to apply in their respective spheres. The expertise gained by the military in language training is a precious national resource. It must be kept available for national use.

* Those responsible for language preparedness must communicate the continuing requirement for language training and proficiency sustainment in relation to national security.

* Growing requirements for foreign language speakers demand new approaches to training and proficiency maintenance.

  - There will be a need for more learner autonomy.

  - There will be a need for more individualized instruction as users request language training in a great variety of specific areas (arms control, technology applications, etc.).

  - There will be a move away from textbooks toward authentic material and electronic media as means of instruction.

  - There is and will be a large requirement to maintain proficiency in language trained people in active and reserve components, and perhaps even in the private sector as foreign language speakers leave the armed forces and are required for contingencies.

  - As numbers of forces deployed outside the home nation decrease, and the distance between potentially hostile forces increases, systems of recruiting foreign language speakers and providing initial language training must be developed and protected.

- Systems to track and maintain inventories of foreign language speakers and their current proficiency levels must be developed. This has major testing implications.

- Means to linguistically familiarize spouses and family members for stationing outside their home country should be available

* <u>As forces move away from each other, means of collecting intelligence will change.</u>
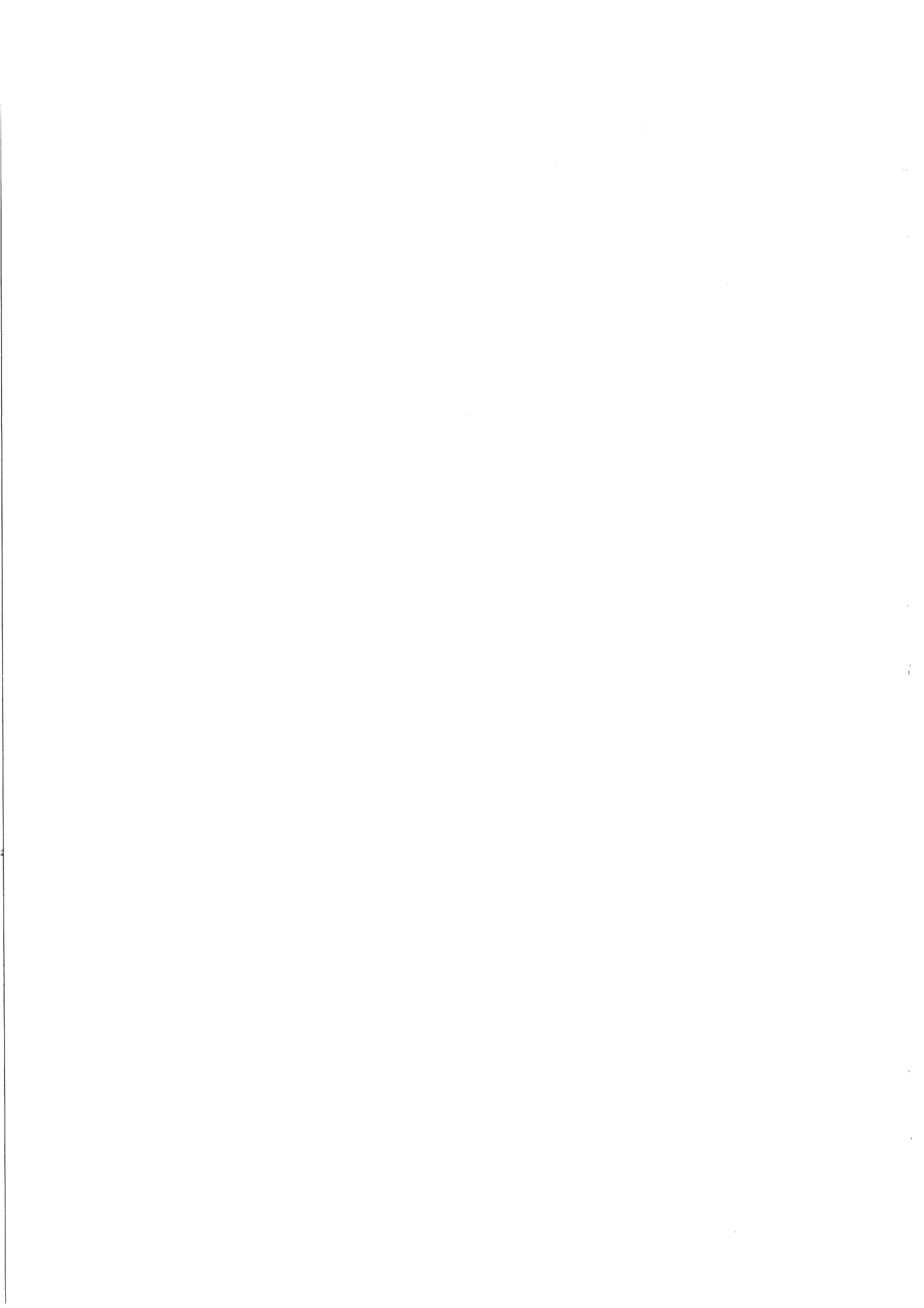
VI. CONFERENCE PHOTOGRAPH
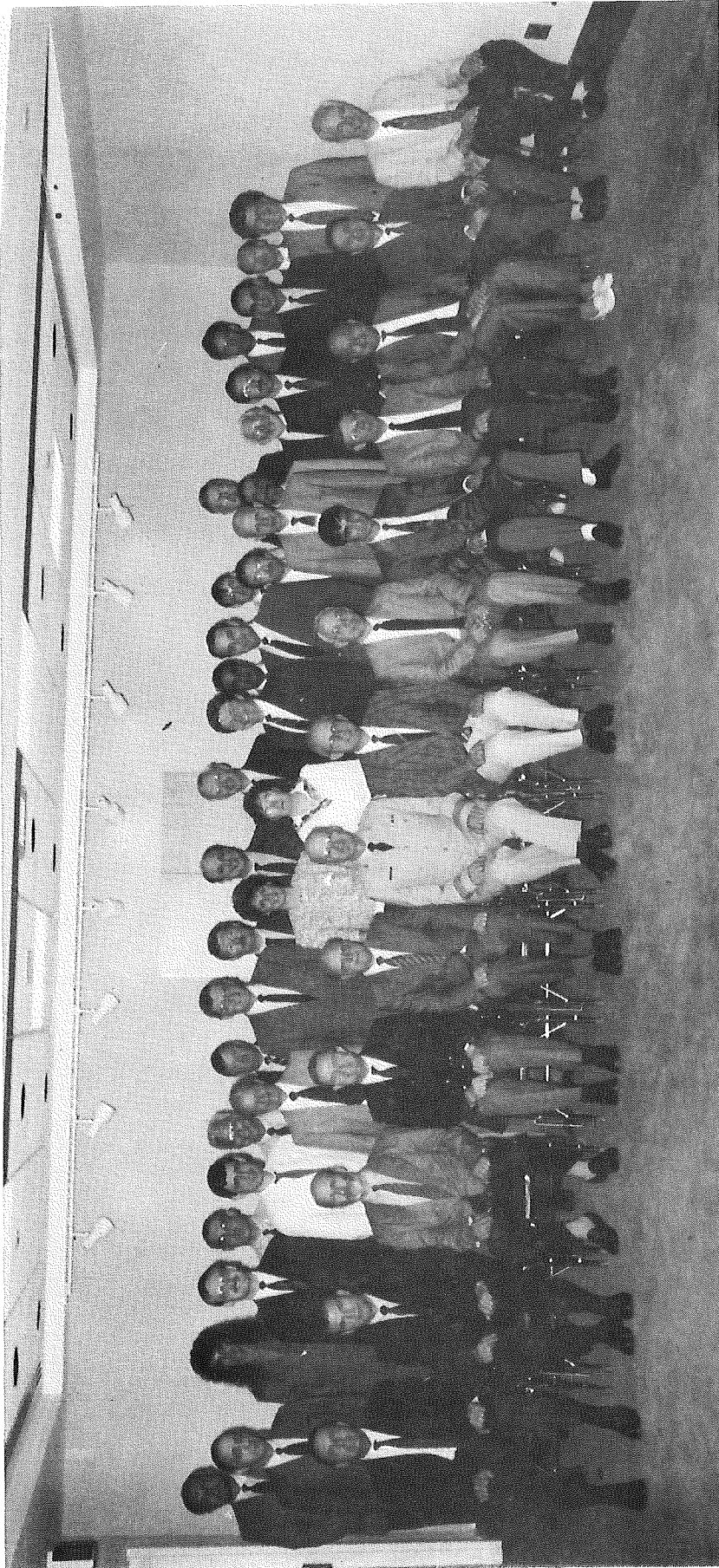
Front Row: Col Angelo Lunardi, Col Francisco Pena Montoro, Mr. David Ellis, Cdr John Foot, RDir Erwin Leben, Colonel Gaëtan Belhumeur, LRDir Josef Rohrer, Col Donald Fischer, Capt Mustafa Samsunlu, LtCol Leen Noordsij, Prof. Frans van Passel, Col Rui Cardoso, Mr. Herbert Walinsky

Second Row: Col Arnaldo Atzeni, RR z.A. Dr. Christopher Hüllen, Mr. Michel Schwarz, Mr. George Worrall, Cdt Serge Lecacher, Miss Madaline Malgieri, Mrs. Suzette Hafner, Dr. Ray Clifford, LtCol Peter Kozumplik, Dr. David Argoff, Dr. Mehmet Hengirmen, Mr. Leo Boudreau, Mr. Brian Rollason, Dr. Rui Curica, 2nd Lt Patrik Rami, Mr. A.-P. Pagé, Mr. Henry Khaiat

Third Row: Col Vito Crainz, Miss Ilaria Savarino, Maj Carlos Rey Terrón, Mr. Frank McGuigan, Mr. K. Jensen, ORR Georg Gerth, Mr. Paul Quattrone, SquLdr Tim O'Hagan, Mr. S. Zein, LtCdr D. Beaulieu, Mr. B. Cahill, Mr. Bruno Jobin

VII. DINNER ADDRESS BY CHAIRMAN BILC SECRETARIAT
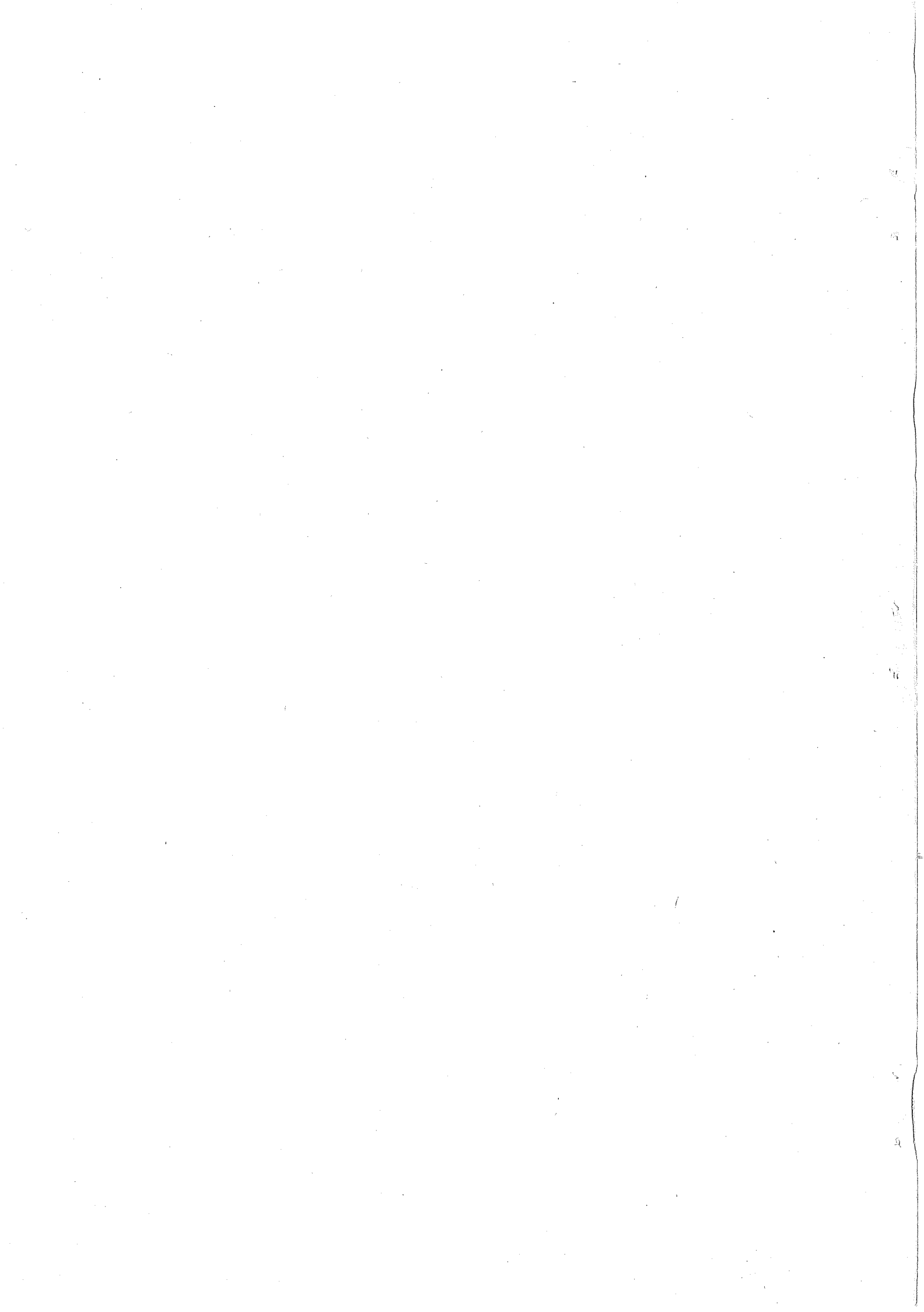
Dinner Address by the Chairman of the BILC Secretariat

General Clements, colleagues, mesdames et messieurs, chers amis,

permettez-moi de vous raconter une petite fable; je vais la raconter en anglais. D'abord une aide lexicale. Les personnages principaux de la fable sont: a centipede = un mille-pattes, an owl = un hibou; a doormouse = un loir.

Voici la fable:

A centipede began suffering cruelly from rheumatism and went to consult the wise owl.

"I suppose that it is most troublesom in the winter?" asked the owl.

"Yes," replied the centipede.

"In that case I would recommend that you become a doormouse and lie up snug the winter through."

The centipede was turning away, delighted, when doubt spread over his tiny features.

"But how do I become a doormouse?" he asked.

"Don't bother me with details," the owl replied, "I'm a policy making owl."

C'est pour la 24^{me} fois que les hibous venant de 13 agences linguistiques ou écoles de langues se rencontrent dans le cadre du BILC. A l'exception de quelques-uns, les hibous de jadis ne sont plus les mêmes. Il n'a plus de hibous qui proposent des projets impossible à réaliser.

It was a wise owl who said in his opening speech on Monday morning that the emphasis of our efforts should be on the use and not on the possession of knowledge, a statement which epitomises the progress that I think we have made in reconciling theory with practice. Thus BILC has come a long way. It's been going in the right direction.

Cette année, pour la 3^{me} fois depuis la fondation du BILC nous sommes venus au Canada. It is our great fortune that we have been invited to conduct our deliberations in a country whose hospitality and "savoir vivre" are proverbial and about which Harold MacMillan once said "If Canada is underdeveloped, so is Brigitte Bardot" and about which Robert Perry has said that Canada's real essence is to agree to disagree, to harness diversity and to respect dissent.

What better place to come to find new solutions to old problems and, in view of the rapid changes in the world, to think about and discuss the future of BILC. A great challenge lies ahead. We will have to meet this challenge with courage, foresight and creativity.

Les événements récents en Allemagne et en Europe de l'Est nous ont ouverts des perspectives entièrement inattendues et totalement nouvelles. Afin de souligner l'importance de cette période dans l'histoire du BILC je vous ai apporté un objet qui, à cette époque l'année dernière, quand nous eûmes notre conférence du BILC à Madrid, faisait encore partie intégrale d'un des

outils et des symboles les plus hideux de l'oppression en notre temps. Je parle du Mur de Berlin. To emphasize the importance of this period in the history of BILC I have brought you an object which, at this time last year, when we were having the BILC Conference in Madrid, was still an integral part of one of the most hideous tools and symbols of suppression in our time. I am referring to the Berlin Wall - die Mauer.

To do to the Wall then, in June last year, what a friend of mine in Berlin did to it only a few days before I left for Ottawa, could have been a suicidal undertaking.

As a German and as Chairman of the BILC Secretariat I have the great privilege of presenting to you a piece of the ill-famed, bloodstained Berlin Wall. The piece from the Wall symbolises what our activities in BILC have been about: the breaking down of walls, so that we can all talk with one another in freedom and peace. Although none of those present tonight (except for the German Delegation, of course) knew of this gift, I am very confident that they all endorse it and the spirit in which I have made it, regarding it as a token of gratitude for our great hosts.