

Bureau for International  
Language Co-ordination

CONFERENCE  
REPORT  
1991

ISTANBUL, TURKEY

BILC SECRETARIAT

Bundessprachenamt  
D 5030 HÜRTH  
Federal Republic of Germany

## TABLE OF CONTENTS

	<u>Page</u>
I. <u>PREFACE</u>	1
II. <u>CONFERENCE ORGANIZATION</u>	
1. Conference Programme	3
2. List of Participants	7
3. List of Presentations	13
III. <u>PRESENTATIONS</u>	
1. The Changing Perspective of Foreign Language Training in the Military with Regard to Recent Innovations <i>Hidayet Tuncay</i>	15
2. The History, Aims and Achievements of BILC 1967 - 1981 <i>George Worrall</i>	31
3. BILC History 1982 - 1991 <i>Herbert Walinsky</i>	41
4. A Paradigm Shift in Language Learning? Language Learning in Europe - a Challenge for the Future <i>Josef Rohrer</i>	47
5. Language Teaching to the Italian Soldier <i>Rocco Viglietta</i>	57
6. A Short Report on Chinese (Mandarin) Language Training <i>John MacFarlane</i>	61
7. Managing Change <i>John Moore</i>	63
8. Suggestopedia - Revisited <i>Frank McGuigan</i>	69
9. Future Direction and Trends at DLIFLC <i>Peter Kozumplik</i>	75
IV. <u>NATIONAL REPORTS</u>	
1. Belgium	77
2. Canada	81
3. Denmark	85
4. France	87
5. Germany	91

6. Greece	101
7. Italy	103
8. Portugal	109
9. Spain	113
10. Turkey	121
11. United Kingdom	125
12. United States	129
13. SHAPE	159
14. Australia (observer status)	163

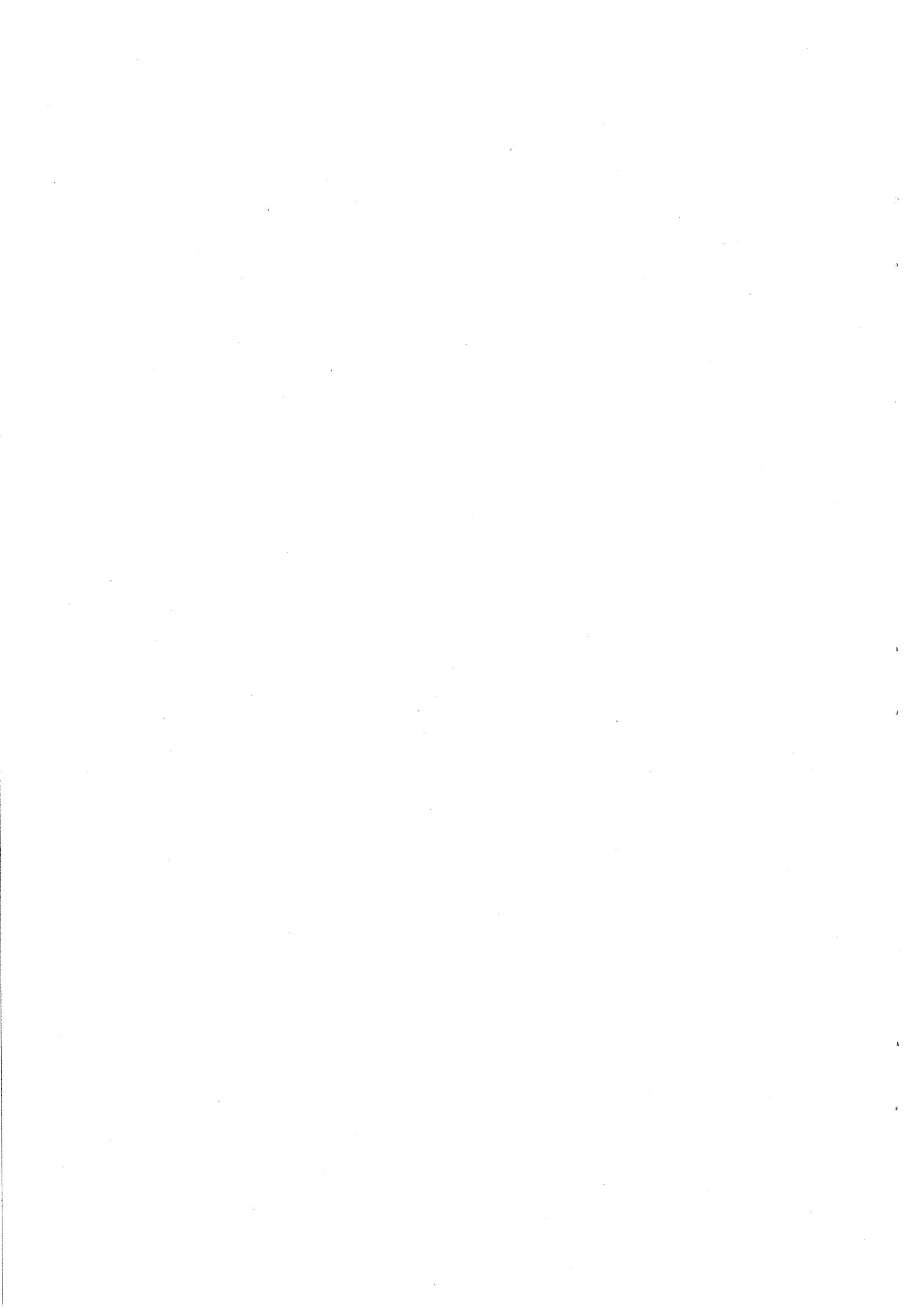
V. STUDY GROUP REPORTS

1. Standing Group on Task Analysis and Testing	167
2. Language Training for Arms Control	169
3. Exchanges Between Member Nations	173
4. Cost-effective and Proficient Management of Language Training Resources	179

VI. CONFERENCE PHOTOGRAPH 181

VII. DINNER ADDRESS BY CHAIRMAN BILC SECRETARIAT 183

## 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, personnel and students among members, which are too numerous to list here.

### Current Study Group Activities

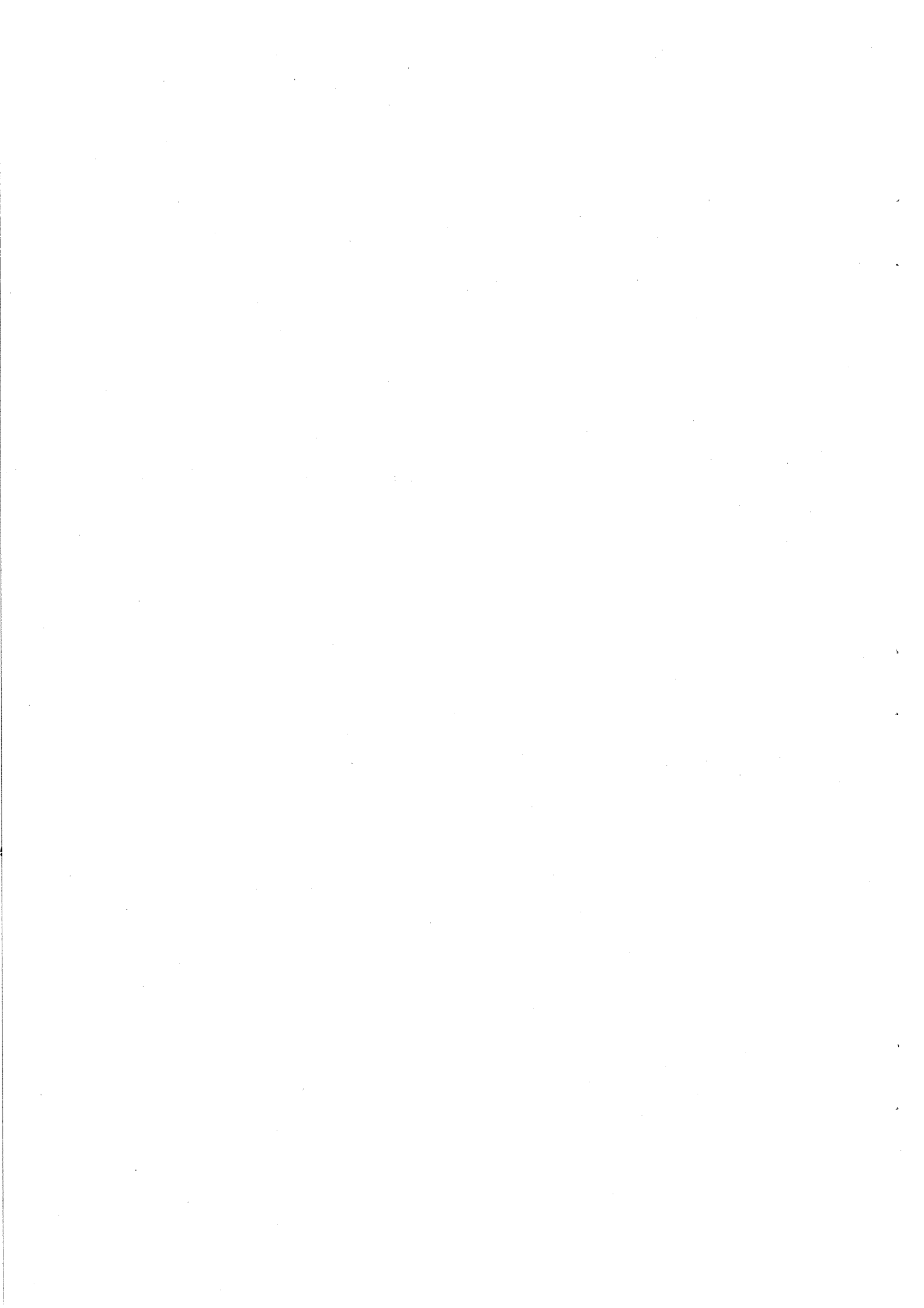
10. The following study groups will convene at the 1992 Conference:
  - "Standing Group on Task Analysis and Testing (SGTT)" (chairmanship SHAPE),
  - "Language Training for Arms Control Assignments" (tentative chairmanship US),
  - "Effective Exchanges within BILC to Meet Present and Forecast Needs" (tentative chairmanship Turkey),
  - "Defining Military Language Requirements" (tentative chairmanship France).

### 1992 Conference

11. The 1992 Conference (to be held in Strasbourg, France, from 08 - 12 June 1992) has the theme "Overcoming Language Barriers to Defence Co-operation, with Particular Regard to Multi-national Forces".



## II. CONFERENCE ORGANIZATION



BILC Conference 1991

PROGRAMME

Date	Time	Event	Remarks
Sunday 09 June 1991		Arrival and accommodation of participants	
	2000 hrs	Welcome party	Hotel Dedeman
Monday 10 June 1991	0745 hrs	Pick up at Hotel Dedeman	
	0830 hrs	Registration of delegates	Conference Hall
	0900 hrs	1 minute of silence - National anthem	Conference Hall
		Opening address	MajGen Osman Ilgaz Col Ö. F. Polat, Commandant, KKLOK
		Administrative briefing	Maj Uysal and BILC Secretary
	1000 hrs	Group photograph	Front steps of Hqs.
	1030 hrs	Introduction on theme by Turkey	Plenary Session
	1200 hrs	Lunch	Quarter's Mess Hall
	1400 hrs	National Reports	Plenary Session
	1600 hrs	Study Group Session 1	Rooms 85, 86, 92, 94
	1805 hrs	Bus returns to Hotel Dedeman	Evening free
Tuesday 11 June 1991	0715 hrs	Pick up at Hotel Dedeman	
	0800 hrs	Steering Committee Working Breakfast-Session 1	Room 85
	0900 hrs	Class visit and training system evaluation in KKLOK	Classrooms
	1030 hrs	Special presentation for 25th anniversary of BILC	By UK and Germany
	1200 hrs	Lunch	Tuzla Military Holiday Camp
	1400 hrs	German presentation	Plenary Session

Date	Time	Event	Remarks
	1600 hrs	Remaining National Reports	Plenary Session
	2000 hrs	Night entertainment	Tuzla Military Holiday Camp
<hr/>			
Wednesday 12 June 1991	0715 hrs	Pick up at Hotel Dedeman	
	0800 hrs	Steering Committee Working Breakfast Session 2	Room 85
	0900 hrs	Italian presentation	Plenary Session
	1030 hrs	Study Group Session 2	Rooms 85, 86, 92, 94
	1200 hrs	Lunch	Quarter's Mess Hall
	1300 hrs	BILC excursion	Sultanahmet
	1900 hrs	Night entertainment (optional)	Grand Music Hall
<hr/>			
Thursday 13 June 1991	0715 hrs	Pick up at Hotel Dedeman	
	0800 hrs	Steering Committee Working Breakfast Session 3	Room 85
	0900 hrs	US presentation	Plenary Session
	1030 hrs	UK presentation	Plenary Session
	1215 hrs	Lunch	Quarter's Mess Hall
	1400 hrs	Canadian presentation	Plenary Session
	1530 hrs	Study Group Session 3	Rooms 85, 86, 92, 94
	1810 hrs	Transfer to Hotel	
	2000 hrs	BILC Dinner	Harbiye Officers' Club
<hr/>			
Friday 14 June 1991	0815 hrs	Pick up at Hotel Dedeman	
	0900 hrs	Writing of Study Group Reports/Steering Committee Report	Each study group chairman
	1030 hrs	Presentation of Study Group Reports/Steering Committee Report, summation of con- ference/open forum	Conference Hall

Date	Time	Event	Remarks
<hr/>			
	1230 hrs	Bus returns to Hotel Dedeman for departure of delegates	
<hr/>			

- Study Group 1: Standing Group on Task Analysis and Testing
- Study Group 2: Language Training for Arms Control
- Study Group 3: Effective Exchanges within BILC to Meet Present and  
Forecast Needs
- Study Group 4: Cost-Effective and Proficient Management of Language  
Training Resources



BILC Conference 1991

LIST OF PARTICIPANTS

CONFERENCE CHAIRMAN

Colonel Polat (Ö. Fazıl)

Commandant, Army Language  
School (KKLOK), Istanbul

DISTINGUISHED VISITOR

Major General Ilgaz (Osman)

Commander, Infantry School,  
Istanbul

NATIONAL DELEGATIONS

BELGIUM

Head of Delegation Professor  
van Passel (Frans)

Professor, Ecole Royale  
Militaire; Directeur, Centre  
Linguistique, Brussels

CANADA

Head of Delegation Mrs.  
Hafner (Suzette)

Section Head DLT 3, National  
Defence Headquarters, Ottawa

Members Lieutenant-Colonel  
Guimond (Denice)

Commandant, CFLS, Ottawa

Mr.  
McGuigan (Frank)

Chief of Training, Department  
of External Affairs, Ottawa

DENMARK

Head of Delegation Senior Lecturer  
Gram (Erik)

Head of Language Training  
Division, RD Army Specialist  
Training School, Copenhagen

FRANCE

Head of Delegation Colonel  
de Bonnières (Jacques)

Deputy School Commandant,  
Ecole Interarmées du  
Renseignement et des Etudes  
Linguistiques (EIREL),  
Strasbourg

Member Lieutenant Colonel  
Castillon (Michel)

Head, Language Wing, EIREL,  
Strasbourg

FEDERAL REPUBLIC OF GERMANY

Head of Delegation	Regierungsdirektor Leben (Erwin)	Deputy Head, Language Services Section, Ministry of Defence, Bonn
Members	Dr. Hüllen (Christopher)	Acting Head, English Department, Bundessprachenamt, Hürth
	Mr. Schwarz (Michel)	Materials Development Section, Bundessprachenamt, Hürth

GREECE

Head of Delegation	Colonel Milonas (Konstantinos)	Hellenic National Defence General Staff, Athens
Member	Major Tsidnidis (Vassilios)	Hellenic Army Language School, Athens

ITALY

Head of Delegation	Colonel Viglietta, Rocco	Chief Training and Regulation Branch, Defence General Staff, Rome
Members	Colonel Ponzio (Aldo)	Chief of Army Foreign Language School, Rome
	2nd Lieutenant Rami (Patrik)	Army Foreign Language School, Rome
	Mr. Quattrone (Paul)	Teaching Co-ordinator, Army Foreign Language School, Rome

NETHERLANDS

Head of Delegation	Lieutenant Colonel drs. Noordsij (Leen)	Commander, Russian Language Wing, School Militaire Inlichtingendienst, Ede
-----------------------	--	--

PORTUGAL

Head of Delegation	Colonel Santos (Norberto)	Language Coordinator, General Staff, Lisbon
Member	Dr. Curica (Rui)	Head, Language Department, Air Force Academy, Sintra



SPAIN

Head of Delegation	Colonel Peña Montoro (Francisco)	Director, Joint School of Languages, Madrid
Member	Major Rey Terron (Carlos)	Language Teacher, ECIFAS, Madrid

TURKEY

Head of Delegation	Colonel Aşkin (Halil)	KKLOK, Istanbul
Members	Lieutenant Colonel Dolapci (Mehmet)	Air Force Headquarters, Ankara
	Commander Oğuz (Necati)	Naval NCO School, Istanbul
	Lieutenant Colonel Akdeniz (Üner)	Air Force Language School, Izmir
	Lieutenant Colonel Baykar (Çetin)	Air War Academy, Istanbul
	Major Köprübaşı (Ibrahim)	KKLOK, Istanbul
	Major Toygar (Tugay)	Observer, Land Forces Training Command, Ankara
	Lieutenant Commander Falay (Kutsal)	Naval High School, Istanbul
	Major Sarp (Ahmet)	Gendarmery LS, Ankara
	Captain Kahraman (Vedat)	KKLOK, Istanbul
	Lieutenant Tuğcu (Serdar)	Naval High School, Istanbul
	Captain Çobanoğlu (Şaban)	KKLOK, Istanbul
	Captain Samsunlu (Mustafa)	Head, Research and Development, KKLOK, Istanbul
	Captain Turan (Nizamettin)	Project Officer, KKLOK
	Captain Tuncay (Hidayet)	KKLOK, Istanbul
Mrs. Özkin (Sedef)	DLI, Ottawa (Observer)	

Mr.  
Aydın (Özgür)

Turkish Teacher, Turkish  
Teaching Center, Ankara

UNITED KINGDOM

Head of Delegation Colonel  
MacFarlane (John)

Head of Education and Training  
Branch, Directorate of Army  
Education, Ministry of Defence,  
London

Members Lieutenant Commander  
Price (Fred)

Directorate of Naval Manning  
and Training, Ministry of  
Defence, London

Squadron Leader  
O'Hagan (Tim)

Language Training Policy,  
Directorate of Training  
(Support and Education) (RAF),  
Ministry of Defence, London

Mr.  
Worrall (George)

Language Advisor, Directorate  
of Army Education, Ministry  
of Defence, London

Mr.  
Moore (John)

Director, Diplomatic Service  
Language Centre

UNITED STATES

Head of Delegation Lieutenant Colonel  
Kozumplik (Peter)

Director, Defense Language  
Institute, Washington

Member Dr.  
Argoff (David)

Associate Dean, Foreign Service  
Institute, School of Language  
Studies, Arlington

SHAPE

Head of Delegation Mr.  
Ellis (David)

Chief, SHAPE Language Center,  
Brussels

AUSTRALIA (observer status)

Head of Delegation Wing Commander  
McArdle (Dudley)

Commanding Officer, RAAF  
School of Languages, Point  
Cook

CONFERENCE ORGANIZATION

Colonel  
Polat (Ö. Fazıl)

Commandant, Army Language  
School, Istanbul

Leitender Regierungsdirektor  
Rohrer (Josef)

Head, Language Training,  
Bundessprachenamt,  
Chairman, BILC Secretariat,  
Chairman, Steering Committee

Mr.  
Walinsky (Herbert)

Head, Western Languages  
Training, Bundessprachenamt,  
BILC Secretary

Lieutenant Colonel  
Gürleyen (Namik Kemal)

Administration and Logistics

Captain  
Samsunlu (Mustafa)

Head, Research and Development  
Section, KKLOK, Istanbul



BILC Conference 1991

LIST OF PRESENTATIONS

SPEAKERS

SUBJECT

Presentation 1:

Captain Hidayet Tuncay  
Army Language School (KKLOK), Istanbul

The Changing Perspective of  
Foreign Language Training in  
the Military with Regard to  
Recent Innovations

Presentation 2:

Mr. George Worrall  
Language Advisor, Directorate of Army  
Education, Ministry of Defence, London  
and  
Mr. Herbert Walinsky  
Head, Western Languages Training,  
Bundessprachenamt, BILC Secretary

The History, Aims and  
Achievements of BILC  
1967 - 1981

BILC History 1982 - 1991

Presentation 3:

Leitender Regierungsdirektor Josef Rohrer  
Head, Language Training, Bundessprachenamt,  
Chairman, BILC Secretariat,  
Chairman, Steering Committee

A Paradigm Shift in Language  
Learning? Language Learning in  
Europe - a Challenge for the  
Future

Presentation 4:

Colonel Rocco Viglietta  
Chief Training and Regulation Branch,  
Defence General Staff, Rome

Language Teaching to the  
Italian Soldier

Presentation 5:

Colonel John MacFarlane  
Head of Education and Training Branch,  
Directorate of Army Education, Ministry  
of Defence, London  
Mr. John Moore  
Director, Diplomatic Service Language  
Centre

A Short Report on Chinese  
(Mandarin) Language Training

Managing Change

Presentation 6:

Mr. Frank McGuigan  
Chief of Training, Department of  
External Affairs, Ottawa

Suggestopedia - Revisited

Presentation 7:

Lieutenant Colonel Peter Kozumplik  
Director, Defense Language Institute,  
Washington

Future Direction and Trends  
at DLIFLC



### III. PRESENTATIONS





The Changing Perspective of Foreign Language Training in the Military  
with Regard to Recent Innovations

Hidayet Tuncay

I. Introduction

Ladies and Gentlemen, distinguished guests, respectable colleagues, it is a great honor for me to deliver a speech to you. First of all, I would like to congratulate you on this occasion of the 25th anniversary of BILC. It is very obvious that you, every member of BILC, did much and worked hard to contribute to the activities conducted in BILC every year.

We are living in a rapidly changing world. The innovations in the field of technology and science will bring us a different perspective of life and language itself. But regardless of how rapidly the world is changing, there are certain realities that we cannot avoid at all. While defining language Chrystal (1987/369) has said:

*There is no doubt that language is a prerequisite for mutual understanding and cooperation between nations. Foreign Language Learning promotes understanding, tolerance, and respect for cultural identity, rights and values of others, whether abroad or at home in minority groups. People become less ethnocentric, as they come to see themselves and their society in the eyes of the rest of the world, and encounter other ways of thinking.*

In this presentation, I plan to give a changing perspective of foreign language training in the military in terms of recent innovations. What are these innovations? As I mentioned above, the world brings us the technological advancements and puts us into a world of changes. These new developments and innovations are Intermediate-range Nuclear Forces (INF) treaties, Arms Control Verifications, and the Conference on Security and Cooperation in Europa (CSCE). With all these subject matters I will cover mainly the perspective on Foreign Language Teaching and Learning (FLTL).

A. Foreign Language Training in the Military

In the Military a target is set for foreign language teaching and it is thought that every institute, foundation or school is responsible for teaching the personnel a language that will meet the requirements of the military in any field of activities in the procedure of education and for training them in accordance with technological advancements and scientific developments. Hence, in foreign language classes, the students and Educated Military Adult Trainees (EMATs) are provided with both technical and essential terminological concepts.

In our Military High Schools the general objectives of foreign language teaching are as follows:

1. In a four-year education from the preparatory classes to the last grade, to teach a foreign language to the students within a step by step procedure by improving their four language skills and by having them use these skills throughout their educational process.

2. To train and enable them to speak the language at a normal rate of speaking and to understand the spoken language.
3. To train them to express their feelings, thoughts and ideas in the target language.
4. To educate them in the foreign language in order to render them capable of tolerating cultural aspects other than their own, thus internalizing these foreign cultural values without prejudice.
5. Finally, the school tries to enable them to progress in their language learning activity on their own by helping them to develop positive attitudes towards learning the language independently.

As for the Military Academies several measures are taken into consideration in order to design a language learning project. This is not an individual language learning program but the cadets are expected to achieve a basic level of proficiency:

1. to follow a conference, a speech, a discussion etc.,
2. to explain a complex military activity or mission in the target language,
3. to carry out military instructions in the target language,
4. to comprehend and follow the technological and scientific developments through communication media,
5. to use their interlanguage in social interaction as required,
6. to make progress in language learning towards an occupational level,
7. to be able to meet the optimum requirements of the occupational activities.

In the Military Language Schools (Army, Navy and Air Force) Educated Military Adults (EMAs) are trained in different languages such as English, French, German, Russian, Bulgarian, Greek, Persian, Arabic, and Turkish (for foreign military personnel only).

In the Army Language School (ALS) the languages mentioned above are taught, whereas in the Navy Language School German is taught and in the Air Force Language School only English is taught. In the ALS the objectives in teaching these languages can be listed as follows:

1. to train the personnel in the target language in order to enable them to cope with expected possible tasks abroad,
2. to give prior education in foreign language training for the follow-on courses abroad,
3. to teach and give practice of military terminology as required.

The main objective of the ALS is to train the EMAs for the expected international posts and long/short term courses. The course contents in foreign language teaching are based on the acquisition of the target language up to a certain level as well as on the accomplishment of four

language skills: listening and reading comprehension, speaking and writing.

## B. Foreign Language Training Policy

The Foreign Language Teaching Policy in the military with regard to EMAs is to enable them to have proficiency in essential language learning and to provide them with required task-based courses for the international posts. But teaching English in the military has the prior importance and most of the courses are based on English language learning. In the ALS, the EMAs are trained in both intermediate and advanced phases of English. Most of the EMAs, having succeeded in foreign language learning, may take part in the *General English Proficiency Examination* (GEPE) conducted by the military in several languages every year. The personnel, who have made a satisfactory score in the GEPE, in accordance with STANAG 6001, will be assigned to international duties.

Specifically the Foreign Language Teaching Policy in the military is to provide the personnel with a language, which is mostly English in terms of several aspects. In the ALS, language teaching is a post-school training and due to many reasons we have to integrate our objectives of language teaching and training of EMAs parallel with the Council for Cultural Co-operation (CDCC) of the Council of Europe. The following components are the ones that comprise our language training objectives in the military:

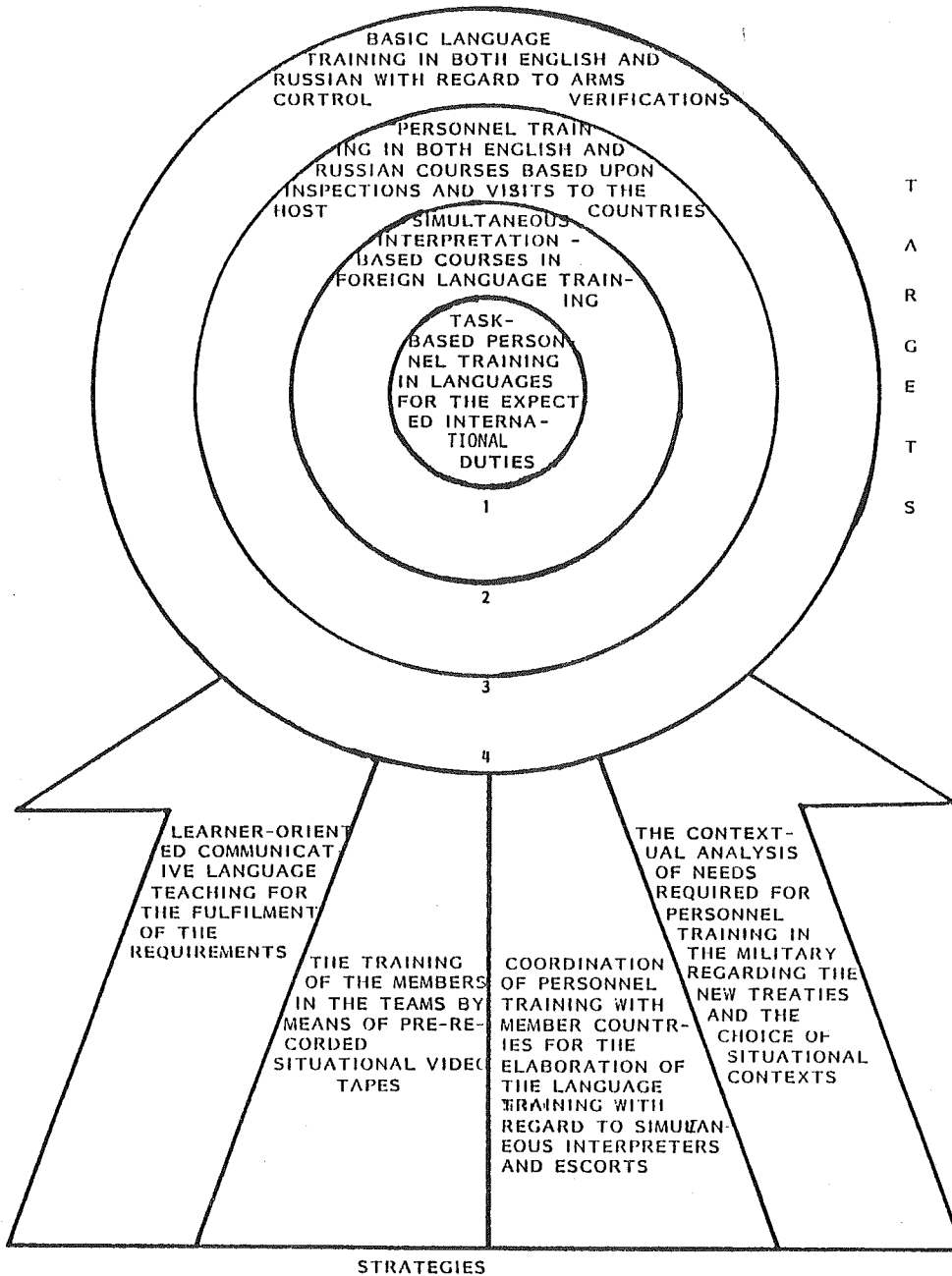
1. The arrangement of effective learning in adult language education in keeping with the requirements of the military.
2. The development of a means of information exchange on the innovative practices in the field of adult education.
3. The establishment of a network for the expertise, materials and documentation in terms of *Duty-Oriented Foreign Language Learning* (DOFLL).
4. The implementation of a DOFLL for future purposes in the military.
5. The integration of specific objectives for DOFLL with plans for personnel development, social skills and cultural interests.
6. The implementation of a military language training program to render the EMAs and other personnel capable of reaching a certain level of language proficiency (STANAG 6001 Level three) and to enable them to carry out military tasks.

## II. New Targets and Objectives in Language Training in the Military

The changes in the world are now being effective in the curriculum design of foreign language teaching in schools and institutes in the military; and the objectives of foreign language training are also based upon these innovations. Turkey's participation in *Confidence and Security-Building Measures* (CSBMs) will carry some responsibilities and therefore, in-country language training and a syllabus for EMAs' should be renewed. In this respect, the course contents, the personnel foreign language training program, curriculum design and new requirements for foreign language training would be based on these new developments.

In the military, upon these changes, we strictly believe that we have to implement new measures for courses in essential foreign language training. These innovative changes will also bring a new perspective to language teaching in the military and it would be a new area of Foreign Language Teaching for Specific Purposes in the Military (FLTSPM).

The following figure might be useful in explaining the new targets and strategies that we should be able to implement and carry out for personnel training and to change the curriculum so that it might meet the requirements of the future activities in foreign language manipulation.



## A. Needs Analysis

The answer to the question "What should we teach?" entails an analysis of needs in the language teaching and learning activity. Anyone who designs a syllabus on materials and instructional techniques in language learning should make his own assumptions about the nature of language and the process of learning and teaching. These assumptions will also be helpful in the implementation of the targets and in defining the strategies of a foreign language course.

The assumptions below will help us point out the needs of our trainees in a language training procedure for some specific purposes:

1. The course content that will be utilized.
2. The goals that will be achieved in foreign language teaching and learning.
3. EMAs' orientation of language teaching for international treaties which have been implemented so far.
4. The linguistic ability chosen seems to be most effective in foreign language teaching.
5. The most important language skills having prior importance in language teaching phenomena.

Having taken the needs into consideration, it is impossible to avoid such topics in the course content in order to participate in the treaties being under the control of participating countries. As far as I am concerned, the activities in START, SALT, INF and so on will not only provide effective verification of the obligations of the treaty, but will greatly increase the mutual confidence that is essential for a sound strategic relationship as well. Consequently, the language will play a crucial role in national and international affairs in these subject matters.

A detailed analysis of needs will be based upon the following subject matters regarding the course content for training the members of teams for inspection and Arms Control regime as follows:

1. On-site inspections
2. National technical means of verification
3. Verification objectives
4. Information exchange
5. Vocabulary and phrases for INF inspections
6. General inspection phrases
7. Everyday terminology
8. Safety terminology
9. Colloquial terms for treaty terminology

10. Colloquial terms and phrases

11. Nuclear and space talks, negotiations on chemical weapons

Besides, regarding the course content, any member of a team might be in need of such vocabulary and terminology as in the circumstances he is exposed to. The terminology will be helpful if it is designed in English, Russian, Bulgarian or also in German. The Turkish General Staff (TGS) established an Arms Control Verification and Disarmament Group and the personnel working in this group are being trained on the subject matter. For those people, who will be assigned to posts abroad, the course content both in English and Russian might include the following:

1. informal conversation topics such as family, transportation, money, sports, the weather, travelling, food, and culture,
2. military service; conditions of service, training, active service experience,
3. service abroad; conditions, requirements, circumstances,
4. local conditions; environment, pollution,
5. military equipment,
6. current political developments,
7. health,
8. the communication media.

We have to consider the list above separately in teaching English, Russian, Bulgarian and German. The order of the topics might be changed according to the language taught and the country concerned. These are the necessary components that will make up a course and the expected syllabus, that would be designed, could be based upon both Military Terminology and the original context of treaties on Arms Control and INF verifications etc.

B. The Analysis and Renewal of the Curriculum in Terms of Innovations

The EMAs are trained in the language schools in the Military and most of them learn primarily English and some of them are trained in Russian, French, Bulgarian, Arabic, Greek and Persian. So far it has been obvious that we train the EMAs in the Language Schools in order to render them proficient in English Comprehension Level (ECL) tests. In addition to that, the EMAs are also trained in the basic military terminology. In teaching English in the ALS, the American Language Course (ALC) books are used and I believe, those books help them increase their listening and reading comprehension levels and prepare them for ECL tests. The courses, conducted in the ALS are not task-based courses either.

In view of Turkey's participation in Arms Control Verification, and INF treaties, our curriculum should be renewed and also national and international cooperation on the language(s) that will be manipulated in the treaties, negotiations, and inspections should be considered so that we have a sound agreement on language teaching and learning.

In the teaching of essential English, we have so far followed ALC books based on the audiolingual method. This method does not give satisfactory results because the course is not designed for the EMAs' communicative use of the target language. The ALC books have been revised by the Defense Language Institute, English Language Center (DLIELC), Curriculum Development Section, but the ALS has not received those books yet. The revised versions of those books have been designed for communication purposes and the course is designed for adult military students. In *Familiarization with the New American Language Course Module*, it is said that the course books are designed to provide the students with a realistic language relevant to their life-style. In these books, the student is given step by step instruction from the basics of survival English to the level of fluency and communicative proficiency.

Every language teaching method has merits as well as points in which it fails. This is true of the recent communicative approach. That is why we prefer to use an eclectic method in which the effective points of the other language teaching approaches can be used. In the audio-lingual method, near native language is encouraged by helping the learner overcome his native language habits and learn new habits in the target language. In the communicative approach, the student will become communicatively competent so that he uses the target language appropriately in a given social context, and the student will also manage the process of negotiating meaning with interlocuteurs.

In the renewal of foreign language teaching curricula in the military (mostly for teaching English, Russian and Bulgarian) we have to pick out a selected vocabulary, and the course content will be directly related with treaty language(s). This type of language will sometimes be formal and at times informal. But the purpose is to set up a course which will manipulate communicative ability in these languages. The communicative ability can be based on some common words and phrases mentioned in the *INF Inspector's Reference Aid* and the *INF and Arms Control Glossary*.

Therefore the goal that EMAs should achieve at the end of such a course are as follows:

1. to reach at least Level Two (Plus) or Three (STANAG 6001),
2. to carry out formal and informal conversations,
3. to follow military technical and tactical instructions,
4. to be familiar with the terminology and to be able to use them in social and military contexts appropriately,
5. to comprehend and participate in the use of conversational terms for inspections,
6. to be proficient enough in using the target language for occupational purposes,
7. to write short reports and accounts of the activities.

For the achievement of the required goals in foreign language teaching, task-based courses are set up and the objectives are manipulated for accomplishing the expected task abroad.

### 1) Task-based Courses

In the design of the curriculum, the task-based courses will be taken into consideration at the very beginning because this foreign language teaching process is necessary for the achievement of the objectives. In a task-based course, the trainees will learn the foreign language for the fulfilment of the task and consequently the actual foreign language learning activities are designed through scenarios prepared in advance. So, for the accomplishment of this purpose, there might be different situations and contexts through which the foreign language learning activities are conducted. The following items might be considered as the bases and purposes of the task-based courses:

1. helping learners perform the task through the manipulation of the target language,
2. making them familiar with the activities through authentic materials,
3. orienting them on the task-related activities conducted in different military areas,
4. enabling them to use necessary military instructions for the completion of the tasks.

Having listed the purposes of the task-based foreign language course, the choice of activities in the course format will surely be more significant than its manipulation. In fact, the communicative approach will be utilized in teaching the target language. Yet, the personnel, who have attained the necessary fundamental instructions of the target language, will be instructed communicatively. So, the activities chosen for oral communication in the target language might be listed as follows:

1. meeting and welcoming the team members from each participating country,
2. giving a brief information on the on-going activities in the military installation,
3. delivering speeches on military activities being at issue,
4. developing socially-contextualized conversations between members,
5. discussing and exchanging ideas on the treaties agreed upon recently,
6. carrying out conversations concerning the military fields,
7. declaring contacts being under process between the military institutions,
8. exchanging ideas between academics and experts in the military studies and related topics,
9. having cultural and sportive events between members of armed forces.



The subject matters above might possibly be the guidelines of a course format for a task-based instruction in the military for the achievement of the proficiency Level Three as required by STANAG 6001.

2) The Use of Situational Video Tapes for Communicative Purposes

Having pointed out the objectives of foreign language teaching in the military, the trainees are expected to undertake some linguistic functions in the target language which the courses are based on. These functions will mostly be designed for oral communication skills rather than writing and reading. The prerecorded situational video tapes will help us carry out the foreign language functions for oral interaction. These video tapes, recorded during on-site inspections in any participating country, might be a guide for sample communication media in oral interaction. For instance, the actual situations recorded both in English and Russian will be a real setting in order to get the EMAs acquainted with the social, military environment during the in-country foreign language training. The pre-recorded video tapes might also include situational dialogs and authentic materials pertaining to real life environments.

Our target group in teaching a foreign language will be the personnel who will participate in INF Inspections and Arms Control Verifications. The use of pre-recorded video tapes for the purpose of helping learners' achievement of oral interaction and the instructional aims of these tapes are quite clear. First of all, the tapes might include a military drill, activity, briefing, the phases of inspection and some other different situational activities during the visits to the host countries.

The language function expected of these video tapes is to familiarize the personnel with the military situations and the terminology used in actual context and interaction.

With these situational, pre-recorded video tapes, the EMAs will have to be systematically trained to achieve the various language functions such as oral communication, listening comprehension and the manipulation of contextual vocabulary in the target language. The following scenarios might be used as samples for situational video tapes on a task-based course format in foreign language training for specific military purposes:

SCENARIO 1

I. Communicative Purposes

A short briefing on the arrival of on-site inspection groups.

II. Setting

In a briefing room on a military base or at the headquarters of the host country.

Participants

Members of inspection teams from participating countries.

Topics

The overall purpose of the military activity; organisation, information about inspection areas in the host country.

Channel

Addressing a group of professional military people in a formal atmosphere.

III. Stages of Interaction

A welcoming speech, introducing oneself and the others formally, explanations on the inspection plan.

Expected Trainee Input

Listening to the briefing, understanding the content, asking questions if necessary.

SCENARIO 2

I. Communicative Purpose

Detailed questions about the arms during on-site inspections.

II. Setting

On-site inspection area in the host country and on a military base.

Participants

The members of teams from the host and participating countries, escorts and simultaneous interpreters.

Topics

Verifications of the arms control treaties, inspection procedure in the area declared in advance.

Channel

Face to face oral interaction.

III. Stages of Interaction

Explanation of the requirements in the treaties, confirmation of the activities conducted on the base. Reaffirmation of the data notified in advance, carrying out instructions in formal and informal language, confirmation or disagreement about the information given.

Expected Trainee Input

Following up formal and informal conversations, taking part in conversations as an interpreter or escort or a team member, making closing remarks.

### SCENARIO 3

#### I. Communicative Purpose

Leave taking and closing remarks after on-site inspections.

#### II. Setting

The commander's office or a briefing room at the headquarters.

##### Participants

The commander of the base in the host country. The visiting members of participating states for on-site inspections. Inspection team members of the host country, interpreters and escorts, correspondents, press agencies etc.

##### Topics

Satisfactory outcomes of INF inspections in the host country. A genuine verification report on arms control. The follow-on negotiations of future plans of disarmament. Some comments on the host country's consideration of negotiations.

##### Channel

Face to face interaction.

#### III. Stages of Interaction

Closing remarks by the member countries. Social interaction within a military environment. Discussion on the disagreed item of the negotiations.

##### Expected Results of the Trainees' Input:

Paraphrasing, expressing thanks and appreciation. Summarizing, expressing agreement or disagreement. Leave-taking from the base and host country.

### III. The Design of Oral Proficiency-Based Foreign Language Training

In learning the target language English, Russian or Bulgarian, the trainees should achieve the proficiency Level Two (plus) or Three (STANAG 6001) in oral communication in accordance with the principles of the communicative approach. The Oral Proficiency-Based Foreign Language Training (OPBFLT) in the military has not been set up as a different course yet. But I believe we have to have an evaluation and training criteria for oral proficiency. For the communicative purposes we might use authentic materials such as video tapes, situational contexts designed to serve the purpose, treaty scripts, vocabulary and also terminology. The foreign language teaching principles and the materials or components might be synchronized as required. Diane Larse-Freeman (1986/132) explains the use of the target language a great deal through communicative abilities such as games, role plays, and also in problem solving tasks. The predominant activity in learning a foreign language is to use the target language communicatively in order to be successful in the manipulation of Oral Interaction.

Simultaneous interpreters and escorts might also be trained for the purpose of simultaneous translation. However, they should accomplish oral communication activities in a different context and manipulate the target language for task-based purposes in interpretation and escorting services during inspections and verifications.

#### A. The Effective Domain in Principle

In designing OPBFLT, the effective domain in principle is that it should be a learner-oriented and task-based course. Our goal in training the members of the team for Inspections and Arms Control Verification is to enable them to carry out the duties and to utilize the target language communicatively. Besides, the EMAs are also responsible for learning the strategies of communication and for overcoming the terminological difficulties. The final principle in training the escorts and simultaneous interpreters is to have them follow the procedure in accordance with Perkins and Oller's (1980/86) description of the five levels of overall proficiency of the oral interview; so they will:

*be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations or practical, social and professional topics.*

The guidelines which will be effective in principle will lead us to Level Three in the acquisition of oral communication skills in the target language.

#### B. Linguistic Concepts

The concepts can be viewed as functions and notions of the target language. The functions that the EMAs will need to learn are describing, identifying, explaining, giving information and making short comments etc. These functions will be based on their foreign language communication ability. As for the notions of the target language we might have specific notions that directly determine our choice of individual topics and general notions which are specific and appropriate to a large variety of topics and situations of the target language with regard to the context of the syllabus.

### C. Testing and Evaluation

Testing and Evaluation is a very important phase of foreign language teaching in the military, because the criteria covering the level of proficiency the EMAs should achieve is the process of evaluation of language learning aptitude.

The EMAs' testing and evaluation is carried out by the TGS through the GEPE and also through similar tests in the other foreign languages. They are conducted in order to select the personnel who will satisfy the objectives set in respect to the criteria defined in advance and these objectives are drawn out from the task requirements. This type of examination will be a proficiency-based test because they will be evaluated in four language skills separately. The GEPE conducted in the military every year might not be elaborate enough for choosing the personnel for tasks such as simultaneous interpretation and escorting services. This examination and its evaluation will consequently be a job-related activity and the examinees will be evaluated in accordance with STANAG 6001 for Level Three and such a test would rather be the evaluation of speaking performance.

### IV. Conclusion

In this presentation, I have tried to cover some changing foreign language training objectives in the military concerning task-based courses which are having the objectives of recent treaties and Arms Control Verifications. Which possible activities would be put in action for the implementation of new plans that will be based on essential foreign language training in the military has also been emphasized. However, the main idea is to touch upon these following points:

1. to be in cooperation with member countries in BILC on such issues in order to have an integration on the improvement of a new curriculum,
2. to exchange foreign language teaching and training programs with leading countries which have developed such programs, and also to work in close cooperation with member countries,
3. to exchange ideas about how to accomplish testing and evaluation on this type of language training,
4. to teach the target language/languages, that will be manipulated in common activities, up to a certain level so that the personnel could be able to fulfill their duties,
5. to conduct foreign language teaching, if required, in the target country in which controls and verifications will be carried out.

Thus, the teaching and training of foreign languages will be conducted through task-based courses and Oral Proficiency should be achieved in accordance with STANAG 6001.

A brief foreign language teaching process concerning the Military High Schools, Military Academies and specifically the Army Language School has been touched upon. The guidelines given in this presentation might not completely include the overall foreign language teaching objectives; but they might be the milestones of our objectives. The

workshops will help us produce a more detailed view of in-country foreign language teaching and of further discussion of verifications, objectives and clarification of actual targets.

References and Bibliography

- BRUMFIT, C. J. 1984. General English Syllabus Design. Pergamon Press. Oxford.
- BURT, Richard. August 1990. The Strategic Arms Reduction Talks: a look at end game and beyond. Nato Review. Printed in Belgium.
- CHRYSTAL, David. 1987. The Cambridge Encyclopedia of Language. Cambridge UP. Cambridge.
- DOGGETT, Gina. 1986. Eight Approaches to Language Teaching. Center for Applied Linguistics. Washington.
- Familiarization with the new American Language Course. M 780 Tryout edition. January 1989 DLIELT San Antonio Tx.
- FREEMAN, Diane Larsen. 1986. Techniques and Principles in Language Teaching. Oxford U.P. Oxford.
- HAFNER, Suzette. 1990. Proficiency-based Curricula and Testing in the Military Language Training. BILC Conference Report Ottawa. Canada.
- INF and Arms Control Glossary - INF Inspector's Reference Aid. March 1990. Defence Language Institute Foreign Language Center. Monterey. California.
- K.K.K.: Ö.K.K. - 14 Öğretmen Kılavuz Kitabı. 13 Haziran 1989.
- Kara Kuvvetleri Lisan Okulu Yönergesi. KKY 172/2 K.K. Basımevi ve Basılı evrak depo müdürlüğü. 1986. Ankara.
- Language Learning in Europe: the Challenge of Diversity. Report of the Council for Cultural Co-operation. Strasbourg. 1989.
- MCDONOUGH, Jo. 1984. ESP in Perspective: A Practical Guide. Printed in G.B. by Hazell Watson and Viney Limited.
- XII. MİLLİ EĞİTİM ŞURASI. 18-22 Temmuz 1988. Millî Eğitim Basımevi. 1989. İstanbul.
- OLLER, John W. Jr., KYLE PERKINS. 1980. Research in Language Testing. Newbury House Inc.
- TSK Eğitim-Öğretim Kurs-Tatbikat Prensipleri. 1988. MT/164-1 Genkur Basımevi. Ankara.
- Treaty on Conversational Armed Forces in Europe.
- Van EK, J. A. 1977. The Threshold Level. Published by Longman group limited. London.
- Vienna Document 1990
- YALDEN, Janice. 1987 Principles of Course Design for Language Teaching. Cambridge U.P. Cambridge.



The History, Aims and Achievements of BILC 1967 - 1981

George Worrall

I stand before you a lucky man. I have attended 18 of the conferences which have taken place since BILC set out on its distinguished career. We who as civilians tend to remain in our jobs for several even many years enjoy the benefits of BILC perhaps even more than do our military colleagues whom we service and work alongside. We undoubtedly get the more regular opportunities to reinforce our international contacts and friendships. There are those here today who have been associated with BILC even longer than I. Most of them too are civilians. They will know exactly what I mean. Let me also just say that I would not have managed my own job as well without BILC and I certainly would not have enjoyed my work nearly half as much.

So this is a celebration of a professional organisation and for many of us a span of friendships and shared experiences which have without doubt contributed in modest measure to success in winning the cold war, restoring democracies and facilitating united responses to the complexities of the problems which continue to face military alliances. Unfortunately it is not possible to give a scientifically valid account of the role of language in facilitating our understanding of each other and of the threats and challenges which we confront together. Our weakness lies in our inability to prove just what our contribution has been - and still is to national and allied interests. Our strength should be that no-one could venture to dismantle BILC which is a focal point for international understanding via language competence without serious consequences.

That said, my credentials for presenting you with the history, aims and achievements of BILC from its beginning up until 1981 are that for much of that period I was Secretary to the organisation.

Prelude

The very first job I had when I left the Royal Air Force was to assist the Secretariat in the preparations for the 1972 Conference of the Bureau for International Language Co-ordination (BILC) which took place at Eltham Palace where I work. 'It will be a good bloodying for you', suggested the conference secretary ominously. I hoped I would not be as bewildered by the events to come as I was by the title. I have no doubt that most newcomers to BILC are equally puzzled. You will note that not all full members of BILC have been awarded one of these world famous portraits. But I wish the artist had not forgotten Greece. As there is no pure B sound in Greek the Greek representative would have been saying MPILK. May you all forgive me my little jokes! (Annex A)

The first surprise which awaited me when I arrived at Eltham Palace on the day when the delegates were assembling, was that I was greeted both enthusiastically and very warmly by the then Director of Army Education, a Major General. I was somewhat flattered by this welcome. I later realised that the Director could only have taken me for an official delegate from overseas, rather than a newly appointed member of his staff. It may also be that my years of service as an RAF Navigator have given my face a fixed suggestion of jet-lag.

The second surprise was that of being confronted by an excited man who was undoubtedly English but who insisted on addressing me in French. 'Où est l'officier français? Je suis de la presse'. 'Il n'est pas encore arrivé, peut-être' declared I hopefully, which seemed to satisfy the enquirer, as if but to hear a foreign language had made his journey worthwhile 'Say fellah, where can I get my soot pressed and my pants cleaned' intoned a second and evidently all-American voice. It was at this point that I realised that BILC might be somehow different from the sanctimonious and erudite gathering I had imagined it to be. I began to get the impression that this assembly was just as likely to be familiar with carburettors as they were with the subjunctive mood. But the latter enquiry left me still somewhat bemused about my own contribution to this international gathering. Events have proved that I had no cause for alarm; and, incidentally, to this day he does remain the only man whom I ever intentionally took the cleaners.

### The Origins of BILC

In the early 1960s there was growing awareness among allied powers who had interests in Europe that they should and could help each other in language training matters. The existence of NATO and the level of international cooperation which the alliance required served to focus attention on the common problem of communication across language frontiers in times of peace as well as in times of war.

The idea of an international organisation committed to fostering common interests in language training techniques and to examining associated problems came to be discussed at a number of meetings held at different locations in Europe over the period 1962 - 1966. The last two of five such meetings were held at Eltham Palace, which is now the HQ of the Royal Army Educational Corps in London where agreement was reached to set up a permanent body to co-ordinate matters of international interest in the sphere of language training for the armed forces. The future was further assured when the United Kingdom army representatives expressed readiness to provide the Secretariat for what was recommended should henceforth be known as the Bureau for International Language Co-ordination, whilst at the same time the Ministry of Defence of the Federal Republic of Germany as it then was offered close support for such a Secretariat. So, the Bureau held its inaugural conference at Eltham Palace in January 1967. I rejoice to be standing before you on the 25th anniversary of that event. In fact 25 conferences ago little did I know that I was preparing myself for this special occasion in Istanbul by achieving a modest qualification in spoken Turkish though I fear my 2200 pass has become rather rusty with the passage of time. (Annex B)

The Ministry of Defence's formal recognition of the Bureau for International Language Co-ordination was given in an MOD Memorandum dated 26 July 1966 which responded to the Director of Army Education's suggestion that the Secretariat be provided by what was then the Institute of Army Education at Eltham and proposed its responsibilities as follows:

- a. The dissemination to participating countries of information on developments in the field of language training by means of a bulletin.
- b. The convening of an annual conference of participating nations which would review the work done in the co-ordination field and in the study of particular language topics.

In addition the memorandum invited participating countries to circulate reports on projects and research into such matters as instructional techniques and the use of associated equipment.

### Membership

In 1967 Canada, France, Germany, Italy, the United Kingdom and the United States, with observers from Belgium, Turkey and SHAPE, became the founders of the organisation as it is today. I wonder how many of the distinguished representatives of our host country here today are aware that Turkey too has had links with BILC from its very first conference of 25 years ago. I think that deserves a round of applause, don't you?

By the end of that first year Belgium and the Netherlands had joined and Denmark and Greece were showing interest. We may all be surprised to know that the records show that in 1969 Australia sent an observer to the conference, whilst in 1971 Luxemburg made a brief appearance.

But before David Ellis gets too fretful, and where would BILC be without David, it was in 1975 that SHAPE's important role as a regular contributor to the conference became recognised and it became an associate member. I have therefore allocated SHAPE its own viewfoil (Annex C). In 1978 Portugal joined and by 1981 when the duties of the Secretariat were handed over by UK to Germany BILC comprised 9 full members and one associate member.

I will leave it to my very capable successor, Herbert Walinsky, who took over as Secretary in 1981 to take matters about membership on from there after I have had my say. But perhaps he will just allow me to mention Denmark's reappearance at the 1986 conference in the USA. The Danish delegate appeared on day one, left and just did not return. Rumours abounded. He had been seen heading for a motel with two or three slim blond escorts and a crate of whiskey. We did not know whether to express envy or anger. The audacity of the man! He was making BILC too much of a good thing - breaking all traditions etc. etc. Truth was he had retired to bed rather ill and had spent the entire week recovering without one single visitor.

Further examination of the records reveals that it was not until 1969 that a conference programme appeared. In 1970 a BILC working party was designated as the Administrative Group which was charged to discuss the next conference, the next bulletin and 'other practical BILC matters'. Here we have the embryo, I think, of what was to become the present Steering Committee, and by the 8th conference the Administration Group had indeed become the Steering Committee and it was promoted from 1 hour to 2 hours of programme time. Present members of the Steering Committee will realize that those were indeed more relaxed times. It was also at the 8th conference that Study Groups became formally known as such.

Between 1972 and 1976 BILC worked on an international system for measuring foreign language proficiency. In October 1976 our persistence was rewarded by the introduction of STANAG 6001 which formally acknowledged the Standard Language Profiles which we all know use and understand.

In 1978 after some skilful lobbying and representation by our members NATO recognised the useful role which BILC had to play and a letter was circulated which said:

a. that BILC should be recognised as a consultative and advisory body concerned with language training matters, and should be consulted by the Joint Services Sub Group on behalf of the EURO-NATO Training Group on any such matters that may arise. Similarly any advice or development which BILC wishes to offer or make known to EURO-NATO Training Group should be put to the JSSG for further transmission.

All NATO member nations were asked to recognise BILC's status in this capacity.

In the late 70's the professionalisation of BILC became finalised by the adoption of Rules of Procedure. These set down in writing the purpose of BILC, how it was to operate, its basis for membership and above all, perhaps, the mechanism by which it enacts its policies. I can well remember putting the finishing touches to the final draft version which went to the Steering Committee in 1979 for final approval. It was very late at night, right after the week's excursion I think. Work in BILC matters in anti-social hours is not uncommon as I'm sure many of you, not least the present Secretariat, know well enough.

Round about the same time I completed work in the first version of Notes for Guidance of Host Countries. If I had an ulterior motive for seeing such a document in the hands of all member nations it could not have been better rewarded.

At one time the venue for the conference was always in London at Eltham Palace. It is certainly thanks to Germany who first invited members away from London for the 1974 conference at the Bundessprachenamt that we are here today in the wonderful city of Istanbul. For Germany established a tradition of each country taking a turn at hosting the conference as a result of which many of us have enjoyed many rewarding experiences. Even though the official languages of the Conference have always been English and French I for one have been encouraged to sample more languages than might otherwise have been the case. Anyway, by 1981 the Conference had been held in the UK, Germany, Canada, the USA, Belgium, SHAPE and France with more yet to come. In addition between conference seminars on special topics have been arranged by different countries. One at SHAPE considered the problems of English language training, Russian and German language training have been considered at seminars in Germany and there has been one on Arabic training which took place in the UK.

I have mentioned Germany's important contribution to BILC more than once. I shall do so yet again. I have both enjoyed and been reassured by the cooperation and confidence which UK and Germany have shared over the past 25 years or so in fostering BILC and in preserving it from the threats of extinction which from time to time have loomed dangerously. These links also explain why and how easily the Secretariat's responsibilities were transferred from UK to Germany in 1981 and therefore why this presentation is a shared effort. Since almost the beginning of BILC Germany has produced the annual conference reports. Until 1981, they printed them, since 1981 they have edited, printed and distributed them. It is a very valuable document. It records for posterity those matters for which BILC is uniquely responsible. Alongside the products of other military conferences it should rate very highly indeed. Whenever people say what do you do at BILC, is it necessary? I give them a copy of the Report. They do not ask a second time. I urge all members to make maximum use of the Report, particularly those parts concerning the products of the Working Groups which should influence all of us in our language training arrangements.

I cannot possibly enumerate for you the countless exchanges of materials, and expert advice which BILC has fostered. What I can tell you is that not only is one confident that one is asking the right people but that the responses are the fastest possible. The students for whom I am responsible now use materials provided by several member nations, including the cassette courses provided to BILC members by Portugal and Turkey. But I can't think of one member from whom particular help has not been received at some time. We must all be especially indebted to the United States for its continuing helpfulness. We are efficient. We have stayed on top of and in advance of problems. As long as BILC survives so long will such purposeful response be apparent.

The achievements of BILC are not insignificant. Within a few years we had 10 members, a constitution known as the Rules of Procedure, an effective Steering Committee, a regular conference and working relationships which have proved the value of language skills in improving our interoperability, mutual understandings and support. As I have said, our hidden contribution to the winning of the cold war should not be overlooked. I must again emphasize the importance of the Working Groups. Their work infiltrates rather than dominates our individual training organisations. BILC produces internationally worked solutions or ideas for meeting the shared problems of military language training. If high level military staff fail to recognise the importance of this for interoperability within our alliances then we must find ways of convincing them.

I shall not pay tribute to any individual delegates of BILC, here today, though many of them have by their steadfastness assured the organisation's continuity, occasionally against considerable odds. But there are some whom I remember who breathed life into BILC mainly by giving it a sense of corporate purpose and put in place what could not have existed without BILC. Among such I recall Frank Horckens of Belgium and Joe Hutchinson of the USA who were the principle architects of STANAG 6001. I remember the professionalism of our French colleagues, Commandant Lautier and Captain Barbeaux. Dr. Dr. Scheller of Germany who delighted in BILC and who first proposed that BILC member countries should take it in the turn to host the conference, and thus enriched our lives and our experiences in ways which benefit language professionals. Colonel da Cunha of Portugal who though he was in no doubt indebted to other members of the Portuguese delegation one of whom is here with us today, gave us a week's conference which made his country seem the richest in the world, it even included an air display. And will we ever forget the welcome and the glories of Florence and the firework display. And my goodness they even got Her Majesty The Queen to visit Canada whilst the last BILC conference was in progress. I could go on with many such tributes. Indeed perhaps I should make one exception and not forget Colonel Pena who despite never having attended BILC before organised a conference in Madrid almost entirely on his own - a true multi-purpose combat performance. He was like a wallpaper hanger with one arm.

At this point it would be appropriate to convey the appreciation of many delegates to all those many countries who have made it possible for our sponsons to attend. (And we learned long ago from Suzette Hafner to remember that some delegates have male spouses). I wish I could remember which country it was which first suggested the idea. But I cannot nor do the records give any details. That country certainly gets my vote of thanks. I know that my wife, Jo, has enjoyed being associated with these conferences immensely and has been very grateful for all the privileges, courtesies and hospitality which she has received. I am sure that all delegates concerned share this view. So thank you Turkey for continuing the tradition in so generous and kind a manner.

It will surprise no-one to learn that BILC's contribution to the breweries and vineyards of the participating countries has been generous to say the least. Sometimes our indulgence causes bodily discomfort. Sometimes the discomfort is acute. The boldest act precipitated, and I use the verb advisedly, by a BILC delegate - was performed of necessity in the shrubs which lie at the foot of the Lincoln monument in Washington DC. This took place in broad daylight and caused its perpetrator no embarrassment whatsoever. How he managed to conceal himself from the throngs of visitors to that shrine remains a mystery to this day.

Will I ever forget the laconic humour of one US Colonel who had squirmed in discomfort at the back of the BILC excursion bus returning to our hotels by an extremely tortuous and unending route after a night of thirstquenching magnitude. After a particularly painful bump, he turned to his companion and drawled "Is this what they call the BILC experience?"

And what of the ordeal of 5 delegates crammed in a lift designed for 4 mice and marooned between floors for a very long time. One suffered from claustrophobia, one didn't know what day it was, a third rejoiced in the opportunity to lead community singing and a fourth clutched two full bottles of wine wondering whether it could ease his agony to drink the wine and make use of the empty bottles or whether that would worsen his condition. The only offer of help from outside was abandoned when the would-be rescuer discovered that the crowd of people in the lift was past the legal limit. Fortunately one of the party was a highlander who had tossed many a caber and who pitted his strength against an unyielding lift door until it finally succumbed.

Not all our fun is synthetically derived from alcohol. Less fluid was the occasion when a French officer who had struggled throughout the BILC week to speak the English which for many years he had not had to practice came to his final presentation and he said "Gentlemen now I am going to speak to you in French so that for the first time this week I can understand what I am saying." He was given an honorary SLP of 2+ on the spot.

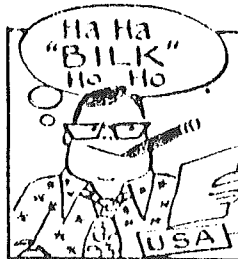
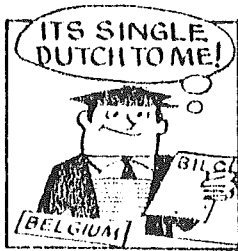
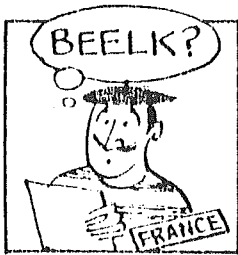
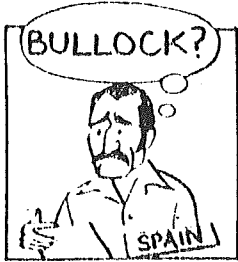
Equally meritworthy a performance in English by a non-native speaker occurred in Cologne. Our tour guide introduced us to a pair of statues in the old city called Tünnes und Schäl. They appear to have bumped into each other. One is cross-eyed. We suggested what they might be saying to each other. Finally the Greek observer delegate said excitedly. I know, I know. The cross-eyed one is saying "Why don't you look where you're going" and the other is replying "Why don't you go where you're looking." Definitely a 4-5 rating there.

As in all languages English has words which in different contexts mean different things. One such is 'flies'. It can mean insects, part of a theatre stage or a very useful part of a man's garments. At Eltham Palace there are two broad staircases which descend into a large rotunda. We were having a BILC cocktail party in the rotunda. A very extrovert delegate, powerful and strong of voice started down the stairs and was spotted by one of the British delegates who was down below in the rotunda. My countryman noticed that the said distinguished gentleman had quite a lot of shirt visible below his waist. He tried to warn the delegate. "Sir - your flies, your flies" he whispered upwards as carefully as he could. "Flize. What is Flize?" boomed back the delegate. Whereupon everyone at the cocktail party turned to look at him.

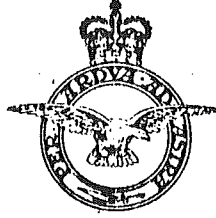
It may be easy to tell stories at the expense of other people. Here's one about myself. In our Study Group a Greek officer proposed a questionnaire for use within BILC. I suggested it would be a useful prototype capable of further elaboration. Did the Greek delegate understand the word 'prototype', I asked. He looked at me with a mixture of scorn and bemusement and rasped "Of course, it is after all a Greek word!"

Let me say no more but I am not ashamed to repeat myself. The BILC conference is the highlight of my working year. It has enriched my life and my professional competence. I have a host of experiences to look back on and a wealth of friendships to share. BILC may be at a crossroads. The changing shape of the world and of the military commitments of all our nations makes one realise how we not only consider history but are a part of it. We know that communication skills are vital to all purposeful military enterprises. BILC must show that it can identify the problems which lie ahead and plan accordingly. We have to act in anticipation of events in order to be fully effective. Recent experience have again focused on the need for competent linguists in the right place at the right time. Difficulties in meeting the demand for such skills gives us another opportunity for endorsing our importance. I hope that there will be someone in my place able to repeat this message in 25 years time when BILC holds its annual conference in China.

I will now hand over to my very worthy and agreeable successor and friend, the present and very capable Secretary of BILC - Herbert Walinsky.







## LANGUAGE EXAMINATIONS

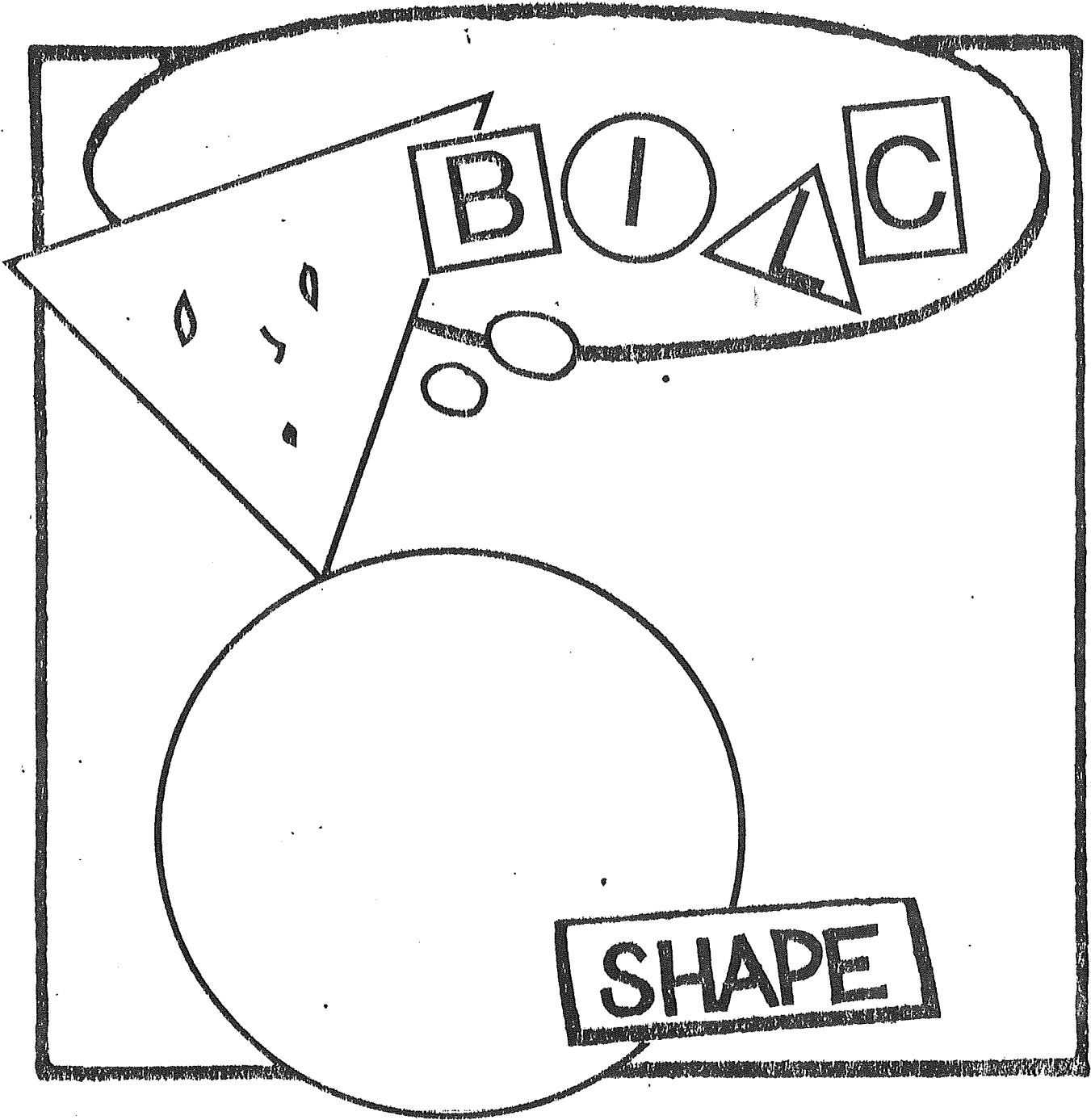
*This is to certify that:—*

.....Flight Lieutenant G.G. WORRALL  
*passed the* ..... Colloquial Standard  
*in* ..... Turkish  
*held at* ..... Headquarters Near East Air Force  
*on* ..... 25th April 1967

*having obtained* ..... 69 ..... % *of the possible marks*

*Date* 24th May 1967

Air Vice-Marshal  
Director of Educational Services



BILC History 1982 - 1991

Herbert Walinsky

Maintaining the standards set by George Worrall is not easy! As my predecessor he handed over the BILC Secretariat in impeccable order. I was a complete newcomer who two days before the handover in December 1981 didn't even know what BILC stood for. I first found out that such an organization existed when I was unexpectedly called into Herr Rohrer's office. Having only worked for the Bundessprachenamt for two months, still being on probation and seeing two of my immediate superiors also sitting with Herr Rohrer, I thought something had gone wrong.

Herr Rohrer greeted me by saying: "Herr Walinsky, you've been with us for two months. How do you like your work at the Bundessprachenamt?" The only possible answer was: "Very much, Herr Rohrer". He continued: "You've just come from Canada. Would you like to travel to Canada in a few months time?" I thought this was some not so veiled hint that I had not passed my probationary period and was to be deported back to Canada. I was slow in responding. Herr Rohrer went on to say that this trip would be with "BILK". (I immediately associated this with "to bilk" which is synonymous to "to cheat"). Since I looked very puzzled, Herr Rohrer went on to explain what BILC was and asked whether I was interested in becoming the secretary of this group. What choice did I have but to say yes? Herr Rohrer then went on to mention that he had expected this answer and that the outgoing secretary, a Mr. Worrall, would be in Hürth the following day and hand over to me. Thus this year marks an anniversary for me personally, my 10th anniversary as BILC Secretary.

Needless to say, George handed over in his usual efficient manner, leaving me well briefed and impressed by the work that had been done up to 1981.

My first major BILC event was the 1982 conference at the Collège Militaire Royale in St Jean, Québec, approximately 60 km from Montréal. The topic was typical for North America, that is, it was high-tech: "The Impact of Advances in Instructional Technology upon Second Language Learning". It dealt with Audio Language Labs, VCR and computer-assisted instruction and we were amazed how far the Ecole de Langues des Forces Canadiennes had progressed in this domain.

It wasn't only technology that impressed me but also the typical Canadian hospitality extended by Colonel Taschereau and his staff as well as the conference delegates. For the first time I met such old BILC stalwarts like the late Pierre de l'Espinois, Percy Rangongo, Joe Hutchinson and David Ellis (who today doesn't look a day older than he did then). There were also some new delegates, some of whom were attending for the first time like me, such as Daniel Filleul from Belgium, Rui Curica from Portugal and attending for the second time, Leen Noordsij, then a young major from the Netherlands. I came to realize that BILC consisted of capable professionals who contributed a lot during conferences but also knew how to enjoy themselves as my first BILC dinner showed.

I went home to Hürth with a broadened horizon, lots of practical information and the feeling that I had made new friends. I also produced my first BILC Report which barely had 100 pages, mainly because I hadn't grabbed some of the speakers early enough and wrested their manuscripts from them. One memorable speaker whose manuscript I did get and whose presentation I remember well is Professor H. H. Sterne who spoke on "The impact of new technology on language learning".

The 1983 Conference took place in Germany and the topic was "Assessing Language Aptitude and Proficiency".

Attendance had increased since at the direction of the Steering Committee we had launched a drive for new members. Thus for the first time we had Greek and Turkish Conference observers in the form of the two military attachés of these countries from Bonn. They obviously were impressed by what they had seen (both were also former students of German of the Bundessprachenamt) with Turkey joining BILC that same year and now acting as our host.

Content-wise I think delegates got their money's worth. We had well-known lecturers such as Werner Hüllen, who gave the key-note address, and Brendan Carroll, Ray Clifford, Christine Klein-Braley and Günter Trost. On the social side there was a tour of the Moselle Valley, including President Maur's home village and a wine tasting.

That fall Germany offered and hosted a BILC Seminar on the teaching of Polish and Czech at the Bundessprachenamt and at the Intelligence School at Bad Ems. This idea of special BILC meetings has been revived this year with the BILC Seminar on Language Training for Arms Control purposes.

1984 was another eventful year since Denmark and Greece also became members. The conference took place at the Ecole Royale Militaire at Brussels and was organized and run by the very enthusiastic, likeable, imaginative and capable Daniel Filleul.

The topic was: "Effective Language Learning Strategies for Military Requirements", namely Brain and Memory Research, Inner Speech and Proxemics and Kinesics. It was Daniel Filleul who had been instrumental in bringing in areas that were more thought-provoking and out of the ordinary. Frans van Passel, Hélène Trocmé, Josef Rohrer, Maire O'Reilly and J. Besure covered these fascinating areas. The social side is also worth mentioning. Besides the formal BILC Dinner and a visit to Brügge, we also had a somewhat less formal evening in Brussels, where some of the members were able to demonstrate their dancing and drinking skills. I remember vaguely that one of the local ladies present claimed she was a spy.

At the 1984 Conference it was suggested that the study group concept should be intensified, with work on various topics also taking place between conferences. This worked very well as a preparation for the 1985 Conference which took place at the Scuola di Guerra Aerea at Florence, Italy and had the topic "Identifying and Controlling Major Parameters Governing the Duration of Military Language Training, specifically Aptitude, Self-Study and Course Format".

The emphasis even then was on economizing and showing our masters that BILC could contribute significantly in making military language training more cost-effective. This concept received vigorous support from Colonel Drapeau of Canada and has proven its worth. Spain attended for the first time by sending two observers, Colonel Rojo and LtCol Rafael alias Don Lorenzo. The conference was a professional success thanks to the input by the members but also because of the efforts by our Italian hosts, headed by Colonel Lenci who was ably assisted by the famous Gregorio Cottone and others.

The recreational side also deserves special mention, with tours of Florence and San Gimignano. This was also the birth of the famous or perhaps infamous BILC sing songs, where each country presented a song more or less melodious but in every case with enthusiasm and drive.

The 1985 Conference was the last conference attended by Colonel McNerney, Commandant of the Defense Language Institute Foreign Language Center (DLIFLC) who had been one of the major supporters of BILC since 1981. In parting he offered to host the conference in 1986 at the DLIFLC in Monterey, California. The theme was: "Strategies for Attaining More Effectiveness and Cost-Efficiency in Military Language Training with Emphasis on Educational Technology".

The conference was preceded by a special programme at the Foreign Service Institute in Arlington, Virginia for those passing through Washington, DC. Gary Crawford, Associate Dean FSI, acted as the host both professionally and socially. Germany, the UK and Portugal attended. The event proved to be very productive and informative, in that we were able to sit in in classes of our choice, obtain course material and get introduced to the latest technology used at the FSI. In addition we were able to attend a session of the Inter-Agency Language Round Table, which represented the Language Training Organisations of 18 US Government Agencies from the Department of Defense to the CIA to the Library of Congress.

At Monterey we were overwhelmed by the technology in use and being tested. Programs such as VELVET (video enhanced learning, video enhanced testing), GO (Arabic from the Gulf to the Ocean) and GATEWAY were presented. We also had the opportunity of listening to General William R. Richardson, Commanding General, US Army Training and Doctrine Command (TRADOC) addressing the DLIFLC staff.

Needless to say all delegates were impressed by the scope of the DLI operation, the professional approach and the breathtaking scenery of California.

In 1987 Portugal hosted the Conference at the Academia da Forca Aérea in Sintra. Topic was: "Strategies for Cost-Effective Military Language Instruction with Emphasis on the Integration of Area Studies".

Colonel Roque da Cunha and Dr. Rui Curica acted as hosts and organizers. Once more the topic had a practical application to language training in all member countries. The various presentations by Manuel da Torre, Jorge Barbosa, John Moore, Frans van Passel, Josef Rohrer and Joe Hutchinson were of great interest since they focused both on the situation in the host country and on the approach taken to this subject in the UK, Belgium, the US and Germany.

Equally as impressive was the hospitality of our hosts. Without wanting to belittle other host countries, including my own - Germany, I think all those who attended the 1987 Conference will agree that it ranks extremely high if not at the top of the conferences of the last 10 years as far as making the guest delegates feel welcome, looking after every wish and presenting a picture of the historical and modern Portugal that a tourist would never see. I remind you of our tour of the royal palace at Sintra, the city of Lisbon, the visit to Col da Cunha's regiment, the aerial demonstration by the Air Force Aerobatics Team, the BILC dinner at the Armed Forces Guest Facility, an old harbor fortress, and the excellent dining facilities at the palais which served as an officers' mess. We have been spoiled at every conference but I would like to say that Portugal was a special treat, both professionally and socially! Obrigado Portugal!

Spain, which had attended with observer status was obviously so impressed that she joined BILC that very same year as a full member.

1988 it was back at Hürth once more. Not quite as comfortable, since in the frugal Prussian tradition of the German Civil Service after-hours social activities are considered non-essential to the achievement of the official aim. The topic was: "Professional Development of Language Teachers".

Canada (Colonel Thériault), Germany (Professor Piepho, Christoph Edelhoff and Georg Gerth), the UK (Max Bishop) and the US (Colonel Poch and Ray Clifford) presented their concepts to the plenary session, with other nations contributing during study group sessions. The topic was of immediate interest and discussions were lively.

Having said that the social side traditionally doesn't play a major role in Germany, we nevertheless managed to socialize a bit with an evening tour of Cologne and dinner at a typical pub, where some of our guests were a bit surprised at the somewhat gruff manner of Cologne beer waiters, a tour of the Bergisches Land with the by now traditional sing song and finally the BILC dinner at Aachen or as the French prefer to say Aix-la-Chapelle. Unfortunately there was not enough time for Colonel Pichot-Duclos to visit the "chapel" of that great European and common Emperor of the French, Germans and Italians, Charlemagne or Karl der Große, who is buried there.

The conference also marked the end of an era at the Bundessprachenamt since it was the final one for President Maur, one of the founding father of BILC, who retired that summer. The US delegate, Colonel Poch, Commandant DLIFLC, presented President Maur with a high US government award during the BILC dinner for having fostered understanding and co-operation between NATO allies.

Spain, as the newest member, immediately seized the initiative and hosted the conference in 1989 at the Escuela Conjunta de Idiomas de las Fuerzas Armadas (ECIFAS) in Madrid. The topic was: "International Co-operation in the Development and Implementation of Strategies Towards more Cost-Effective Training/Teaching for the Retention and Maintenance of Foreign Language Skills.

Colonel Francisco Peña-Montoro personally organized and supervised the conference arrangements. Perhaps he should write a book on the experience titled something like "How to single-handedly run a three-ring circus without losing your sense of humor". Needless to say, he successfully kept things on track.

We all enjoyed Madrid itself, largely due to the official programme arranged by our hosts, which included a visit to the Prado Museum, the Civil War Monument, the Escorial Palace and a tour of Avila and Segovia. Spain's first major BILC event was obviously a success.

The 1990 Conference in Canada, one of the major pillars of BILC, took place at National Defence Headquarters (alias the Minto Palace Hotel) in Ottawa. The topic was: "Proficiency-based Curricula and Tests in Military Language Training".

Colonel Belhumeur (nomen est omen) and Suzette Hafner, assisted by Major John Mitchell, Lt (Navy) Jim Joyce and Corporal Cindy Tremblay looked after our professional and social needs.

The topic, as all BILC conference topics, had direct practical relevance and was covered from various aspects, with very professional presentations by speakers from the host country, namely Suzette Hafner, Professor Walls, Bruno Jobin, Guylaine Hagarty and Professor Leblanc and from various member countries (Peter Kozumplik, George Worrall, John Foot, Georg Gerth and Michel Schwarz).

The conference study groups were particularly active. The Group on Self-Study completed its work with the publication of "BILC Guidance Notes on Self-Study", the Group on Arms Control compared the arms control language training projects currently running in various member countries and exchanged expertise in this field, while the Group on "The Implications for Military Language Training of Political Changes in Europe and elsewhere" dealt with the most pressing topic, since these changes are being felt in all member countries. Adapting our language training organizations to these new national and international requirements is one of the primary tasks facing us all and as you know is the subject of this year's conference. The initial groundwork on finding solutions to this problem was laid in Ottawa.

Canada would not be Canada, if hospitality had no place there. This was proven in Ottawa last year. The Royal Canadian Mounted Police Musical Ride, the tour of the Gatineau Park with its beavers, the Bar-B-Q at the Château Montebello and the BILC dinner at the Army Mess were memorable experiences. At this dinner the changes that have occurred in Europe were physically demonstrated by the presentation by Herr Rohrer of a piece of the Berlin Wall to our hosts. The fall of this wall of shame marks the beginning of a new era in Germany and in Europe.

As you all know, BILC has been addressing the needs of this era already and the recently conducted seminar on Language Training for Arms Control Purposes is a case in point. Here delegates from Denmark, Germany, the Netherlands, the UK, the US and SHAPE met in Hürth in March of this year to exchange ideas and material on the conduct of this important area of training. The seminar was organized and run by Dr. Christopher Hüllen and Mrs. Monika Schließer (the former Miss Hamacher). Feedback from participants was positive and a written report will soon be circulated to all BILC members. It is felt that BILC could become a forum for similar seminars addressing other equally important issues outside of the annual conference.

Although the Warsaw Pact has disappeared, we know in the meantime, that the future will unfortunately be fraught with problems and dangers that are equally as challenging as those we faced during the period of the East-West confrontation. Turkey, this year's host, which has been looking after us so well, can testify to this, having common borders with Iraq.

Our present conference and its theme "New Targets and Strategies for Essential Language Training in the Changing World - as exemplified by job-specific communicative proficiency in arms control tasks, changing military force levels and future direction" are therefore of particular relevance. I'm sure BILC will take on this challenge in the best BILC tradition and contribute to solving these problems, just as we were instrumental in effectively contributing to the defence of the free world against communist totalitarianism previously. With a view to the next 25 years I would like to end by saying: Long may BILC prosper!





A Paradigm Shift in Language Learning?

Language Learning in Europe - a Challenge for the Future

Josef Rohrer

People in the Public Sector of most European countries are increasingly becoming aware of their inability to communicate effectively, transnationally and internationally. Two communication media have now become the most important tools for spontaneous verbal communication: the telephone and the fax machine. The spoken word and the written word can now be exchanged almost spontaneously.

With the proliferation of the means of communication, communication itself will increase enormously. Media like the fax machine will probably stimulate the evolution of completely new types of text whose main feature will be spontaneity. Less and less time will be spent on the preparation of texts. Consequently, meaning will have priority over form. As a result people will become less and less norm-conscious. In the languages of communicationally advanced countries the spoken and the written codes will become lexically and syntactically more and more similar to the point of congruence.

The role of communicability in foreign languages as a phenomenon of societal development and as a vital factor in international relations has not been sufficiently researched. The role that foreign language competence has played in the solution of political conflicts does not seem to have been researched at all.

It seems that the learning or non-learning and the use or non-use of foreign languages has been and is still being determined by 12 factors:

1. The political history of a geographical area

If we think of the Roman, Spanish, British, French and Portuguese empires in the past, it is easy to see that languages have played important roles as instruments of power. In this respect the past reaches into the present.

2. The cultural history of a geographical area

Latin, Greek, French and English have played dominant roles as foreign languages in Europe. In the historical perspective we can say that Latin replaced Greek, French replaced Latin and English eventually replaced French.

3. Political geography

Political geography is basically a negative factor. The languages of neighbours only because they are neighbours are practically never learned.

Whether a neighbour's language is learnt often depends on the neighbour's size as well as his political or economic power. The Danes, the Dutch, the Czechs and the Poles have practically always learnt German in their schools.

#### 4. Cultural geography

Culturally speaking, there has been an East-West divide for many centuries. In Europe people have always looked West. The Russians have looked to the Germans, the Germans have looked to the French etc. At this moment in history, most people associate the concept of Western culture with those areas of the world where technological and economic progress are most obvious. In these areas the English language has become the dominant means of communication. It is important to consider the following figures:

- estimated number of languages in the world	3.000
- estimated number of languages with more than 1 mio speakers	120
- languages with more than 100 mio speakers	12
- languages that are national, official or second languages in more than three countries (privileged languages)	10
- the most important languages of international communication	7
- languages that are economically, technologically, politically or spiritually dominant (dominant languages)	7

#### Languages with more than 100 mio speakers

	native language	second language	total
1. English	415	1.150	1.565
2. Mandarin Chinese	770	200	970
3. Hindi-Urdu	290	50	340
4. Spanish	285	10	295
5. Russian	115	120	235
6. Arabic	170	20	190
7. Portuguese	160	10	170
8. Indonesian-Malayan	40	110	150
9. Bengali	165	-	165
10. French	70	50	120
11. Japanese	120	-	120
12. German	90	10	100

#### The distribution of privileged languages (national, official or second languages)

<u>Language</u>	<u>Number of countries</u>
English	47
French	26
Arabic	21
Spanish	19
Portuguese	7
German	7
Swahili	6
Peul	6
Berber	4
Somali	3

### Internationally dominant languages

	econ.	technol.	pol.	spirit.
English	x	x	x	x
French	x	x	x	x
Spanish	x	x	x	x
German	x	x	x	x
Portuguese	x	x	x	x
Mandarin			x	x
Arabic			x	x

Obviously, the English language has absolute priority over all other languages in the world, both quantitatively and qualitatively.

#### 5. Politics

In the past, Spanish, Portuguese, French and English were instruments of power politics. The only remaining languages that can still be considered instruments of power politics are Russian and Arabic, although an increasing difference between the two is becoming apparent.

The position of Russian is becoming weaker and weaker, even in the Soviet Union. The Arabic language, on the other hand, is gaining considerable strength as an instrument of political power. This is essentially due to the so-called fundamentalist aspirations in the Islamic world. After more than seven hundred years of stagnation, the Arabic language is on its way to becoming again a powerful political factor for the whole of the Mediterranean area and large parts of Africa. Language teaching in the Public Services in European countries would be well advised to react to this new state of affairs.

Today in large parts of the world power politics has largely been replaced by alliance politics, integration politics, security politics, and relational politics. When we say alliance politics we think of NATO and the so-called NATO-languages. Integration politics refers to the European Community and the so-called EC-languages. Security politics requires countries to learn to understand the languages of political opponents and potential enemies. Relational politics requires members of diplomatic services to understand the language or languages of host countries. In this respect it must be noted that English and, to a lesser extent, also French have become firmly established as the major languages of diplomacy.

#### 6. Trade and commerce

It is in the nature of things that the buyer can speak his own language and that the seller had better speak the language of his customer. In keeping with this time-honored custom, trade and commerce do not seem to have any major problems with foreign languages.

#### 7. Science and technology

The language of international communication in the fields of science and technology is English to the exclusion of practically every other language. Almost all important publications in these fields are printed nowadays in English. In most bibliographies of scientific publications more than 90 % of the references are to publications in the English language.

## 8. Education

The so-called school languages play an important role in European education. In alphabetical order the school languages in Europe are Ancient Greek, German, English, French, Latin, and Spanish. Russian is now fast losing its status as a school language outside the Soviet Union. It is increasingly being replaced by English.

## 9. Ethnic minorities

Such minorities are essentially made up of three groups: native minorities, migrant workers, and asylum seekers. Since minorities may often pose internal problems, it is important for certain members of the Public Service to understand the languages of the minorities represented in their countries.

## 10. Religion

Historically, the close connection between language and religion is obvious. Latin, Greek, Church-Slavonic, Hebrew, Arabic, and Sanskrit are obvious examples. Today, Arabic is the only language that has developed into a language of international communication and yet remained closely associated with a major religion, namely Islam.

## 11. National identity

It was pointed out before that people do not learn the language of a neighbouring country only because the country is its neighbour. It is the politically, economically or culturally weaker country that learns the language of the stronger country. The strong, or those who consider themselves strong, either politically, economically or culturally, do not seem to be motivated to learn foreign languages.

## 12. Traditional prejudices

Aesthetic judgments about the languages of geographical neighbours seem to be ineradicable. St. Augustin characterized Hebrew as the language of piety, Greek as the language of philosophy, and Latin as the language of politics. Charles V. is reported to have said: he who speaks with God speaks Spanish, he who speaks with princes speaks Italian, he who speaks with ladies speaks French, and he who speaks with soldiers speaks German. The alleged beauty or ugliness of a foreign language has served and is still serving as an excuse for not learning that language.

As regards the teaching of foreign languages, we must distinguish between what is politically desirable and pragmatically necessary.

It is politically desirable that all Europeans should learn the languages of their neighbours. For some countries this may be a difficult task. We all know how long it takes to become communicative in a foreign language. For Europeans to become speakers of four or five languages seems to be a utopian objective for a long time to come. However, there is an easy way out. It is the so-called model of receptive multilingualism. This model is based on the fact that it is comparatively easy to learn to *understand* several foreign languages; that it is extremely difficult and time-consuming to learn to *speak* and *write* several foreign languages.

If, therefore, people expressed themselves in their native language and understood those of their partners, communication would be perfect.

What is absolutely necessary for pragmatic reasons? In any modern society there are three groups of people that have to learn foreign languages.

The first group is people who work in industry and commerce. Since money is the major motivation for this group, adequate communicability in the important languages of international communication is no great problem. In international trade a good command of the English language is nowadays taken for granted.

The second group is people who work in science and technology. It was pointed out before that science and technology now have a lingua franca, which is English. Professional advancement or at least professional survival depend on the ability to communicate effectively in English.

The only problem groups are in the Public Service, including the Military Service. Nowadays almost everybody in the Public Service is becoming increasingly involved in activities that have international ramifications. It is the weakness of the Public Service of most countries that it does not seem to have the ability to analyse and articulate its requirements for foreign languages. This explains the absence of foreign language planning in many areas of the Public Sector.

Today practically all European countries are intimately involved in alliance and integration politics. More and more international and super-national organisations or authorities are being established in order to implement these politics. Public Services seem to find it more and more difficult to be adequately represented in such organisations and authorities. The major difficulty is the obvious lack of foreign language competence. Observation of the work that is required of public servants in international organisations shows that the degree of competence in the lingua franca of an organisation, which is almost invariably English, and the degree of competence in the host country's language are key factors of professional success. No matter whether the language of a host country is French or Italian, Dutch or Spanish, in most cases it should be sufficient to have a working command of the language of the host country in order to be comfortable in everyday situations. The demands made on the quality of communicability in the work place are a totally different matter. Success and failure in situations where negotiability is required are determined by the flexibility with which language is used. It is still a fact that the native speakers of English in most international organisations have a natural advantage over all other speakers. It is also a fact that many public servants in international organisations were not given the kind of English language instruction that they needed for their jobs. A language school that prepares military or civilian personnel for service abroad must offer English courses on the highest professional levels possible. It ought to be recognised, however, that a superior command of English cannot be achieved in a short time. Personnel planners must bear this in mind.

I have mentioned security politics as a determining factor in foreign language planning. In view of the mutation in the political power structures of Europe and beyond - we can speak of a political paradigm shift - a linguistic paradigm shift may soon follow. It seems that the East-West confrontation is now definitely a thing of the past. Budget people may now be saying: "Thank God we don't need to spend so much money any more on teaching Russian, Czech, Polish, German, etc. to the military."

Does the fact that the speakers of the languages mentioned are now potential friends rather than potential enemies mean that we don't need to talk with them? Do confidence-building measures and the development of friendly relations require less linguistic competence? I suggest that making and keeping friends requires not less but a lot more of it. Among other things it requires the ability to empathize, that is, to put ourselves in the other's place and to let the other know that we are doing so by the way we talk to him. It requires a continual effort to put a positive construction on what the other says, that is, to understand why he says what he means the way he says it. Karl Pribram writes that "mutual understanding and peaceful relations among the peoples of the earth have been impeded not only by the multiplicity of languages but to an even greater degree by differences in patterns of thought - that is, by differences in the methods adopted for defining the sources of knowledge and for organizing coherent thinking. No mind can function to its own satisfaction without certain assumptions regarding the origin of its basic concepts and its ability to relate these concepts to each other. These assumptions have undergone significant changes in the course of time and have varied more or less among nations and among social groups at any given time. These differences in methods of reasoning have generated tension, ill-feeling, and even hatred."

Differences in patterns of thought and the ways in which they express themselves in language are easy to identify if one has learnt to do so. When someone has been brought up in the Marxist-Hegelian pattern of thought, a Soviet citizen for example, he may qualify a position taken by an American or a Frenchman for example as "incorrect" (nepravil'noe). The Soviet citizen is not accusing his counter-part of falsifying facts. He is only implying that the American's position is not taking into account that historical situations evolve in a pre-determined manner, and that a position that is not in accordance with theory is therefore not in accordance with truth, either. It is just as incorrect as the false solution to a mathematical problem. If the American proposes a compromise he may be accused of hypocrisy because there is no ideological position recognizable. Margaret Mead writes that the idea that there are "two sides to any question" is an embodiment of nominalistic philosophy and very hard to understand for people under the influence of Marxist-Hegelian philosophy.

The culture of individual and collective communication in the European tradition can be characterized as polemical. Polemical use of language, that is, using language as a weapon, has a long religious and spiritual tradition. Polemical rhetoric has become an art. Therefore, there are few masters. Most of the rest of us try to copy those masters. I am not pleading for a cultural change. What I plead for is language teaching that takes this factor into account and makes learners become aware of the reasons why somebody from a different linguistic culture says what he means the way he says it.

As a result of the changes of the political power structure in Europe and, of course, the Gulf War with its aftermath, NATO is now paying greater attention to critical areas outside Europe. In order to prepare for all contingencies it was decided on 12th April in Brussels that a multi-national task force is to be formed. This decision is bound to have consequences for language teaching to members of the armed forces. It will become necessary to teach a number of hitherto seldom taught languages. In this connection, two factors should be considered. First, it takes a long time to develop professional competence in the teaching of seldom taught

languages. Teachers have to be trained on the job because there is no other training available. Very often there is a lack of suitable materials. Second, most of our students are speakers of Indo-European languages. For these people to become communicative in languages outside the family of the Indo-European languages it takes at least a year to a year and a half of intensive training.

There are two institutions that teach a large number of seldom taught languages to military personnel: The Defense Language Institute in Monterey and the Bundessprachenamt in Cologne. For countries that have no tradition in teaching seldom taught languages it might be worthwhile to consider taking advantage of the experience and facilities of the two institutions mentioned.

The linguistic challenges that the future holds in store for us, at least in Europe, can probably only be met if we change our attitude and our approaches. As far as attitudinal change is concerned, we must free ourselves, even more than before, from the philosophies of foreign language learning that have been developed by educational systems. One of the problems that we have inherited from educational philosophies in foreign language teaching is an exaggerated *norm-consciousness*. This is the result of dealing with samples of idealized language that nowadays come in the disguise of so-called communicative practice material.

In Europe, the number of people for whom communicability in one or more foreign languages is a question of professional survival will rapidly increase. The traditional educational system will be unable to cope with the resulting demand.

The future demand for foreign languages will be so great that *formal language instruction* within the traditional contexts will not be able to cope. There is a puzzling aspect to this. The number of applicants for foreign language classes may be increasing, but not dramatically so. I am referring to language classes for adults who need a foreign language for their jobs. The reason for this was brought home to me in a telephone conversation I had a short time ago with a high-ranking official. He rang me up to tell me that he was taking over the Western Europe desk and that this meant that he had to be able to speak French. He was unable to speak a word of French because he had never been prepared for this new job. To take a French course at the Bundessprachenamt was quite out of the question for him. He asked me what he could do to learn French anyway. When I asked him how much time he had during a day to learn French, he answered that it was a matter of ten minutes here and twenty minutes there. After some further discussion we came to the conclusion that he had at least two hours a day during which he could learn French: get up half an hour earlier every morning, use the half hour each on his way to and back from the office and another half hour during the lunch break. So I sent him a box full of audio-cassettes for use in his walkman and car radio. I also arranged for occasional meetings with one of our teachers to find out how he was doing.

I am telling you this because there is a very large number of people who will never come to our courses because they don't have the time. For most people foreign language learning can be summed up by the rule that when they have the time they don't feel the need, and when they have the need they feel they don't have the time.

The challenge can only be met by individualising foreign language learning through distant teaching. Individualising foreign language learning through distant teaching has been the subject of countless conferences in the past.

Nothing much has ever come of it because for one thing the schools and the teaching profession have never been under real pressure. On the other hand, they have not been very creative in innovating distant teaching methods because they have probably felt that they would be digging their own graves.

I am quite convinced, having conducted a number of self-experiments, that teacher-independent foreign language learning is feasible if the learners are told how to do it. We now have at our disposal sophisticated, easily accessible technology on the one hand and a large number of highly motivated potential language learners in the Public Service on the other. We will be able to help them and ourselves if we go out and tell them that we can help them solve their language-learning problems.

A paradigm shift? - I think so.

- For Europeans to use competently at least one foreign language of international communication will soon be taken for granted if they want to get anywhere professionally.
- Schools in the general educational context will not be able to cope with the demand if they continue to treat foreign languages as school subjects like physics and history.
- It seems that we are on the verge of finding out how the human brain *really* learns.

These statements may sound like prophecies. However, prophecies come true if we want them to come true.



### Bibliography

Crystal, David: *The Cambridge Encyclopedia of Language*, Cambridge University Press, Cambridge 1987.

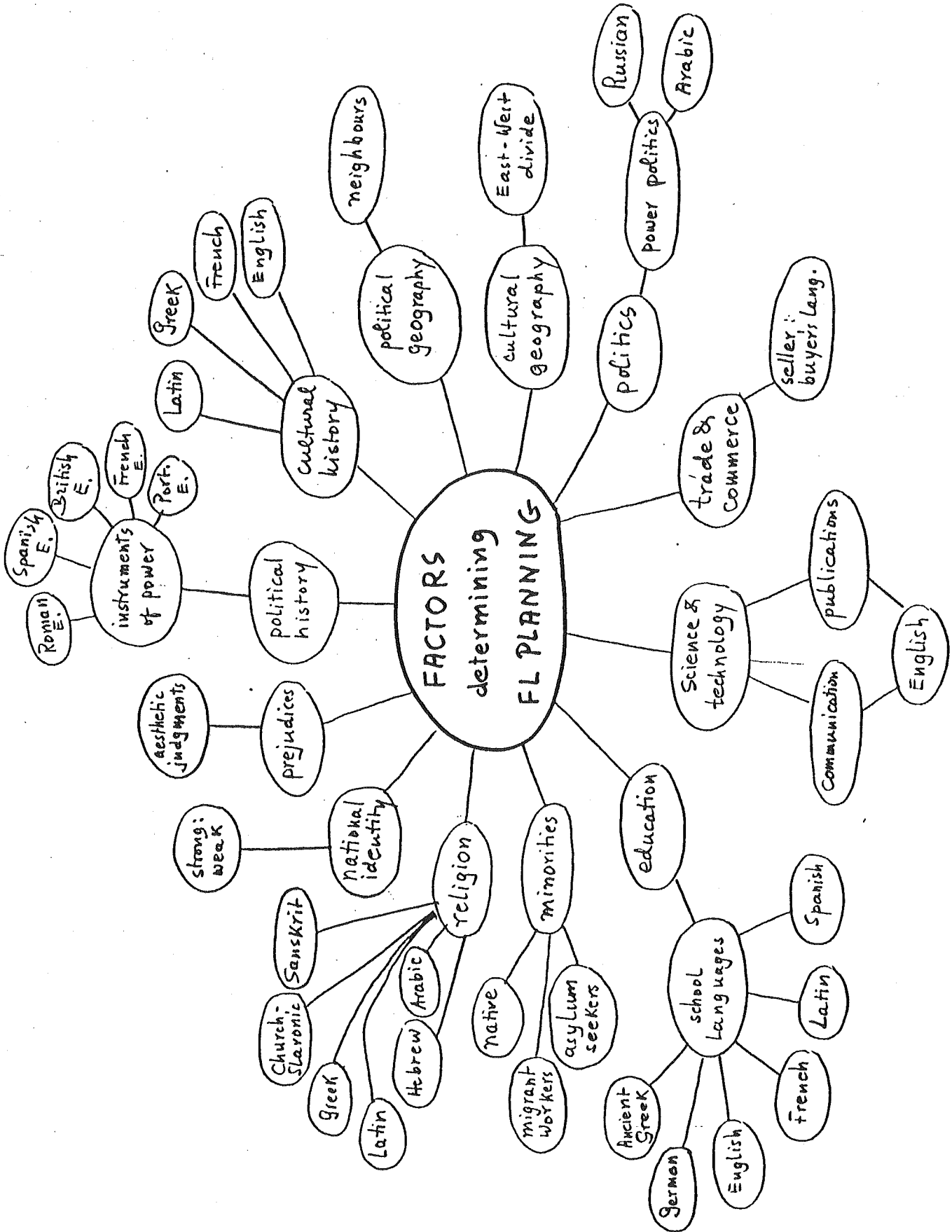
Finkenstaedt, Thomas und Schröder, Konrad: *Sprachenschränken statt Zollschranken? Grundlegung einer Fremdsprachenpolitik für das Europa von morgen*. Stifterverband für die Deutsche Wissenschaft, Materialien zur Bildungs-politik 11, Essen 1990.

Labrie, Norman und Nelde, Peter H.: L'Aménagement linguistique dans la communauté européenne, in: *Actes du symposium de l'Association des Linguistes de l'enseignement supérieur "Les sciences du langage et l'Europe de demain"*, Nancy 1990.

Malherbe, Michel: *Les langages de l'humanité*, Seghers, Paris 1979.

Wandruszka, Mario: *Die Mehrsprachigkeit des Menschen*. Piper, München 1979.

Weinrich, Harald: *Wege der Sprachkultur*, Deutsche Verlagsanstalt, Stuttgart 1985.



## Language Teaching to the Italian Soldier

Rocco Viglietta

### 1. Introduction

The appointment with Europe, which is almost at our doorstep, represents a fundamental step in bringing to fruition, not only the political and economic integration, but also the social and cultural integration of the countries of the European Community. With this in mind, the European Council has published a document which sets forth the requirements of elementary linguistic competence which is considered necessary to make oneself understood in a foreign language. The road necessary to reach this objective is divided into two yearly phases of study, at the end of which one arrives at a basic competence.

### 2. The Teaching of English in the Italian Armed Forces

Within the Italian Armed Forces the teaching of English is already provided on a volunteer and selected basis for regular officers and non-commissioned officers during their career in professional schools at various different levels of competence (formation and perfection of the language) and in other places at the formative level. There are two formal schools of foreign languages. The Army School and Air Force School offer courses of perfection in different languages and also self-study or correspondence courses with the purpose of diffusing ever more widely the knowledge of foreign languages. No language training, however, is provided to the draftees. Now the Italian legislators have also considered that the period of obligatory military service represents an opportunity of great importance for the social and moral development of a large part of young Italians who have already obtained the fundamental basics of:

- civic education,
- solid collaboration in the defence of the country,
- maintenance of peace in the world, through a disciplined conduct for the common good, in its widest meaning.

It is obvious, then, how opportune it is to use this period to teach a foreign language which would be most advantageous for the Armed Forces in that this knowledge on the part of the common soldier would have tremendous importance under a technical and technical-operative point of view (international communications, information, methods and co-operation in NATO).

In the last few years many agreements and protocols have been drawn up with regional and local authorities to locally stimulate the study of languages in order to satisfy these cultural needs and achieve the social integration of the already mentioned draftees. Now a new law is in Parliament to develop the project in a systematic manner.

The entire plan concerns more than 250,000 citizens who are annually recruited into the Armed Forces for a period of one year. In that year, taking away the initial period of intensive military training, there appears sufficient spare time to activate the first phase of the already mentioned European program (waystage). The putting into effect of this program, even if it represented a partial result, would be of primary importance. For that purpose there will be an effective collaboration on the part of the Ministries of Defence and Public Education.

### 3. Basic Principles

- a. The institution of courses will be gradually introduced, in the framework of an annual plan which will be established by the Ministry of Defence in conjunction with the Ministries of Public Education and Finance.
- b. The course will be initiated by military authorities and the assignment of teaching personnel will be made by the provincial education office at the request of the military offices.
- c. Teaching personnel will be selected among all regular teachers and/or teachers on a temporary status. The Ministry of Public Education can also assign as teachers officers, non-commissioned officers, draftees, ordinary citizens with a knowledge of the language, and also citizens of fellow NATO countries.
- d. The linguistic competence acquired will constitute a qualification valid for competitions for admittance to a public administration career.

### 4. Method of Development

Instruction will initially concern a limited number of units designated by the Ministry of Defence and then gradually be extended to all units. Officers and non-commissioned officers assigned to military commands for whom the course has been instituted can also participate. Draftees may participate in the course if their presence does not interfere with the needs of the service and if it does not cause an interruption in the continuity of their normal duties.

#### a. Outline of Courses

The courses are instituted annually subject to the money appropriated for them on the basis of a decree issued by the Ministry of Defence in cooperation with the Ministries of Public Education and Finance. The criteria, the method of organisation of the course, the duration of courses which may not be more than 140 hours, the program of study, the method of final testing and didactic texts will be established by the Ministry of Defence together with the Ministry of Public Education.

#### b. Program of Study

The program of study and the text to be adopted as a guide for the teaching will be established by a special commission of experts consisting of 5 members nominated by the Ministry of Defence and 3 designated by the Ministry of Public Education. The text will be published by the Ministry of Defence.

c. Teaching Personnel

The Ministry of Defence will provide the military authorities for the institution and organization of the course, and the assignment of teaching personnel who are at the disposal of the director of studies of the already mentioned authority. The director of studies will proceed in the assignment of teaching personnel according to the criteria mentioned above among teachers who are available to give service for the entire period in which the course is carried out in the annual cycles.

d. Examinations

At the end of the course an examination will take place in which the personnel who have frequented the minimum number of hours indicated by a commission of experts may participate. Those who have passed the examination will be given a certificate which will constitute a qualification valid for competitions for admittance to public administration careers. The military who are not admitted to the examination or who do not pass the examination will not be permitted to repeat the course.

e. Conclusion

This new arrangement as I indicated in the beginning is still in the formative phase of discussion in Parliament, but hopefully it will accomplish the aim and purpose which the Italian Armed Forces considers to be of utmost importance. When the system provided in the law is established it will produce positive results for the fulfillment of the preparation of the Italian military and for the promotion of competence and European integration to be carried out in the following years.

**PLAN FOR THE REALIZATION OF THE  
TEACHING OF ENGLISH TO DRAFTEES**

	<b>1991</b>	<b>1992</b>	<b>1993</b>
<b>S T U D E N T S</b>	<b>40.000</b>	<b>92.500</b>	<b>150.000</b>
<b>COURSES WHICH WILL DEPEND ON TEACHING PERSONNEL ASSIGNED BY THE MINISTRY OF PUBLIC EDUCATION (*)</b>	<b>1.500</b>	<b>2.358</b>	<b>4.558</b>
<b>COURSES WHICH WILL DEPEND ON MILITARY PERSONNEL</b>	<b>120</b>	<b>200</b>	<b>300</b>
<b>CLASS-ROOMS EQUIPMENTS FOR TEACHING</b>	<b>200</b>	<b>250</b>	<b>200</b>
<b>AUDIO-VISUAL SUPPORTING MATERIAL</b>	<b>100</b>	<b>160</b>	<b>170</b>
<b>PUBLIC SCHOOL CLASS ROOMS RENTED</b>	<b>85</b>	<b>155</b>	<b>140</b>

**Note (\*) Average of 25 students per class-room**

A Short Report on Chinese (Mandarin) Language Training

John MacFarlane

1. The MOD (UK) Chinese Language School in Hong Kong will close in 1992.
2. Thereafter MOD (UK) proposes to provide a 2-year instruction course in Mandarin for a maximum of 3 students per year as follows:
  - a. Year 1: A course at a London college or commercial language school at which an agreed standard will be reached at the end of the course.
  - b. Year 2: A course at the Chinese University of Hong Kong (CUHK).
3. Year 2. The CUHK course will follow a syllabus jointly agreed by the UK, United States and Australian authorities. Up to a maximum of 8 students drawn from these countries will attend. The course will be supervised by an RAEC officer qualified in Mandarin. He will also teach part-time to provide the English native speaker skills required in situational interpreting.
4. The first new joint course in CUHK will start in September 1992.





## Managing Change

John Moore

I should like in this presentation to talk about change and how to cope with it in language training. Change has been a buzz word in recent years and this has led to it having a particular importance in training and other systems. We are encouraged to abandon the search for durable stable solutions and to put the emphasis on shaping an evolving process. This approach fits pretty well with my experience and I want to talk about some of its implications for how you run your training. I will draw on my experience of training Diplomatic Service officers and particularly of the changes that have taken place in the last 18 months affecting Eastern Europe and the Soviet Union. Rather than simply describing what we have done I will try and concentrate on the issues involved.

### Responding to Change

How do you build into your system a sensitivity to changes in demand? I can see four main steps involved.

#### A. Forecasting

Ideally you need to be plugged into whatever part of the organisation does this so as to increase your chances of getting resources.

#### B. Picking up Changes

It is important to have your finger on the pulse. Here are some examples of changes we have picked affecting our Eastern European language training programme.

- a. A demand for new languages: e.g. Georgian, Estonian, Uzbek, Slovak.
- b. Languages change: new words (especially foreign) are introduced e.g. the Serbo-Croat for the break-up of family is applied to the state of the nation; language becomes less bureaucratic, less formal and less predictable.
- c. The media changes: there are different topics, more controversy and debate; better coverage of national and international affairs; e.g. I was told that Izvestia now compares well with the average UK paper.
- d. Issues change: e.g. environment, human rights, AIDS.
- e. The climate of work changes: we are working with partners not trying to beat the system.
- f. Contacts change: we meet dissidents many of whom have less knowledge of English and more regional speech.
- g. Work changes:
  - more travel e.g. visiting stud farms entailing different accents and vocabulary,
  - more telephoning,

- less formal contacts e.g. calls at home; officials sound each other out informally; the habit of working under crisis conditions puts a strain on language ability; there is a greater need for more practical language rather than stiff diplomatic protocol,

- more media interest so people have to be better informed.

h. The number of people needing training grows; initially there is no time to train them.

### C. Deciding How to Respond

We decided to:

1. Hire more teachers and different teachers. Fortunately there is a better supply.
2. Write new materials e.g. Bulgarian; Serbo-Croat. We are trying to develop a format for producing materials in a hurry in any language.
3. Increase immersion.
4. Getting agreement and resources. This depends very much on the individual organisation.
5. Implementing changes. We decided to plug into the local supply, particularly as more up-to-date teaching centres are emerging. Generally in these countries we find it better to work with newer entrepreneurial organisations rather than the dinosaurs of the past.
6. Changes in supply. What puts pressure on you to change your training? How do you find out whether changes are needed?

There are at least three possibilities:

- A. Monitoring: Is there in your organisation a system? I.e. set intervals, people using agreed criteria and courses of action.
- B. Student feedback: Again, is there a system? We try and incorporate all of the following:
  - a. briefing: to ensure that there are shared aims. Students also need to be guided to clarify their objectives,
  - b. feedback sessions programmed into the course,
  - c. counselling with structured interviews,
  - d. reports by and on the student,
  - e. regular testing.

### C. Feedback from line managers

### Initiating Change

1. We have made a number of changes in recent years. How did the way we made them fit with textbook descriptions of change? Several models are available:
  - a. Technological: i.e. your training is seen as a system (almost a machine) and you analyse it, find the faults and design a solution. This approach tends to be associated with massive planning, theoretical purity and a sequential RDD approach, e.g. materials development projects of the 1970's which were based on elaborate needs analysis e.g. the Munby syllabus design. It has also been responsible for many costly failures.
  - b. Thriving on chaos: e.g. practical teacher training; proliferation of ad hoc materials.
  - c. Ecological: i.e. an emphasis on the context of innovation. At first it tended to lead to local Appropriate Technology solutions, now it is more sophisticated. It stresses the importance of PR with clients; creating an environment for change and an awareness of the impact of changes.
  - d. Conflict theory: i.e. analyse conflicting aims of groups involved and attempt to resolve them.
  - e. The "Small is Beautiful" principle (or applications oriented small starts): Following this approach you concentrate on doing what is immediately attainable.
  - f. The authoritarian: i.e. the big encompassing change. This is often the most efficient way of making a change but you need the power to get it accepted.
  - g. Evolutionary: i.e. shape, tinker at the edges; emphasise continuity and make changes in the spirit of what already exists. It is worth noting that this incremental approach rarely brings about the paradigm shifts that are usually needed to change people's attitudes.
  - h. Soft systems methodology: Typically, this would involve finding out what the different parties see as objectives; the manager then finds those in common, and analyses them as subsystems. A significant feature of this approach is that you do not need to take these steps sequentially.

In addition I would make the following observations, based on how I have seen changes implemented:

- a. Be eclectic.
- b. Choose a pivotal point. Go for the snowball effect. You don't have to analyse everything and work out a bit by bit, step by step strategy for change, e.g. a change of furniture or classroom layout can often make possible a totally different sort of interaction and learning atmosphere. Changing our examinations has had a healthy effect on training methods, and student motivation.

- c. Go for quick and dirty innovation. I subscribe to the school of management thought which believes in replacing elaborate planning by quick projections and scenario building. You don't need to plan it out in a linear fashion as in the old RDD models because everything happens at once. Get stuck in; most of us believe in learning by doing and this applies just as well to the process of innovation. Build in feedback so you can adapt.

The crucial things are:

- clear idea of aims,
  - sketch of the minimum acceptable solution,
  - key factors in success/failure,
  - projection of resources needed.
- d. Make major changes rare-concentrate efforts on small steps. Avoid massive planning; only plan essentials, then start something, e.g. traditional textbooks can often be supplemented to make them more communicative.

Further questions for discussion:

- What prevents you from making changes you would like to implement (apart from resources)?
- Which model best fits your view of how changes should be made/how changes actually were made?

I should like to conclude with a quotation from Winston Churchill which sums up very well the approach to change management I have suggested: "True genius resides in the capacity for evaluation of uncertain, conflicting and hazardous information. Our efforts should be directed towards reducing uncertainties, limiting hazards and resolving conflicts.

Managing Change

1. Note down some of the changes that have taken place in your training system.

2. What did these changes involve?

Courses

- . Numbers
- . Languages
- . Length

Content

Training methods

Training materials

Assessment

Location of training

Technology

Teachers

Students

Organization

3. Pressure for change: Where did it come from?

Demand

- . From front line users
- . From students

Administration

- . Top down
- . Training Manager
- . Bottom Up
- . Other external pressure

4. Ideas for change: Where did they come from?



Suggestopedia - Revisited

Frank McGuigan

Unlike many of my colleagues at the conference, I am not a language training specialist or a linguist. In fact, I am barely bilingual.

Mon bilinguisme est en fonction de ma participation dans le service public du Canada. Je viens de Toronto, une citadelle anglophone. J'ai été étonné de découvrir en arrivant à Ottawa comme stagiaire administratif qu'un bon nombre de mes con-citoyens québécois parlaient seulement français. C'est là que j'ai compris pourquoi mon gouvernement m'avait exigé un engagement de devenir bilingue. Malheureusement après cinq ans de formation en français à l'école secondaire et un an à l'université, il a fallu que je recommence le programme fédérale à la leçon un - niveau un.

Six years of secondary and university French resulted in virtually no measurable capacity to use French - and my memory of the experience is one of pain, a growing dislike of the French language, and a growing certainty that I was incapable of learning another language. This, of course, was against a general backdrop of pain, boredom, regimentation that were the hallmarks of the Ontario primary and secondary educational system of my youth. A system that took, and I believe still takes, the natural curiosity, enthusiasm, joy of discovery characteristic of most children and produces far too many individuals incapable of thinking for themselves or rebels uncomfortable with any authority.

I see the products of such a system in my work environment, in our professional and language schools. Individuals who, for example, believe that the only way to learn a language is by rote and hard work. We of course reinforce it. Our Mandarin and Japanese courses, hard languages, as we call them, are advertised as requiring a minimum commitment of nine (9) hours a day for students if they are to keep up, if they are to meet the standards expected at the end of the eleven (11) months of training in Canada so that they will be ready to start their second year of Japanese, for example, in Yokohama, where they will endure a similarly gruelling experience. Six hours of classroom and another three hours or four hours a night. We do this because we have always done it. Because the teachers we hire believe it's required. Because it works.

Probably many of you in this room do the same and believe the same, and while I manage a program that at present continues the tradition, I do so reluctantly while awaiting an alternative.

I believe learning can be, should be fun, joyful, energizing - yes even language learning. I also believe that there are a number of fundamental factors that must be in place to ensure this but there is one above all and that is an absolute precondition - the absence of fear. This is why I was so attracted to the work of Dr. Georgi Lozanov when our public service commission brought him to Canada in the early 1970s to introduce his methodology to the teaching of French. His approach is called variously: suggestopedia, suggestopedy, suggestology and some times accelerated learning, which I personally prefer.

It is because of Canada's early and extensive experience with suggestopedy and its near total abandonment that the title of my presentation is appropriate and that a Canadian be the one to introduce or perhaps (because my association with BILC only goes back 5 years) to re-introduce the topic for consideration.

I'd like to talk first about what it is. Why it was abandoned and please understand that this will be anecdotal, somewhat subjective and not meant to be a wholly factual history - so my apologies in advance to those I may malign.

And why the Canadian department of external affairs is revisiting it and why I think we are uniquely placed to do so.

When I first heard the concepts embodied in suggestopedy, I experienced a sense of relief. Whew, finally, at last. Others, both colleagues and published practitioners were moving in the same direction. But here, with Dr. Losanov, it seemed finally to be coming together.

The recognition of the tremendous potential of the human brain. The recognition of the self limiting strictures imposed by teachers, parents, internalized and repeated interminably. The reverberating internal dialogue of I can't, it's hard, I'm stupid, etc.

The recognition of the need to ensure the total absence of fear. The recognition of the totality of the individual in the learning process.

Losanov states:

*"The dread of study, and the traditional assumption about the limited power of an individual combine ... to create in most learners what he calls a latent didactogenic ... or "school neurosis". They have no confidence in their abilities, they do not believe in their own potential. Education which is a natural process of satisfying man's basic need, namely his thirst for knowledge, has become for them nothing more than a long drawn-out trauma."*

Just like my thirteen years in the Ontario public school system.

So sensing this, what have we educators done? We have evolved a variety of strategies.

We break the course material into small digestible chunks. As these are assimilated they are gradually aggravated into larger chunks.

According to Losanov, a physician, this results in students learning habits that must be extinguished as other habits are created to take their place. For certain types this learning and unlearning can lead to neurotic conditions, i.e. anxiety, fear.

Another strategy we employ to improve quality and quantity of information acquisition within a given time is repetition.

Certainly there is a place for creative varied repetition. But monotonous repetition is boring and affirms a defeatist attitude. For Losanov this attitude is reinforced by teachers who introduce recreation breaks into lessons encouraging students to believe that learning is hard and they really do need a rest.

Suggestopedy is a teaching system that frees the learner from fear and from a social norm that suggests his/her capacities are limited. Suggestopedy incorporates psycho-therapeutic disciplines, psychological and physiological factors empirically known to contribute to releasing an individual's potential powers. It creates necessary conditions for



achieving inner concentration through psychological relaxation. It involves the totality of the individual. His emotional response, his motivation, interests, attitudes are given active expression.

Appeal is made to the learner's active attention and passive attention i.e. unconscious peripheral perception.

Suggestopedia is based on three principles:

1. enjoyment, relaxation and concentrated psycho-relaxation,
2. the unity of consciousness and para-consciousness
3. the two-way effects of suggestion, on the level of the reserve complex i.e. intellectual, imaginative, creative, personality reserves.

#### Principle 1

There is no suggestion that learning is a hard tiring task, nor that breaks are needed. Enjoyment stems from the effortless way learners assimilate the growing volume of new knowledge. There is no tension, learners develop mental relaxation and inner concentration which brings enjoyment and freedom from stress.

#### Principle 2

Along with the conscious elements of learning, a host of unconscious factors are taken into account and brought into use at the same time making it possible to deal with a greater volume of information.

#### Principle 3

The teacher must receive information on the learner's assimilation of information. If far better results than usual are not achieved with respect to both the learning process and the learner's health, the process cannot be called suggestopedy. Is there joy, ease, rapid learning? If not, the reserves are not being reached.

The three principles are achieved by using psychological didactic, and artistic means. Teachers according to Lozanov must be trained in psychology and the psychological approach to every aspect of the education process must be revised i.e. textbooks, classroom equipment, materials, etc. Teachers are taught how to evoke high motivation, how to create the right environment for tapping the reserve capacities, how to correct students' mistakes, how to take the whole personality of the student into account so that neurotic states are prevented, how to make their own authority as teachers stand out as an example to the learners, how to maintain a spirit of joy in learning.

The didactic means involve a revision of the content of the learning proposed to the learners. Teaching units are regrouped to respect the basic characteristics of the subject taught while incorporating an interdisciplinary approach. The regrouping of teaching units and the presentation of an overall view of each one makes it easier to group and assimilate the basic principles of the subject taught. Lozanov uses the metaphor of a holograph. Break the glass containing the holographic image and each fragment will contain the whole image.

The third category includes the appropriate use of the arts in the teaching process. The integration of different art forms with the subject matter is carried out through classical art. Pop music, for example, has no place in the process of instruction. "Good classical harmonization contributes to psycho relaxation and a concentrated tuning in the personality, creating a harmonious synergy of activities".

For foreign language learning, the artistic means is music, classical or pre-classical composers, carefully chosen through experimentation.

Losanov stresses that the principles and the means are applied as an indivisible whole; and when done so by properly qualified teachers, the process gradually becomes a self teaching process.

To make things a little more concrete, here is a description of a suggestopedic lesson.

### Introduction

A whole person artistic introduction to the content of the lesson. It uses a story background, classical art, didactic songs, pictures and concrete objects to introduce in a whole brain way the theme, vocabulary, patterns, etc. The first day students are given new names in the respective language and also new biographies.

### Active Session - Melodrama

The teacher reads the new lesson aloud while students listen to classical or baroque musique. The voice and intonation of the teacher is in harmony with the rhythm and the emotions of the music. Students follow the text in their text books and take notes.

### Passive Session - Recital

The teacher reads the new text again from a specially prepared text book in a normal but expressive way. The teacher's voice is kept in tone with the text. The students do not read the text. Their focus is on the music.

### The Elaboration

The lesson content is activated through a variety of activities directly connected to the introduction. This involves reading, translation, songs, conversation, spontaneously created sketches, and didactic games.

The lesson contains a considerable amount of linguistic information. For example, from 300 to 850 new words and expressions as well as a large number of grammatical points are covered in each lesson.

"The student's attention is directed to the whole sentence, to its meaningful communicative aspect, to its place, and role in the given amusing life situation: pronunciation, vocabulary and grammar remain to a great extent on a second plane. They are also assimilated but the well trained teacher draws the student's attention to them only for a short time and then goes back quickly to the sense of the whole sentence and situation. A considerable part of these elements are learned along with the whole structure without any special attention being paid to them."

As I said earlier, Canada's involvement with suggestopedia goes back some time. In the early 70s the then director general of the Staff Development Branch in our Public Service Commission attended a conference in Vienna where Dr. Losanov was a speaker.

His responsibilities at the time included the provision of English and French training to public servants to ensure that the provisions of Canada's Official Languages Act were complied with.

This was one of the largest programs in the world providing second language instruction to adults and costs were significant. Losanov was claiming five fold increases in the amount of information acquisition through his approach. Joy of learning aside, the potential costs savings were a large allure.

The grand experiment ran from 1974 to 1976. The results were not as successful as had been anticipated. The evaluation, however, was flawed. There was a difference between how the Public Service Commission was measuring performance and the way Dr. Losanov was. At the time we were not measuring communicative capacity. Our proficiency tests were oriented toward a traditional grammatical emphasis.

At the same time a change occurred in the chairmanship of the Public Service Commission. The old chairman, a visionary, innovative, risk taker was replaced by a man of a much more conservative persuasion who was clearly uncomfortable with an approach that emphasized joy and ease and freedom. In his mind the results did not justify continuation of the endeavour. And that was that for suggestopedia in the government of Canada for a long time. (Other factors that contributed to suggestopedia's slow acceptance were the resistance by the education establishment. The approach challenged established norms: The charlatans with inadequate training offering adulterated versions.)

Why External Affairs? Why now? In my department, I am responsible for both Professional Training and Language Training. We are a relatively small organization, particularly given the size of the population we are to train. We are the central authority for training and we are the budget centre for training. We spend very little time in the classroom. Our job is to define and provide a context; to be the experts on learning and learning methodologies and to manage the delivery of training through contracted resources or internal subject matter specialists. In short we determine the methodologies to be used. If it works and is within my budget allocation it will not be questioned.

All our language training is delivered by contracted resources. This gives us much greater flexibility in obtaining resources who have the attitudes and motivation to change in the directions demanded by suggestopedia.

A little over three years ago both Professional Training and Foreign Language Training, independently and spontaneously became interested in something called accelerated learning. A Professional Training officer attended a workshop given in Toronto and came back full of enthusiasm for the process and encouraged her colleagues to attend. A Foreign Language officer visited the university of Houston where there is an accelerated foreign language training program. That officer returned to Canada similarly enthused and energized.

We invited David Meier, who had given the Toronto Workshop, to Ottawa to put an introductory workshop. We discovered that the foundation of accelerated learning was the work of Dr. Losanov. That summer our Foreign Language School contracted the University of Houston to offer a three week pilot course in Spanish using accelerated techniques. Because the pilot was not set up as an experiment and we had no measurement devices, we could come to no conclusions about the rapidity of learning. Certainly the experience was fun and at least as much was learned as would have been using another approach. Instead of being fatiguing, the experience was energizing. Students loved it.

We were enthused enough to continue the experiment the next summer with two programs, again using teachers contracted through the University of Houston, 6 weeks in Japanese and 3 weeks in Mandarin. Again nothing conclusive could be said about the rapidity of the learning but the students found the experience fun and enriching. The 6 week group greatly increased their confidence about learning a language like Japanese. Our contracted teachers participated as learners and observers. The more open amongst them have exhibited a desire to learn more.

We were sufficiently motivated to track down the old Public Service Commission team. We found many had moved on to other things, some where still involved in suggestopedic training, i.e. CN, Air Canada. All believed that suggestopedia was the preferred approach for the training of languages. CN, we discovered, has French suggestopedic materials to the B level in our parlance and the 2+ level in FSI terms.

Leo Boudreau, our head of Foreign Language Training, attended the International Conference of Suggestopedia in Salzburg in November 1990, the first such conference involving Losanov since the beginning of the eighties. In May he attended the Society for Accelerative Learning and teaching (SALT) in Seattle, where Losanov gave a three-day workshop, his first in North America since the late seventies.

Here we learned that Dr. Losanov is turning his attention toward training suggestopedic instructors who will in turn train others. The training is costly. It will take place in Bulgaria. It is four-five months in duration. We are corresponding with Dr. Losanov to obtain particulars and intend to recruit an officer meeting Dr. Losanov's criteria and enhance the likelihood of our early participation in the program. We are also searching for instructors who have been previously trained by Losanov.

Fifteen years ago, Losanov seemed incredibly avant-garde. Today with our emphasis on communicative approaches, with the work of Steven Krashen who differentiates between language acquisition and language learning, the work of James Asher and his total physical response and the natural approach of Tracy Terell, Losanov is becoming more accessible. We are excited by the potentialities of his approach. We have a strategy for gaining both experience and support for our initiative. I hope to be able to report to you at future conferences that the potential has been realized.

Future Direction and Trends at DLIFLC

Peter Kozumplik

Although DLIFLC has almost doubled the percentage of graduate attaining a 2/2 proficiency since 1986, we still believe that much work remains to be done to create a truly effective language program for our users. In this presentation I will provide an overview of the new direction I expect DLI to take in the next few years.

First, we are finding new markets for our language training. Law enforcement agencies and the Customs Service have shown increased interest in our training. This is particularly true for languages, such as Spanish, associated with the war on drugs. In some cases they require a slightly different curriculum, tailored to the jobs their personnel will perform. With these students we will focus more on role-playing scenarios and simulations related to these objectives. There is even a good possibility that DLI will do some language teaching at remote sites now controlled by these agencies.

With both civilian and military students, we expect to make further progress in the area of video teletraining (VTT). On-site in Monterey our teachers can expand their classroom through video transmission. We have now had enough experience with this medium to anticipate the obstacles, adapt materials to two-way electronic presentation, and prepare selected faculty for this new approach. VTT will allow those civilian agencies and military units that cannot afford to release personnel for full-time training to provide a few hours of instruction each week. This new medium will permit greater sustainment and enrichment opportunities for DLI-trained linguists at their duty sites and, therefore, ensure a higher degree of readiness when requirements arise.

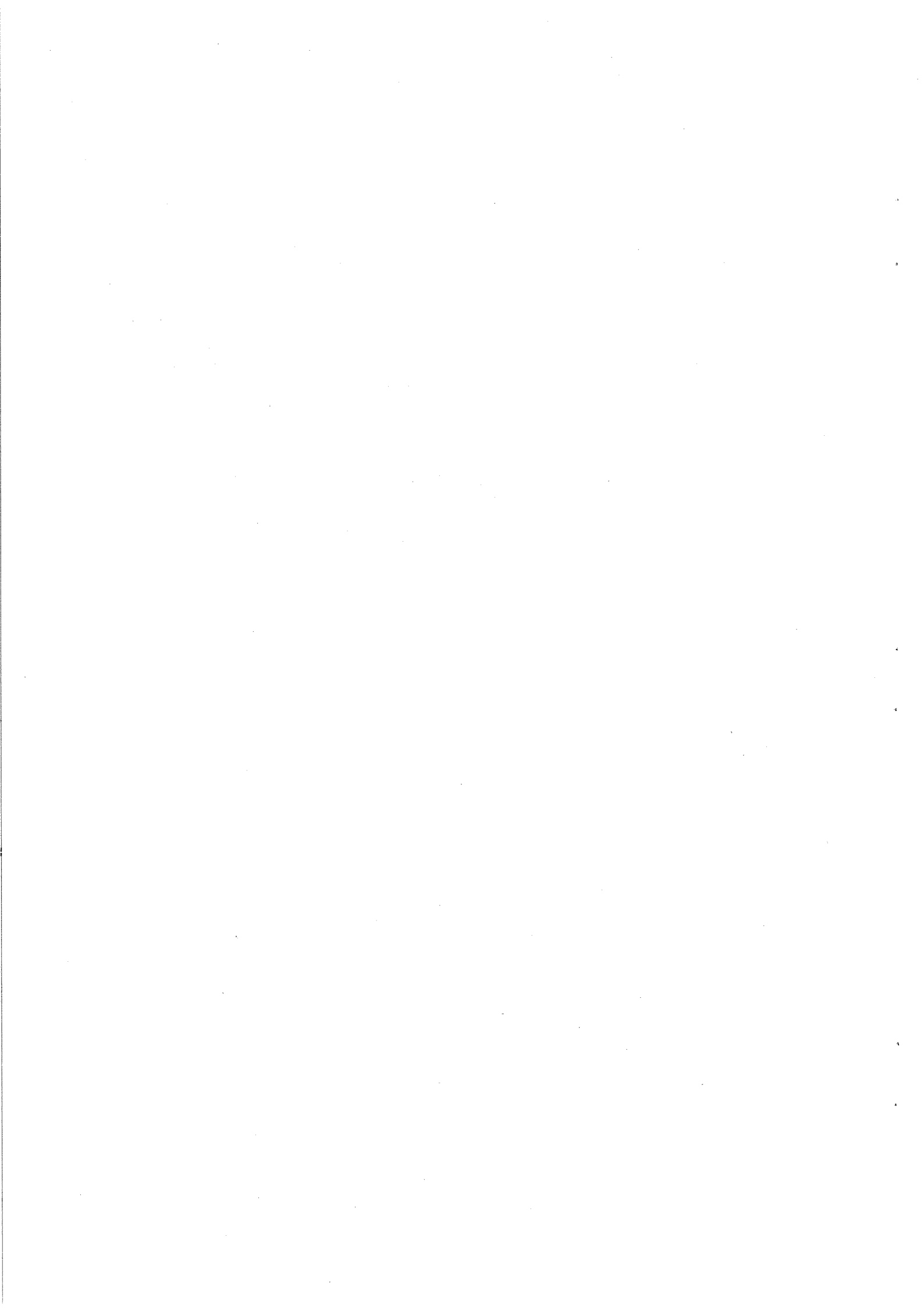
At the Monterey campus, we are planning to experiment with a more flexible academic day. Currently, faculty are divided into six-member teaching teams, responsible for classes of 30 students, or three sections of ten. Our plan is to make the teams responsible for seven hours of learning each day. We have already invested some time and research to sensitize teachers to the reality of individual differences and learning styles. Now, we want to bring that orientation into the classroom. Rather than following a rigid, prescribed schedule, the teams would adjust the program to the abilities and needs of students. Although general course objectives remain the same for each classes, teams may reshape the materials and reorganize the schedule to meet their students' specific learning needs. We want to abolish the entrenched 50 minute learning period and encourage teachers to make each learning activity exactly as long or as short as required to meet the goal. We expect to see students working on different projects in the same classroom. This means more integration of computer-assisted study (CAS) and other media which individuals or very small groups can manage at their own pace while other students practice speaking skills. Teams will be urged to concentrate less on separate remedial hours at the end of the day and, instead, to remediate the learning problems of slower students on the spot as soon as they arise. At the same time, more attention will be given to enrichment activities for faster learners. To offset the longer academic day, there will be less formal homework at night. Instead, evening study time will be used for review and synthesis, with students setting their own objectives. This, of course, requires a mature attitude on the part of students, along with a commitment to self-study.

We want to foster that through a renewed emphasis on student-centered learning in the classroom. From the beginning, students must take responsibility for their own learning and be actively engaged in learning at all times, regardless of whether the teacher is working directly with them. We want to see small group work, pair work, and individual activities. We want to see teachers guiding students through the learning process, rather than lecturing. We want to be sure students know how to learn, so some overt training in learning strategies must be given. Ideally, for many objectives, there will be a variety of activities from which students - with guidance from their teacher - can select. For that reason we want to offer more computer exercises - both during the class day and for evening study.

In addition we want the testing system to support the proficiency objectives of the curriculum. At the end of the course and throughout the Department of Defense system, the Defense Language Proficiency Test (DLPT) measures general proficiency in three skills - listening comprehension, reading comprehension, and speaking. As a bridge toward that comprehensive test, we are stressing "prochievement" testing in the classroom. The "prochievement" emphasis means that skills - listening, reading, speaking - are tested, not discrete points of grammar, vocabulary, pronunciation, spelling. Even during the early weeks, when students control little language beyond that learned in the classroom, proficiency skills are emphasized. This approach encourages students to think of the language as a means of communicating and not as fragments to memorize. It also allows students to get regular feedback about their progress - measuring progress on the same proficiency scale with which they will be evaluated at graduation and for the rest of their careers as military linguists.

Although this report is not intended to be exhaustive, it should give our BILC colleagues a general idea of the direction DLIFLC is taking as we move through the 90s into the next century.

#### IV. NATIONAL REPORTS





National Report - Belgium

L'apprentissage des langues: le défi de l'inhibition cognitive.

1. Le contexte belge se caractérise par un métissage linguistique et culturel. Certes, un certain nombre de "frontières" linguistiques balisent ce petit pays (250 km d'est en ouest, 200 du nord au sud): une première ligne de partage sépare 6 millions de néerlandophones et 3 millions 200 000 francophones; à l'Est, une deuxième limite, liée à des contingences politiques, fait émerger un groupe germanophone de 70 000 locuteurs; la mer du Nord constitue la frontière nord-est entre la Belgique et la Grande Bretagne.
2. Véritable carrefour intellectuel et marchand depuis l'époque romaine, la Belgique constitue par excellence le lieu de l'échange langagier. La société belge est traversée par un plurilinguisme dont témoignent la publication de journaux, la diffusion télévisée (20 chaînes par le réseau câblé), l'architecture administrative (l'OTAN, le SHAPE, la CEE ont leur siège chez nous).
3. Les deux groupes linguistiques principaux s'interpénètrent constamment: l'administration, l'armée, le réseau ferroviaire, la capitale sont bilingues; l'été, les touristes francophones sont légion sur les côtes du littoral flamand, et les néerlandophones affluent dans les Ardennes wallonnes.

La compétence linguistique apparaît comme exigence impérieuse dans pareille situation; l'enseignement des langues est donc très développé. Au niveau fondamental, 200 heures de deuxième langue sont prévus; au niveau moyen, l'enseignement d'une première langue vivante étrangère est dispensé à raison de 400 à 800 heures (on comptera 400 et 200 heures pour les deuxième et troisième langues).

Le personnel enseignant est accoutumé aux séjours d'immersion dans les régions de la langue-cible; la scolarité est obligatoire jusqu'à 18 ans. Malgré un tel contexte, les résultats sur le terrain déçoivent toutes les prévisions établies selon les normes du Conseil de l'Europe; la recherche théorique permettrait d'attendre après 200 heures de cours un niveau de compétence dit de survie et après 400 heures une connaissance de base, dite de seuil; une enquête (1) réalisée auprès de 2200 élèves de l'enseignement secondaire en terminale ou en propédeutique révèle des lacunes significatives:

54 % des sujets francophones n'atteignent pas le niveau de seuil pour le néerlandais;

48 % des sujets francophones n'atteignent pas le niveau de seuil pour l'anglais;

43 % des sujets néerlandophones n'atteignent pas le niveau de seuil pour le français;

Outre la mise en cause de recherches théoriques, les chiffres cités révèlent qu'à temps d'apprentissage égal, le résultat obtenu diffère selon le groupe linguistique; la maîtrise de la langue parlée est moins fréquente chez le locuteur francophone.

4. La moindre ou meilleure pratique du locuteur ne s'explique par la nature de la langue-cible: la connaissance d'une grande langue internationale comme l'anglais ne dépasse pas celle du néerlandais.

5. Les objectifs communicatifs de l'enseignement ne sont pas spécialement hors de portée du locuteur moyen; ils concernent un vocabulaire de base de 2000 mots, des difficultés morphologiques inexistantes à l'oral (la marque du pluriel en français n'est audible que par l'article, et en néerlandais par l'ajoute d'un e muet), une syntaxe simple (30 % de syntagmes sans verbe, 30 % de dyades élémentaires du type sujet-verbe-complément, etc.), une prononciation acceptable, sans modèle universel compte tenu de la réalité dialectale.
6. Nous sommes capables aujourd'hui d'évaluer en termes mesurables et quantifiables les objectifs de l'enseignement; comment se fait-il que les buts poursuivis ne soient pas atteints en fin de scolarité; mieux, comment se fait-il que la pratique plurilinguistique soit à ce point méconnue par les responsables politiques?
7. Les recherches trop peu connues d'Earl Stevick, du Foreign Service, fournissent des éléments de réponse. Disciple de Bloomfield, cet observateur minutieux du comportement de l'apprenant remarque l'importance de "l'harmonie interne" (2) de l'élève; Gallway explicite le concept par une métaphore tennistique soulignant la double définition du jeu: externe, dirigée contre l'adversaire, mais aussi interne, orientée vers la maîtrise de soi et l'épanouissement personnel (3).  
Le phénomène visé en l'occurrence porte sur le système nerveux végétatif, qui régit la coordination de mouvements inconscients, non rationnels de l'individu; la parturiente, le soldat en exercice de débarquement rapide de camion agissent souvent au mépris des lois physiques connues; l'apprentissage procède de même: il confronte le subconscient garant de l'équilibre intérieur et l'innovation perturbatrice.
8. Une croyance répandue explique la plus grande facilité d'apprentissage de l'enfant par la souplesse psychique. Le petit d'homme apprend à se tenir debout, à babiller, à rouler à bicyclette sans connaître le moins du monde les règles théoriques de ses gestes et expressions; selon le même présumé, l'adolescent perdrait cette labilité vers 12 ans et l'adulte se trouverait démuné de la compétence d'apprentissage.  
On peut dès lors se demander pourquoi l'enseignement continue à se pratiquer à partir de raisonnements de type hypothético-déductif au lieu de s'inspirer de la psychologie infantile; l'enfant conserve un équilibre harmonieux entre le conscient et le subconscient, sans frustrations ni complexe, l'enfant imite le comportement et recommence spontanément malgré d'inévitables échecs répétés; l'adulte transcende plus difficilement son angoisse: la rupture de l'acquis, la mise en cause du statut socio-culturel reconnu, la crainte de perdre la considération des pairs représentent autant de facteurs d'inhibition; (seul l'adulte dont le conscient rationalisé est développé est ici concerné; le guide touristique qui ne s'investit pas socio-culturellement dans l'apprentissage maltraitera paisiblement la langue étrangère qu'il utilise pour communiquer).

Le psycho-linguiste Curran souligne la neutralité de l'acte de parole; seul l'investissement psychologique du locuteur, le souvenir de l'échec connoteront affectivement le processus d'apprentissage. Les enseignants et les formateurs de maîtres focalisent à tort leur attention sur les difficultés externes liées à la structure objective de la langue (grammaire, phonétique, etc.): ils ignorent les règles internes du jeu, la nécessité de régir le subconscient, de lever les obstacles nés du conflit d'équilibres psychiques. L'exemple de coloniaux ayant assimilé

des langues africaines dont la transcription écrite n'existe même pas est significatif: forts de leur dominance, ils ignorent la crainte de l'échec et triomphent sans peine de la résistance du subconscient. La conclusion de Gallway s'impose d'évidence: le problème est mental et les remèdes résident dans les palliatifs apportés à l'hiatus entre les deux ego de l'individu (4).

9. A l'enseignant de trouver une thérapie de neutralisation de l'angoisse et de libération du système neuro-végétatif: à l'instar de l'alcool et de ses vapeurs, le remède devra dissiper l'anxiété, atténuer le trac de l'acteur.

Les traités de dramaturgie et manuels de rhétorique abondent en recettes concrètes à cette fin: exercices de respiration censés oxygéner le cerveau, préparation ("training") mentale intensive et répétée; le comédien agit à l'image de l'enfant: il imite, simule des comportements à sa manière avec ses propres moyens. L'adulte apprenant les langues devrait s'inspirer de ces démarches, imiter des phrases toutes faites, jouer des saynètes; faire des exposés d'abord sans témoin, dans son cabinet de travail, afin de conditionner son subconscient, d'intégrer la situation nouvelle dans son environnement mental.

La répétition patiente et continue anesthésiera l'angoisse; la vertu du drill, à contre-courant de l'époque, certes, n'est pas assez reconnue; le jeune pilote ayant manqué son atterrissage est aussitôt prié de recommencer l'exercice jusqu'à réussite complète: la frustration n'a pas le temps de s'installer et la répétition fera du succès une seconde nature.

Voici en conclusion, quelques conseils provisoires destinés à favoriser l'apprentissage linguistique:

- a. Il convient de pratiquer les techniques de relaxation: respiration profonde, détente, etc.
- b. Si le groupe est "bloqué", on orientera l'effort vers des techniques paralinguistiques (danse rythmique, aérobic) accompagnées de petites phrases dans la langue cible; souvenons-nous des chants des Marines en cours d'effort.
- c. On favorisera l'apprentissage du rythme et du modèle sonore par des analyses de la voix; la technique du chanteur, souvent excellent polyglotte, mérite d'être exploitée.
- d. L'apprentissage de mémoire et l'imitation du modèle sonore seront imposés le plus souvent possible, éventuellement au cours d'exercices collectifs en classe ou en salle d'aérobic/gymnastique.
- e. On n'hésitera pas à multiplier les dictées lentes afin de favoriser la rédaction et la rétention de phrases correctes; la répétition dans les pauses permettra de vaincre le frein de la frustration.
- f. L'enseignement se fera par groupe de niveaux, les élèves les plus doués étant écartés des groupes faibles dont ils perturberaient l'équilibre et dont ils freineraient les progrès.

Ainsi donc nous préconiserions un apprentissage de la libération du subconscient avant même d'envisager la pratique langagière. C'est à ce prix que l'enseignement des langues pourra s'étendre à tous; après 40 ans d'études consacrées à la quantification des objectifs, les

recherches contemporaines doivent s'orienter vers les objectifs cachés de l'apprentissage.

Notes

- (1) Van Passel F., Resultaten van het vreemde talen on deruip, Brussel, KMS, 1977
- (2) Earl Stevick, Teaching Languages: A Way and Ways, Rowley Mass., Newbury House, 1980
- (3) W. T. Gallway, The Inner Game of Tennis, New York, Random House, 1974
- (4) Idem, p. 129

## National Report/Rapport National - Canada

### Introduction

Ce rapport est un résumé des principaux développements dans le testing et l'enseignement des langues des Forces canadiennes depuis la dernière conférence BILC qui a eu lieu à Ottawa, Canada en juin 1990.

As in the past few years, our efforts have been directed towards implementing various aspects of the language training and testing policy established in the 1986 Policy Paper on the Military Second Language Training Programme, and towards refining those elements already in place.

### Language Proficiency Examination Writing Tests

Development of parallel English and French writing tests was completed in 1990. Scheduled to be implemented in September 1991, these tests will restore an assessment of the writing skill to the Canadian Forces language proficiency profile. The tests are criterion-referenced, direct measures of communicative competence in writing within a military context.

The third and final phase of pre-testing conducted in October yielded well over 200 papers per language. Scoring and analysis of this sample led to the definition of explicit performance criteria for each level tested and the elaboration of scoring procedures. Final forms comprise a base test which measures levels 2 and 3, and an advanced test which measures level 4. Three versions of each were produced for each language.

The tests are designed to elicit a writing sample that can be compared to the performance criteria which are derived from the official proficiency level definitions and from analysis of target-level responses obtained in pre-testing. The sample is elicited by means of tasks targeted to specific proficiency levels. Because the aim of the test is to measure communicative competence rather than knowledge of specific language elements, a global approach to rating was adopted.

### Test de sélection

Un test de sélection a été élaboré en 1990 afin de déterminer les besoins de formation en langue seconde pour tous les militaires lors de l'enrôlement. Le test qui mesure les compétences de compréhension auditive et de compréhension de l'écrit sera en vigueur en juin 1991. Le candidat qui obtien un niveau 3 à ce test est alors exempté de la formation linguistique et complète son cours d'endoctrinement militaire. Après avoir été affecté à son unité, le militaire devra alors subir le test de certification comprenant les quatre habiletés afin d'établir son profil linguistique officiel.

### Reorganization of Oral Interaction Test Administration

In February 1991 it was decided to reorganize the administration of the oral interaction (OI) test. In 1987 this function was delegated to individual commands and test administrators were assigned on a command basis. Unfortunately this structure proved to be inefficient and resulted in a backlog of candidates awaiting testing, unnecessary travel, and difficulty retaining test administrators due to unequal workloads and professional isolation.

As of April 1991, OI test administrators have been centralized at the Directorate of Language Training (DLT), National Defence Headquarters (NDHQ). The new structure should allow greater flexibility, an even distribution of workload and better maintenance of administration and scoring standards; in short, a more efficient and effective use of resources.

### Test Training

Since autumn 1990, DLT has assumed responsibility for the training of oral interaction (OI) test administrators and has developed a new training package. Instead of using the previous learning model fashioned after the DLI/ILR Handbook on Oral Interview Testing, DLT has designed a course in which the administrator first learns how to conduct an interview and then learns how to rate the sample elicited. It is felt that this sequence will improve the interviewing skills of OI administrators and enable them to elicit a better sample. Additionally, the evaluation scale has been slightly adjusted towards that of the American Council on the Testing of Foreign Languages (ACTFL). Also, role-plays will be mandatory at each level. These two changes should improve the effectiveness of OI administrators and provide a better opportunity for candidates to demonstrate their abilities.

The OI administrators will also be trained this summer to score the new writing sub-test of the Canadian Forces Language Proficiency Examination.

### Tests de rendement du cours de français

Conformément aux principes de l'approche systémique qui est la pierre angulaire du Cours de français des Forces canadiennes (CFFC), une série de tests de rendement a été élaborée à l'École des langues des Forces canadiennes (ELFC) de Saint-Jean afin d'assurer une évaluation formative continue des progrès des étudiants.

On a préparé sept tests de rendement qui se composent de quatre sous-tests pour mesurer les compétences langagières en compréhension auditive, en expression orale, en compréhension de l'écrit et en expression écrite. Les sous-tests de compréhension auditive et de compréhension de l'écrit sont des tests corrigés objectivement, des instruments à choix multiples, tandis que ceux d'expression orale et d'expression écrite sont des tests à mesure directe qui demandent une participation active. La conceptualisation de ces tests est donc parallèle à celle des tests de fin de phase, appelés contrôles de rendement.

Les tests de rendement sont administrés après un apprentissage d'approximativement 120 heures et évaluent la réussite aux objectifs des modules précédents. En procédant ainsi, les progrès de l'étudiant sont contrôlés et on peut se rendre compte immédiatement s'il a besoin d'un enseignement correctif ou prolongé.

Les tests de rendement sont aussi utilisés dans le processus de classement: les étudiants qui arrivent sont évalués au moyen d'une séquence des tests de rendement et classés au début de l'un des cinq points d'entrée du cours selon leurs résultats.

### Tests de classement

Même si le processus de classement décrit plus haut s'est avéré être un instrument efficace pour les écoles de langues, les gérants de carrières ont besoin quand même d'outils pour évaluer le temps qu'un membre des Forces canadiennes doit prendre pour atteindre le niveau fonctionnel avant d'envoyer le candidat en cours de langue. Pour répondre à ce besoin, un test de classement de français est présentement en élaboration à l'ELFC Saint-Jean. Ce test mesurera la compétence communicative en compréhension auditive et en compréhension de l'écrit et sera présenté sous forme de test à choix multiples. L'entrée en vigueur de ce test est prévue pour l'automne 1991.

### Canadian Forces English Course

Since 1990 a new English curriculum has been under development at Canadian Forces Language School (CFLS) Borden. Like the CFEC, the Canadian Forces English Course (CFEC) is being designed according to the principles of the Canadian Forces Individual Training System (CFITS), a systems approach to training. The aim of the course is to develop trainees' communicative competence in military settings.

The product of the design phase, the Course Training Plan (CTP), states the performance objectives for listening, speaking, reading and writing at levels 1, 2 and 3; and details the enabling objectives and teaching points associated with each. Achievement tests which measure attainment of enabling objectives have also been drafted.

The CTP is currently being reviewed by the commands and those schools involved in English language training. It is expected that a final draft will be completed by autumn 1991 at which time work will begin on selecting and producing materials for classroom trials.

### Contrôle et évaluation du programme militaire d'enseignement des langues secondes (PMELS)

L'évaluation de l'instruction dans le cadre du Programme se fait d'une part par les officiers des normes des écoles et des centres de formation linguistique et d'autre part grâce aux critiques de cours. Ces observations doivent être mises à la disposition de la Direction de l'Enseignement des Langues (DEL) au Quartier général qui s'occupe d'effectuer l'évaluation globale du Programme en collaboration avec le Quartier général de chacun des commandements et les collègues militaires.

Au cours de l'année la DEL a mis sur pied un système pour évaluer les différents cours donnés à travers le Canada, en analysant les résultats des étudiants, leur progrès, leur réussite, le nombre d'heures d'enseignement et le pourcentage qui ont atteint les niveaux fonctionnel et intégral. Cette tâche est assez complexe si l'on pense à l'éventail de cours qui sont offerts. Cette année la DEL a fait l'évaluation des cours continus de français et d'anglais, des cours de base, des cours cycliques et des cours intensifs des élèves-officiers.

L'évaluation du programme a permis à la DEL de répondre à certaines interrogations notamment au chapitre de la performance des étudiants et de l'efficacité de notre programme.

### Foreign Language Instruction

Foreign language instruction, which is conducted at Canadian Forces Language School Ottawa, has been influenced by the implementation of the Canadian Forces Individual Training System quality control approach and the evolution of military language training requirements.

Achievement tests (ATs) and performance checks (PCs) have been developed to supplement the proficiency tests obtained from the Defence Language Institute Foreign Language Center (DLIFLC) under a joint letter of agreement. The ATs measure progress between levels while the PCs measure attainment of levels 1, 2 and 3 in all four skills, thus ensuring continuous monitoring of student progress in sixteen languages. The tests are derived from the tests of the Canadian Forces French Course and the STANAG 6001 level descriptions.

The military attaché language course curriculum is currently under review. To date the performance objectives have been defined, based on the level descriptions and a needs analysis. A questionnaire completed by military attachés serving in various countries provided the data for the needs analysis. The revised programme will be communicative in approach and will integrate essential cultural elements.

Worldwide political events and new Canadian Forces commitments have affected the scope and priorities of language training. A significant reduction in students requiring Czech, Polish or German has been experienced while UN peacekeeping and arms control verification activities have generated new demands for Latin-American Spanish, Russian and Arabic languages.

### Conclusion

In closing, we can say that we had a very active and fruitful year in Canada. We still have a lot of tasks ahead of us. Mais c'est avec confiance que nous envisageons le futur voyant tout ce que nous avons accompli jusqu'à maintenant.



National Report - Denmark

1. Introduction

The present report is an overview of the activities of the Language Training Division of the Royal Danish Army Specialists' Training School (ASPETS).

2. Place of ASPETS in the language training system of the Royal Danish Defence Forces

For at least 100 years English, French and German have been solidly represented in the curricula of both primary and secondary schools of the National Education system as well as in the curricula of the Military Academies of all three Arms of the Defence Forces.

Therefore the idea of a specialized military language school did not actualize until the mid-fifties, when - for obvious reasons - the Defence Forces faced an increasing need of specialists of the Slavic languages spoken in the Baltic area.

In 1957 a Language Training Division was established within an already existing Reserve Officers' Training Center, which was during the following years to become the Intelligence and Language School of the Army, or, as it was named, the Army Specialists' Training School (ASPETS).

3. Languages Taught at ASPETS

At present ASPETS conducts courses of Russian, Polish and - recently and sporadically - Arabic languages.

As for the language last mentioned, it was a matter of supplying the Navy with a few linguists for the frigate, which participated in the United Nations' operations in the Gulf.

In the case of Polish the production of linguists is slowly closing down, but so far the last planned course will come to an end only in 1993.

As far as the Russian language is concerned, a slight extension of linguists production may be foreseen.

4. Structure of Language Training

Basically two types of linguists are trained for all Arms and Services: radio communication monitors and interrogators, but from among the interrogators a number of people that go through further training for arms control purposes is picked out.

- a. NCOs and enlisted soldiers are selected as radio communication monitors mainly on the ground of their radiotechnical skill and not so much with regard to their linguistic capabilities.

The pattern of language courses is as follows:

- 4 months Basic course, aimed at SLP 2121,
- 1 year on-the-job training in an EW unit,
- 6 months Intermediary course, aimed at SLP 3131,
- 2-3 years further service in an EW unit,
- 3 months Superior course, aimed at SLP 4242.

- b. Young civilians are selected as interrogators. They volunteer for this special interrogation version of the National Service Reserve Officers' Training Programme. They are picked out of a number of volunteers at a ratio of 10:1, mainly on the basis of what results they have obtained in foreign languages courses of the secondary school system.

The pattern of the interrogators' language courses is as follows:

- 6 months Basic course, aimed at SLP 2221,
- 5 months Intermediary course, aimed at SLP 3332,
- 5 months Course of interrogation combined with army, navy, or air force terminology.

The three courses are following immediately one after another. After being dismissed from this first period of active service the now-reserve officer-interrogator is called up once a year for a two week refresher course.

- c. In March this year we for the first time conducted a 5 week interpreters' course for arms control purposes. For this course we had picked out 15 of our best interrogators.

## 5. Didactics

In matter of didactics I want to point out two aspects:

- Since 1967 all language courses at ASPETS have been based on extensive use of the language laboratory comprising oldfashioned behavioristic pattern drills as well as all sorts of other listening and speaking exercises. And in spite of the changing trends in language didactics we feel that the role of the language laboratory is still crucial.
- Up till now about one third of class hours have been assigned to lessons on the geography, history, economic and social structure of the target country. Most of these lessons have been taught in Danish. In this time of great changes in the former Eastern Bloc countries we feel a need to extend the quantity of that type of lessons and on the other hand to integrate them in the language training by teaching them in the target language. For this purpose we are now introducing in the language laboratory the individual videomachine, which will enable us to make intensive use of the national TV programmes of the target countries. This "visualizing" of language laboratory materials, not to mention the possibilities of interactive video, opens in our opinion a new era in language teaching.

National Report - France

Good afternoon, Ladies and Gentlemen. It is my privilege, today, to introduce the French delegation - Colonel de Bonnières, the future Commandant of EIREL, is heading the delegation. I am LtCol Castillon, head of the language wing in EIREL. Colonel Pichot-Duclos, the present commandant of EIREL, has been promoted to Brigadier and will retire soon; for those of you who took part in the BILC meeting in Ottawa last year, LtCol Raffoux is now assigned to the British Staff College in Camberley, as French Liaison Officer, and Maj Lecacher is detached to the United Nations Peace Keeping Force in Irak, somewhere near the Kuwaiti border, in the middle of the minefields. These various assignments made clear how very closely intermingled language training and intelligence assignments are in our system.

My purpose today is to sum up very briefly the major events that have taken place in France in the field of military language training since we last met last year in Ottawa; and I will focus on these points:

1. the operations in the Gulf and language training,
2. Arms Control assignments and language training,
3. the current philosophy of language training in the French defence system,

and I will conclude in a few points concerning the next BILC meeting in Strasbourg in 1992.

Point 1: Operations in the Gulf and Language Training

Operations in the Gulf gave a boost to language teaching throughout the French defence system. We must confess that in peace time little consideration is given by the high command to language teaching. Linguists are often referred to, somewhat contemptuously, as "distinguished linguists", that is to say useless members of the military community whose mission is not clearly perceived. During manoeuvres on the training areas, the OPFOR speak French, the neighbours on the right and on the left speak French, the support and logistic elements speak French, why then should we spend our time and money teaching foreign languages? But in the Gulf, the OPFOR spoke Arabic, the neighbours on the right and on the left, the support and logistic elements spoke English and then the necessity for highly qualified linguists appeared very clearly.

Almost every top level linguist available in the French Army was committed in the Gulf to provide linguistic support to a force that was division-size.

Almost every officer assigned to my language division was detached to the Middle East to provide interpreters, translators, liaison officers, voice interpreters and prisoner of war interrogators mainly in English and Arabic but also in various other languages. On this occasion the high command realised that linguistic proficiency was a necessity and provided a major advantage to the staff, that language had to be considered as an asset - and a major one - for intelligence.

The high command also realised that language proficiency cannot be improvised and that it requires years to train a highly qualified linguist. On several occasions during the conflict in the Gulf, I was asked to "train officers in Arabic so that they could be operational after a one week course!" Every linguist knows that it requires at least two years to be operational in the Arabic language. So I think we have drawn the lessons from this conflict. The task of linguists is now considered as a noble one and it is true that currently most of the officers remaining in the Middle East and as a result of the Gulf conflict are top-level linguists. New projects have been initiated concerning training in military English and Arabic, prisoners of war interrogation and various other issues.

#### Point 2: Arms Control Assignments and Language Training

I will develop this point in a more detailed manner within the frame of Working Group No. 2, but let me just say that we are highly motivated in this field: France has set up this year a company-size unit: the "French Verification Unit" whose sole mission is to check the application of the various treaties and agreements dealing with arms reduction. In this perspective, we have already provided support to this unit through a bunch of three-week refresher courses in Russian, Czech and Polish. These courses intermingle very closely the linguistic and technical aspects included in this unit's task. Concurrently we have developed a large number of glossaries dealing with arms control terminology - and to date glossaries have been issued in Russian, German, Italian, Spanish, Portuguese, Chinese, and several others are still to come ... All these documents are available to members of BILC who might be interested. We have also developed various video-tapes, the aim of which is to train staff and units in counter measures against Soviet inspections within the frame of the Stockholm agreements. BILC appears to be the ideal place to exchange information on our first experiences in the field of Arms Control for our mutual benefit.

#### Point 3: The Current Overall Philosophy of Language Training in France

The basic idea is that linguistic training has no cultural aim, that language must be considered as an intelligence asset, one asset among others, comparable to a general surveillance device, a long range surveillance patrol, or a reconnaissance aircraft. For this reason France has some five years ago created the Interservice Intelligence and Language School and Center (the "EIREL") located in Strasbourg. Today, after a five-year probation period we believe this option is very satisfactory. Other countries in NATO had, prior to us, selected this option; this is the case for Denmark and the Netherlands. Considering language as a mere tool for intelligence, it is easy to understand our position towards STANAG 6001. France ratified STANAG 6001 in 1976, however, until now it has not implemented it. Almost nobody in the French forces has ever heard of STANAG 6001 and I realise I am committing a sacrilege when I say this in front of a BILC audience. A French army linguist is never referred to as a 3234 or a 4321, he is referred to as having passed his military linguist certificate in English, Swahili or whatever other language, level 1, level 2 or level 3 (in French "certificats militaires de langues du 1<sup>e</sup> degré, du 2<sup>e</sup> degré ou du 3<sup>e</sup> degré). The level of military linguist certificate is linked with the levels of war. The first level does not require any specific military knowledge. The second level is linked with the tactical level of war that is to say that we expect from an officer holding a certificate level 2 that he is able to interpret, translate or write on operational level an intelligence summary, a briefing or any other staff procedure up to division-level, warship or airwing. This level 2 is very much service

specific. It requires the mastering of a detailed and comprehensive military terminology, both technical and tactical.

Military linguist certificate level 3 equates with the operational and strategic levels of war. This implies that the officer holding such a certificate has acquired a wide interservice and geopolitical culture. This officer is expected to assume with the utmost effectiveness missions of interpretation, translation, implementation of OPORDS at the highest level, that is to say, for instance, assume interpretation during operation Desert Storm between General Schwarzkopf and his French counterpart or between General Crosby Saint and the general commanding 13th French Army. So we have nothing against STANAG 6001. We just think that our system of military linguist certificates complements STANAG 6001 by providing the necessary military flavour. In order to easily plug in the STANAG 6001 system, we intend to extend in the near future our system from 3 levels to 5. At that date we will probably implement the STANAG. Better late than never! We may consider that our current level 2 equates to a 3333 and our level 3 to a 4444. We consider that the skills are linked and therefore we try to develop those skills simultaneously. On the other hand we consider that an officer involved in the intelligence business will hold across his career various responsibilities requiring listening, speaking, reading and writing skills. He may start as a voice operator, act later as a liaison officer to an allied command, be assigned in an intelligence staff in a large unit or in the Ministry of Defence, and become later a military attaché. Subsequently we try to develop the four skills almost simultaneously. Last point, rather than relying on a small number of highly qualified linguists, we consider now that language proficiency must be integrated among the basic skills from the very beginning of an officer's career. Great emphasis has been put these last years in the officer's training schools - like the Saint Cyr Military Academy - on language training. In a short time, most of the French officers will master the English Language and hold the equivalent of a 3333 in English. In addition, a large number of them will develop their knowledge in the other "operational languages", that is to say the languages that are used in the theatres of operations where France is likely to be committed, that is to say Eastern Europe, the Near and Middle East; these languages are German, Russian and Arabic. As a result of a short view linguistic policy, we are currently in a tight position; some political events and decisions have been misinterpreted in the past. After the end of World War II, it was wrongly considered in the French army that it was useless to learn German; when France withdrew from the integrated military command of NATO, we considered that it was now useless to learn English. When we left Algeria in 1962 we concluded that it was useless to learn Arabic. As a result of this, we need today many officers qualified in English, German and Arabic. But as I said earlier, as a result of the lessons taught in the Gulf, as a result of the improved linguistic training in the officers schools, the mid-term prospects are bright and the French forces should be fully operational in the linguistic field around the turn of the century.

My last words will be on the 1992 BILC meeting. We have the pleasure to host the BILC Conference in 1992 in Strasbourg. I will take advantage of all the experience gained by Captain Samsunlu and his predecessors to make this conference as profitable as possible. What I would like is that before the end of the week we decide on the dates of this meeting and on the major topics to be discussed during the conference. This concludes my presentation. Thank you for your attention.



National Report - Federal Republic of Germany

This report will give you an overview of recent developments in the areas of language training and course development at the Federal Office of Languages and its affiliated institutions.

1. English

The past year marked a stabilization within the English department in that the replacement of teachers due to retirements and postings was completed with the last of nine hirings. The inventory of courses remained essentially the same with the exception of two three-week courses on English for Negotiations for the State Government of North-Rhine-Westphalia (NRW) and for the NRW Institute for Curriculum and Course Development, to be conducted in the Summer, being added.

A large amount of the work effort went into the establishment of English courses according to Bundessprachenamt standards at the Institute for Foreign Language Training of the former East German Armed Forces at Naumburg, Saale, which was placed under the supervision of the Bundessprachenamt in November 1990. The future of this institute, which had been conducting courses in English, French, Spanish, Portuguese, Russian and German as a foreign language, has not been decided on to date. The Institute is located in spacious and well-preserved Victorian buildings and disposes over a well-qualified and experienced teaching staff. At present it is only conducting English courses to meet the backlog need for this language particularly in the former East German air force units being integrated into the Federal Armed Forces. The first courses being tested with Bundessprachenamt test material graduated in February 1991. By March training had been converted to Bundessprachenamt standards, procedures and teaching material.

Materials development concentrated in the report period on topping up the curricular material available at proficiency levels B and I/II (NATO 2 and 3/4). The exclusive use of authentic source material has been established as standard practice.

The development of self-instruction materials has increased in intensity, quite in keeping with the trend observed in the previous report period following completion of the combi materials listening and reading skills at level 2. The development of self-instructional materials for grammar is also under way.

2. Romance Languages

French

Full courses were conducted for SLPs of 1110 to 3332. Short courses were provided for SLPs 3330 and 3300. Specialized courses offered in 1991 included:

- a course for general staff officers from April to September
- a seminar to increase and deepen participants' knowledge of French for conferences

- two seminars for staff of the Education Ministry of NRW and two new courses:

- . a two-part seminar in legal French
- . a course for medical officers

### Spanish

Spanish instruction took the form of:

- a 6-month course with SLP 2221 for employees of the Federal Chancellery Office
- individual instruction for members of the German Armed Forces
- a beginners' course with SLP 1110 and a continuation course leading to 2221
- a one-month seminar for Finance Ministry staff

### Italian and Portuguese

Full courses leading to SLP 1110 were conducted in Italian and Portuguese. An Italian course was also held on our level B leading to an SLP of 2221.

### Rumanian

A new project was a 6-month Rumanian course, from October 1990 to March 1991. The project was very successful with final SLPs of NATO levels 3 and 4.

The materials development section reports that "200 point" placement tests have been completed as planned for French, Italian, Portuguese and Spanish and are already in use, and test batteries for Portuguese and Italian have been completed for all four skills on NATO levels 1 to 3.

For French:

- Two variants are now available for the two-level tests (NATO 3 and 4) of listening and reading for use in the general language examinations of the German Armed Forces.
- The test batteries for listening and reading have been revised and improved.
- Self-study materials for listening and reading, particularly on NATO levels 1 and 2, have been completed.

The booklets *Reading 1: Phase 2* and *Listening 1: Phases 1 and 2* have been added to the existing combi-course materials.

It is hoped that the NATO level 1 materials (Phase 3 and structure-oriented materials) will be completed in the first half of 1992.



### 3. Slavonic Languages

#### Russian

From January 1990 to March 1991 a Russian course was conducted for German officers who are to serve as arms control inspectors verifying weapons reductions in the Soviet Union in accordance with the Conference on Confidence- and Security-Building Measures and Disarmament in Europe and the Conventional Forces in Europe Talks.

With regard to this course we wish to report the following:

#### a. Length of Course

The first phase of instruction began in January 1990 and continued, with one 6-week interruption (for summer vacation), until October 1990. The second phase began in January 1991 and ended in March 1991. During this period the students received four hours of classroom instruction every morning. In the afternoons a three-hour tutorial was offered. In contrast to the morning instructional periods, which covered the obligatory curriculum, the tutorials could be tailored to the specific needs of individuals and small groups.

#### b. Teaching Materials

The course was based on material which was specially developed on very short notice for arms control officers. Emphasis was placed on language for everyday situations on the one hand, and on military terminology relevant to the Army and the Air Force on the other.

#### c. Participants

Originally there were 58 officers participating in the course. Classes were frequently restructured in an attempt to achieve the highest possible degree of homogeneity among participants.

#### d. Final Examinations

At the end of October 1990, special final examinations for arms control officers, based on the standardized proficiency level requirements for SLP 2221, were held. The course objective was achieved by 70 percent of the participants.

#### e. Future Plans

Training for verification personnel will continue. From May 15 to December 19, 1991 (with time off for summer break) civil servants from the technical service of the Bundeswehr will take part in a course with proficiency level 1110.

In the last quarter of 1991 one or two refresher courses are to be set up for the project.

Further instruction is also being considered for those participants who were tested in March 1991. At present no details are available.

In the Russian materials group course materials for arms control officers were completed early in 1991. At present, the existing tests of listening and reading are being revised. Test variants which have been in use for some time will be either updated or replaced.

In the near future we plan to revise the curriculum for NATO level 1 on the basis of a new concept.

Using the news broadcast "Vremja" (Time) and the military program "Na sluzhbe otechestva" ("In Service of the Fatherland") two video cassettes, with reports relating to the topics détente and disarmament were put together. Parts of these reports are available in transcription.

#### Czech/Polish

In the first quarter of 1991 the first Polish and Czech courses for verification personnel were completed. All participants attained the required SLP. Three members of the Czech group and five from the Polish course also took and passed the examinations on a higher level than required.

From November 1990 to March 1991 the first Czech language course was conducted for civil servants from the Federal Border Police. This course will be continued in October 1991 on NATO level 2.

#### 4. German as a Foreign Language

In the past year students from an average of 35 countries learned German at the BSprA in preparation for further education or instruction within the Federal Armed Forces. The courses for technical and medical personnel, cadets, mid-level officers and staff officers of all branches of the Services lasted from three to twelve months depending on the course objectives (SLP), the extent of specialized technical language involved, and the students' previous knowledge. As usual, the course was not based on a standard textbook but on current task-oriented materials, following a curriculum which provides a basic foundation of communicative topic areas and a progression of grammar elements. A new, revised version of this curriculum is currently being developed in cooperation with the German materials development group.

For the specialized military courses, which combine military subject matter with the appropriate means of expression (not limited simply to "terminology"), the fundamental political changes in Europe and the changing structure of the Federal Armed Forces make a complete revision of the course materials imperative. Since 1990, the teachers have been engaged in this work in addition to their normal teaching load.

The German teaching group continues to attach great importance to advisory and instructional cooperation with the teachers of German courses offered by our friends in the Armed Forces of other countries. Particular emphasis was placed on:

- providing support for the development of an overall concept for task-oriented German instruction in the Armed Forces involved,
- helping with the selection of course materials and with the initial instruction and continued education of teachers tasked with conducting German courses in their home countries in order to prepare students for participation in German instruction at the Bundessprachenamt and
- providing or helping teachers obtain suitable course materials.

The German section of the materials development group has been working on a curriculum for German as a foreign language since 1990. Originally, the course was preceded by a 3-week orientation phase which was intended to familiarize students with cultural and administrative matters specific to Germany. However, the pilot program using this procedure showed that teachers face enormous didactic problems when trying to teach students to deal with administrative matters in their new surroundings: On the one hand, both the contents and the language of most of the forms, orders for the day, regulations for dormitory/apartment residents etc. are extremely demanding, but on the other hand, the urgency of the formalities involved generally permits no delay.

For these reasons, the German materials development group and teachers of German worked together to develop clarifications of complex matters in English, French, Spanish and German (an Arabic version is in progress), and these were organized according to key words and placed in files which students can consult as needed. At the same time less complex texts, maps, timetables etc. are dealt with in the language classroom.

Based on valence grammar, students are helped to develop and experiment with strategies for familiarizing themselves with German society and for using the language to handle whatever problems may arise (see Annex).

For former students we have developed a periodical called "Neues vom Bundessprachenamt" which will appear annually in the fall. This magazine is intended to help the school and its former students keep in touch while providing a light, informative opportunity for practicing German.

#### 5. Less Commonly or Seldom Taught Languages

In 1990 courses which lasted from three to twelve months were offered in the following languages:

Arabic	Hindi
Bulgarian	Hungarian
Chinese	Japanese
Danish	Rumanian
Dutch	Swedish
Finnish	Turkish
Haussa	

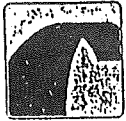
To make the courses even more effective we tried, wherever possible, to divide the teaching load in each class between a native speaker of the language in question and a German native with a suitable background in the foreign language. The number of participants rose sharply in 1990 - particularly for Arabic.

#### 6. Other Projects

As a follow-up on the Study Group "Language Training for Arms Control Purposes" at the 1990 BILC Conference the Bundessprachenamt acted as host for the 1991 BILC Arms Control Seminar from 19 March 1991 to 21 March 1991. Participants from Denmark, Germany, the Netherlands, Spain, Turkey, the United States, the United Kingdom, and SHAPE discussed, as active language teachers and administrators, the objectives and methodologies they are pursuing in developing and conducting language

courses to support arms control verification. They found that the presentation and discussion of the successes and shortcomings of their various approaches has been and will continue to be of tremendous value in improving the scope and quality of their efforts. They encouraged the BILC Steering Committee to conduct a follow-on Arms Control Seminar during 1992.

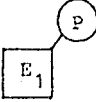
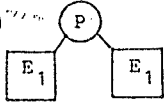
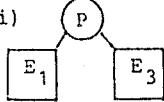
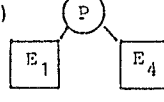
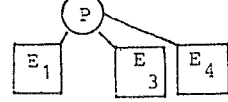
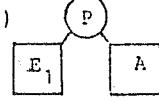
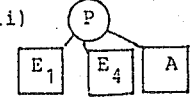
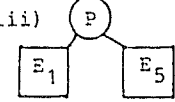
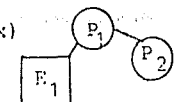
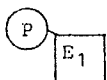
A particularly challenging task in the past year has been the development, in cooperation with certain European offices, of two variants of a reading test in all languages of the European Community. The examinations are scheduled for use in October '91, and are currently being subjected to a trial run and analysis within the Federal Office of Languages.



THEMENBEREICHE

SPRACHLICHE MITTEL

STRUKTUR

<p>(1) Persönliche Daten (<u>Pers</u>)</p>	<p>(i) </p>	<p>I. Verben</p>
<p>(2) Das Bundessprachenamt und andere Institutionen (<u>BSprA</u>, <u>Inst</u>)</p>	<p>(ii) </p>	<p>Aktiv Präsens</p>
<p>(3) Einkaufen (<u>Eink</u>)</p>	<p>(iii) </p>	<p>regelmäßig unregelmäßig Hilfsverben *reflexive Verben trennbare Verben Modalverben</p>
<p>(4) Wohnen / Unterkunft (<u>Woh</u>)</p>	<p>(iv) </p>	<p>Präteritum *Perfekt</p>
<p>(5) Verkehr und Reisen (<u>Vk</u>, <u>Rei</u>)</p>	<p>(v) </p>	<p>Hilfsverben *Modalverben regelmäßig unregelmäßig</p>
<p>(6) Freizeit und Unterhaltung (<u>Freiz</u>)</p>	<p>(vi) </p>	<p>Nomen Ergänzungen E<sub>1</sub>, E<sub>3</sub>, E<sub>4</sub>, *E<sub>5</sub></p>
<p>(7) Umwelt (<u>Umwelt</u>)</p>	<p>(vii) </p>	<p>Pronomen E<sub>1</sub>, E<sub>3</sub>, E<sub>4</sub></p>
<p>(8) Gesundheit und Hygiene (<u>Ges</u>)</p>	<p>(viii) </p>	<p>Artikelwörter 0, best., unbest.; <u>kein</u> -</p>
<p>(9) Beschreibung von Orten/ Angaben zur Orientierung (<u>Orte/Orient</u>)</p>	<p>(ix) </p>	<p>Possessiva Adjektive adverbial, attributiv, prädikativ *Komparation (außer Superlativ)</p>
<p>(10) Landeskunde (<u>Lk</u>)</p>	<p>(x) </p>	<p>Angaben A<sub>R</sub>/Z/O/*Zw/div.Präp. Negation Präpositionen Fragewörter Kardinal- und Ordinalzahlen *Partikeln *Pronominaladverbien</p>
<p>(10) Landeskunde (<u>Lk</u>)</p>		<p>II. Wortbildung Komposition Derivation: -in *Konversion: Nominalisierung</p>



THEMENBEREICHE

SPRACHLICHE MITTEL

STRUKTUR

<p>(1) Dienst, Arbeit und Beruf/ Ausbildung u. Studium (<u>Arb/Ber</u>)</p>	<p>(i)</p>	<p>I.</p> <p>Verben</p>
<p>(2) Dienstleistungen - öffentlich und privat - (<u>Dienst</u>)</p>	<p>(ii)</p>	<p>Aktiv</p> <p>Präteritum      regelmäßig Perfekt            unregelmäßig                          Hilfsverben                          trennbare Verben                          Modalverben</p>
<p>(3) Einkaufen (<u>Eink</u>)</p>	<p>(iii)</p>	<p>Futur I</p>
<p>(4) Wohnen (<u>Wch</u>)</p>	<p>(iv)</p>	<p>Passiv (werden - P)</p> <p>Präsens Präteritum *Perfekt <u>es</u></p>
<p>(5) Verkehr und Reisen, Tourismus (<u>Vk, Rei</u>)</p>	<p>(v)</p>	<p>*Konjunktiv II</p>
<p>(6) Freizeit und Unterhaltung (<u>Freiz</u>)</p>	<p>(vi)</p>	<p>Ergänzungen E<sub>5</sub></p>
<p>(7) Umwelt (<u>Umwelt</u>)</p>	<p>* (vii)</p>	<p>Adjektive Komparation</p>
<p>(8) Aktuelles (<u>Akt</u>)</p>	<p>(viii)</p>	<p>Angaben A<sub>Zw</sub>/*Gen/*Gr/*Ggr</p>
<p>(9) Allgemeine militärische Fragen (<u>Mil</u>)</p>	<p>(ix)</p>	<p>Präpositionen Genitiv Pronominaladverbien Konjunktionen *Infinitivkonstruktion *Partikeln Angabesätze AS<sub>G/Z/Zw/Ggr/Mod/*Rel</sub></p>
<p>(10) Landeskunde (<u>Lk</u>)</p>		<p>Ergänzungssätze ES<sub>1/4/*5</sub></p> <p>II.</p> <p>Wortbildung</p> <p>Komposition Konversion: Nominalisierung</p>



THEMENBEREICHE

SPRACHLICHE MITTEL

STRUKTUR

<p>(1) Soziales (Arbeit, Wirtschaft) (Soz)</p>	<p>(i)</p>	<p>I. Verben</p>
<p>(6) Kultur (Kult)</p>	<p>(ii)</p>	<p>Konjunktiv II Konjunktiv I</p>
<p>(7) Wissenschaft und Technik (Wiss, Techn.)</p>	<p>(iii)</p>	<p>Passiv (werden - P ; sein - P)</p> <p>Modalverben</p> <p>Infinitivkonstruktion in verschiedenen Funktionen</p>
<p>(9) Sicherheitspolitik (Sichpol)</p>	<p>(iv)</p>	<p>Ergänzungssätze ES<sub>1/4/5</sub></p>
<p>(10) Politik und Geschichte (Pol, Gesch)</p>	<p>(v)</p>	<p>Angaben A<sub>G/Ggr/Gen</sub></p>
<p>Militärische Themenbereiche</p> <p>(a) Auftrag, Umfang und geschichtl. Entwicklung der Bundeswehr</p> <p>(b) Sicherheitspolitische Aspekte</p> <p>(c) Gesetzliche Grundlagen</p> <p>(d) Aufgaben, Stärke und Ausrüstung der Truppengattungen</p> <p>(e) Führungssystem in den Einheiten, Verbänden und Großverbänden</p> <p>(f) Ausbildung und Ausbildungsorganisation</p> <p>(g) Taktische Zeichen und Begriffe</p> <p>(h) Militärische Geländekunde (nur Heer)</p> <p>(i) Führung im Gefecht</p> <p>(j) Grundsätze der logistischen Führung</p>		<p>Präpositionen Partikeln Angabesätze Z/AS<sub>Rel</sub></p> <p>Linksattribute Rechtsattribute</p> <p>II. Wortbildung</p>





National Report - Greece

Ladies and Gentlemen. Please allow me to say a few words on the Hellenic Army Language School and the job we are doing.

The school is located in the Athens area and its mission is to provide the students with the necessary knowledge of the foreign language taught in order to attend courses abroad and be posted to international Headquarters. It operates in parallel with the Navy and the Air Force language schools.

The main languages taught are English, French and German, while, depending on the requirements of the Army, the languages of countries neighbouring to Greece are also taught.

The duration of the courses varies from 6 to 10 months depending on the difficulty of the language taught. Instruction is carried out for 30 hours a week. The average number of students per academic year is approximately 150. Most of them study English.

Standardized Language Profile (SLP) qualification is between 3231 and 4343.

The instruction material used is that of DLI enriched with commercial publications and VIDEO taped lessons. Press material is used for translation and reading comprehension.

Although DLI teaching material is obsolete, adaptation of commercially available material for six hours' daily teaching is impossible.

In addition to finding ways of enriching existing teaching material, various school working groups are employed in preparing testing material.

Teachers from the school are also employed in preparing and administering examinations for the selection of personnel for training and posting abroad.

We hope that this short overview will provide you with some assistance in building a picture of our activities.



National Report - Italy

1. Introduction

As we have reported in our former National Reports, the language study takes place with slightly different criteria for the three Services of the Italian Armed Forces.

The Army and Air Force Schools conduct a series of courses every year which will be more amply discussed during this national report while the Navy conducts courses at the Naval Academy or sends its personnel to private institutions.

All of them however, even though the conditions and the methodology may differ, have as their object:

- to give to the personnel an adequate preparation to meet their specific needs,
- to examine and to evaluate in a uniform and impartial manner the level of preparation reached by the student, using the standards indicated in STANAG 6001.

I will illustrate now, a little more in detail, the activity undertaken and the more significant results reached at the schools: first I will set forth the Army situation and then that of the two other services.

2. Italian Army Foreign Language School

a. General Information

The year 1990 has been a particularly interesting year for the Army Language School. After careful study and planning, a new didactic method - the global - communicative method - was introduced and at the same time new tests to ascertain the level of linguistic knowledge the student already possesses before he takes a course were put into effect.

The course for refreshing and strengthening the linguistic capacity in order to requalify for classification, that is CAFR, has been found valid. The refresher course with its object to help those with particular assignments, where language skills are needed, that is CAFI, also has shown good results. The program, outlined in greater detail in our last National Report, has been fully and successfully realized.

At this time and place I will limit myself to refer to some of the more significant aspects of our experience:

- the English and French language courses,
- the "Self-study" course,
- the Arabic language course,
- the realization of the glossary of military terminology.

b. Courses of English Carried out at the School

The new method of teaching and of verification of linguistic ability according to the model proposed by STANAG 6001 has been put into effect for all the courses of the English language carried out by SLEE at the school itself and at various other commands in Rome.

This has been applied particularly to the intensive course for General Staff Officers, and to the 7 courses for personnel assigned abroad (CAFI) and to the 5 correspondence courses which took place.

Above all, the intensive course for General Staff Officers seems to be the most significant for the purpose of determining the validity of the new didactic method.

This course lasts five months, thirty-six hours per week and has a student-teacher ratio of 8 to 1. The results of the course appear, on the whole, to be encouraging although we lack at the moment external verification.

It is obvious that we are still in a phase of consolidation but many useful indications can be drawn from the analysis of the course now being carried out. It is necessary to improve and standardize the specific preparation on the part of the teaching staff to the new didactic method so that the students will acquire the learning level required by STANAG 6001. For this purpose it would seem to us very useful to organize a seminar to discuss this problem more deeply.

In this context an effective collaboration on the part of the language schools of BILC members who have already acquired a good experience in this specific sector would be even more profitable.

c. Correspondence Courses

The correspondence courses are stretched over a period of two years divided into two phases. The first is a self-study course and the second is an intensive course of twelve weeks conducted at SLEE itself.

- (1) The last year for which there are available definite statistics in 1989 in which 270 candidates - officers and non-commissioned-officers - participated. All the students underwent the Modern Language Aptitude Test (MLAT which was prepared by Carrol and Sapon for the Italian students at the University of Trieste); among them, 200 students were admitted to the first phase of 39 weeks and received the necessary didactic material.
- (2) After three successive selections conducted at intervals of 13 weeks, during the 39 weeks course, the students (26 officers and 24 non-commissioned-officers) were admitted to the second phase.

It must be noted that during the first phase of the course the students have been able to develop only two of the linguistic components, i.e. "listening" and "reading", because of the nature of the didactic material which SLEE was able to provide them.

The final results have been quite satisfactory: 16 % of the officers reached the fourth level as "full professional"; 30 % of the officers and 70 % of the non-commissioned-officers reached the third level as "minimal professional".

We are considering to introduce corrections in the course. We are particularly studying the way to develop all four linguistic components (LRWS) during the first self-studying phase and we will also extend the second phase from 12 to 14 weeks.

d. Arabic Language Course

A particular mention must be made of the Arabic course which under the thrust of international relations in the Mediterranean and the Persian Gulf, has acquired an ever greater importance.

During the last two years the school has organized an intensive yearly course of Arabic divided into two phases (basic and intermediate). These courses last 5 months and are conducted 30 hours weekly. The ratio of teacher-student is 1 to 10. The students attending this course are those employed in Intelligence, in law-enforcement, and in the Navy. The method used is similar to that used in the English and French courses (course-communicative) and consistent with NATO standard indications.

Considering that the students begin the course from scratch and that Arabic is considered a difficult language to learn, the results at the moment are satisfactory.

Since the method employed has proved adequate, there is under consideration a plan to elaborate a test which will test the four linguistic components as in STANAG 6001.

e. The Teaching of French

The project announced last year concerning the preparation of a new test for the French language according to STANAG 6001 requirements has been realized.

Two editions of the new test have been published. It is hoped that the new didactic method will be put into effect shortly.

f. Miscellaneous

It is worth mentioning that among the innovations in 1990 was the realization of a glossary of military terminology.

The glossary is in two parts. The first part, English-Italian, consists of 2.450 basic terms (either UK or USA) and another 4.000 terms and expressions of common derivation.

The second part, Italian-English, contains 2000 basic terms and more than 4000 derived words.

The glossary has been printed and distributed to all Army Units down to battalion level.

### 3. Activity of SLEA

During the last year, the language training followed the regulations in force, which showed aims to be reached and criteria to be adopted.

The basic training at the educational Military Schools (Air Academy and NCO's School) was carried out through collective courses by mother-tongue teachers of a private institute by previous trade agreement with the Air Force.

The language perfecting was achieved by means of collective courses at the Air Force Foreign Language School, attended by 180 students -divided into three course-groups - of which 176 were promoted and 4 dismissed.

The specialization was achieved through:

- individual courses in mother-tongue countries, mainly for Combat Units flight personnel,
- special courses for personal of Air Traffic Control and Air Defence,
- special courses at the Midwestern State University of Texas for flight personnel who attended the Flight School in the USA.

Besides, some courses were attended by airmen, NCO's and officers at private language schools.

Finally, since 1 September 1990 the language test system has been improved, adopting the new Unified English Test for Armed Forces (edited by Defence General Staff in accordance with STANAG 6001) and new training computer aids, testing 1014 officers and NCO's.

In conclusion, in spite of the funding restrictions which have especially invalidated the individual courses in the mother-tongue countries, language training achieved its aims.

### 4. Activity of the Navy

#### a. Generalities

The Navy holds courses at the Naval Academy and at private institutions. The teaching of English at the Naval Academy is assigned to the Foreign Language Teaching Faculty which is composed of 5 civilians who are an integral part of the School faculty.

The teaching of English is spread over a period of 4 years. This program is conducted by 10 mother-tongue teachers, provided by "The English Centre", who use the "Sandwich" method.

#### b. Course Conducted at the Naval Academy

The over-all program relative to the teaching of English is inserted in the syllabus over a period of 4 years.

- 1st class of a normal course: 118 hours,
- 2nd class: 100 hours,

- 3rd class: 84 hours,
- 4th class: 52 hours,
- course for special category officers: 54 hours,
- course for officers by appointment: 94 hours,
- course for improvement of the language for pre-command officers: 50 hours,
- 1st, 2nd, 3rd, courses at Navy Medical School: 60 hours,
- course for Coast Guard Officers to be assigned to naval units of Coast Guard: 55 hours,
- course for officials of Internal Revenue to be assigned to command of naval units of the Internal Revenue: 40 hours,
- course for pre-flight training: 234 hours (2 courses per year).

#### 5. Conclusion

In conclusion, it is possible to state positively that as far as the teaching and assessment of the linguistic competence in English and French are concerned the objectives indicated in STANAG have fully been reached, taking into account the precise suggestions provided by BILC. This process of adaptation to the STANAG standards is in process.

Naturally, we are still in a phase of consolidating and correcting our didactic method, testing and teaching texts.

The Army and Air Force have schools which are completely apt for their task; the Navy uses different systems and methodologies but they might be interested in the possibility of exchanging of ideas and collaboration with the other members of BILC.

We are therefore considering to invite a member of the Italian Navy as an observer to the next meeting of BILC.





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 language teaching and testing, the following aspects are to be mentioned:

- continuation of the second part of the Portuguese course for foreign military,
- validation of the Portuguese version of the MLAT,
- briefing by the delegates who participated in the BILC Conference 1990 in Ottawa,
- adaptation of the tests provided by Canada in order to create alternative versions to those currently held at EMGFA, also of Canadian origin,
- current activities in language teaching and testing

2. Detailed Situation

a. Part II of the Portuguese Course for Foreign Military

Presently units 9 to 15 have been produced including the oral parts. We have also completed the written part of the exercise book and we are finishing the recording of the oral exercises.

b. Experimental Validation of the MLAT

Following the suggestions of the "Standing Group on Task Analysis and Testing" we have now available the data pertaining to the result of the experimental MLAT test and the correspondent final grades in English of all the cadets who did the test.

c. Briefing on BILC 90

As usual and following the reception of the BILC report book, the delegates to BILC 90 presented a briefing on the results and experiences gathered during the conference. The briefing took place at EMGFA and several delegates of the three services were present.

d. Adaptation of Tests Offered by Canada

Following the work done in the previous year, we have now in use two alternative versions of the English language test on reading comprehension, listening comprehension and writing. We are finishing the adaptation of the French language test and we hope to have it ready during the second semester of the present year.

e. Language Teaching and Testing

(1) Within EMGFA

The courses being held at the language department of EMGFA are 3 hour per week courses except in the German language courses which

are 2 hour per week courses. All courses are attended on a voluntary basis and are carried out with the aim of introducing, maintaining or extending the general knowledge of the language.

The course being held at the moment are:

English - 2 elementary level classes,

- 3 intermediate level classes,

- 1 advanced level class, attended by a total of 89 students

German - intermediate level class attended by 6 students

Both languages are taught by one teacher and two monitors. There is also in the EMGFA language department a support service for those who cannot attend the courses and wish to practise on a self-study basis. This programme implies the use of audio, video and computer aids depending on the level of the student.

In EMGFA's language department all the testing of the personnel appointed for international positions takes place. During this year 137 students were tested, 108 in English and 29 in French.

(2) Within the Navy

The English courses referred to in previous conference reports have continued divided into three models:

a. Model 1

Being an essential English course its target is to improve the basics of the language of the officers, sergeants or soldiers who will be members of the permanent board of the armed forces.

The teaching staff involved in these courses belongs to the International House Language School and it includes one pedagogical director and 8 teachers. They taught 1 350 students during the present school year, divided into three courses of fourteen weeks.

b. Model 2

An intensive course which aims at the preparation of students who are going to attend courses in English speaking countries, or who are going to work with the language in their everyday job.

During this year 200 students attended this course, divided into classes of twelve students each.

(3) Within the Army

Courses of English, German and French, are being taught in different army departments, namely:

- Army Practical Schools,
- Army Institute of High Studies,
- Army Military Academy,
- Army Sergeant School.

The students involved in these courses are:

English	1 087 students
German	11 students
French	10 students

The teaching staff is composed of 35 teachers, 14 military teachers and 21 civilian teachers five of whom are from the British Council.

(4) Within the Air Force

(a) At the Language Department of the Air Force General Staff

4 pre-elementary courses	SLP 1111
4 elementary/intermediate courses	SLP 2222
4 intermediate courses	SLP 3333

These courses were attended by 145 students for two teachers. Some special courses were also taught specially to prepare students to be tested either at the EMGFA or at MAAG.

(b) At the English Language School - Air Base No. 2 intensive courses aiming to prepare students at the following levels:

3 elementary courses	SLP 2222
2 intermediate courses	SLP 3333
1 course for pilots	
3 courses for air traffic controllers	

These courses were attended by 90 students for 6 teachers. At this language center the testing of all the Air Force personnel takes place in order to establish their SLP. During this year 300 students were tested.



## National Report - Spain

The present report deals with two themes: the course given to the Spanish Arms Control Verification Unit (UVE) and the general report on language teaching in Spain.

### A. The UVE Course

The decision to organize this course came in August 1990. It should start not later than the 17th of September and the UVE ought to be ready by the 1st of January 1991, comprising three groups of Russian speakers and one of German.

On these conditions planning was not most appropriate as, in such a short lapse, teaching of Russian to two groups of green students couldn't be achieved. No problem would be encountered by advanced groups of Russian and German being former students of the Joint School of Languages (JSL). They would only need a refresher course.

Other factors influencing planning were:

- students' different initial levels of knowledge of Russian,
- age differences: from sergeant to colonel.

Therefore, the following basic premises were adopted:

- to direct the course towards oral communication efficiency putting aside some grammar and writing skills,
- to direct oral training just to those dialogues more foreseeable in verification tasks and daily routine including special terminology at hand,
- selection of a minimum vocabulary of about 2.500 terms for the basic students of Russian,
- selection of a curriculum for the basic course of Russian including imperative grammar tips compressing them into the time available: three months. See example at Annex A.

### Achievement of the Course

The course was still delayed until the 29th of October.

The advanced groups got through their course studying the Verification literature and practising dialogues about selected headings on rutinary topics: lodging, food, health, etc. See example at Annex B.

For basic Russian students the abridged dictionary was written with collaboration of teachers and students who put in their habitual words in the headings mentioned above. There was no use to go farther in the specialized verification drills.

Courses were prolonged for 6 months beginning in January 1991. But the 7th of March Spain changed the languages. German was no longer to be taught. Instead, three groups of English were brought in with the same

initial students. Only the advanced group of Russian remained unchanged. So we had four groups: basic, intermediate and advanced English and advanced Russian, two hours Monday through Friday until the new end date the 30th of June.

### Conclusion

We have learned that an uncertain schedule such as that of the verification implementation cannot be mixed with a language programme where a minimum curriculum needs a mandatory time period.

We know this has occurred in some countries as it was stated in the recent seminar and we consider it being useful to note this planning fault although it was caused by external sources. Consequently one is obliged to foresee the personnel requirements well in advance within the languages scope. For instance, future needs in Arab skills should be defined after new South Mediterranean developments.

## B. Report on Language System Restructuring in Spain

### 1. Present Problems

Teaching of languages suffers nowadays two main problems:

First: the purely technical problem comprising curriculum writing, uniformity among the three services as much in qualification tests as in the appropriate criteria to grant certificates and further the righteous approach to STANAG definitions of levels.

Second: problem of personnel management; that is the adaptation of language teaching to real military needs.

We'll put apart the first problem since it is being solved by itself internally.

As we have seen in recent meetings the main trouble in finding an adequate language teaching organization is the exact assessment of language experts within the Armed Forces. Examples are the McLaws report in Canada or the French organization, instituting a languages officer scheme parallel to the command chain.

We are convinced that many problems as attrition, learning or maintenance of a language could be successfully fought by an adequate language system.

We have divided the whole problem into several study facets, i.e.:

- a) determination of global requirements by the Services,
- b) regulations on the appointment system of personnel to posts where 2/3 languages are needed,
- c) echelonning of teaching to produce the authorized language experts on each military rank,
- d) study of the adequate centralization in the system in support of uniformity among the Services,

- e) stimuli to self-study and maintenance of knowledge: economic or whatever,
- f) as a result, role of the JSL or its possible transformation, to help the system.

2. Determination of Requirements

Once accepted the hypothesis that the knowledge of requirements was absolutely imperative to design the right teaching organization, we foresaw two ways to calculate the language posts or jobs whose final numerical result must coincide:

- First way: by units or organizations.
- Second way: by activities or international tasks.

a. First Way

Each service orders to any of its subordinate commands or organizations the accounting of requirements needed, based on experience along a certain period, as one year, or the scarcity of personnel found to fulfil its international commitments.

In the same way, every superior organ orders to its subordinate units to make the same accounting and so down. Once the figures are produced down to the lowest levels and the partial results are added up, the accounting will end in a number of languages, levels and posts in this form:

<u>Ministry of Defence</u>	<u>Col</u>	<u>LTC/Mj.</u>	<u>Off.</u>	<u>NCOs</u>
- Def. Policy General Directorate	x	x	x	x
- Education Gen. Directorate	x	x	x	x
- Infrastructure Gen. Direct.	x	x	x	x
- Armament & Mat. Gen. Direct.	x	x	x	x
- .....				
<u>Army</u>				
- Army HQ General Staff	x	x	x	x
. Personnel Command	x	x	x	x
. Logistic System Command	x	x	x	x
.....				
- 1st Armored Division	x	x	x	x
- 2nd Mech. Div.	x	x	x	x
<u>Navy</u>	x	x	x	x
<u>Air Force</u>	x	x	x	x
<u>Total</u>	200 E (3)	180 E (3)	29 E2	33 E2
	50 F (3)	18 F (3)	x	x
	9 R (3)	10 R (2)	x	x
	2 Ar (2)	4 Ar (3)	x	x

E = English, F = French, R = Russian, Ar = Arab, ... level 3, 2 ...

b. Second Way

Services helped by intelligence divisions or other bodies controlling international relations (e.g. finance offices which grant travel allowances) make a list of activities where a language need is found. For instance:

<u>Tasks</u>	<u>Col</u>	<u>LTC/Mj.</u>	<u>Off.</u>	<u>NCOs</u>
<u>Ministry of Defence</u>				
- Military representations	x	x	x	x
- NATO working parties	x	x	x	x
- Other working groups:				
IEPG	x	x	x	x
BILC	x	x	x	x
- MOD interpreters	x	x	x	x
.....				
<u>Army</u>				
- Liaison officers	x	x	x	x
- Bilateral G S Conferences	x	x	x	x
- Students in foreign schools	x	x	x	x
- Interpreters per battalion	x	x	x	x
- Interpreters per Bde.	x	x	x	x
.....				
<u>Navy</u>	x	x	x	x
<u>Air Force</u>	x	x	x	x
<u>Total:</u>	x	x	x	x

In principle, results from both ways should coincide in a figure that is the goal of our enquiries; i.e. the posts qualified by a language and a level. This number is to be modified upwards by a coefficient considering the following:

- possibilities or ability to maintain the language offered by the language structure: the less facilities the more personnel we must train,
- degree of selection of personnel for each post: for a better selection we need a bigger number of candidates; then, so, larger number of individuals to be trained,
- stability of individuals in posts: after two years in a post they are free to ask for another vacancy; hence, less stability found in a place means that a higher number of replacements must be kept ready.

The mentioned coefficient could be empirically fixed at 2 or 3. It is the same problem as to calculate spare parts to be held in a unit: based on the experience, we fix a number, then we multiply by a coefficient and the following years we adjust it according to results. That is why the accurateness of any of the ways of accounting is somewhat irrelevant. The fact is that the result gives us an ample initial figure to start planning.



### 3. Regulations on the Appointment of Personnel

Once the jobs have been qualified according to languages and levels convenient priorities must be established definitely to fill the post. This is already done to some extent, but must be enforced seriously, inseparably to the aforementioned calculus. No comments are given on this.

### 4. Echelonning of Teaching

It is irrelevant to this report. It is intended to redo present programmes in academies to improve the general level of officers and non-commissioned officers.

### 5. Study on Convenient Centralization

This is a great factor in designing the new structure. We deem centralization is necessary to:

- unify tests,
- unify granting of qualification certificates,
- watch for permanent adaptation to STANAG 6001,
- investigate and write curriculums of each level,
- give courses of rare or difficult languages or to a reduced number of students.

There can be decentralized language teaching at low levels or for easy languages or to a large number of students or geographically dispersed, as well as for specialized terminology: legal, mechanics, electronics, etc.

### 6. Transformation of the Joint School of Languages

As a result of the preceding studies we are endeavouring to create an Institute of Defence Languages starting from the present JSL taking many more responsibilities as follows:

- coordinate activities of teaching in the three Services,
- dictate rules on common examination tests,
- constitute a single national examination board which grants qualification certificates of level 3 upwards,
- coordinate language courses in foreign countries,
- research and produce training aids in support of all schools,
- give courses of difficult languages or long duration courses, both in English and French at level 3 and 4,
- give courses of Spanish to foreigners.

Courses of English or French at levels 1 to 3 are left to the services schools. Creation of this institute implies the absorption of excess personnel at present schools and boards.

Verification Unit

Basic Level Programme for Russian Language

(Twelve weeks, Monday through Friday, 3 sessions 50 min)

Contents

1st week

Grammar (G): Introduction, alphabet, lack of articles, word order, intonation of statements. Interrogative sentences without interrogative words. Answer form: affirmative, negative.

Topics (T): Personal identification, telephone talk, greetings.

Phonetics (Ph): Consonants.

2nd week

G: Interrogative sentences with interrogative words. The answer. Genre of nouns. Pronouns: personal, possessive, interrogative. Of whom?

T: Means of transport. Airplane. Invitations. Newspaper reading. Sports. The age, years. How many years? Possession of things.

Ph: Sonorous and voiceless consonants.

3rd week

G: Verbal forms for position. Adverbs of place. Word order in simple statements. Preposition to indicate place. Personal pronouns. Infinitive. Conjugation. First conjugation.

T: Food. Lodging. Weekdays. Talking about children. The Armed Forces, armament. Where? Where to? In the classroom.

Ph: Soft and hissing consonants.

4th week

G: Second conjugation. Reflexive verbs. The accusative case. Personal pronouns in the accusative. Direct object.

T: Today. Months. The Armed Forces. Illness. The doctor, medicine. Letter writing. Which town? Can I ...? Have you ...? How much is ...? In the dining room.

Ph: Sonorous and voiceless consonants.

5th week

G: Plural of nouns and possessive pronouns.

T: Numeral adjectives. Greetings and introduction formula. Transport, train. To go somewhere. Read. Write. Play. Residence. Hospital. The Army.

Ph: Sounding and voiceless consonants.

6th week

G: Adjectives. I have.

T: Transport. Taxi, bus, tram. Host, guest. Request. Ask for. Congratulations. What is your name? Where to ...? My friends. Questions with *when* and the months. Excuse me, do you have ...? The Army.

7th week

G: Adjectives. The Past Tense. Meaning and use of *to be*.

T: Clothing. New friends. Apologizing. Thanking. When. Since. Until ... How long. The months. The Air Force.

8th week

G: Future Tense. Future of *to be*.

T: Transport. The Underground. To go on foot. The holiday. Money. The supermarket. Counting. Much, little. The Air Force.

9th week

G: Some aspects of verbs. Meaning of these verbs. Even verbs according to aspects. Meaning of future.

T: Wash and brush up. Daily occupations. Shopping. Frequently used questions. Going to the Museum. The Navy.

10th week

G: *On, above, within* in the prepositive case. Prepositive case to explain the goal of our mind. Personal pronouns in the prepositive case.

T: Courtesy formula. Conversation about the family and our country. Lost in a town? Asking for an address. Public transportation. Our work. The family. The Navy.

11th week

G: Accusative case with preposition to mean direction. Movement verbs. On foot. In a vehicle. Verbs to *place, put, locate*.

T: Press, radio, TV, studies, the school. New friends. Our job. Military equipment.

12 week

G: Dative case. Personal pronouns in dative case. The age.

T: Letter writing. Review of topics. Military equipment. Ancillary terminology.

Verification Unit

Advanced Level Programme

(Monday through Friday, 3 sessions of 50 min)

Time Distribution

<u>Week</u>	<u>Hours</u>	<u>Training</u>	<u>Vocabulary</u>	<u>Obj.</u>
2nd	2	Listening & speaking	Military equipment Adjectives & adverbs	1
	2	Listening & speaking	Food and health. Prepositions & conjunctions	1
	2	Speaking. Frequent daily situations related to:	Food and health. Prepositions & conjunctions	1
	2	Speaking. Dialogue about the operation of:	Military equipment. Adjectives & adverbs	1
	2	Listening and speaking about any news	Free	2
	2	Listening and speaking about disarmament	Free	2
3rd	2	Listening & speaking	Sports and clothing. Verbs	1
	2	Listening & speaking	Inspections. Verbs	1
	2	Speaking. Frequent daily situations related to:	Sports and clothing. Verbs	1
	2	Speaking. Dialogue about:	Inspections. Verbs	1
	2	Listening any news	Free	2
	2	Listening and speaking about destruction of equipment	Free	2

Objective 1: Each student has to pronounce at least once every word of the Basic Dictionary within the context of a dialogue.

Objective 2: Each student has to express his opinion on a subject drawn from a newspaper or other sources, first in Spanish and then in English.

Objective 3: As objective 2 but also defending his point of view against others.

National Report - Turkey

1. General

As has been pointed out in last year's national report, we teach here in the Turkish Army Language School a total of eight languages. In Turkey we are the only institute that has courses in this many languages. And we are making plans to include German, Italian and Spanish. I can say that we are quite successful in what we are doing. Still I must admit that we feel the lack of some very important factors in language teaching. We don't have native speakers for instance. In order to cover this gap we are trying to create an artificial environment by means of video tapes and some authentic documents. We are encouraging the students to read books and magazines in the target language. I will now give you some information about the activities carried out since the last report and try to introduce the Turkish Department.

2. The Department of Turkish Language

The Department of Turkish in the Army Language School co-operates with the institute called Turkish Teaching Center, in Ankara University. The objective of this department is to give the members of friendly and allied countries the basic knowledge of Turkish required for their further training in Turkey. Up to now a lot of trainees from countries such as Germany, Egypt, Tunisia, Gambia, South Korea, Bangladesh and Malaysia have attended Turkish courses here. As a widely spoken language in many parts of Europe, Asia and Africa, Turkish is becoming more important every day, and there is a significant increase in requests for courses and material. We are doing our best to meet these requirements and provide help for the centers that teach Turkish in many other countries.

3. Planning and Programming Section

This section has recently been reorganized to enable the language departments in the school to have a standard in their activities. Their methods and approaches sometimes differ from each other due to the structural characteristics of the languages. They are expected to be brought together in as many points as possible. The lesson plans, for instance, are approved by this section and compared to each other, so that they can be improved. The test scores are recorded regularly and statistical graphics are prepared for feedback purposes. Another task of this section is to balance the weekly workload of the teachers so as not to have a negative effect on productivity. It also deals with procurement of teaching aids and teacher employment. Also included in the activities of this section are rewarding the successful trainees in order to motivate them and providing counselling services for the ones with learning difficulties.

4. Standardization, Testing, Evaluation and Question Bank Section

a. Testing System in the Courses

Testing is carried out in two different ways in the Army Language School. In the departments other than English, examinations are given orally and in written form alternately at the end of every week. The written exams are essay type quizzes aiming to test reading

comprehension and writing skills, whereas oral exams are prepared so as to test listening comprehension and speaking abilities. In addition, multiple choice type tests are given at the end of the terms. The testing system in the English Department is based on three main types of examinations: The first one is a quiz with fifty multiple choice items given over every five units for feedback purposes. The second is a test with a hundred multiple choice items covering every five units of the elementary phase course books and every book of the intermediate and advanced phase. The third type is a comprehensive test given at the end of each book to evaluate the book's contribution to the learner's proficiency level.

b. The objectives of this section are:

- (1) to give standardized questions, entrance exams, diagnostic tests, achievement tests and final tests,
- (2) to evaluate the test results for feedback and better learning purposes,
- (3) to contribute to curriculum development,
- (4) to store and file the questions systematically,
- (5) to standardize questions through trial tests,
- (6) to prepare and compare graphs of term and annual performances,
- (7) to check the achievement level,
- (8) to co-operate with the Research and Development Section,
- (9) to provide standardization with the other language teaching institutions.

##### 5. Research and Development Section

We have formed an office that carries out research into training, systems, organization and educational technology. It co-ordinates with Army Headquarters in order to find out what the general training policy is and tries to determine the language teaching criteria and requirements. It deals with the problems encountered, looks for solutions to them, and offers alternatives to the present educational systems for the best fulfilment of the general concept of language teaching. The present systems are evaluated, and improvement plans with regard to future needs are taken into consideration. Also some very important steps have been taken towards the establishment of effective language teaching.

- a. For this purpose, besides the co-ordination with BILC, we have established a new organization within the Army Language School referred to as *The Foreign Language Co-ordination Board*. The mission of this board is to determine the revision, modernization and standardization of language teaching in various sectors in the country. In order to achieve this goal, meetings are organized for 1991 to discuss language teaching policies, common problems and solutions to them.

b. The second important project we have realized this year is the formation of another office called *Language Guidance and Academic Councelling Center (LGACC)*.

c. The mission of LGACC can be listed as:

- (1) getting in contact with the people from all over the world who are experts in the language teaching area,
- (2) exchanging ideas, materials and personnel with other institutes, such as private and official language teaching centers both in our country and abroad,
- (3) organizing meetings, conferences, forums and seminars,
- (4) developing new projects to meet the changes in language teaching requirements,
- (5) keeping records and information files.

The first activity of LGACC has been a conference in the Army Language School on 2 - 3 May 1991 on the subject "Language Teaching in 2000s". Other conferences have been planned to follow in the course of the year.

d. Projects

- (1) The project of starting the German Language Course in the Army Language School has been approved by the Army Headquarters, and plans have been made to begin in the following school year.
- (2) The project of using satellite broadcasts in language teaching has been supported by the authorities. Feasibility studies for this project have been completed. And the installation of the system will be financed in this fiscal year.
- (3) The project of computer assisted testing and evaluation is planned for the very near future.

## 6. Conclusion

In this report I have pointed out the important activities carried out in our school and tried to emphasize the efforts of the Turkish Department to meet the present and future demands. Along with scheduled language training, our school has gained an international identity by keeping up with the latest innovations in teaching and participating in the happenings in this area. In addition, another outstanding aspect of the Army Language School is, offering courses to all military services and being in active co-operation with other Turkish teaching centers. Also I would like to underline that considerable assistance and support in terms of bilateral educational agreements is essential in order to reach a higher standard in teaching Turkish to the military personnel from friendly and allied countries.

Before I conclude I would like to thank Col Peter Kozumplik for his kind offer to replace our old textbook with the new ones.





National Report - United Kingdom

In the UK report I will be summarising some of the areas of language training in which we have been working since last year's conference.

Language Training for Arms Control

When the manpower required for Arms Control Verification Purposes was examined in the UK, about 300 posts were planned of which about one-third were identified as needing to be filled by Russian speakers. The requirement in terms of STANAG 6001 was originally set at 3333. However, after further consideration of the needs of such posts, we expect the SLP to be set at 4343, which, I am sure you will agree, should ensure that the arms control interpreters are better able to operate under the demanding conditions anticipated for Arms Control Implementation Groups. The 24 or so students currently under training are expected to achieve 3333 by Sep 91 and will continue for a further 6 months when it is hoped they will reach at least 4343.

The need for preparing Russian speakers is now less urgent than when the programme started, so the second ARCON course due in September 91 will only have some 5 students. In fact this small group will be trained as part of a combined group of personnel preparing for a range of duties outside Arms Control e.g. military attaché staff. This is recognition of the fact that high level language competence for specific posts is based primarily on a broad general competence in all aspects of the target language. On to this firm foundation can then be added the specific practice and expertise for the specialist language user. We must beware of concentrating so much on technical vocabulary that the military interpreter is able to describe a variable geometry vertical take-off aircraft but is unable to talk to a visiting delegation about domestic arrangements or deal with a straightforward social scenario.

Apart from Russian there was some thought given to the possible need for other WP languages including German for arms control purposes. However, as yet there has been no clear demand identified for Eastern European languages. However, it is interesting to note here that the need for Russian for Military attachés to embassies in Eastern Europe has declined somewhat, with a corresponding increase in the need for competence in the national language such as Czech, Rumanian and so on.

German Language Training

You will not be surprised to hear that, with the proposed reduction in British forces stationed in Germany, we are expecting a considerable reduction in the numbers of personnel needing German language training, perhaps 50 % or more below current numbers. This must inevitably mean that we will have to forego the luxury of an RAF German language centre at Rheindahlen and a separate Army Centre at Mülheim. So, on the academic side we are preparing for an amalgamation of the centres by ensuring the syllabuses, teaching materials and teaching philosophies are harmonised to allow joint courses to be organised as soon as the need arises. To carry out this task, we set up a small work group. They compared the current RAF and Army courses aimed at SLP 3333.

The RAF course notionally brings students to SLP 3333 after 26 weeks. The first 6 weeks is a self-contained phase aiming at SLP 2200, and it concentrates on listening and speaking. Many students who complete this phase do not need to go further and leave at the 6-week point. We accept that few of the students who complete the whole 26 weeks actually achieve 3333 in that time, but many return after some months in their work environment, where they use the language intensively, and are tested at level 3333.

The Army run a 31-week course to SLP 3333 in which all four skills are integrated from the start. Hence, their students are tested for level 2200 after some 10 weeks, after which they all continue for the remaining 21 weeks to level 3333.

The proposed joint course is recommended to be 34 weeks in all with testing for 2200 after about 9 weeks. The syllabus will use the task-based approach about which I spoke to you last year.

#### Arabic Language Training

At the Defence School of Languages there was of course a great deal of activity associated with Arabic language training for Operation *Desert Storm*. This involved four particular activities for instructors at DSL Arabic Wing.

- a. Training US military personnel since January 91. This has been made a much easier task through the provision from DLI of large amounts of teaching material, particularly on Iraqi Arabic.
- b. British reserve forces were given refresher training before being recalled to active Service.
- c. Introductory booklets were prepared for British Forces giving useful Arabic phrases and some facts on Arab culture etc.
- d. Arabic Wing personnel were involved in preparing facilities for dealing with Iraqi POWs especially translation work.

#### English Language Training

The English Language Wing at DSL Beaconsfield has continued to offer standard courses e.g. for students preparing for Officer Cadet/Midshipman training, Staff College Courses and Pilot training. In addition a number of special courses have been arranged in response to approaches from our allies.

- a. Turkish officers preparing for NATO appointments. The fourth of these courses lasting 6 months is now underway.
- b. Spanish army officers are attending a 12 week course recently arranged with MOD Madrid.
- c. Some specific individual training has been organised for Italian senior officers.

Our MOD is in general amenable to approaches for these sorts of courses, and such requests are best made at MOD level.

If any consideration is being given to arranging special ELT courses at DSL, I would suggest that the following guidelines be borne in mind:

- a. The needs of the students and aims of the course should be agreed at the negotiation stage.
- b. Entry levels for students, expressed as an SLP, should be set.
- c. Groups should be as homogenous as possible in language competence at the start of the course.
- d. Target output levels, as an SLP, should be agreed before the course begins.
- e. Target output levels should be achievable within the training time available.

#### Pre-Course English Testing

Previous UK delegates have spoken of our interest in pre-course English testing of candidates being selected to join DSL English Courses or some other form of military training in UK. It was our intention to develop our own battery of tests sensitive enough to judge candidates' competence levels so that they could be placed on a suitable course or given clear guidance on the amount of extra preparation needed before they were likely to be ready either to join a DSL English course or, if appropriate, go direct to the target training course elsewhere in UK. While we still feel that this procedure is necessary and helpful to DSL and its students, we have not been able to afford the resources to develop the testing system fully. Thus we are now considering an off-the-shelf civilian alternative since it is not necessary for our overseas students to demonstrate any military knowledge or specialised use of English. So we will be looking at the British Council English Language Testing Service which, it is claimed, can be used virtually anywhere in the world to assess language proficiency across a wide spectrum. So, if any of you have experience of using the British Council ELTS or any similar commercial system, I would be interested to hear from you.



# BILC CONFERENCE 1991

DLIFLC  
DLIELC  
FSI

## ANNUAL REPORTS



DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION

1991 CONFERENCE

NATIONAL REPORT - USA

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

MAJOR INITIATIVES

DISTANCE EDUCATION

FACULTY PROFESSIONAL DEVELOPMENT

CURRICULUM PLANNING AND COURSE DEVELOPMENT

EDUCATIONAL TECHNOLOGY

EVALUATION, RESEARCH, AND TESTING

STUDENT LOAD AND LANGUAGES TAUGHT

BILC 1991  
NATIONAL REPORT - USA  
DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

MAJOR INITIATIVES

During the last year, DLIFLC not only continued the successful implementation of our long - term Master Plan objectives but responded to the language - related challenges resulting from Operation Desert Shield and Desert Storm.

Beginning in the summer of 1990, DLI began a Refresher - Maintenance program to ensure that our former Arabic students at field sites were well prepared in Iraqi dialect. Efforts included video teletraining to other military installations; rapid production of both refresher and introductory course materials; and deployment of a task force to Saudi Arabia, headed by the Commandant, to assess linguist readiness, organize teacher training, and actually train on site.

Video teletraining was also used to conduct refresher training in other languages, such as German and Korean; a formal evaluation of this approach to training is now in progress.

Numerous other technological initiatives were taken, including introductory training in exercise development for computer - assisted study (CAS), in which the majority of faculty members participated. With the determination that the Unisys computer would be the Department of Defense standard platform, DLI's eight language schools began plans to incorporate computer exercises into their curricula. At the same time, Service Commanders began to organize evening study halls around CAS.

DLI's user agencies continued to expand in number and range of interest. Recently introduced courses for the On - Site Inspection Agency (OSIA) and the Drug Enforcement Agency (DEA) continued, and requests were made to add training for other law enforcement agencies and the Customs Service. In addition, the Special Operations Forces have funded a major course development project for introductory courses in thirteen languages. These courses, which will have an innovative CAS homework track, are expected to serve, with some modification, as the first term materials for new resident Basic Courses.

Although a DOD - wide limitations on hiring prevented DLI from filling vacancies to maintain the desired teacher to student ratio in every language, proficiency results have continued to improve. Increases during recent years are shown on the following chart.

FY	PERCENT BASIC COURSE GRADUATES WITH SKILL LEVELS 2 /2 OR ABOVE
86	32.9
87	41.7
88	44.8
89	52.1
90	62.3

Finally, a staff reorganization during January 91 included the creation of an Operations Division for the Commandant to maintain liaison with external agencies and ensure prompt responsiveness to user questions and requests. The former Nonresident Training Division, renamed Distance Education, was placed in the Operations Division and made responsible for video teletraining as well as traditional assistance to the field.

More specific discussion of these and other major initiatives follow. Topics include professional development for the faculty, curriculum, educational technology, evaluation, research, testing, and distance education.



## DISTANCE EDUCATION DIVISION

CY90 was an exceptionally eventful year for the Distance Education (formerly Nonresident) Division. Caught between the often conflicting pressures of growing budgetary constraints and an increasingly marked commitment by the user agencies to the retention and cost-effective utilization of linguist assets, DE's mission, priorities and support options were thoroughly reassessed. Lending added urgency to careful realignment was the onset of the Persian Gulf crisis, and the massive support requirements brought about by Operation Desert Shield / Storm.

The most visible changes resulting from this reassessment occurred in the areas of staffing and internal organization. In addition to four turnovers due to retirement and reassignment (Associate Dean, Plans and Programs Coordinator, Operations Officer, Chief of DLI - LTD / Heidelberg), new positions were created to facilitate the fulfillment of new and expanded priorities: a Training Technology Coordinator to coordinate acquisition, delivery and installation of video teletraining equipment, and the acquisition of computer software and hardware; and a Desert Shield / Storm support officer to expedite shipment of Arabic language materials to units already in or preparing for deployment to the Persian Gulf region.

From the inception of the Persian Gulf crisis DLI, and DE specifically, played a key role in getting urgently needed Arabic language and cultural materials to the troops. Careful analysis of the language training needs of CENTCOM enabled DE to point out significant problems which permeated the deployed force structure and resulted in CENTCOM requesting a TAV. A DLI assessment team that included the DE Associate Dean, visited deployed units from 1-14 December. Based on their assessment, over 15,000 lbs. of language materials and equipment (worth over \$120,000) were delivered to the units within a matter of weeks. By mid - March 1991, an additional \$180,000 of materials were shipped to fulfill direct requests by units and individual linguists.

It was also during Operation Desert Shield / Storm that DE's early experimentation with satellite technology evolved into a viable video teletraining (VTT) option, involving transmissions to several Army installations. In August, 72 linguists stationed at Ft. Campbell, KY, received Iraqi dialect training via satellite, in preparation for their deployment to Saudi Arabia. Shortly thereafter, DLI acquired its point -to - point satellite communications capability from TRADOC, and used it to transmit live cultural orientation programs for the Persian gulf North region from the Presidio of Monterey to troops in Ft. Hood, TX. During December, 60 non -Arabic linguists and Military Police of the 1st ID (M) at Ft. Riley completed specialized training in the Iraqi dialect via VTT. In all, DLI provided nearly 400 hours of live interactive video teletraining during 1990. Since February 1991, VTT has been scheduled regularly in several languages to multiple locations.

Still in the area of alternative delivery systems, in September - November, DE played a coordinating role in the staging of the first phase of a Korean - language Computer Assisted Study (CAS) experiment developed on the Macintosh platform. Members the 107th Military Intelligence Battalion (Light) at Ft. Ord, CA, evaluated the concept of using personal computers to sustain language skills. Their comments were included in an interim report of findings for the GOSC high technology plan.

One of the cornerstones of the DLI Distance Education Master Plan is the realization of the 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 (PICs) contracted with HumRRO International, Inc., and was completed in late 1990. By the end of the year, DE began final coordination with the Institute for Professional Development to include them in the Army Correspondence Course Program. Meanwhile, in December preparations were completed for the in - house development of PICs in French and Spanish, with a tentative completion date of late FY92.

In addition to these "high - visibility" undertakings, DE continued to provide extensive material and training support to over 750 program units worldwide. In FY90, DLIFLC issued nearly 10,000 sets of materials in 46 languages. Some 400 service members benefited from 36 iterations of on - site refresher - maintenance, survival and cultural / language orientation training via Mobile Training Teams (MTTs) in 10 languages.

Between 6 - 10 August, DE coordinated and hosted a second Language Program Manager Seminar, which was very favorably received by the 41 participants. As a result of the requests voiced at that seminar, DLIFLC Pam 351 -1 was published, offering program managers technical guidance and control measures for evaluating their respective language programs. To meet a second request expressed by the program managers, an interdisciplinary review committee made up of representatives of DE, LPC, CTS, ESR, and RFO was formed to review DLIFLC Pam 350 - 9 ("Guidelines, Policies and Procedures for DoD Command Language Programs"), and revise it into a concise "how - to" manual for setting up a Command Language Program. Final publication of the revised document is slated for September 1991.

## FACULTY PROFESSIONAL DEVELOPMENT

In keeping with plans developed last year to increase the application of technology to the classroom situation, a number of initiatives were pursued in Faculty Professional Development.

1. Courses were developed providing skill training for the Xerox 6085 computer at both beginning and intermediate levels. Topics ranged from elementary word processing to the creation of a multi - page document with tables and graphs.
2. The Storyboard Writing workshop focused on the elements required for the scripting and production of interactive video segments or episodes to be shot in target language locales.
3. Incorporation of the use of video into classroom teaching was further explored in a workshop "Action Video". Using broadcasts from the SCOLA satellite programs and commercial video segments, teachers were shown how this material can be adapted to provide a wealth of interesting language tasks and exercises to engage the students' interest.
4. The Cryptologic Training Manager's Final Learning Objectives provided the rationale for the development of a language specific FLO workshop. Given so far in five languages, the work-shop develops computer activities for drill and practice, as well as interactive exercises developing skills in gisting, transcription, receiving of dictations and a facility to handle numbers.
5. The biggest impact in this area of incorporating technology was brought about by the Macintosh workshop which familiarized the faculty with the capabilities of the machine and the possibilities of its software Hypercard for computer assisted language learning. Five hundred and fifty teachers were trained in its use.
6. The Organizational Development Branch continued to meet DLI needs with several customized workshops for departments wishing to improve internal communications and lines of accountability. "Leadership Education and Development" (LEAD), a new experiential basic supervision course was introduced and given successfully several times to groups of varied background and experience.
7. During the next three years DLIFLC will revamp 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 mini- workshops on specialized topics, individualized one -on -one consultations to formal training workshops of several days' duration. Instruction will be provided by staff development people, by colleagues from other departments, or by visiting academics.
8. 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. In-House Development

- a. French and Spanish Proficiency Improvement Courses for self-study in reading and listening comprehension are being developed in Curriculum with continuous assistance by a curriculum specialist. Both tracks in both languages are scheduled to be finished by June 1992.
- b. A project team of three Polish faculty members was assigned to Curriculum for training in course design and development for Polish. The team completed supplementary materials in listening and reading comprehension.
- c. The Vietnamese Basic Course project team returned to the department. They continued their work with the assistance of a curriculum specialist. The entire first term has now been completed. It will be tried out at Ft Bragg.
- d. Development of a DEA specific supplement for the Spanish Basic Course was started in April with the assistance of a curriculum specialist.
- e. A team of editors and visual information specialists/illustrators worked with the course writer team on producing the Iraqi crash course for Desert Storm from January through March 1991.
- f. One editor is assigned to one of the Russian Schools and works with the course development team on development of the Russian Basic Course.
- g. Development of Basic Military Language Courses in 13 languages for the Special Forces was started. Two assistants to the Project Officer started planning the courses in February. Actual course development began with the German language team in March 1991. The German course will be the model to follow for the 12 other languages that will start development following a staggered schedule. Development in each language is scheduled to last 18 -24 months.
- h. The editor of DLI's two language journals joined Curriculum in March 1991. Twice a year she produces them:
  - Applied Language Learning (ALL), which contains critical integrative articles, and research reports on adult language learning for functional purposes.
  - Dialogue On Language Instruction, which contains research articles and practical exchange of information on teaching strategies, methods and techniques. It also features reports and book reviews.

### 2. New Systems Development.

- a. Some upgrade and expansion plans for the Electronic Foreign Language Training Materials Development System (EFLTMDS) were implemented. Eighteen PCs with Xerox Global View (XGV) boards and associated software are on order for procurement. This action will ease the shortage of multilingual computer

equipment experienced in the language schools with increased course development workload.

b. The new PCs with XGV software, with full interface with the existing equipment, will bring the system strength to a total of 94 workstations.

c. In another action, six workstations that were dedicated to user training were reallocated to language schools and staff support divisions in order to maximize their utilization.

d. Other upgrade areas for the system will consist of the new acquisition of a 85 Megabyte server, a laser printer and associated fonts and other software for the Division of Evaluation and Standardization to support the ongoing test development effort in several languages.

e. In the area of user training, during the period June '90 - June '91, 65 faculty and staff received basic or intermediate skill training with emphasis on integrating text with graphics for foreign language materials development. In the same period, 12 DLI personnel received system administrators' training conducted by professional Xerox Corporation trainers. The newly trained system administrators will assist other system users with system operation and serve as resource points of contact for training, software problem solutions, and minor diagnostics.

## EDUCATIONAL TECHNOLOGY

DLIFLC continues 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 ten languages: Turkish, Greek, Thai, Tagalog, Korean, Spanish, Arabic, French, German, and Italian. The Turkish materials have been validated and sent in for replication and distribution. We expect them to be in the field by the middle of summer. Thai and Tagalog are being revised after validation with an expected distribution date this winter. Greek, German and Korean are currently being edited. Distribution is expected late next year. Video production for Spanish and Arabic is scheduled for this year. Commercial materials were selected for French (French In Action) and Italian (Buongiorno Italia). Development of instructional materials is underway. German VELVET was distributed in January to sites worldwide. Additional copies are available from Distance Education, DLIFLC.

Computer assisted study (CAS) projects include developments in several languages. The first phase of the Arabic listening and reading comprehension materials have been sent in for replication and distribution. Distribution is expected late this summer. Phase two is under way. Two Russian listening comprehension projects have been completed and submitted for distribution mid to late summer. Spanish listening and reading comprehension exercises have also been completed and submitted for distribution. These materials were prepared for use on the Electronic Information Delivery System (EIDS); however, reading comprehension materials need only a DOS compatible EGA computer to execute.

Last year we reported that we were evaluating the capabilities of the Macintosh. Since then the software for the DOS computers has advanced to the point that it can provide most of the functionality of the Macintosh while being more widely available. We are currently investing heavily in the Unisys 386 computer with the Windows 3.0 operating system. We anticipate having over 100 of these systems at DLIFLC by the end of this year. Our challenge during the next year is to identify ways to deliver existing EIDS and Macintosh courseware on this new platform and incorporate newly available multimedia functionalities into our courseware.

## 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. Several significant enhancements have been made to the Student Opinion Questionnaire (SOQ) system since our last report:

During the past year most of DLIFLC's computer-based operations have migrated from centralized mainframe support to a stand-alone microcomputer-based approach. The SOQ system was no exception. Although the transition was a bit rocky at times, we have, for the most part, been able to maintain our service standard of forwarding questionnaire results to schools within a few days of the last student graduation event in each month.

The move to stand-alone equipment has had the fortunate result of allowing us to improve dramatically the user-friendliness of the printouts on which we distribute SOQ data. Using laser printers, we have designed and implemented a small-format (8 1/2 x-11 inch) computer-generated report that fits neatly in a standard loose-leaf binder as opposed to the voluminous "computer printout"-size report which we had previously been providing. The new report format makes it much easier for school and management personnel to initially interpret, file, and retrieve relevant feedback data.

An additional accomplishment this year has been the establishment of an SOQ Advisory Committee, with members drawn representatively from all affected DLIFLC units and personnel. The formation of the Advisory Committee was preceded by a series of internal staff "retreats," in which the objectives of the entire SOQ program were reassessed. The combination of these two actions has led to a project to completely overhaul the SOQ instruments and procedures, with the aid of state-of-the-art examples obtained from leading universities.

Finally, we have initiated a series of SOQ-based special reports this year, focusing on selected issues. Two examples of such reports are those addressing: (1) students' perceptions of how much military duties affected their success as language students, and (2) student reports regarding the appropriateness of their homework assignments and the amounts of time they typically invest in completing it.

### External Evaluation

Several new initiatives have been launched in the External Evaluation Branch, beginning with the selection of a branch chief. Two new mission areas have evolved this year: the conduct of formal Curriculum Reviews and the evaluation of DLIFLC's new distance education efforts.

The purpose of the DLIFLC Curriculum Review (CR) is to provide a formal, systematic means to obtain user feedback and expert pedagogic input regarding the quality of DLIFLC's resident training programs in specific languages. The CR

procedure begins with an internal self-study, includes a site visit to DLIFLC by user representatives and an outside academic expert, and culminates with actions tasked by the Commandant based on his review of the CR final report. Prior to the site visit, CR personnel receive extensive read-ahead materials. On-site activities include interviews with students, faculty, and managers (both line and staff, military and civilian); in-depth review of curricular materials; class observations; and considerable discussion, interpretation, and report drafting. We have already conducted such reviews in Chinese and Korean, subsequent reviews are scheduled for Russian, Farsi, and Spanish, in that order.

The evaluation of DLIFLC's efforts in distance education has become a major project, and expert Educational Technology Needs Assessment personnel (see Research section below) have been retained to assist in this regard. Preliminary reports have been received regarding DLIFLC's support to units via computer-assisted study (CAS), and additional evaluative reports are being produced as DLIFLC's video-teletraining (VTT) activities continue. A comprehensive final report will be produced by the end of August 1991.

Meanwhile, 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 occupy a major part of our attention. This data exchange 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 Officers Steering Committee.

## RESEARCH

Since our last report, considerable progress has been made in the execution of several ongoing studies. Highlights are as follows:

### Language Skill Change Project

The longitudinal Language Skill Change Project (LSCP) continues to provide considerable amounts of information 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. A subsequent set of analyses has addressed language skill changes as measured at intervals of up to one year after assignment to the initial post-training duty station. It is comforting to be able to report that language proficiency levels measured following some months of duty in the field are notably higher than those measured immediately upon completion of the follow-on technical training (which were dramatically lower than those recorded at the end of DLIFLC training). In fact, in many cases, the initial in-field scores approach or exceed the end-of-DLIFLC scores. It remains to be seen, of course, what will have happened to those proficiencies when they are measured at a second and third point in the post-training duty environment, and which student - or site-specific variables will be associated with the observed language skill changes.



## Educational Technology Needs Analysis

The Educational Technology Needs Analysis (ETNA) project, which was outlined in last year's National Report, continues in full swing and is nearing completion. Many informational products have already been delivered, and work is proceeding on track on all fronts. Significant ETNA events since last year have included two task-force meetings devoted to investigating the particular problems attendant to applying technology to the learning / teaching of Chinese: a scholarly symposium addressing several major aspects of the search for optimal applications of technology to language learning in general, and the production of an automated, computer-based database of information in this area. These and other ETNA reports are providing 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. The final versions of all ETNA reports are expected by the end of August 1991.

## Other Projects

Progress continues to be made in several other research areas. Highlights follow:

The U. S. Army Research Institute has refined its approach to building two-way predictor tables using scores on both general aptitude (ASVAB) and language learning aptitude (DLAB) as predictors of success at DLIFLC.

The Learning Strategies Project, a 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 particular types of intervention with individual students to reduce academic attrition and increase proficiency outcomes. Since last year's report, key project personnel have been developing and refining their counseling and diagnostic skills with the aid of four groups of consultants drawn from nationally - and internationally-known leaders in the field. Activities during the coming year will focus on applying that knowledge for the benefit of students in Chinese, and perhaps those of other less commonly taught languages as well.

Additional work has been accomplished in our attempt to develop improved procedures for predicting language learning success, including the potential design of new measures of language learning aptitude (the "DLAB II" project). Several meetings have been held with an outside contractor who is developing a formal work plan for this project, and we continue to be rather sanguine about the possibility of using such improved measures, together with information about significant non-cognitive variables, to differentially predict language learning success by language family and / or by skill modality, rather than solely by aptitude for language learning in general.

An additional contractor-based study has examined the training practices utilized in the USSR in their production of fluent speakers of English. A draft report is in progress, and will be finalized before the next BILC meeting.

## TESTING

In 1990, the DLIFLC Commandant and the Director of the Drug Enforcement Administration (DEA) signed a memorandum of understanding which gave DLIFLC the responsibility of telephonic testing of DEA personnel in support of DEA's newly established Foreign Language Bonus Program. As of the end of calendar year 1990, DLIFLC has conducted 817 interviews for DEA in seventeen languages. In early 1991, DLIFLC tested 65 persons from U S Customs in support of their foreign language learning program.

As mentioned in last year's report, the Testing Division completed during 1989 all but one of the Defense Language Proficiency Test (DLPT III) batteries that were in the development pipeline at the time the decision was made to move to new item types and test format (DLPT IV). During 1990, the final battery in the DLPT III series (in Romanian) was completed and sent to the US Army Personnel Integration Center (USAPIC) for large-scale reproduction and distribution.

Over the course of calendar year 1990, the following additional DLPT IVs were completed and sent to USAPIC for reproduction / distribution:

- Turkish
- Arabic
- Japanese
- Tagalog

Two additional test batteries, German DLPT IV and Polish DLPT IV, were completed in March 1991 and forwarded to USAPIC in mid-April.

Regular surveys of examinees' opinion about DLPT IVs showed that examinees, in general, consider tests in the DLPT IV series valid and fair measures of their language ability and a great improvement over previous generations of DLPTs.

Additional DLPT IV batteries are scheduled for completion over the next three years as follows:

Hebrew	May	1991
Persian	Dec	1991
Korean	Mar	1992
Chinese	Jul	1992
Italian	Sep	1992
Czech	Nov	1992
French	Nov	1992
Spanish	Feb	1993

The American Council on Education (ACE) accreditation of the DLPT III and DLPT IV tests as approved vehicles for the award of college credit for both DLIFLC graduates and in-field examinees was reported last year. In early 1991, the Testing Division received final approval from DLIFLC higher headquarters (US Army Training and Doctrine Command) for implementation of the credit-by-examination program, and it is anticipated that the first score transcripts under the new program will be forwarded to the receiving institutions during the month of April.

DLIFLC STUDENT LOAD FY90  
AND LANGUAGES TAUGHT AT  
THE PRESIDIO OF MONTEREY

In FY90, the average student load at the Presidio of Monterey was 3,641. The average student load in contract training through the DLIFLC Washington office in the National Capital Region (NCR) was 142. Programmed student load for FY91 is 3,332 for the Presidio of Monterey and 107 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  
Russian

BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION

1990 CONFERENCE

NATIONAL REPORT - USA

DEFENSE LANGUAGE INSTITUTE, ENGLISH LANGUAGE CENTER

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 the minimum ELC 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 also require study of specialized technical English 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 learn to teach English using the General English materials of the ALC. Emphasis is placed on teaching techniques and peer teaching. In addition, they are given ample opportunity to improve their own language skills.

(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 the 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 ELC 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 help 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; it concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills.

(2) The English as a Second Language (ESL) program is for US army recruits. It concentrates on basic English language skills.

### 3. Support Services for Nonresident English Language Program.

During FY90 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.

Two TDY teams, consisting of two members each, were deployed to Puerto Rico in FY90 to administer Oral Proficiency Interviews (OPIs) to United States Air Force and United States Army Reserve Officers Training Corps (ROTC) students at the University of Puerto Rico. The LTD assigned to the US Navy Ship Repair Facility at Yokosuka, Japan, was increased to three personnel and support continued by MTTs of 16 and 26 weeks' duration.

### 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 efforts 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 FY90, work continued on the writing of a totally new set of ALC General English materials. The new materials consist of 36 books (Books 1-36) which are divided into six levels (Levels I-VI) of six books each. Books 1-24 have been completed and are available for sale through the DLIELC Catalogs of American Language Course Materials.

b. In the SET phase, the number of professional / technical areas remained at 39. In FY90, eight modules were placed into operational use. Eight modules entered the Training Material Operation Tryout (TMOT) phase; one completed this phase in

FY90. A total of eight modules were in revision status; development continued on seven new modules. Sixteen modules underwent formal course review and fifty - three modules remained operational, requiring periodic course maintenance. Nine modules were deleted from the curriculum and replaced by existing or new modules. DLIELC made the decision to allow SET materials to be released for nonresident use, so preparation of nonresident versions of quizzes was begun at the end of FY90.

c. The Computer Generated Test System (CGTS) generates English Comprehension Level (ECL) tests from a data base of about 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 FY91, and preparation was begun on the 15 forms for FY92 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. One major project has been the continuing review and preparation of test kits for new GE book quizzes and performance tests as the revision of the GE series continues at higher levels (through book 27). A project to prepare Specialized English (SE) modules for release for non - resident use has begun; one version of each of the 69 SE quizzes is being prepared.

#### 5. Technical Guidance and Support for English Language Training Requirements.

During FY90 DLIELC provided the following personnel services to meet SATP and NRELP advisory requirements:

a. The LTD assigned to Indonesia with one member in Jakarta and three members assigned to the service academies in Magalang, Surabaya, and Yogyakarta remained in place.

b. The LTD in Madrid, Spain, closed in 1990.

c. The LTD continued in Rabat, Morocco, in FY90.

d. The LTD in Mogadishu, Somalia closed in 1990, as did the LTD in Sudan.

e. The LTD in Sana'a, Yemen Arab Republic, continued in place.

f. The one-member LTD in Thailand remained in place.

g. The LTD assigned to the US Army ROTC of the University of Puerto Rico continued in place. Two two-person MTTs and a one - person MTT were deployed during FY90 to conduct Oral Proficiency Interviews (OPIs).

h. The two-member LTD assigned to the US Naval Ship Repair Facility in Yokosuka, Japan, was increased to three members and with MTT support.

i. The LTD at NAS Pensacola, in support of the Royal Saudi Naval Forces, was reduced to one member and extended for a year.

j. In addition to the above, MTTs were sent to Yemen, El Salvador, Morocco, and Egypt.



BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION

1991 CONFERENCE

NATIONAL REPORT - USA

FOREIGN SERVICE INSTITUTE

OVERVIEW

LANGUAGE PROGRAMS

MATERIALS

PROGRAM DEVELOPMENT IN 1990 AND BEYOND

OTHER "NEW" PROGRAMS

THE CENTER FOR RESEARCH, EVALUATION, AND DEVELOPMENT

PROFESSIONAL DEVELOPMENT

RESEARCH

EDUCATIONAL TECHNOLOGY

NEW CAMPUS

## BILC ANNUAL REPORT for 1990

### OVERVIEW

The Foreign Service Institute (FSI) of the United States Department of State was established by Congress 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 about 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 contains the "Senior Seminar, the most advanced professional development program available to senior foreign policy and national security officials of the U. S. Government; the Center for the Study of Foreign Affairs, which offers a broad - ranging program of seminars, inter - agency roundtables, and policy gaining aimed at fostering long - term policy research, and the Overseas Briefing Center, which provides information emphasizing family issues and concern for U. S. Government employees going to or returning from assignments abroad.

The largest entity within FSI is the School of Language Studies which includes both programs in Washington and overseas programs. In our overseas programs are the 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 sponsors a limited amount of individual in - country training for some of the State Department's most promising linguists. While we no longer fund the language programs at U. S. embassies, when our faculty are traveling on home visits to their countries of origin, they often provide technical advice for programs at 130 U.S. posts around the world. These programs serve to enhance officers' language skills, or give training to those unable to attend classes in Washington.

In Washington, language and culture training is provided by a staff of over 220 language instructors, all of whom are native speakers of the languages they teach. Instructional programs are supervised by 20 Language Training Supervisors who are specialists with expertise in language, linguistics, and pedagogy.

Most students are in class four to six hours per day, five days per week. The maximum class size is six, which is typical in the Romance languages, with an average of between three and four students per class in the less common languages. Students are enrolled in the program that best meets their needs as defined by their upcoming overseas assignment. FSI proficiency goals are stated ONLY in terms of speaking and reading; comprehension and writing are not separately assessed. The length of the training assignment depends on prior proficiency, the 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 S - 3 / R - 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 8:40 a.m. 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. Early - morning training has not been offered this year for budgetary reasons.

FSI also provides -- as resources 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 instructors' staff - time to various development projects that range from up - dating existing courses to the creation of completely new programs of study.

For the past several years, the major development emphasis was directed toward improving and adding to our courses in Russian and the Eastern European languages. During 1990, a major, full text was completed for the basic 44 - week program in Serbo - Croatian. Considerable work has also been done in Near Eastern and in Asian language and will continue as resource permit. Staffing limitations have deferred much of the planned major development work in the Romance languages, although FAST courses in Portuguese and Italian have been completed and the BASIC course in Italian is nearly complete.

## Program Development in 1990 and Beyond

### Mongolian

The U.S. has established diplomatic relations with Mongolia and is staffing its embassy in Ulaanbaatar. The first four students in Mongolian began their training in August 1990. Unable to locate a suitable instructor in the USA, FSI "imported" the professor who holds the chair in Mongolian Language at the university in Ulaanbaatar. During the course of the year, materials pertinent to the needs of English-speaking foreign affairs personnel have been added to an existing course used in Mongolia. The experience preliminarily indicates that for our English-speaking students Mongolian is a language mid-way in difficulty between Category 3 and Category 4 languages.

### Other "New" Programs

As developments in Eastern Europe and elsewhere unfold, we anticipate increased numbers of students in a variety of existing languages and the need to add more languages to the nearly 50 now taught at the FSI Language School. In May 1991, our first Albanian program will be launched, followed soon by the resurrection of Khmer. Slovak, Somali, and, with the growth of linguistic nationalism around the world, other languages should be coming soon.

### The Center for Research, Evaluation, and Development

The bulk of the developmental work is carried out by the instructional staff, often in conjunction 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. Considerable work has been done during this year by a Testing Oversight Committee with school-wide representation. Attention has been paid to testing procedures, certification of test administrators, and the testing of reading. Under the auspices of this committee, we are preparing to undertake some research on the nature of reading and reading testing, especially across language families and scripts.

## Professional Development

RE&D's first year was devoted to building a RE&D team and other foundation-building. RE&D's first major project was to conduct a thorough redesign and highly successful trials of the First Year Instructor (FYI) orientation program, together with an orientation program for new supervisory staff. Now that the FYI is in place, RE&D has turned to the development of in - service training programs for instructors who have been at FSI. It has also launched an effort to examine and design effective interventions in the area of how students learn outside the classroom, when they do not have a teacher face - to - face. Both of these efforts are being led by committees with representation across the entire language school.

FSI continues to strive to develop other 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. Several staff members actively serve the academic community by publishing in a variety of journals, holding office in professional associations, and reviewing manuscripts and research proposals.

## Research

In the area of research, RE&D is in the midst of the first phase of a major research project to examine and redefine the issue of language "aptitude". This is a project to determine and design profiles that will show different responses to training opportunities that can be used to predict performance and individualize training. The study builds on earlier work with the Myers -Briggs Type Indicator (MBTI) and the Strategy Inventory for Language Learning (SILL). Initial data analysis is anticipated for the summer of 1991.

Other research is examining language training success in the light of such factors as length of training and degree of intensity. In order to facilitate such institutional research projects, vigorous efforts are being made to improve the data base of information available on training and student factors.

## Educational Technology

FSI continues to take the lead 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 50 foreign languages.

We continue to experiment with the use of interactive videodiscs, relying on products which have been developed by other U.S. government agencies and other commercial sources. Such programs are at last reaching students in several languages and have been received enthusiastically. RE&D educational technology specialists are also examining options for authoring of material by staff members. The trend toward making courseware and authoring programs independent of delivery systems will especially benefit FSI both because of the eclectic mix of in-house systems and because of the ability it will give us to choose from a variety of outside materials. Meanwhile, we will lean as much as possible toward the DOS-based delivery / authoring system which is evolving as the U.S. Government standard.

We are making use of taped international television broadcasts in almost all classes, and satellite reception is planned for the new site. Distance education is indeed distant, but we are keeping abreast of technology which might allow us to link language classes with audio and video transmission to classrooms at post. Plans are underway to further implement educational technology in many aspects of our training over the next several years.

### 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. Preparation of the site and construction have just begun. We plan to be in our new quarters in 1994.

The Defense Language Institute Foreign Language Center

(DLIFLC)

ROLE

Schoolhouse for the Defense Foreign Language Program (DFLP)

DLIFLC is a National Resource. Nothing else quite like it in the Western World.

Army school. But DoD-wide mission. Meeting national requirement.

Proficiency-oriented instruction. Common only in government. (The DLIFLC's foreign language program is about three times as large as that of the State Department's Foreign Service Institute).

Routinely provides or coordinates provision of all levels of language instruction in 55 different languages or dialects.

CRITICAL CHALLENGES

Intelligence Community

Normal operations. Enhanced warning to compensate for force structure reductions.

Arms Control Treaty Inspection

INF Treaty now. START and CFE imminent. Require: large number of military linguists, Russian for START, Russian & Central European for CFE, proficiency greater than required before.

Drug Interdiction

DLIFLC is DEA's source of language training and advice. DoD requirements anticipated. Require: Spanish now, Southeast Asian in future.

Special Operations Community

Develop substantive language acquisition and maintenance programs.

Within the School

Increase quality of time-on-task with minimal added expense.

- Enhance quality of instructor contact hours. Upgrade faculty qualifications. New technology.
- Make better use of student study time. Advanced techniques for reinforcing self-study.

Increase speaking proficiency results.

Upgrade cultural/area studies quotient in language courses.

Develop cooperative programs with: Naval Postgraduate School, Monterey Institute of International Studies.

## THE SCHOOL

### Program at Monterey (with resident faculty)

Ca. 4500 students/year (typically 3000 students in residence at any moment)

#### High-density languages:

Czech, Dutch, Egyptian Arabic, Farsi, French, German, Greek, Gulf Arabic, Hebrew, Italian, Japanese, Korean, Mandarin Chinese, Modern Standard Arabic, Polish, Portuguese, Russian, Slovak, Syrian Arabic, Spanish, Tagalog, Thai, Turkish, Vietnamese.

Army Foreign Area Officer Orientation Course

### Program in Washington (by contract)

Ca. 500 students/year (typically 200 students in residence at any moment)

Defense Attache System

Advanced Russian for "hot line"

#### Low-density languages:

Afrikaans, Albanian, Amharic, Bengali, Bulgarian, Burmese, Cambodian, Cantonese Chinese, Danish, Dari, Finnish, Hindi, Hungarian, Icelandic, Indonesian, Lao, Lingala, Maghrebi Arabic, Malay, Nepali, Norwegian, Pashto, Romanian, Serbo-Croatian, Somali, Sotho, Swahili, Swedish, Urdu, Xhosa.

## Students

Department of Defense (uniformed services)

Department of Justice (DEA and FBI)

Foreign Military

- British

- Koreans

Occasionally others

Typical student: First term enlisted. Very bright (but uneducated). High school graduate. 19 years old.

Significant number of officers in training for: Foreign area officer program, foreign military sales endeavors.

## Curriculum

### Graduation Objectives

Basic courses: ILR Level 2 proficiency

Intermediate courses: ILR Level 2+ proficiency

Advanced courses: ILR Level 3 proficiency

Ca. 1/2 students now achieve objectives (up from 1/4 five years ago).

Course lengths vary based on difficulty for English speaker.



Basic courses:

Category I	(French, Spanish)	-	25 weeks
Category II	(German, Indonesian)	-	34 weeks
Category III	(Russian, Thai)	-	47 weeks
Category IV	(Arabic, Chinese)	-	47 weeks

Each student receives 6 hours of contact time/day (30 per week).

Maximum class (section) size is 10 students.

Note: 1400-old contact hours of Russian basic course equates to all Russian language instruction received by undergraduate majoring in Russian.

Budget

Average cost: \$332.00/student/week (compares with FSI charge of \$359.00/student/week).

About \$50 million/year. Operate the schoolhouse. Support nonresident instruction throughout the world. Some (too little) applied research.

Overall Army training budget declined 19 % in last two years. But DLIFLC budget increased 6 % during same period.

Governance

DFLP under Department of the Army executive agency. Governed by Director of Training, Army Staff. Supported by joint-service General Officer Steering Committee. DoD oversight provided by Assistant Secretary of Defense C3I.

Independent Board of Visitors.



### SHAPE Language Center (SLC) Report

Two major projects have dominated the academic year 1990-1991, monitoring of Arms Control/Verification language requirements and completion of new facilities (a 5 classroom building) for the Community Funded Programme (Language Circle). Details can be provided at the 1991 Conference.

Since the last conference, the SLC has hosted three visits from BILC delegations: Spain, Director, Joint School of Languages, for a summer course in Spanish at SHAPE (July 1990); USA, liaison visit by the Commandant of the Defense Language Institute (March 1991); Italy, liaison visit by the Commandant and Deputy of the Scuola di Lingue Estere dell'Escercito (SLEE) (May 1991).

SHAPE also sent two representatives to the BILC Seminar on Arms Control Verification Language Training in March 1991 and the SLC has issued a report in its seminar report series [see enclosure 2, SLC/SR1(91)].

There follow reports for the Internationally Funded Programme and Community Funded Programme respectively.

#### 1. Internationally Funded Programme

##### a. General

Due to a tightening of the financial situation and manpower surveys, development work in 1990-1991 has had to bide time with several projects postponed (corpus development, item-bank for the new test batteries). We hope to resume work in these areas in late 1991.

##### b. English Section

- (1) The finalized forms of SHAPE's new Listening and Reading tests have been delivered, and we are now starting long-term trials alongside existing tests. A further report will be made next year.
- (2) All teaching rooms are now equipped with new multi-standard video cassette recorders and monitors, and teachers are making increasing use of this important aid.

##### c. French Section

- (1) The course "French in Action" is being increasingly used at the SLC, with success.
- (2) Mandatory students continue to work with the Defense Language Institute (DLI) Headstart for Belgium course, at beginner level.

##### d. Other Languages

The SLC is monitoring current developments in Europe and proposed changes in NATO which could lead to taskings in languages other than English and French (CFE languages, for example). Russian, in particular, is under discussion.

2. Community Funded Programme (The Language Circle)

a. General

- (1) No major changes in the general organization of the programme: 2 five month sessions in Spring and Autumn, and 2 intensive sessions in the Summer.
- (2) French and English classes are attended by a majority of dependents whereas our evening programme has expanded and is mostly attended by military and civilian personnel.

Classes in German, Greek, Italian, Portuguese, Russian, Spanish and Turkish are held at lunch time and are mostly attended by military and civilian personnel.

b. English Section

- (1) The method we have been using for several years will be replaced by the Cambridge English Course (3 levels) by 1 July 1991.
- (2) This year, 3 classes will take the Cambridge First Certificate Examination in Brussels.

c. French Section

- (1) No major changes for lower levels.
- (2) There is an increasing need for high level material and a growing interest for French literature.

d. Other Sections

- (1) A new Spanish Course has been adopted "Espanol 2000 - nivel elemental, medio and superior" supported by video material for higher levels.
- (2) The Russian programme is using a method developed in the USSR, completed by other material from different sources.
- (3) On the German side the advanced levels work mostly with magazines, newspaper articles, etc., whereas the lower levels still use the "Deutsch Aktiv" by Langenscheidt.

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
3	14 Nov 90	Cunic, Charleroi	Various	Studientag Hennegau.	CW
4	28 & 29 Nov 90	B.C. Paris, France	Charles Alderson	1. "Bad & Good Tests: How to Decide."  2. "Trends in Language Testing."  3. "Criteria for Judging Students' Performance: A Practical Workshop in Evaluation."	DHE

SEMINAR REPORTS - 1991

Serial No. SLC(91) SR/	Date	Place	Speaker	Subject	SLC Rep
1	19 & 21 Mar 91	Bundessprachenamt,	Participating Delegations	BILC Seminar 1991 on Arms Control Verification Language Training.	CS
2	12 Apr 91	B.C. Brussels	Alistair Maclean	Communicative Grammar	SW

National Report - Australia

Mr. Chairman, ladies and gentlemen. I must first of all express my sincere gratitude to the Chairman, the Secretary and all members of BILC for inviting an Australian representative as an observer to this 25th BILC Conference. I must also register my thanks to the British delegation for their sponsorship and support. You are all very fortunate in that you have contact at least once a year with other military language trainers; you have contacts individually throughout the year. My School is 22 flying hours away! I am able to speak with other civilian language training institutions in Australia, but as you well know, the unique challenges and difficulties of *military* language training is only appreciated by other military trainers.

I therefore cannot overstate how much I appreciate this opportunity. It presents a wonderful opportunity for professional broadening for myself and my school. I hope the involvement of Australia with BILC will continue.

I wish also to publicly thank our hosts of the Turkish Army Language School, Istanbul. In particular, Captain Mustafa Samsunlu has been a gracious and helpful guide and mentor.

For those few whom I have not yet met I am Wing Commander Dudley McArdle. I am the Commanding officer of the Royal Australian Air Force School of Languages in Australia. I welcome the opportunity to describe a little about military language training "down under".

My School is situated on the shores of Port Phillip Bay in Point Cook, a western suburb of Melbourne, the capital city of Victoria. My School shares the Point Cook RAAF Base with a number of other RAAF training units, including a flying training unit and an Officer Training College.

The RAAF School of Languages (LANGS) was created in Sydney in 1944 in response to the requirement for Japanese interpreters and translators in the South West Pacific area of operations. It ceased operations in 1948, and was reopened in 1950 at Point Cook teaching Korean and Russian. The history of LANGS is a reflection of the involvement of the Australian Defence Force over the years. Indonesian was introduced during the period of confrontation between Indonesia and Malaysia. Vietnamese was taught to a large number of ADF members in the sixties and seventies. French and German were taught in response to hardware acquisition programmes.

Today, LANGS teaches 47-week courses in the following languages:

Chinese (Mandarin)  
French  
Indonesian  
Japanese  
Khmer  
Russian  
Thai  
Vietnamese

Each of the eight departments conducting these courses is also responsible for conducting Refresher/Requalifying courses in those languages. ADF linguists are required to requalify every two years to retain their eligibility for Language Proficiency Allowance.

Besides the long courses, LANGS also teaches short courses in a number of languages. These are aimed at personnel who are posted at short notice to a country, or whose linguistic requirements in their job are not at the level required by a linguist/translator/interpreter. Short courses taught include:

Indonesian (10 weeks)  
Malay (10 weeks)  
Papua New Guinea Pidgin (4 weeks)  
Bislama (4 weeks)  
Solomon Island Pidgin (4 weeks)  
Khmer (12 weeks)  
Instructor Familiarisation Courses (1 week)

In addition there are a number of occasions each year when ad hoc, short notice, specific-purpose courses are required.

To conduct this training, LANGS employs 13 Service and 22 civilian native speaker lecturers, with 18 support staff. In 1990 the number of students trained was:

long courses: 49  
short courses: 158  
refresher: 76  
ad hoc: 8  
instructor familiarisation: 72

In 1991 the number of long course students has increased substantially to 72 and I expect numbers to increase correspondingly in all other areas. No additional staff is provided.

LANGS is the Australian Government's only full time language-other-than-English (LOTE) training institution. Thus our student body is drawn from: the Australian Army; the Royal Australian Air Force; the Royal Australian Navy; the Department of Foreign Affairs and Trade; other Federal Government and State Government Departments. Students come from all ranks (class mixes from brigadier to private are not uncommon). Our students undertake training for the following purposes:

attaché duties  
diplomatic/trade postings  
intelligence duties  
staff college duties  
language instructor duties  
military/exchange duties in foreign countries

There are a number of aspects of the training philosophies and techniques at LANGS which enable our graduates to achieve the high standards for which LANGS is renowned. They stem from the intensive learning techniques which we adopt; on the quality and use of our staff; on the methods of selection of our students; and on some of our activities.

Our aim is to have a 50/50 mix of uniformed/native speaker lecturers. Both are essential to thorough language acquisition. Our uniformed staff are graduates of a LANGS course; are qualified teachers; have received about 12 months in-country advanced language training. Our native speakers are qualified teachers.



We enjoy a staff/student ratio of 1:3 for long courses and 1:6 for short courses.

Our students are all volunteers; all are well motivated; most importantly, all have achieved a satisfactory score in our battery of aptitude tests, the Australian Defence Language Aptitude Battery (ADLAB). It consists of an Oriental Language Aptitude Test (OLAT), the Modern Language Aptitude Test, a Passive Tones Test, an English Skills Assessment Test, an Active Tones Test and a personal interview. We are very pleased with the validity of this battery of tests and are satisfied that it gives us a 90 % confidence of an individual's potential for success in intensive language training.

LANGS makes considerable use of modern language laboratories. All our students go to the country of the language they study for a field trip of three weeks duration at about week 30 of their course. This visit is an essential part of our curriculum and provides an invaluable learning experience for our students. Similarly, significant contact with the substantial ethnic communities in the Melbourne area provides a unique 'immersion' opportunity for our students learning.

Students undertake continuous assessment (as opposed to testing) as a remedial and diagnostic vehicle. We have recently adopted the Australian Defence Language Proficiency Rating Scale (ADLPRS) which is a 5-point scale similar to that outlined by STANAG 6001.

Like for most of you, the future holds the prospect of many changes for LANGS. Numbers of students are increasing (particularly for Indonesian) whereas resources (personnel, financial, facilities) are reducing. The prospect of a move from Point Cook to Canberra appears imminent. The RAAF School of Languages will soon become the Australian Defence School of Languages, as a tri-Service unit, rather than a single-Service one.

Throughout these changes, we expect to maintain the high standards enjoyed by our graduates. LANGS has a reputation within Australia and overseas for producing linguists of the highest order. I am gratified to discover, in the course of discussions I have had over the past few days, that in spite of the limited bi-lateral contact between our various institutions, there is much in common between LANGS and the methods and techniques of your schools. This leads me to have confidence that we must be doing something right, when I consider the lofty reputations enjoyed by some of the language training institutions represented here today.

Finally, Mr. Chairman, may I place on record my offer to the member countries of BILC to provide advice and assistance from the RAAF School of Languages. In particular, please consider us a 'centre of excellence' for those Asian, South-East Asian and Pacific languages which we have been teaching for so long. Please don't hesitate to ask for any advice you may require.



V. STUDY GROUP REPORT 1  
"Task Analysis and Testing"



Study Group Report 1

Standing Group on Task Analysis and Testing

Chairmen: Dr. Argoff  
Mr. P. Quattrone

Members: Mr. M. Schwarz  
LtCol C. Baykar  
Maj I. Köpröbasi  
Lt S. Tugcu  
Cpt H. Tuncay  
Cpt S. Cobanoglu  
Maj T. O'Hagan  
Dr. R. Curica

The committee met under the co-chairmanship of Dr. Argoff and Mr. Quattrone. Based on the agenda put out by SHAPE as co-ordinator the following items were discussed:

1. Intermediate levels,
2. role-specific testing,
3. adaptation of existing non-STANAG scales to BILC requirements,
4. the need for tester training within community.

Items 1 - 3 were discussed briefly as follows:

1. Intermediate level 1+, 2+, etc. were agreed to be of considerable pedagogical utility as formative evaluations and other applications in personnel management and placement. The committee agreed, however, that their use would remain informal and at national option.
2. Job-specific testing. Some member bodies have already developed some job-specific tests which are given outside the STANAG system and these are used on an as-needed basis.
3. Adaptation of non-BILC scales: time did not permit for a discussion of this item.
4. Areas for cooperation for dissemination of testing expertise. (Cf. Study Group 3, Subgroup B).

At the 1990 conference it had been agreed that a workshop seminar designed to train testers/instructors in rating the productive skills of speaking and writing was needed. However, since the last conference no workshop of that type has been held.

In the interest of assisting member organizations to advance their capability to implement various aspects of testing, three avenues were proposed:

1. That individual nations contact the Secretariat for lists of materials already developed and available,

2. that members be encouraged to initiate bilateral direct contacts,
3. that there be a concrete proposal for the type, scope, and content of a multilateral testing training program that would be run on a pilot basis before the next BILC conference with the results to be reported next year.

#### Bilateral MLAT

Turkey is interested in obtaining the MLAT and the Canadian versions of French and English proficiency tests. For the latter Turkey will contact the BILC Secretariat. Regarding the MLAT, Turkey has contacted Portugal for assistance in the adaptation of the MLAT to the needs of the Turkish Army Language School.

Portugal is now authorized by the Psychological cooperation to use the Portuguese version of the MLAT. As agreed in last year's conference, Dr. Brian Rollason, Canada, had intervened on Portugal's behalf to obtain the authorization. With regard to preparing a language learning profile (Phase II of the BILC project), Dr. Peter Skehan, consultant on Phase I, will be contacted by Portugal.

Italy is interested in developing its own tester/instructor training program. After having set up this program, Italy would like to contact BSpra to compare programs.

#### Proposals

The group proposed a testing training program which would consist of at minimum two workshops approximately 9 months apart. Initially a five day workshop with both a theoretical and applical component would be held for testers/instructors only. After 6 - 9 months of application of the skills and techniques developed, the group would reconvene for consolidation, refinement and further training. A detailed agenda was prepared.

#### Conclusion

The Study Group requests that the BILC Secretariat take the necessary measures to set up such a workshop. Ideally preparations and ground work would be done by the end of calendar year 1991. The group recommends to the Steering Committee that the Testing Study Group continue its work as a Standing Committee under the coordination of SHAPE.

V. STUDY GROUP REPORT 2

"Language Training for Arms Control"





Study Group Report 2

Language Training for Arms Control

Chairman: LtCol P. Kozumplik

Members: Col J. MacFarlane  
LtCol M. Castillon  
LtCol L. Noordsij  
Col R. Viglietta  
Dr. Ch. Hüllen  
RDir E. Leben  
LtCol D. Guimond  
Cpt M. Samsunlu  
Cpt N. Turan  
Mr. D. Ellis  
Mr. E. Gram

Statement

1. The study group has reviewed the progress achieved since last meeting and noted, in particular:
  - a. the participation of several member nations to the workshop held in Hürth in Mar 91,
  - b. the exchange/provision of the US OSIA course material to attendees,
  - c. visits (coordination, development) by representatives of military language schools in process of preparing their national courses, and
  - d. the national experience gained from trial inspections held to date.
2. The status of the national activities, reported in the 1991 BILC Arms Control Seminar Report to be published in July 1991, and of the CFE treaty were discussed with the following observations:
  - a. As there had been delays in the ratification of the CFE treaty, countries with an on-going ACV language training programme already possess a pool of qualified treaty inspectors (US, UK, Germany). Other countries were proceeding with the implementation of their courses with no initial shortages of suitable interpreters being forecasted.
  - b. Most CFE trial inspections conducted to date focused on the technical and logistic procedures of the teams with no feedback relevant to language requirements having been recorded. National representatives are to seek comments from their operational staff regarding the validity of the current assumptions for Arms Control Verification language requirements.
  - c. As stated in the IMS NATO Verification Section statement to the Steering Committee, the nations have agreed to field multi-national inspection teams during the destruction phase of the agreement.

3. The study group members have analysed the situation and assessed the impact on language training as follows:

a. Language Requirement Beyond Russian

There are indications that the inspection team's effectiveness may be adversely affected without knowledge of the "local" language over and above the inspection language. Logistics considerations, the ability to interview directly foreign nationals and the confidence building principles of the activities all point to the need for a linguistically more flexible and diversified team composition. There are concerns that, should the need be recognized for languages other than Russian (Czech, Polish, Bulgarian, etc.), the schools could not respond on short notice due to the unavailability of suitable material and lack of staff for such courses. The possibilities of other treaties on arms control (Open Skies, chemical and biological weapons) being approved in the next year also suggests the potential for other languages to be considered. It is interesting in this regard to plan for the language issues related to proposed disarmament of Iraqi atomic, biological and chemical weapons capabilities under the auspices of the UN.

b. Exchange of Materials and Students

The material and language training aids available from member countries must be inventoried for optimum visibility and to facilitate and promote exchange. Participants agreed to submit a list of their ACV language courses and related material available to the BILC Secretariat by 1 Oct 91 for consolidation and distribution to participants. The information required is contained in Annex A. The exchange of students and staff is possible within some constraints.

c. Multi-national Inspection Teams

The group noted that the inter-allied working language within the proposed multi-national teams was not defined at this time. The scenarios considered varied from teams with English as a common language to a scheme where the only possible language of communication would be the same as the inspected site. The impact could therefore be either a need for further languages to be mastered within the inspection team (Italian-English-Russian or French-Spanish-English, for example) or the ability for each team member to use the inspection language at a higher proficiency level.

d. Linguistic Incentives

The group discussed the influence of personnel career management policies on Arms Control language training. Large turnover of personnel in inspection teams affects quantity and schedule of training while a more stable employment raises the need for refresher/maintenance training. Financial incentives to retain proficiency in the target language were generally not considered effective and a broader, career-oriented approach was discussed. The group concluded that this issue could not be influenced and was beyond the mandate of the study group.

e. Testing

The group reviewed the approach of training students within a general proficiency curriculum augmented by treaty-specific terminology and situations. The requirement for a basic general proficiency to be acquired was confirmed as an essential aspect of arms control inspection training. No tailored proficiency tests were therefore needed to satisfy language level measurement. Task-specific aspects of the language are usually assessed through progress checks/tests related to the corresponding course lessons. Variation between countries in proficiency requirements for inspection teams was noted (ranging from level 2 to level 4).

4. The study group recommends that a follow-on seminar on language training requirements for arms control verification be held in 1992. The UK will host this meeting and investigate the suitability of the Mar 92 timeframe.
5. The group requests that time be made available at the 1992 conference for it to continue.

On Offer/Exchanges BILC "Inventory"

"What's on Offer" - BILC membership

Materials

(glossaries, etc.)

Description to include: title, language(s), level, content, author(s),  
editor, publication details, procurement details  
...

Courses (available to BILC membership)

What: course, language (L1, L2) level: entry/target duration, rhythm  
(hours instruction), costs (fees)

Where: country, institution, faculty, school, etc.

When: dates (start especially)

Who: to contact (mailing, faxing, telephoning addresses) office,  
position, etc.)

How: to contact (mailing, faxing, telephoning addresses) office,  
position, etc.

awareness of commercial publications related to arms control or  
military situations/conditions

reproducibility/copyrights

V. STUDY GROUP REPORT 3

"Exchanges Between Member Nations"



Study Group Report 3

Exchanges Within BILC

Chairman: Mr. G. Worrall

Members: Prof. F. van Passel  
Col J. de Bonnières  
LRD J. Rohrer  
Col M. Konstantinos  
Maj V. Tsidnidis  
Col F. Pena  
Col H. Aşkin  
Maj K. Falay  
Maj A. Sarp  
Col N. Santos  
LtCol A. Ponzio

1. The chairman gave a resumé of the report of last year's study group on the topic of "Exchanges Within BILC" and suggested that although there were only two delegates present who had attended the 1990 meetings of the study group it would not be of great value to cover the same ground again. Copies of last year's report were, therefore, distributed by the chairman for quick reference.
2. Although three possible options for further study had been suggested by the chairman it was decided to invite all present to propose items for discussion.
3. Three areas of concern were discernible:
  - a. Exchanges within BILC of relevance to language training needs associated with actual or anticipated crisis areas.
  - b. Improved basic, refresher or enhancement training for teaching staff and others by the positive encouragement within BILC of exchanges of relevant personnel who could benefit from the experience of being in the countries where the target language is spoken and by observing the training systems and practices used in those countries.
  - c. The identification of materials dedicated to meeting the curricular needs of military language training establishments with particular reference to English.
4. It was decided to form three sub-groups, each of which would consider one of the above mentioned sub-themes.
5. The sub-group which considered the first sub-theme on identifying possible crisis areas for which additional language training might be required was chaired by Mr. Rohrer whom I would now ask to submit the report of his sub-group (see Annex A).
6. The second sub-group had as its main theme the exchange of language training personnel and was chaired by Professor van Passel. Would Professor van Passel please now submit the report of his sub-group (see Annex B).

7. The third sub-group was concerned with dedicated training materials, particularly those used for English language training and was chaired by me (see Annex C).
8. Delegates may be assured by the report on the Steering Committee meetings that most of the recommendations of Group 3 have been mentioned and dealt with. But to sum up, our group proposes that BILC members
  - a. take note of our findings concerning some of the language training requirements which might result from NATO's response to a changing world,
  - b. take note of the need for more between-conference seminars to deal with unresolved problems of interpreting STANAG levels; sharing information, experience and materials particularly for English language training and standardised testing and scoring procedures,
  - c. seek a more positive approach to exchanging personnel, whether teaching staff or students between member nations and preferably for longer periods than just a few days. This would both improve training opportunities as well as make use of BILC's channels,
  - d. extend the range of BILC reference documents,
  - e. encourage a wider dissemination by BILC representatives of BILC's work and products so that teachers in classrooms can make better use of what we do,
  - f. take note of the prototype questionnaire offered by Greece for further development and distribution within BILC.



Sub-group 1 of Study Group 3

Language Needs for Crisis Areas

There is a growing awareness among member countries of BILC that participation in out-of-area operations, e.g. in the form of multi-national task forces, should be linguistically well prepared.

Whereas decision makers may not always be aware of the lead time needed to train competent linguists, particularly in relatively difficult languages (relative to learner's mother tongue), BILC as a professional organization must constantly remind decision makers of this fact and advise them accordingly. Competent advice in this area is, however, only possible if the languages that may be needed in meeting out-of-area contingencies are identified well in advance.

It is emphasized that the listing of such languages and related geographical areas is made without any political implications.

The working group has identified the following areas of importance for linguistic preparation:

1. the sphere of former Soviet influence (e.g. Bulgaria, Romania, ...),
2. the Soviet Union (e.g. Baltic languages),
3. the Near and Middle East subdivided into Arab and Non-Arab countries (e.g. Farsi),
4. Africa subdivided into 4 zones: Arabic, NE Africa (Somalia, Ethiopia), Black Africa, South Africa.

BILC is fully aware that it would go beyond its brief to set up a list of priorities because this is a political responsibility. What BILC must, however, do is give well-researched and carefully considered advice.

Sub-group 2 of Study Group 3

Exchanges Principally Involving Language Training Personnel

The sub-group dealing with exchanges of personnel suggests that BILC produce a data bank providing information about all available possibilities of

- a. seminars on class-room methodology, interpretation of objectives, evaluation, etc. which could be attended by both military and civilian teachers concerned with STANAG 6001-oriented training,
- b. exchanges of complete teaching systems, personnel and course materials in order to demonstrate their implementation such as the teaching of Arabic by Turkey to ... and teaching of German by Germany to ... and so forth,
- c. exchange of personnel on a working basis preferably for extended periods so that a "being on holiday" attitude would be avoided,
- d. exchanges of student groups involving visits between member countries,
- e. description and evaluation of teaching materials used by member countries, how they are applied and what related tests are used,
- f. inventories of available materials in use by member countries,
- g. seminars towards a greater harmonizing of the interpretation of STANAG 6001 by BILC member countries with emphasis on the methods of testing and grading students' performance,
- h. seminar dealing with examinations at which testing material of all types could be exchanged and compared, and case studies considered. Comparisons between teaching methods used by different countries to achieve the same SLP could be made.

Sub-group 3 of Study Group 3

The Identification of Materials Dedicated to Meeting the Curricular Needs of Military Language Training Establishments with Particular Emphasis on English Language Training

1. There was concern among the sub-group about the inappropriacy of certain course materials, which are indeed readily available, and the circumstances in which some English language training takes place.
2. In meeting the needs of different countries there are many variables to be considered. These include class-size, educational standard of the learner, tuition hours per week, duration of course, start levels and target level, and teaching aids available.
3. It was evident that not all those who might benefit from the information available in published BILC documents such as *Language Training Resources within BILC Member Countries* were aware of their existence. This could be easily remedied. However, there was considerable interest in having a BILC list of recommended English language teaching materials (books, video, cassettes, etc.) to which all member nations concerned could make a contribution. The list should include details of the circumstances under which the listed items had proved effective - such as type (rank, age, etc.) and start level of student, class size, course length in weeks, number of teaching hours each day, target level achieved and methods of assessment.
4. There is also ongoing concern that each nation has a subjective interpretation of the STANAG 6001 levels. The sub-group considered that more work should be done towards producing BILC Standard English Tests and SLP ratings for the scores achieved in the tests.
5. Almost all nations represented at the complete Study Group would participate in a seminar dedicated to standardizing English language course materials and English language tests used within BILC. The Greek delegates indicated that they would be seeing if such a seminar could be held in Greece at some future date.
6. The Greek members of the group presented a questionnaire (Appendix A) which could be distributed among delegates and which seeks detailed information about the language training courses of all BILC member countries. The sub-group strongly approved of this initiative and proposed that it should be used as a prototype questionnaire capable of further elaboration but which could lead to a further BILC document on language training courses offered within BILC member countries.

Hellenic Army Language School

You are kindly requested to complete this questionnaire to assist us in improving our school curriculum.

Name: \_\_\_\_\_

Country: \_\_\_\_\_

- (1) How are trainees examined in order to attend the Language School? What is the type of test given?
- (2) What is the level required in order to attend the School?
- (3) Are trainees classed in levels?
- (4) What is the duration of each level?
- (5) What level is finally attained?
- (6) What is the approximate percentage of trainees reaching this level?
- (7) What books are used?

English  
French  
German  
Italian  
Turkish  
Albanian  
Serbocroatian  
Bulgarian

- (8) To what extent in relation to classwork are language laboratories used?
- (9) What other supplementary material is used and to what extent?
- (10) What is the daily program for trainees and instructors?
- (11) What is the method for examining personnel?
  - for graduation from the school
  - for training abroad
  - for posts abroad
- (12) What are the incentives offered to trainees (bonus, raise in salary, better positions)?
- (13) Is your own language taught in your school and to whom?

Study Group Report 4

Cost-effective and Proficient Management of Language Training Resources

Chairman: Mrs. S. Hafner

Members: WgCdr D. McArdle  
Mr. F. McGuigan  
Maj C. Rey Terron  
LtCol M. Dolapci  
LtCol N. Oğuz  
LtCol Ü. Akdeniz  
Cpt V. Kahraman  
LtCdr F. Price  
Lt P. Rami  
Mr. H. Walinsky

1. We started by establishing the situation in each country represented namely Turkey, Spain, United Kingdom, Australia and Canada.

There were differences as far as

- hiring of teachers,
  - assessment of teachers,
  - number of students in the classroom,
  - supervision,
  - budget control,
  - premises.
2. We then looked at means that could improve cost-effectiveness taking into account what could be changed or not depending on the country:
    - change expectation of government with respect to cost of training,
    - look at mechanism to maintain language acquisition,
    - encourage people to study on their own,
    - actively recruit native speakers,
    - identify priorities for government attachés,
    - ensure needs analysis,
    - ensure better selection and withdrawal,
    - better adjustment between job requirement and skills needed,
    - better training of teachers,
    - better use of technology,
    - exchange of teachers.

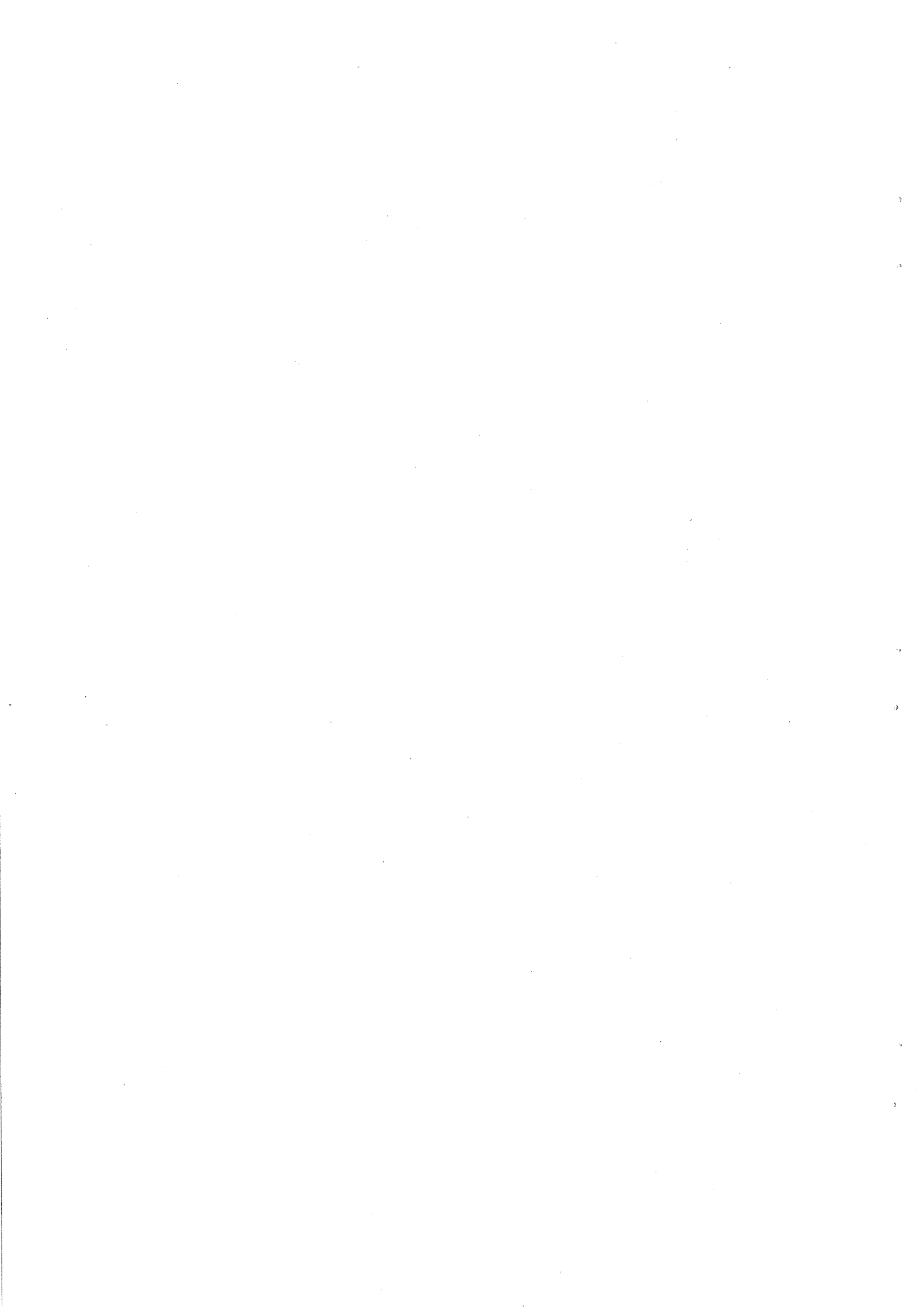
Recommendation for next year:

Study Group continue with the subject:

"Defining military requirements as a means of promoting cost-effectiveness in language training."

**V. STUDY GROUP REPORT 4**

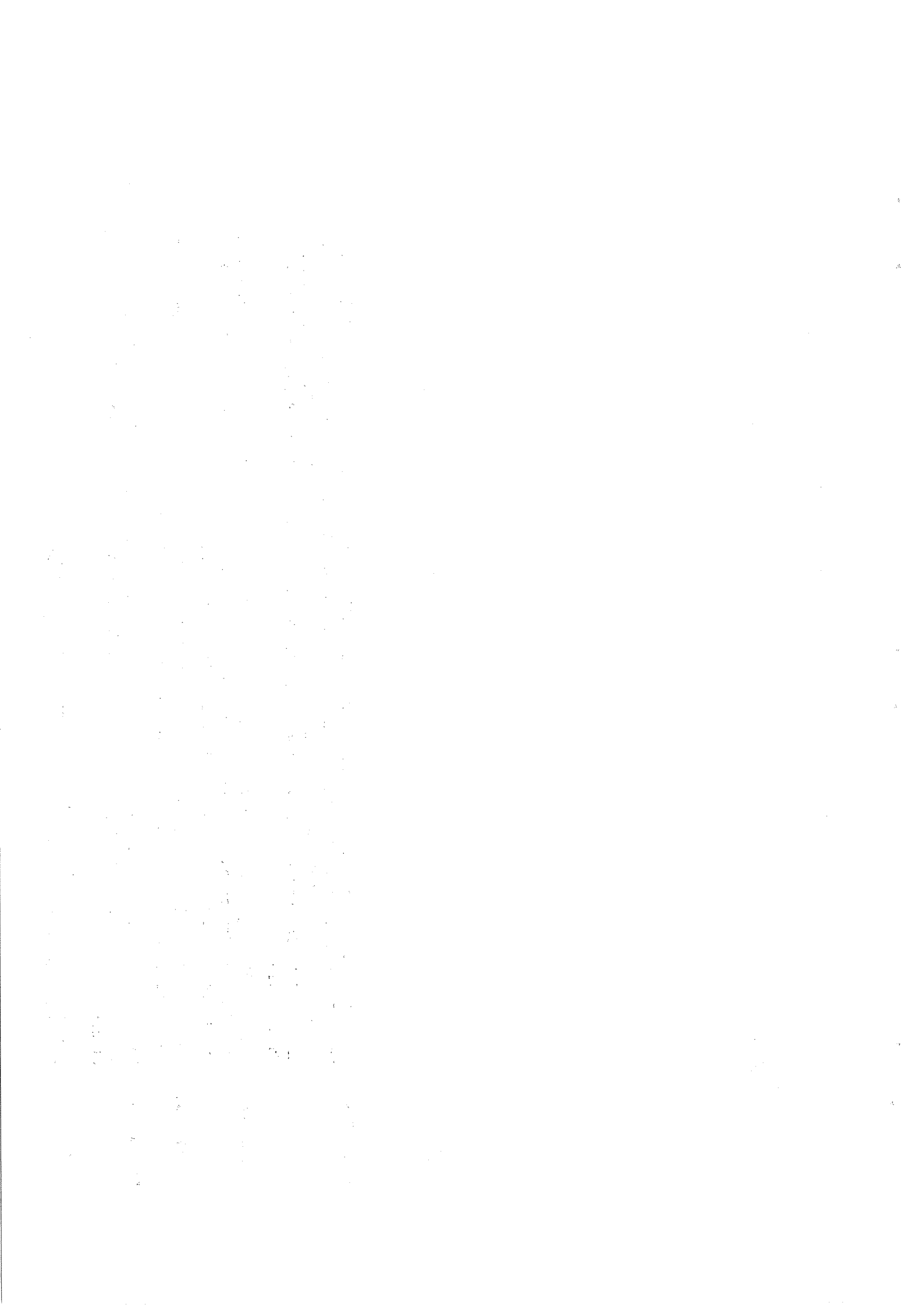
**"Cost-effective and Proficient Management  
of Language Training Resources"**







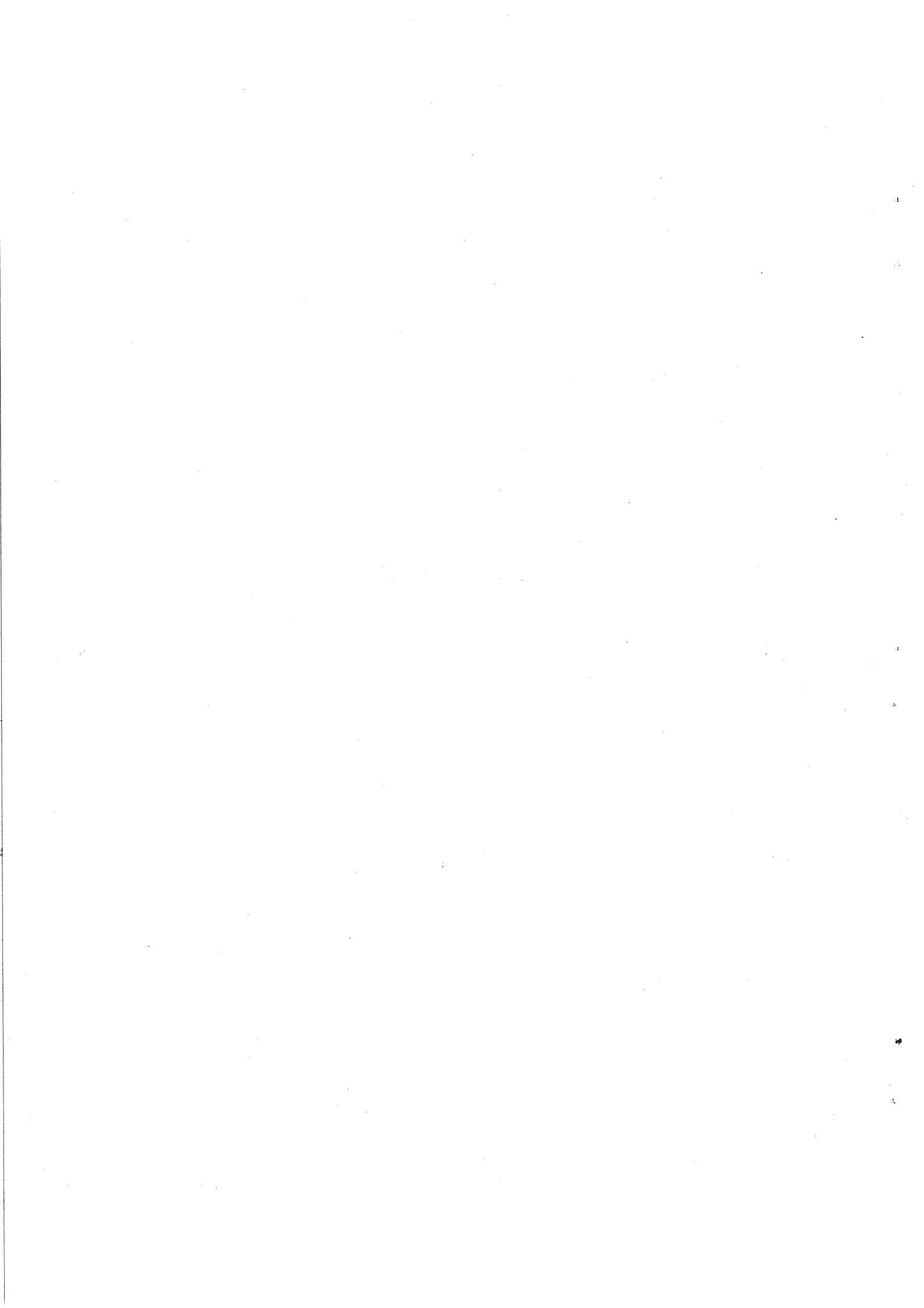
- Front Row:** Col John MacFarlane, Col Konstantinos Milonas, RDir Erwin Leben, Col Francisco Peña Montoro, LtCol Peter Kozumplik, Mrs. Suzette Hafner, LRDDir Josef Rohrer, MajGen Osman Ilgaz, ErgGen Özgün, Mr. Herbert Walinsky, Col Norberto Santos, Col Fazıl Polat, Col Jacques de Bonnières, Mr. David Ellis, LtCol drs. Leen Noordsij, Col Rocco Viglietta, Prof. Frans van Passel, Col Halil Aşkin
- Second Row:** Col Kadioğlu, WgCdr Dudley McArdle, LtCol Michel Castillon, Mr. Frank McGuigan, Mr. George Worrall, Dr. Christopher Hüllen, Maj Vassilios Tsidnidis, Dr. Rui Curica, Maj Carlos Rey, LtCol Denice Guimond, Mr. Michel Schwarz, Maj Ahmet Sarp
- Third Row:** Cpt Şaban Çobanoğlu, Cdr Necati Oguz, Mr. Erik Gram, Mr. John Moore, Dr. David Argoff, LtCdr Fred Price, Col Aldo Ponzio, Cpt Hidayet Tuncay, Lt Serdar Tuğcu
- Fourth Row:** Cpt Mustafa Samsunlu, Mr. Özgür Aydın, 2nd Lt Patrik Rami, Mrs. Sedef Özkin, LtCol Üner Akdeniz, LtCdr Kutsal Falay, Maj Tugay Toygar, LtCol Mehmet Dolapçı, LtCol Çetin Baykar, Maj Uysal, Lt Ulaşan
- Rear Row:** Maj İbrahim Köprübaşı, SqnlDr Tim O'Hagan, Mr. Paul Quattrone, Col Azgin, Cpt Nizamettin Turan, Cpt Vedat Kahraman, 1st Lt Akbaş, LtCol Namik Kemal Gürleyen



**VI. CONFERENCE PHOTOGRAPH**



VII. DINNER ADDRESS BY CHAIRMAN BILC SECRETARIAT



Address by the Chairman of the Secretariat and the Steering Committee

at the BILC Dinner in Istanbul on the 13th of June 1991

Istanbul is mentioned in the Guinness Book of Records, as it should be. It is mentioned for a reason that we can understand only too well.

In 1936, a Norwegian sailor named Mensen Ernst left Istanbul on foot and headed east. Crossing mountains, rivers, and deserts, the 37-year-old Ernst journeyed 2,800 miles to Calcutta - and then turned around and walked back to Istanbul. He made the 5,589-mile roundtrip in only 59 days.

Which of us - having enjoyed your proverbial Turkish hospitality - would not like to come back as soon as possible?

In the past 25 years, we have had the good fortune to conduct our conferences in exciting places which I will refer to in alphabetical order: Bonn, Brussels, Eltham, Florence, Hürth, Lisbon, Madrid, Monterey, Montreal, Ottawa, and now Istanbul. Unfortunately, BILC does not have 25 member nations, which would have allowed us to meet in many more places. But even looking at the list of 11 different venues of the last 25 years, outsiders may be led to suspect that the "L" in BILC is actually an error and that the organization should properly call itself "Bureau for International Travel Coordination".

They are not so far wrong, either, because foreign languages and travel come under the same generic heading, that is communication. We all know that communication is both verbal and non-verbal. It is not by accident that during the time of the Renaissance in the 15th and 16th centuries the emergence of interest in foreign languages should have coincided with the emergence of interest in travel. One of the main features of the Renaissance period was curiosity, that is, the desire to learn, especially about other peoples. The only way to satisfy this curiosity is by learning foreign languages and travelling. Thus, ever since the Renaissance, there has been a steadily growing interest in learning foreign languages and travelling to foreign places. We are fortunate in living in an era where centuries of learning, learning by many trials and many errors, are now bearing fruit. We are witnessing the integration of large parts of Europe and may soon be witnessing the integration of the whole of Europe and beyond. So all this is the result of curiosity. Isn't this the feature that marks the good linguist, the successful student of foreign languages? Isn't this maybe one of the important features of foreign language aptitude? I have never met anyone who was self-centered and disinterested in the world around, who was at the same time a brilliant linguist and eloquent communicator. Nor have I met a brilliant linguist who was not also a great gourmet. Because the tongue is both a verbal and a non-verbal organ. It's a speaking and an eating tool.

Therefore, dining and wining in the delightful presence of curious people is above all a communicative event. BILC dinners have always been events that perfectly exemplified the real meaning of the communicative approach. Tonight is another outstanding example. Minds and bodies from 14 countries have come together to exercise their precious communicative organs, that is their tongues, both non-verbally and verbally.

I think I can speak on behalf of all who have come here from far-away lands that the 1991 BILC conference has been a true Turkish delight.

