

Bureau for International  
Language Co-ordination

CONFERENCE  
REPORT  
1995

HÜRTH, GERMANY

**BILC Secretariat**  
**Bundessprachenamt**  
**Postfach 1163**  
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**Germany**

**Note: The views expressed in this publication are those of the authors, not the BILC Secretariat or BILC as such. The content does not necessarily reflect the official NATO position.**

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## **I. PREFACE**



## Preface

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

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

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

### Membership

2. The founding members are France, Germany, Italy, the United Kingdom and the United States. Subsequently, the following joined:
  - 1967: Belgium, Canada, Netherlands
  - 1975: SHAPE and IMS/NATO as non-voting members
  - 1978: Portugal
  - 1983: Turkey
  - 1984: Denmark and Greece
  - 1986: Spain
  - 1993: Norway
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 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 - NATO Training Group (JSSG - NTG) 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 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 of STANAG 6001. In 1982, Canada made these tests available to NATO members and Belgium, Denmark, Italy, Norway and Portugal have availed themselves of this material.
9. Another important field of activity are the continuous exchanges of information, ideas, materials, personnel and students among members, which are too numerous to list here.

### Current Study Group Activities

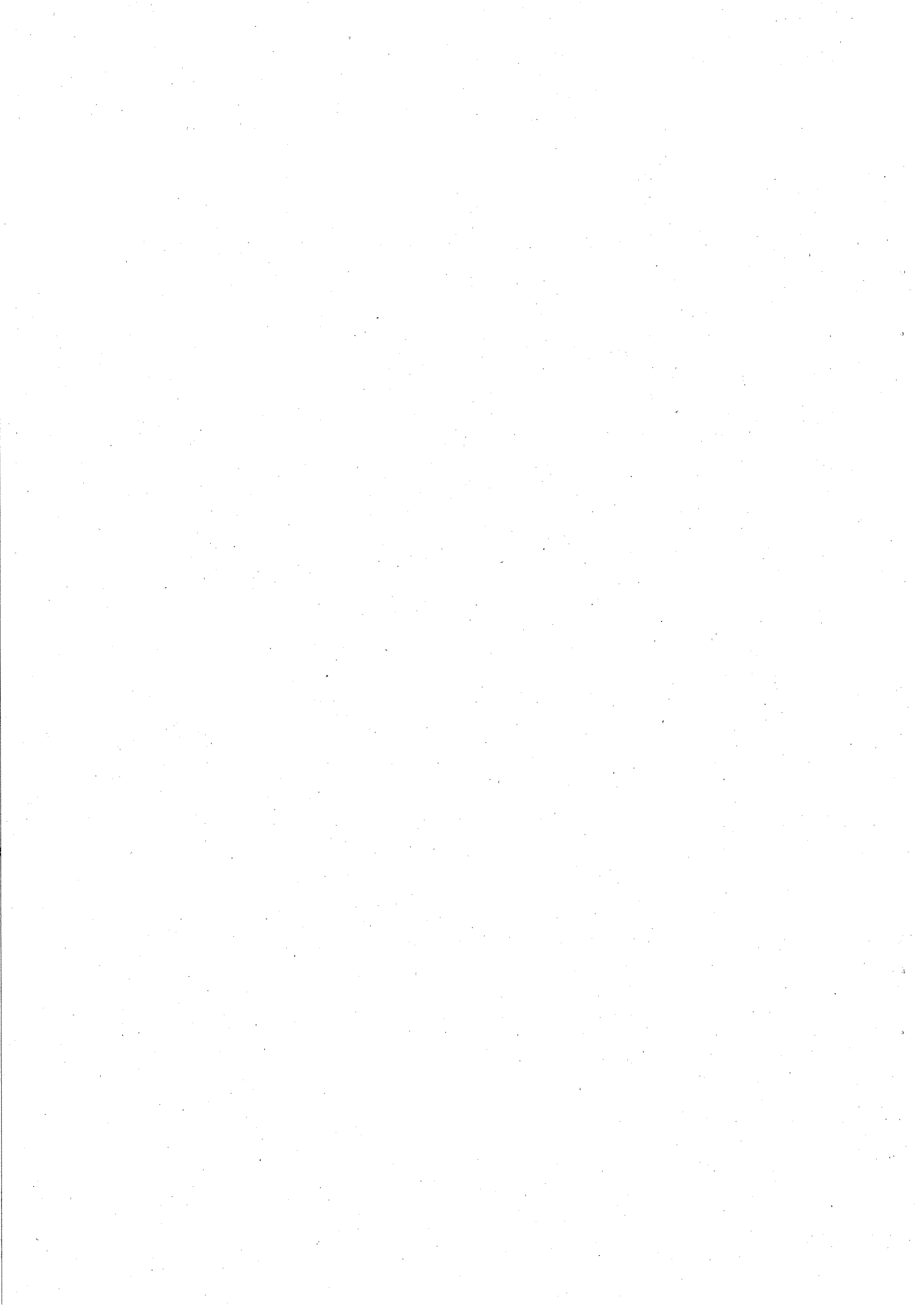
10. The following study groups will convene at the 1996 Conference:
  - "Optimizing teacher selection, training and development"
  - "Supporting NACC/PfP partner nations"
  - "Designing Crash Courses and Contingency Packages"
  - "Educational Technology"

### 1996 Conference

11. The 1996 Conference (to be held at the Defense Language Institute, English Language Center at Lackland Air Force Base, Texas, in June 1996), has the dual theme:
  - Optimizing teacher selection, training and development.
  - Designing and conducting language training for special purposes.



## **II. CONFERENCE ORGANIZATION**



## PROGRAMME

### BILC CONFERENCE 1995

#### "MEETING THE INCREASING LANGUAGE TRAINING REQUIREMENTS IN THE POST COLD WAR ERA"

BUNDESSPRACHENAMT, HÜRTH, 15 - 19 May 1995

#### Sunday, 14 May 1995

1400 - 2200 hrs      Arrival of participants

#### Monday, 15 May 1995

0900 - 0920 hrs      Welcoming Address by Ministerialdirigent Klaus Veith, Head  
Vocational and Language Training Branch, Ministry of Defence, Bonn

0920 - 0930 hrs      Administrative Briefing

0930 - 1000 hrs      Conference Photo and Coffee

1000 - 1015 hrs      Welcome by Präsident Herbert Ottersbach, President Bundessprachenamt

1015 - 1200 hrs      Presentation 1: Introduction on Conference Theme "Meeting the  
Increasing Language Requirements in the Post Cold War Era"  
(Herbert Walinsky)

1200 - 1300 hrs      Lunch

1300 - 1430 hrs      Presentation 2: "Military versus Commercialised Delivery"  
(Shawn Gracie, Tim O'Hagan)

1430 - 1445 hrs      Coffee

1445 - 1600 hrs      Study Group Session 1

1700 - 2200 hrs      Tour of Cologne

#### Tuesday, 16 May 1995

0800 - 0900 hrs      Steering Committee Session 1

0900 - 1000 hrs      Presentation 3: "Final Learning Objectives: Achieving Harmony  
between General Proficiency and Job-Related Language Instruction"  
(Ray T. Clifford)

1000 - 1030 hrs Coffee  
1030 - 1200 hrs Presentation 4: "Self-Instruction: The Proof of the Pudding . . ."  
(Josef Rohrer)  
1200 - 1300 hrs Lunch  
1300 - 1400 hrs Discussion of National Reports 1  
1400 - 1415 hrs Coffee  
1415 - 1600 hrs Study Group Session 2

**Wednesday, 17 May 1995**

0800 - 0900 hrs Steering Committee Session 2  
0900 - 1000 hrs Presentation 5: "Designing Refresher and Maintenance Language  
Training to Meet the Requirements of the Post Cold War Era"  
(Peggy Goitia Garza)  
1000 - 1030 hrs Coffee  
1030 - 1200 hrs Presentation 6: "Language Training for Peacetime Missions: A Case  
Study of the Canadian Forces Efforts in Producing Operationally Capable  
Language Specialists for Service in UN Peacekeeping Missions in former  
Yugoslavia"  
1200 - 1300 hrs Lunch  
1300 - 1400 hrs Study Group Session 3  
1400 - 1415 hrs Coffee  
1415 - 1530 hrs Presentation 7: "Language Training for Specific Purposes: Approaches  
Used at the Bundessprachenamt" (Graham Tomlin)  
1900 hrs BILC Dinner

**Thursday, 18 May 1995**

0800 - 0900 hrs Steering Committee Session 3  
0900 - 1000 hrs Presentation 8: "Language Training for Special Purposes"  
(Mustafa Samsunlu)  
1000 - 1030 hrs Coffee

1030 - 1200 hrs Discussion of National Reports 2

1200 - 1300 hrs Lunch

1300 - 2230 hrs BILC Excursion

**Friday, 19 May 1995**

0830 - 1000 hrs Finalize Steering Committee Minutes and Study Group Reports

1000 - 1030 hrs Coffee

1030 - 1130 hrs Presentation of Steering Committee Minutes and Study Group Reports

1130 - 1200 hrs Summation of Conference/Open Forum

1200 - 1300 hrs Lunch

1300 hrs Departure of participants



# BILC CONFERENCE 1995

## List of Participants

### CONFERENCE CHAIRMAN

Präsident  
OTTERSBAACH (Herbert)

President, Bundessprachenamt,  
Hürth

### DISTINGUISHED VISITOR TO BILC 1995

Ministerialdirigent  
VEITH (Klaus)

Head, Vocational and Language  
Training Branch, Ministry of  
Defence, Bonn

### NATIONAL DELEGATIONS

#### AUSTRALIA

(Observer)  
Head of Delegation

Lieutenant Colonel  
BROWNRIGG (Ken)

Commanding Officer,  
Australian Defence Force  
School of Languages, Point Cook

#### AUSTRIA

(Observer)  
Head of Delegation

Brigadier Mag.  
LIEBHARD (Fritz)

Head, Armed Forces  
Language Institute, National  
Defence Academy, Vienna

#### CANADA

Head of Delegation

Lieutenant Colonel  
MICHAUD (André)

Commandant, Canadian Forces  
Language School, Ottawa

Members

Ms  
CORRIVEAU (Isabelle)

Head of Curriculum Development,  
Canadian Forces Language School

Ms  
MUSELIK (Marta)

Foreign Language Senior Teacher,  
Canadian Forces Language School

## DENMARK

Head of Delegation	Major RODE-MOLLER (Steen)	Section Head, Chief of Defence Denmark, Vedbaek
Member	Senior Lecturer GRAM (Eric)	Head Language Division, Royal Danish Army Specialists Training School, Copenhagen

## FRANCE

Head of Delegation	Colonel STEIGER (Yves)	Deputy Commandant, Ecole Interarmées du Renseignement et des Etudes Linguistiques, Strasbourg
Members	Lieutenant Colonel LIGEROT (Gérard)	Language Division, Ecole Interarmées du Renseignement et des Etudes Linguistiques
	Lieutenant Colonel OLLIVIER (Alain)	Project Officer Language Training, Direction du Renseignement Militaire

## GERMANY

Head of Delegation	Leitender Regierungs- direktor LEBEN (Erwin)	Head, Central Affairs Division, Bundessprachenamt
Members	Ms BECK (Ann)	Principles of Language Training Section, Bundessprachenamt
	Regierungsdirektor DIEHL (Heinz)	Subdivision Head, Central Affairs Division, Bundessprachenamt
	Regierungsdirektor GERTH (Georg)	Section Head, Central Affairs Division Bundessprachenamt
	Ms RAMBOW (Sue)	Principles of Language Training Section, Bundessprachenamt
	Mr RODER (Hermann)	Head, German as a Foreign Language for Specific Purposes, Bundessprachenamt
	Dr. TESCHMER (Jürgen)	Head, English, French and German Language Training, Naumburg Branch, Bundessprachenamt



## ITALY

Head of Delegation	Brigadier General ZUCCARINI (Giuseppe)	Commandant, Army Language School, Perugia
Members	Colonel ALDERISI (Rosario)	Commandant, Air Force Language School
	Lieutenant Colonel PARENTE (Emilio)	Section Chief, General Command Air Force Schools
	Dr RAMI (Patrick)	Professor, Army Language School
	Lieutenant Commander ZANIER (Lodovico)	Training Section, Defence General Staff, Rome

## NETHERLANDS

Head of Delegation	Lieutenant Colonel drs TIMMER (Gerard)	Chief, Russian Language Wing, School Militaire Inlichtingendienst, Ede
Members	drs SEINHORST (Gerard)	Deputy Chief, Russian Language Wing, School Militaire Inlichtingendienst

## NORWAY

Head of Delegation	Major GERVIN (Alf)	Education Division, HQ Defence Command Norway, Oslo
Member	Senior Lecturer SELAND (Johan)	Head Russian, Norwegian Defence Intelligence and Security School, Oslo

## SPAIN

Head of Delegation	Major TIMON (Sotero)	Teacher of German, Armed Forces Language School, Madrid
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## TURKEY

Head of Delegation	Major SAMSUNLU (Mustafa)	Head, Research and Development, Turkish Army Language School, Istanbul
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## UNITED KINGDOM

Head of Delegation	Colonel HARRISON (David)	Chairman Defence Language Training Committee, Col ETS 2, HQ DGACC, Winchester
Members	Commander WOOD (Allan)	FOTR (Royal Navy)
	Wing Commander GRACIE (Shawn)	Commanding Officer, Defence School of Languages, Beaconsfield
	Squadron Leader O'HAGAN (Tim)	Language Training Manager, HQ Personnel and Training Command (RAF), Innsworth

## UNITED STATES

Head of Delegation	Colonel SOBICHEVSKY (Vladimir)	Commandant, Defense Language Institute, Foreign Language Center, Monterey
Members	Colonel FEELEY (Robert)	Commandant, Defense Language Institute, English Language Center, Lackland
	Dr CLIFFORD (Ray)	Provost, Defense Language Institute, Foreign Language Center
	Ms GOITIA-GARZA (Peggy)	Chief, Curriculum Development Branch, Defense Language Institute, English Language Center

## NATO-PCC

(Observer)	Lieutenant Colonel RICHTER (Frank)	Staff Officer Plans, Partnership Coordination Cell, Mons
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## CONFERENCE ORGANIZATION

Mr.  
WALINSKY (Herbert)

Head, Language Training,  
Bundessprachenamt, Chairman  
BILC Secretariat

Oberregierungsrat  
Dr. HÜLLEN (Christopher)

Head, English Language Training,  
Bundessprachenamt,  
BILC Secretary

Regierungsinspektorin z A  
MAUSE (Annette)

Administration Officer,  
Language Training Division,  
Bundessprachenamt

Ms  
WOESSNER (Eva-Maria)

Foreign Language Assistant,  
Language Training Division,  
Bundessprachenamt



# BILC CONFERENCE 1995

## List of Presentations

### Speakers

### Subject

Herbert Walinsky  
Head Language Training,  
Bundessprachenamt, Hürth  
Chairman BILC Secretariat

Meeting the Increasing Language Training  
Requirements in the Post Cold War Era

Wing Commander Shawn Gracie  
Commanding Officer, Defence  
School of Languages, Beaconsfield

Military versus Commercial Delivery

Squadron Leader Tim O'Hagan  
Language Training Manager,  
HQ Personnel and Training Command  
(RAF), Innsworth

Dr. Ray T. Clifford  
Provost, Defense Language Institute,  
Foreign Language Center, Monterey,  
California

Final Learning Objectives: Achieving  
Harmony between General Proficiency  
and Job-Related Language Instruction

Leitender Regierungsdirektor i. R.  
Josef Rohrer, Retired Head Language  
Training, Bundessprachenamt, Hürth

The Proof of the Pudding . . .

Ms Peggy Goitia Garza  
Chief, Curriculum Development Branch,  
Defense Language Institute, English  
Language Center, Lackland AFB, Texas

Designing Refresher/Sustainment Language  
Training to Meet the Requirements of the  
Post Cold War Era

Ms Isabelle Corriveau  
Head, Curriculum Development,  
Canadian Forces Language School,  
Ottawa

Language Training for Peacetime Missions

Ms Marta Muselik  
Foreign Language Senior Teacher,  
Canadian Forces Language School,  
Ottawa

Graham Tomlin  
Teacher of English for Specific  
Purposes, Bundessprachenamt, Hürth

Language Training for Specific Purposes:  
Approaches Used at the Bundessprachenamt

Major Mustafa Samsunlu  
Head, Research and Development,  
Turkish Army Language School,  
Istanbul

Language Training for Special Purposes

Major Hidayet Tuncay  
Teacher of English, Turkish  
Army Language School,  
Istanbul

A Suggested Military Task-Based Syllabus  
Design to Fulfill the Foreign Language  
Requirements in the Post Cold War Era

### **III. PRESENTATIONS**





**Introduction of the Conference Theme**  
**Meeting the Increasing Language Training Requirements in**  
**the Post Cold War Era**

**Herbert Walinsky**

Ladies and Gentlemen, dear Colleagues,

In my introduction of the conference theme "Meeting the increasing language training requirements in the Post Cold War Era" I will broadly define the problem and suggest some approaches toward dealing with it. Please consider my presentation an outline and point of departure only for the more profound discussion of this current and relevant subject that will follow.

After the initial euphoria following the fall of the Berlin wall and the collapse of the Warsaw Pact, the post Cold War world was soon faced with new military-political problems and realities. Previously the two opposing blocks had guaranteed stability in Europe and in other parts of the world. The price for this was high: we committed a large part of our national resources to defence and lived under the protection of the nuclear umbrella. The fear of a nuclear holocaust was ever present and prevented the open outbreak of hostilities, except in peripheral areas that were not of vital concern to the two opposing alliances.

The language requirements for the military were predictable. Within NATO English and to a lesser degree French were of primary importance for communicating with our friends, and Russian, Czech and Polish for keeping watch on our potential adversaries. Within the Warsaw Pact this was obviously reversed! The need for other languages was limited both in the number of languages and in the numbers of persons to be trained. Defence budgets were stable and language training requirements were predictable.

The post Cold War era is marked by political instability in parts of Europe and elsewhere. The disintegration of the Soviet Union has resulted in the formation of new national states or in the reappearance of former independent nations. This process has not always been peaceful. Regional conflicts in Europe, the Caucasus region, but also in Africa, are proof of this.

At the same time

- the strength of the armed forces of the NATO countries has decreased significantly:

Strength in Thousands		
Year	1985	1994
<b>Europe</b>	3.603	2.995
<b>North America</b>	2.327	1.792
<b>Total</b>	5.930	4.787

= a decrease of 19,2 %

- defence spending in NATO countries as a percentage of the Gross National Product (GNP) has decreased disproportionately:

Year	1985	1994
Europe	3.3	2.5
North America	5.9	4.1
Total	4.7	3.3

= a decrease of 29,8 %

- NATO forces are integrated at a lower level, and in some cases divisional level: Examples of major multinational formations are the
  - \* Allied Rapid Reaction Corps (ARRC)
  - \* Eurocorps
  - \* German Netherland Corps
  - \* US-German Corps
- co-operation with non-NATO states within the framework of the North Atlantic co-operation Council (NACC) and the Partnership for Peace (PfP) is in progress.

This means that despite smaller budgets, we must cope with an increased number of contingencies that previously were outside the scope or area of NATO or its individual members.

- How does this affect language training requirements?
- Can we as language trainers meet this challenge?
- Can we produce more with less?

In the past the motto was "More bang for the buck" (More firepower for our money). Can we paraphrase this to:

- **"More listening comprehension for the Lira",**
- **"More discourse for the Deutsche Mark", or in future**
- **"More expressions for the ECU?"**

The question awaiting an answer is: **"Is there a clear-cut path that will lead us to greater effectiveness with fewer resources?"**

I confess that I cannot answer this question. I can only make some suggestions towards attempting to find ways of making the most of our resources. I will cover the topic under the following headings:

- I. **Defining national language training policy**
- II. **Analysing requirements and matching them with resources**
- III. **Meeting the requirement in an optimized training system**

## I. Defining National Language Training Policy

Language training within the NATO alliance is a national responsibility. Each member state sets its priorities and formulates its language training policy for the public sector. Such a policy should provide guidance to trainers and be the basis for the allocation of resources. In practice such a policy is difficult to formulate. A large number of factors must be considered.

### For the military these are:

- **NATO activities** (including work with North Atlantic Co-operation Council [NACC] and Partnership [PfP] co-operation partners):
  - \* the extent of participation in NATO's command structure
  - \* the provision or earmarking of troop contingents for NATO employment
  - \* the participation in NATO exercises (in peacetime) and in operations (in contingencies)
  
- **UN or other peacekeeping activities:**
  - \* the provision or earmarking of troop contingents for UN or other peacekeeping employment
  - \* the participation in peacekeeping exercises or training courses
  
- **National military policy:**
  - \* the provision of training or training support of foreign armed forces
  - \* the preparation for or conduct of operations to support national policy objectives

### The factors affecting the Civil Service are:

- Foreign policy/diplomatic priorities, including foreign aid and cultural activities
- Commercial and trade interests
- Co-operation in research and development
- Intelligence activities
- Law enforcement, including international co-operation in crime fighting

These numerous and diverse factors make the formulation and implementation of a clear-cut, all encompassing language training policy no easy task. Although many requirements are so specific that they only affect a small part of the public sector, a large number overlap. Often diverse public institutions work on similar or parallel projects. Such duplication of effort normally is wasteful and squanders national resources. One language training policy for the whole public sector is an essential **prerequisite for effectively meeting the increasing language training requirements**. Such a policy should:

- **net-work language users and language trainers** throughout the public sector
- **establish professional lead agencies** that develop training doctrine and standards
- **set over-all priorities** of language training effort.

## II. Analysing Training Requirements and Matching them with Resources

Having set the overall policy parameters, the training requirement as such must be analysed in as much detail as possible as a first step towards policy implementation. This means answering the following key question:

**"Who must learn what languages to what proficiency level?"**

### **"Who"**

The initial action must be the matching of the required number and type of linguists with those already available in order to determine the shortfall, i. e. the number and type to be trained. Exact forecasts are extremely difficult since unforeseen requirements may arise suddenly, in fact, this almost appears to be the rule in the case of particularly difficult requirements. Although all possible contingencies cannot be anticipated, operational planners - ideally with the assistance of language experts - must attempt to forecast future needs, if only through intelligent guessing. **Language training is a long and often arduous process. Language trainers need lead time to meet the requirements.**

A point of departure should be a stock-taking of hitherto **untapped resources:**

Many speakers of foreign languages are serving undetected in the armed forces or civil service. These persons gained their proficiency outside of the language training system of the public sector. With increasing population mobility in Europe and North America, many members of the military and public service were born abroad, studied at foreign institutions, grew up bilingually, etc. They represent assets that must be utilized more effectively. A system of identifying, testing and categorizing these persons must be devised. Even though there may presently be no need for their skills, they may be required on short notice at some point in time. Examples of this are the Somali-speaking US soldier who was instrumental in producing the survival package for operation 'Restore Hope' or the German medical corps private of Cambodian origin who suddenly became indispensable at the German UN Field Hospital in Phnom Pen. Such specialists must not be found at random but should be earmarked for possible contingencies beforehand.

Since language qualified persons often are not current, too senior or not readily available, it is imperative that such a scheme be well-balanced and not just an administrative exercise. **What do you do with linguists you have identified? Will they be enticed to maintain their proficiency through a system of bonuses or promotion credits? Will there be scheduled proficiency maintenance training? Will they be employed in a language capacity in a contingency, regardless of their normal or peacetime employment?**

### **"What?"**

Priorities will obviously vary from country to country and will also change with new or unforeseen requirements. In most BILC member countries - with the exception of Canada, the UK and the US, of course - English language training will have top priority. In the military it is required for participation in NATO activities, from integrated staff work to operations on the battlefield. In the civil service it is indispensable in the areas of foreign affairs, trade relations, law enforcement, intelligence and cultural affairs.

The level of required proficiency varies. In international organizations non-natives must be able to compete with native speakers, if they want to be effective. In many cases English for Special Purposes (ESP) is a must. Although the public school system in most countries now does a creditable job in teaching English, additional and/or specific proficiency beyond this level is required.

The predominance of English means that all BILC members will either have a training requirement in this language and/may be called upon to support English language training in other countries.

Other languages - listed in alphabetic order - follow:

- Arabic
- French, as an official NATO language and the official language of a large number of countries
- German
- Italian
- Portuguese
- Russian
- Spanish
- Turkish

For out-of-area NATO or UN peacekeeping operations local languages and languages of partners play an important role. On the civilian side, the law enforcement, intelligence, customs and immigration agencies require proficiency in an increasing number of additional languages.

Last but not least, the national language taught as a foreign language plays a role. National policy not only necessitates that servicemen or civil servants learn foreign languages but may also require that foreign counterparts learn our national language in our country.

### "To What Level?"

STANAG 6001 provides general definitions of the required proficiency at the various levels for all four skills. These definitions can be applied to all languages. **These proficiency levels are a means of economizing**, since they permit us to assign specific SLPs to specific jobs, thus preventing overtraining. An attaché or staff college exchange student requires a high profile in all skills, a staff officer evaluating technical publications may require greatest proficiency in reading, an intelligence operator the highest level in listening.

For specialized skills, such as the ability to participate in international negotiations or to operate certain weapons systems the STANAG definitions must be supplemented with additional performance descriptions. This does not downgrade the STANAG definitions but enhances them.

### III. Meeting the Requirement in an optimized Training System

Having prioritized the languages, taken stock of available linguists, including those from hitherto untapped sources, and set the training standards, **the required numbers must be**

**trained to the identified standards as efficiently as possible.** I would like to address this task under following headings, always **keeping in mind the financial constraints we all have:**

1. Optimizing Student Selection and Preparation
2. Optimizing Course Design
3. Optimizing Staff Selection and Development
4. Optimizing Materials Selection and Development
5. Improving Quality Control
6. Exploring Alternate Ways of meeting the Requirement:
  - a) Self-instruction
  - b) Contingency Packages
  - c) Commercial Contracting
  - d) International Co-operation

### **1. Optimizing Student Selection and Preparation**

A successful training system must be student-centred. Students are individuals and individual differences will always be there and can and should not be eliminated. Some students will learn quicker than others, some respond better to a structure-based approach than to a communicative approach. A young college graduate who already has good command of one or more foreign languages normally has an advantage over a vocational school graduate who has only rudimentary knowledge of one foreign language - normally English. Placing these two in one class means that the one will be bored and the other one will barely cope. Effective pre-course screening, using educational and professional background as well as aptitude scores as criteria can lead to greater effectiveness. Personnel managers must not use language training to 'park' personnel for whom no other employment is found, since this can have detrimental effects on motivation to learn.

With diminishing resources we cannot afford low-aptitude, unmotivated learners in heterogeneous classes in our training system.

**An introduction to language learning skills should be a standard part of student preparation.** Many learners are middle-aged and have last learned languages in high school 20 to 30 years ago. They are not familiar with recent developments in language teaching and learning. Often they approach language courses the way they successfully have approached military courses, which normally have clearly-defined objectives that can be reached in a linear sequence. Such students become disoriented when faced with multi-faceted language-learning tasks. Other students, even if younger, have little language learning experience - with the exception of perhaps some English - and lack basic academic skills. We cannot afford this reduction in learning efficiency and must initially focus our efforts on 'learning to learn.'

### **2. Optimizing Course design**

Courses must effectively meet the user's needs. This calls for close co-operation with the users when determining course objectives and content, when allocating time and training resources and when carrying out course validation. Continuous after-course feed-back, particularly from former students who had to employ the target language, rounds off this process. Users often have no clear concept of the language requirement and tend to underestimate course duration or the preparation phase. Language trainers must therefore convincingly provide the necessary input, while at the same time making every effort to find practical solutions to the problem.

### **3. Optimizing Staff Selection and Development**

There is a strong correlation between quality of the teaching staff and the effectiveness of language training. Proper student selection and preparation and effective course design will rarely counterbalance mediocre teachers. Saving on staff quality normally is counter-productive. In order to obtain the right teachers, we must offer them appropriate salaries, challenging working conditions and opportunities for professional development. Imaginative professional management is important, since the 'teacher burn-out syndrome' and a 'work-to-rule' outlook can adversely affect a permanent staff.

A well-paid teaching staff with professional perspectives allows us to set and demand high standards. Carefully-selected, high quality teachers mean economy!

### **4. Optimizing Materials Selection and Development**

Eclecticism must be the key word. One classic text book rarely suffices for a communicative approach. While some material will have to be self-developed - sometimes at considerable cost - the incorporation of available 'off the shelf' material, including commercial material or material offered by BILC members, must be standard procedure. The in-house production of yet another English grammar is probably not very cost-effective, when excellent works can be obtained cheaper commercially. In-service materials development should instead concentrate on testing and on language for special purposes, including self-instruction programmes.

### **5. Improving Quality Control**

Both the quality of the language product and of the training establishment management are important. Last year's conference dealt with this theme in detail. Without repeating the 1994 theme, it is worth remembering the proper relationship between input and output. '**Better is the enemy of good**', means that quality must be coupled with realistic costs. The point of diminishing returns must not be reached, since we cannot afford such additional 'quality'.

### **6. Exploring Alternate Ways of Meeting the Requirement**

#### **a) Self-instruction**

The requirement cannot be met by formal courses alone. Needs will almost invariably exceed available resources. A viable alternative is individualized self-instruction, possibly coupled with short blocks of intensive teaching. Such an approach calls for highly motivated students and attractive and imaginative materials as well as for a system to measure results. It is therefore by no means free. Financial and career incentives are desirable for increasing motivation. Modern teaching technology, including interactive computer-assisted language-learning (CALL) materials, although not a stand-alone option, can enhance self-instruction, since most learners have access to computers either at their workplace or at home.

#### **b) Contingency Packages**

It is impossible to prepare and train the correct number of linguists for all contingencies. Even if national resources of available linguists were to be effectively utilized with the aid of a comprehensive tracking system, the right number and proficiency level for a particular language and operation could not be guaranteed. Short notice requests to train groups in battalion strength headed for operations or exercises abroad may suddenly arise and cannot be ignored for example. A partial solution is the preparation of emergency crash course packages to at least impart

survival skills immediately before engaging in an operation, modelled on the American experience in Somalia.

**c) Commercial Contracting**

Permanent full-time staff offer many advantages in regard to quality, continuity and experience. Yet during peak periods, for specific projects and in emergencies, assistance from commercial language training enterprises may be preferable to hiring permanent staff that may become redundant after the requirement has been met. The same strict standards must be applied to commercial courses. They must not be the 'light' version of language training and must be as cost-effective as in-house training. Quality control must rest in the hands of the military or public service.

**d) International Co-operation**

Mutual assistance among BILC members has become more important than ever. Every BILC member has something to offer to others and is able to contribute according to available means. Numerous exchanges of materials, personnel and students have taken place and are continuing to do so. The first and foremost contributors of teaching material are the United States Defense Language Institute's two centres, DLI FLC at Monterey and DLI ELC at San Antonio. Without DLI FLC's packages in some of the so-called seldom-taught languages many a course in many a country would not have run or run as effectively. The same goes for the support in the field of English as a foreign language by DLI ELC. Other nations have provided equally valuable, if less spectacular contributions.

This avenue of meeting the training requirement must be kept open and should be expanded. For the giver it means only nominal costs, since the materials are already produced or student slots are available on courses not completely filled. The taker incurs only nominal fees (printing costs, rations, quarters, etc.) and avoids costly materials development or the conduct of special courses.

**Summary**

Ladies and Gentlemen,

I have tried to outline the problem facing all of us as language trainers, that is, doing more with less in trying to meet the increasing language training requirements in the post Cold War Era, and have introduced some approaches towards solving it. My point of departure was a national language training policy, followed by stock-taking of needs and resources. I finally attempted to identify some areas where we could effect savings by optimizing language training. I would now like to open the floor for the initial discussion of our conference theme.



## **Military versus Commercial Delivery**

**Shawn Gracie, Tim O'Hagan**

### **Advantages of Military Language Training**

1. I should like to preface my part of the presentation by saying that, while I have based it on the UK experience of service LT, I will try to present my arguments so that they may be applicable in any country. In the LTK, when we discuss retaining any aspect of training in the military environment, we often use the term "the in-house option", and this is an expression that I will also make use of today. With this in mind, I should like to discuss the advantages of providing language training (LT) in a military environment under 6 main headings:
  - a. Security
  - b. Service Ethos
  - c. Staff
  - d. Course Content
  - e. Resultant Synergies
  - f. Control.

### **Security**

2. A military environment is a secure environment not only for staff but also for students who may be preparing for work in what we may call sensitive areas. There must be an inherent security risk in placing military students in an uncontrolled or unvetted civilian environment. Senior officers may be preparing for work in sensitive appointments such as Defence Attache. More junior personnel may be specialists learning a first or second foreign language. All would be vulnerable to approaches from or attempts at subversion by hostile intelligence services. And of course there may also be a significant threat from terrorist attack. On the other hand, not only does a military unit provide a more secure area, but civilian staff directly employed by the military/MOD, whether they are native-born or not, can be vetted and security cleared to the required level. For teachers employed in an outside agency, perhaps on a temporary contract, a vetting procedure could well be cumbersome and time-consuming as well as expensive, even if it were possible at all, and of course, if a number of contracts were placed with different training providers, then these expenses would mount accordingly.

### **Service Ethos**

3. In the UK, we believe that maintaining the military ethos for students is important. The civilian approach to training may be quite different from the military in a number of respects. This is particularly true for young, junior Servicemen or women as well as for more senior and experienced personnel. If placed in the more relaxed, easy-going environment of a commercial LT school or university, military students may be adversely influenced by the relative lack of discipline. Young people may have scarcely begun to

master their own self-discipline, especially when it comes to motivating themselves to study and to make adequate progress on their course.

## Staff

4. The in-house option allows us to use a mix of military and civilian staff, so let us start by looking at the advantages to be gained from using military staff for training management and teaching.

a. Military. The main benefits of using uniformed military staff are:

(1) They will often have operational experience of using their language in the field and this will have a very important influence on their teaching and on their dealings with their military students.

(2) While working as language trainers, military staff will be able to maintain and even improve their language skills. This can be added to if the department adopts a policy of using the target foreign language as the routine working language for the department.

(3) The military staff members also form an important resource in terms of highly competent language users. Although their best use is as teachers, in extreme situations, they actually provide an immediate cadre of skilled linguists for short-term operational use.

b. Civilian. Now let us consider civilian staff. Civilian staff members, especially if employed on long-term engagements also offer a number of significant advantages.

(1) They can offer continuity over a longer period than would be usual for military staff. They could thus help avoid the military tendency to reinvent the wheel when new staff are posted in.

(2) They can become an indispensable store of experience in teaching methodology and syllabus development, though they should be careful not to fall into the trap of getting into a rut and becoming resistant to change. This may be typified by the teacher who tells the same story at the same point of every course as he pulls out the same teaching notes he has used for years.

(3) A sensible recruitment/staffing policy will permit the recruiting of new blood at appropriate intervals.

Thus, a blend of military and civilian staff would seem to offer the best potential to an in-house LT structure. This is precisely the experience we have had in the UK.

## Course Content

5. Now let us look at some of the advantages which the military training structure can provide under the heading of course content:
  - a. Military terminology will need to be included in almost every military LT course and at times it will need to be very specialised. It would be unreasonable to expect that a civilian language school would have access to teachers with the required technical background and lexis. Indeed, staff with an outside training agency may well feel intimidated by any technical language requirement for a military student. This is an area in which I have had particular problems when managing tuition for individual students whom I have placed with commercial language trainers. The students will often feel that acquisition of technical terminology is essential rather than achieving a general competence in the language.
  - b. In-house training can provide a combination of military or technical skills with language skills in a way which may not be possible in a civilian language school. e.g. Convoy procedures and checkpoint manning are integrated into Serbo-Croat courses at DSL. For intelligence or special communication purposes, the combination of skills may be very specific and at a high level.
  - c. In my experience, it is quite likely that civilian language training organisations will not have any worthwhile experience of offering long intensive courses aimed at taking students to high levels. This has been another of the problem areas I have encountered when managing the external courses which I arrange. For instance, DSL has 18-month courses in which 40 hrs work is programmed each week leading to level SLP 4343 in Arabic and Russian. Few commercial training providers have experience in providing such courses.

## Resultant Synergies

6. Certain in-house synergies which can result from having a number of different language courses and a team of experienced teachers in the same military institution.
  - a. In the UK and I am sure for a number of other countries, there is a considerable demand from overseas for military training, often involving special military LT, in our case English. This allows us to build up a body of expertise in English LT specialists which can feed in various ways into the provision of foreign LT for our own students.
  - b. A considerable body of expertise in syllabus development and teaching methodology can be built up by the in-house team and this can be quickly transferred to aid new, less experienced colleagues and to develop new courses.
  - c. There is considerable potential for interaction among staff teaching different languages or different courses which is always beneficial in my experience and this can be best exploited as part of a system for staff training and development.

- d. Similarly, students benefit from discussing their experiences, their problems and successes with their fellow sufferers. We see particular examples of this at DSL Beaconsfield where British students of Arabic have contact with Arabic speaking military students studying English. Interesting and beneficial exchanges result.
- e. When the military language courses are centred on one military institution/training school, then investment in a range of hardware and software becomes more affordable since equipment can be intensively used among the various departments. Such economies of scale can be exploited in a number of ways.

## Control

7. It is under the final heading of 'control' that I believe we can find the main advantages of providing training in the military environment. Direct and immediate control is possible over the elements of the training system:
- a. Syllabuses. Firstly we can consider syllabuses. Language training requirements are the direct product of the military sponsor's need. The training syllabus is the translation of those needs into the course which we provide and it is in house that we retain closest control over the syllabus and the course. Commercial LT providers may have their own areas of specialisation not entirely suitable to the military needs, but which may nevertheless influence the courses which they provide for their military customers.
  - b. Staff. With staff, we can select whom we want and the number to meet the training needs. We can also develop the staff so that their needs and aspirations are met and the benefits fed directly back into the courses and into the training of the students. As mentioned earlier, military LT staff are also able to draw from their own operational experience of using the language in the field.
  - c. Teaching Methodologies. The best and most appropriate elements of a range of teaching methodologies can be selected and built into the delivery of the training syllabus.
  - d. Assessment. When it comes to assessing student performance, we are all aware of the difficulties of reliable assessment of language competence, particularly from the reports and presentations from our American and German colleagues in BILC and from others. From the LTK for instance we have reported on the inconsistencies among commercial language schools when interpreting and applying STANAG 6001 in their assessment of military students. With in-house training, we have the opportunity to develop and maintain appropriate assessment methods and ensure their reliability and validity.
  - e. Feedback and Remedial Action. With outside providers feedback on students having difficulties may be given when it is too late to react. In-house, coupled with the assessment system, a flexible and sensitive remedial policy would seek to take students to their maximum potential and such a structured programme for remedial action is of course important for student motivation.

- f. Evaluation and Validation of Training. Once again it is the direct control of the LT which allows its evaluation and validation to inform and influence the development of the training course and hence its effect upon the students and their ultimate competence in the job situation.

## **Conclusion**

What I have been talking about today has a lot to do with the control of the quality of the LT programme. As we learned last year in Turin, maintaining high quality in our training is the best way to ensure that it is effective in terms of cost, so as to satisfy our political masters, and in terms of producing students who are competent and confident in their jobs when they have to use a foreign language.

Ladies and gentlemen, those are my arguments in favour of providing military language training in house, in a military environment.

## **The Argument for Commercial Delivery**

### **Introduction**

1. I would like to begin with some background information on the whole question of delivery of Services' language training in the post Cold War era. As an official of the Ministry, whose aim is to reduce defence costs in line with our stated policy under "Options for Change" or "front line first", it is obvious that the field of language training should be reviewed, as it is believed that this area will provide substantial cost reductions with no detriment - but in fact enhancement - to the service provided.
2. It is however obvious that language training is essential for the Services given our various commitments throughout the world. The UK is involved in UN operations, in many joint ventures abroad and in defence cooperation with our European allies.
3. As background let us consider the current position in the military and commercial fields in the UK.
  - a. Military. Several Service establishments deliver training in a small number of languages, with the remainder of the training already being provided by the commercial sector under contract. The military establishments are thus duplicating much of their work - a situation which is at present under review - and maintaining expensive barracks and staffs to do so. The Services need is for some 27 different languages and a flexibility to deliver training as and when necessary.
  - b. Commercial. In the UK language tuition provision has undergone rapid changes in recent years and we now see the following initiatives that have improved the position:

(1) The formation of a coordinated "Languages Lead Body (LLB)" which has defined language standards similar to, but not identical to, our own STANAG 6001.

(2) The provision of a National Curriculum in our school system with emphasis being given to communicative use of language.

(3) The University policy of "Languages for All" where undergraduates are encouraged to study a foreign language as part of any degree. This has led to languages being the most studied subject in British Universities. This has resulted in the provision of up-to-date facilities to meet this demand.

(4) The development of National Vocational Qualifications (NVQ) where credit is now given for practical language proficiency in the business sector.

(5) The Department of Trade initiatives, such as "Languages for Export", with its business involvement in the field of language proficiency.

(6) Recent European initiatives and language projects.

4. Whilst there is no doubt that the Services "in-house" language training is excellent and was ahead of any private sector provision, the recent developments in the civilian world of language provision has lead to serious consideration being given to opt for their delivery on grounds of cost effectiveness and efficiency.

### **Commercial Delivery**

5. The following arguments for commercial delivery are based on the premise of using a single establishment, such as a university, with a well established Language Unit. Let us now consider what such a Unit could offer. I think you will see that they are more than capable of providing for the Service needs.
6. In putting forward these arguments it is not envisaged that the Services abdicate from the process. On the contrary, there will obviously be a requirement for close liaison with the provider by a specialist team to ensure the necessary quality controlled provision; a vital ingredient in any training, as we discussed in great detail at BILC 94.
7. The commercial delivery of this training is now capable of providing a cost effective and efficient service that was previously considered impractical, even impossible a few years ago, given the academic nature of most of the facilities provided:

#### **a. Staff**

(1) All members of the teaching team, although changeable, would always be current in the language with recent experience of any changes/developments in the target language country.

- (2) The staff would be a mixture of native speakers and British nationals qualified in the language.
- (3) The staff would be qualified and experienced in dealing with adults and bring with them the teaching experience of dealing with many different groups of people from different walks of life and specialisms.
- (4) Many of the L2 staff could have had experience of military service in their own country.
- (5) Teacher exchange policy could mean bringing the necessary qualified personnel from the L2 country to meet specific needs.
- (6) The deliverer would have a wide range of staff available for a great number of languages thus being able to respond flexibly to any demand.
- (7) Staff would be required by the deliverer to receive in-service training in latest techniques and methodologies. This is a normal part of any private organisation specialising in language training provision.

b. Control

- (2) This would be exercised by a professional director of studies and his full time staff, who would complement the requirements of quality control exercised by the Services.
- (2) The Services still maintain the control via their liaison team, who would require the deliverer to provide:
  - (a) Continuous assessment and testing via a military designed profiling system based on SLPs.
  - (b) Liaison visits to check on instruction, methodology, content, to gain feed-back from students and provide additional information on user requirements.
  - (c) Training supplied to a Services, specified syllabus.
  - (d) The provision of work schemes to meet the specified requirement of SLP and necessary specific linguistic skills.
- (3) The deliverer would be required to meet the stringent requirements of the recently introduced British Standards quality regulations from the British government.

c. Course content. The private sector is currently providing courses for many specialisms and are well capable of providing syllabi and schemes of work to meet Service needs. It could not survive without an ability to do this. The deliverer could, from his resources, provide:

(1) Suitable syllabi given Service guidance in the form of lexis requirements and SLPs, especially as they have now been rewritten in objective terminologies. (A specimen of these objectives is being presented at this conference).

(2) Currently available suitable teaching material given specimen sources and guidance from the Services liaison team.

(3) Use the facilities of the many specialist departments to develop specific materials and methodologies to meet the various requirements.

It is worth noting here that given the nature of the target population that general military vocabulary (a specimen list is also being provided to the conference by the UK delegation) would form an integral part of any instruction. The requirement for specific military terminology from the onset of training is not crucial, as a competent linguist would soon be able to develop the required lexis from contact with L2 speakers in his own field. This would be achieved by:

(4) Attachments to specialists for in-country training.

(5) On the job training.

(6) By setting research projects for the students in specialist fields as part of the provided course.

(7) Providing the deliverer with specimen materials.

d. Miscellaneous. Amongst the other provisions of commercial delivery would be:

(1) Accreditation. Training being provided would attract not only Service qualifications, but also university credits to count towards further degree studies.

(2) Examinations. Current higher level examinations are already provided by civilian contract. The deliverer of the training could include this in his provision. As examinations, their production and delivery are a normal part of life in such an organisation they would be able to deliver a far more efficient system, also tailored to the Service needs.

(3) Other facilities. With the diversity of facilities available these would be accessible to Service students:

(a) Tutor controlled open access facilities for all languages. Computer, satellite, library and current publications, research and private study facilities.

(b) Contact with non-tutor L2 speakers available in the establishment.

(c) Contacts abroad for a variety of purposes including the provision of an integral in-country phase of training.



- (d) Use of translation and interpreting facilities to provide expert tuition in these fields if required in the job specification.

(4) Assessment. The provision of an initial assessment to ascertain the length of training required to meet the required profile and at the same time allow for the production of a scheme of work for an individual or an entry point for joining a group. This could be utilised to also assess, and if necessary, test on call the language ability of any Service person to any level. It also provides a dedicated centre to administer low level exams (level 2 or 2.5).

(5) Flexibility. This would be provided by an ability to provide one centre with direct liaison with the Services and therefore be used to prevent the duplication seen in the Service schools and in each individual Service provision of individual training.

### **Security**

- 8. No mention in this argument has been made of the very important aspect of military security, highlighted by my colleague, together with the need for military instructors and their obvious advantages. I offer the following as suggestions:
  - a. Regular briefings by military staff on the security implications.
  - b. Attachment to the provider of military instructors on an "as required or considered essential" short term basis to assist not only the instructors personal development and maintenance of linguistic currency, but also to provide a valuable experience in instructing at a University.
  - c. Recruitment of ex-military personnel/instructors, especially to provide specialist input where Service experience is recruited.
  - d. High level profile of the military liaison team in their dealings with the military student population.
  - e. Appointment of senior course personnel to deal with the possible side-slip from military training principles.
  - f. Provide a system of 'return to base' for regular military training.

### **Conclusions**

- 9. It may appear that I have not shown any conclusive advantages that a commercial provision has over in-house provision. This may well be the case as the Services are renowned for providing excellence in the training field. What, however, is a false assumption is that a commercial provision is incapable of providing the service required. I argue that it is.

10. It is without doubt that the commercial sector is now able to match any in-house provision and is willing to provide the Services with the language training service it requires. The main advantages in the use of a civilian provider can be summarised as:
- a. Cost savings in barracks and its allied facilities.
  - b. Cost effectiveness by providing suitable staff and courses only when necessary to meet the demand.
  - c. A single effective system to cope with all demands.
  - d. Accreditation system.
  - e. A flexible approach to provide all languages via a single central provider.
  - f. Quality control enhanced via a recognised internal system backed up by a "user" control system.
11. It must always be borne in mind that the field of general education is now very closely linked to meeting the demands of the customer who after all has the need and in certain cases is providing the funding. This is the case with the ever increasing demand for linguistic ability and Universities are rising to the challenge. They are fully capable of providing the service we require.

## Final Learning Objectives: Achieving Harmony between General Proficiency and Job-Related Language Instruction

Ray T. Clifford

### Background

The debate over language instructional goals and assessment has consumed much energy over the last several decades, but the debate itself has usually generated more heat than light. One of the reasons that discussions in this area have not been productive, and at times have even been counterproductive, is that the parties involved have failed to recognize that each is approaching the debate from a different perspective.

Most senior managers view language instruction as just another training task, and from their administrative viewpoint the major objective is clear. Success is measured by three variables: production cost, training time, and product quality. Thus, the pressure is always present to make the instructional process cheaper, faster, and better. Expectations become unrealistic and the debate counterproductive when it is not recognized that **at most two** of these objectives can be accomplished at any one time. If one wants to make the process cheaper and faster, there is no chance that the quality of instruction will improve. Or if the objective is to produce better results in less time, the cost of instruction will not decrease. In today's economic environment, a common challenge seems to be maintaining program quality while available time and funding are diminishing.

A second perspective is held by the students, who often confuse the debate with their unrealistic expectations. Their innocent beliefs range from the well intentioned, "I'm going to speak this language like a native speaker within one year" to the misguided, "Quit wasting my time with all these verb conjugations; I just need to learn the words I'll use on my next job." Naive as these attitudes may be, ignoring them can result in customer dissatisfaction and self-fulfilling expectations of failure. On the other hand, adhering to the adage "the customer is always right" can create the only situation worse than the blind leading the blind - an instructional program where the blind are leading the sighted.

Because they are constantly encountering the complexity of the language acquisition process, language teaching specialists approach the debate from a third perspective. They point out that language is the most complex of human behaviors, and language acquisition is the least understood of human endeavors. Language training, these specialists contend, is too complex to be "lumped together" with other military training. In fact, they say that language learning is not training at all, but education. This alienates the training-oriented sponsors and is dismissed by budget-conscious administrators as irrelevant aggrandizement.

Whenever the debate between proponents of language for special purposes and those supporting global language instruction attempts to differentiate between training and education, clarity is only possible once the key terms of reference and instructional objectives have been defined. The matrix presented in Figure 1 examines the curricular and instructional components that contribute to miscommunication in this "training versus education" debate.

Type of Instruction	Training <----->Education		
Nature of the curriculum	<u>Closed</u> : circumscribed, self contained, rigid scenarios	<u>Expanded</u> : variations based on defined communication themes and situations	<u>Open</u> : unrestricted, prepares for unknown, unpredictable requirements
Instructional Objective	<u>Knowledge</u> , recognition, rehearsed formulaic responses	<u>Knowledge and performance</u> within defined domains	<u>Knowledge, performance, and insight</u>

Figure 1

When all of the cells in this matrix are considered, we see that the non-experts are partially right. Initial language acquisition begins as does most training with circumscribed, limited objectives. Therefore, not all language instruction involves higher-order educational knowledge and reasoning. However, any job requirements for meaningful, extemporaneous communication obviously move the instructional objectives toward the "education" end of this instructional continuum. Determining who is "more" correct, the teaching specialist or the naive consumer, is only possible once instructional objectives have been agreed upon.

Even when the teachers, administrators, and students all agree on the terms they use and on the program's instructional objectives, the debate continues. Some assert that specialized training is the most effective instructional approach, others claim that only a broad-based global method results in meaningful levels of language competence.

Typical of the arguments for specialized instruction is the claim made in *Army Trainer Magazine* (Volume 13, number 3, Spring 1994, page 47) that one type of language training

"... can teach a brain surgeon to perform brain surgery in Spanish with a Spanish-speaking staff after only 24 hours of Spanish language instruction. To perform routine brain surgery we assume that you need 20 basic commands, 10 comments or observations, and 15 yes and no questions as well as a specialized vocabulary of perhaps 30 to 40 words."

The most substantive argument against a minimalist approach to language instruction is that the most important communicative exchanges are not predictable. As one senior government official stated,

"There has never been a crisis where we have not had warnings in advance - we just missed them."

The history of instructional and assessment practices at the Defense Language Institute Foreign Language Center provides excellent examples of how these different teaching and assessment philosophies have influenced the instructional process at various times during its history.

### **DLIFLC in the 1950s**

Instruction during the decade of the 1950s was controlled by the teachers. The textbook was the center of the instructional process, and teachers taught however their experience and judgement indicated they should. Students were comfortable in the knowledge that mastery of the material presented in class would prepare them to pass the achievement-oriented course examinations. This reliance on professional judgement seemed unscientific to program administrators, but no alternatives were available. In 1956, the Foreign Service Institute (FSI), created the first proficiency scale to assess the abilities of foreign service employees, but the Department of Defense (DOD) did not move to accept this system.

### **DLIFLC in the 1960s**

In 1962, the U.S. Civil Service Commission published the FSI Proficiency Guidelines, which had been further refined and expanded, as standards for all federal agencies. After some internal debate about how to handle this new regulatory requirement, it was decided that developing tests to apply these proficiency standards would be technically too difficult and too expensive to be feasible for DoD.

Outward compliance was achieved as the Institute began assigning the zero to five numerical skill ratings to its graduates. However, instead of linking these ratings to the original scale, they were assigned on a norm-referenced basis. At first, the top 50% of each graduating class were given Level 3 ratings. Later, a historical norm was established, and anyone receiving that score or higher on the end-of-course test received a Level 3 rating.

Over the years, perhaps through growing familiarity with the test content, the number of Level 3 graduates slowly increased. Most noted that eventually 80% of the Korean basic course graduates were receiving this impressive rating, but no one seemed to notice that the communication skills of these Level 3 graduates were equivalent to the worst of the Institute's Spanish graduates.

### **DLIFLC in the 1970s**

The Systems Approach to Training reigned as the dominant instructional philosophy during the 70s. This resulted in separate instructional tracks being created for different groups of students. For instance, those students who would be working in the cryptologic field were assigned to "aural comprehension" courses that focused on listening skills and strictly prohibited the students from speaking the language. Students preparing for human intelligence jobs were assigned to "speaking" courses.

When it was noticed that students from "speaking" courses scored higher on listening tests than did aural comprehension students, it was apparently not acceptable to consider that the basic concept was flawed. Instead, it was decided that the tests must be faulty. Despite poor test results, these aural comprehension courses were subsequently reduced in length by one third, based on the simple logic that the students were only expected to listen and read, but not speak the language.

In other courses, when there was insufficient time for the students to reach course objectives, the objectives were changed rather than lengthen the courses. For instance, thousands of students were sent to 12-week Vietnamese courses with the vaguely stated objective of learning as much as they could. The major outcome of these courses was unfulfilled expectations.

As a result, most DLIFLC graduates during this time frame didn't have the language skills needed to do their jobs properly. Money spent on remediation materials didn't help, because undeveloped skills can not be refreshed. Dissatisfaction among linguists and their supervisors grew to new heights.

### **DLIFLC in the 1980s**

In 1981, a conference was called that included experts from the Central Intelligence Agency, the Foreign Service Institute, the National Security Agency, the Department of Education and leading universities to review the language proficiency standards and design a testing program that would apply them. "Plus" level descriptions were added for levels zero through four, and minor adjustments were made to improve consistency within the writing scale.

Two major initiatives followed this reaffirmation of the language proficiency standards. Following the adage that if you can't measure it, you can't manage it, a major test development effort was begun to develop tests specifically designed to measure language proficiency in the skills of listening, reading, and (for the first time at DLIFLC) speaking. Next, steps were taken to define the language needs of linguists in the field. It quickly became apparent that our customers could only describe what they knew and understood, so DLIFLC designed a Language Needs Assessment process to help them better define their language skill requirements. The process first identified the communication tasks associated with each military job, and then each of these tasks was analyzed by a team of experienced job experts and language assessment specialists who matched each task to a level in the hierarchy of communication tasks, contexts, and accuracy standards represented by the proficiency guidelines. The outcomes were amazingly consistent across various military intelligence jobs. Although each job included several routine tasks that could be satisfied with scripted language skills, there were also critical job tasks that required the ability to handle unformatted, free flowing communication. This finding came as a surprise to most of the linguists' supervisors who had been the major proponents of specialized training, but it validated the judgement of several high-ranking officials.

Formal assessment of DLIFLC graduates against the minimum proficiency levels identified by the Language Needs Assessment revealed what was generally known, but had never been quantified. The vast majority of DLIFLC graduates were found to be unprepared for the real-world tasks they would be likely to encounter. This bad news had the significant advantage of

documenting that improvements were needed in the instructional programs of the Institute. A formal Proficiency Enhancement Plan was created by the Institute; it was approved by higher headquarters; and increased resources followed.

This increased funding was used to improve teacher staffing ratios, provide teacher development opportunities, and implement a team teaching concept that heightened teacher responsibility and accountability. Student proficiency results began to improve immediately.

### **DLIFLC in the 1990s**

Major changes in the world political situation caused large fluctuations in enrollments with some languages growing rapidly while enrollments in others dropped precipitously. The one consistent theme during this time frame was the need to graduate even better linguists who were expected to have both general proficiency and job-related language skills.

These user requirements were formally stated in a list of tasks referred to as Final Learning Objectives (FLO). A chart summarizing the proficiency, subskill, content, and ancillary FLO skills contained in these objectives is shown in Figures 2a and 2b.

<b>Objective</b>	<b>Domain</b>	<b>Task, Goal, or Content Area</b>
Proficiency	Listening	Level 2
	Reading	Level 2
	Speaking	Level 1 or 2
	Writing	Level 1+
Subskills	Speaking	Biographical interview
		Problem solving (negotiate, determine, explain, resolve)
	Interpreting	Translate English and TL exchanges
	Listening	Produce an English summary of a conversation
		Produce an English summary of a news broadcast
		Answer content questions about a conversation
		Answer content questions about a news broadcast
	Transcribing	Transcribe a text in native script
		Transcribe (single pass) decontextualized numbers
		Transcribe (single pass) numbers in context
	Reading	Summarize a written TL text in clear idiomatic English
		Answer content questions about a written TL text
		Read reasonably legible native handwriting
	Translating	Translate a TL text into idiomatic English
		Translate transcripts
Translate an English text into the TL		

Figure 2a



<b>Objective</b>	<b>Domain</b>	<b>Task, Goal, or Content Area</b>
Content	Area studies	Military and security
		Economic and political
		Scientific and technical
		Cultural and social
		Geography (Physical, Political, Economic)
Ancillary	Manner or tenor	Level of style, cultural connotations, politeness forms
	Colloquial usage	Exposed to the greatest extent possible
	Grammatical accuracy	Understand language structure
	Text processing	Know techniques
	Lexical aids	Explicit introduction and practice required
	Transliteration	Practice transcription in transliteration
	Phonetics	Know commonly used military and civil systems
	Future growth	Know how to become more proficient after graduation

Figure 2b

The first attempts to meet these expanded needs included the development of new instructional materials and later the creation of a technical curriculum track based of the tasks described in our users' stated Final Learning Objectives (FLO). These efforts were insufficient, because the development of course materials and their inclusion in the teaching schedule not guarantee the teaching of their content. This year we have begun development of job-related tests for the FLO tasks. As these tests are implemented, we see both teachers and students taking this specialized training more seriously. The fact that the students do not score well on these tests, is further evidence that the creation of curricular materials alone was insufficient to bring about instructional change.

## Conclusions

From our experience with aural comprehension course, we have determined that special purpose, job-related training has high face validity with users, but it does not prepare linguists for critical, unpredictable communication tasks. In contrast, proficiency-based instruction results in higher student skill level, recognizes the complex nature of language and language acquisition, and draws praise from strategic customers. The greatest drawback of this global approach is that the process lacks credibility with tactical customers.

Will our current combination of proficiency-based and other user-defined learning objectives create the appropriate instructional balance to satisfy the often conflicting demands of administrators, students, and language specialists? Can students acquire a solid proficiency base in the language and develop specific, job-related skills at the same time?

We believe that an instructional balance can be reached that will allow these objectives to be accomplished. We invite you to check with us at the end of the decade to see if we were right.

## The Proof of the Pudding . . .

Josef Rohrer

I have been a learner for almost 66 years now and still don't know enough about it. Not that I spent all this time asking myself and others what learning is and how a man can learn to learn. Until I was 25 I must have vaguely assumed - like most other people I suppose - that learning was the result of teaching. When I became a teacher I was convinced that good learners must have good teachers. This conviction was, after all, the basis of my professional existence. Students, too, were convinced that poor learning was the result of poor teaching. This was in the order of things, and probably still is.

In the late sixties it became fashionable to ask provocative questions. Some of those questions were "Do we really need teachers?" "Can't machines replace teachers?" "Couldn't the language laboratory replace language teachers?" I can remember that several billion dollars were spent to prove what gurus of the behaviourist approach claimed. It was the age of plenty. There was money to be made. For the first time in history pedagogues had the opportunity to make big money. Who could resist the temptation? People wanted to believe that machines and programmes could learn for them. And the profession delivered the goods. Administrators were anticipating the day when they could hire fewer teachers and spend the money saved on docile machines instead. Not surprisingly, nothing came of it. Teachers are still needed because learners still want them. Students still want to be taught.

However, it seems that those terribly costly experiments of the seventies and eighties were necessary to create a widespread and lasting interest in human learning. Instead of devising sophisticated programmes and machinery on the basis of unproven assumptions about human learning -- in our case unproven assumptions about how a human learns language and languages -- people began to question those very assumptions and began to study the organ where all our, or rather, most of our learning takes place, i.e. the brain. And ever since Roger W. Sperry's observations in the late sixties and early seventies on split-brain patients' post-operative mental behaviour, our interest in and our knowledge of the mental behaviour of the human brain has increased geometrically (Sperry, 1973). Within the last 30 years we have learned more about the human brain than we did in the 300 years before. The mental brain has hit the front pages of the popular press.

My own interest in learning and retention (i.e. memory) was aroused during a term of study at Princeton University in the early seventies. I discovered that there were people (psychologists, neuroscientists, etc) who knew a great deal about learning and retention in general and language learning and retention in particular. After years of intensive study of what those people had found out, I began to explain to other people, especially to teachers, what I had learned and what I thought I knew. Over the years my knowledge grew, until, in the late eighties, I was able to talk about many aspects of learning and retention as well as give practical advice, which was well received by the teachers that I had a chance to talk to. It was well received because my reasoning seemed plausible (Rohrer, 1990). Plausibility convinces. In concord with most other theoreticians I was able to show, though unable to prove, that verbal learning and retention, including the learning and retention of new languages, is made possible by a number of what I consider innate human abilities:

1. The ability to classify phenomena
2. The ability to associate phenomena
3. The ability to image phenomena visually and acoustically
4. The ability to recognize and recall the essential features of phenomena
5. The ability to complete or correct patterns of phenomena

Also at about that time it occurred to me that there was immense literature based on or derived from teaching experience, but virtually none based on learning experience. Papers by Wilga M Rivers (Rivers, 1979) and T. Moore (Moore 1977) were noteworthy exceptions. It seemed to me that people rarely bothered to tell other people about what they were experiencing when they were learning, i.e. when they were doing their homework. In 1989 I came across a book written by Antoine de La Garanderie who led a group of researchers in France who were addressing the problem by interviewing learners, especially the very good learners, to find out what was going on in their minds/brains, what mental techniques they were using while they were doing a learning task (de La Garanderie, 1989).

In 1989/90 I grew more and more dissatisfied with and suspicious of what I seemed to know. The assumptions I had made seemed plausible to myself and others. But the knowledge on which these assumptions were based was entirely second- or even third- hand.

By accident I became interested in the Thai language. Thai is a tone language (with a minimum of 5 tones). The structure is essentially Chinese. The lexicon is made up of Thai, Chinese, Khmer, Sanskrit/Pali and English words. It is very rich. The writing system is derived mainly from Sanskrit. The alphabet has about 46 consonant signs and 29 vowel signs.

In 1989 I was invited by the Goethe-Institut in Bangkok to run a workshop and to give talks at major universities of the country. My audience were professors and teachers of German from all over the country. I learned that in Thailand German is the second foreign language after English. I was told that it is studied, in any one year, by more than 1000 students. When I looked at the German-Thai and Thai-German dictionaries which are available for students, it occurred to me that it must take a lot of courage and perseverance to study German in Thailand.

When I came back to Hürth I interviewed about 10 Thai students at the Bundessprachenamt. I then decided to sit down and compile a German-Thai dictionary. To do this I had to learn the language, of course. I planned to compile the dictionary while I was learning the language. Also, I wanted to find out to what extent I was able to apply to myself what I knew theoretically about foreign language learning and retention. The result of my 5-year experiment is a German-Thai dictionary of verbs which is currently in print (Rohrer, 1995).

Originally I had planned to compile a complete German-Thai dictionary. It did not take me long to realize that this was unrealistic in view of the state of the art of Thai lexicology and lexicography. Therefore I decided to compile a dictionary of verbs. This seemed feasible because the number of verbs in any one language is limited (the verb component of a language

is a virtually closed system). At the same time, verbs are the most useful components of the lexicon of a language, both semantically and grammatically.

When I started to learn Thai I was aware that the conditions of my learning experiment were ideal. There were no teachers to teach me, there were no textbooks from which I could learn. Fortunately there was a reliable Thai-English Dictionary available (Haas, 1964). It is the only reliable bilingual dictionary in existence that can help the foreign learner to decode texts written in Thai. There are many other Thai-English dictionaries on the market in Thailand. They are of very little use to the serious student of Thai.

The Thai language has not yet been adequately described. There are some 20-odd doctoral theses written by Thai students of linguistics as well as monographs by foreign scholars about special aspects of Thai syntax. But their usefulness to a foreign learner who wants to study authentic Thai is extremely limited. Thus, while I had a dictionary to help me decode words, I had practically nothing to help me decode the syntax of written Thai. I had hoped to find Thai informants who could help me understand Thai grammar. Therefore, during the first 3 years, I spent my holidays in Bangkok trying to find people who could explain the mysterious syntax of written Thai to me. I never found anyone. I did become acquainted with 6 Thai professors of German who were willing to examine and correct the Thai examples that I was collecting. Because this is what I did: I worked my way through authentic Thai texts to find verbs in context. Then I considered what the German equivalents might be. Each time I had collected some 500 examples in interesting contexts (collocations and whole sentences) I sent them to Bangkok to have them examined. In this way I collected some 12,000 verbs in collocations and sentences that show how a verb is used in German and how it can be rendered in Thai. The number of examples is probably twice as high because in the case of a polysemous verb I have tried to give examples for most of its meanings.

As a result of this work I can now recognize and understand about 50,000 Thai root words (nouns, verbs, etc). This is a conservative estimate. The number may well be higher. I consider this figure interesting in view of claims made by vocabulary estimators. It has been estimated that the average American high school graduate knows about 60,000 root words (Miller, 1991). Assuming that an American high school graduate can comfortably read and understand a large variety of texts written in English, one could assume that I can now comfortably read and understand a large variety of texts written in Thai. However, this is not the case. I can slowly read a small variety of texts. There are many types of text that I can read and understand only by making intensive use of a monolingual Thai dictionary (พจนานุกรม ฉบับราชบัณฑิตยสถาน พ.ศ. ๒๕๒๕). Why this discrepancy? First, we must consider that the 60,000 root words that the American high school student knows represent about 10% of the words listed in Webster's New International Dictionary 1934 ( $\approx 600,000$  words) or 12.5% of the words listed in Webster's Third International Dictionary 1961 ( $\approx 450,000$  words). Although I may know 50,000 Thai words, I do not know what percentage this is of the Thai lexicon. It may be that the Thai lexicon is larger than the lexicon of the American English language. There is as yet no way of knowing this. Also, it is probably different. Because the lexicon of a language is not just a very long list of words. It is an intricately interrelated system of words. The words of a lexicon are interrelated among themselves and with their meanings. Many of the meanings of words are culture-specific. This may be another reason why I am still a relatively slow reader of Thai. My problem is above all the meaning of words within the context of a culture which is still foreign to me.

I have said before that while learning Thai I wanted to find out to what extent I could use the mental techniques derivable from the 5 mental abilities mentioned.

In the light of my learning experience, I would like to refine this list a little, or rather, make two lists:

## I. RECOGNITION

- The ability to associate phenomena (unguided/free association)
- The ability to image phenomena visually and acoustically

## II. RECALL

- The ability to associate phenomena (guided association)
- The ability to classify phenomena
- The ability to complete or correct patterns of phenomena

At a very early stage in the experiment, I decided to stop learning consciously to speak Thai. After learning some 1000 words consciously (making my own mind maps, i.e using guided association) I was able to make myself understood in trivial situations. People mostly understood what *I* said, but I hardly ever understood what *they* said. And, of course, I could not read because I had learned words and utterances in transliterated form. I had not bothered to learn the Thai writing system. This proved to be a grave mistake because it cut me off from what I consider the most useful source of authentic language, which is written text.

Thus I began to concentrate *entirely* on comprehension. Overall, in the past 5 years, I must have spent 90% of my time reading and only 10% of the time listening to radio programmes that I had recorded in Thailand (I mostly listen to them on my car radio)

When I sat at my desk copying Thai words and sentences, I had the Thai text at my left and a sheet of writing paper in front of me. While I was copying a Thai word, I forced myself to copy it without looking at it a second time. It was only when I had copied the word completely that I compared it with the original for correction. Spelling mistakes were frequent. Very soon I discovered that most of my spelling mistakes were of a particular kind. The fact that the Thai alphabet has 46 letters for consonants does not mean that the Thai sound system has 46 consonant sounds. It has about the same number of consonant sounds as German or English. However, some consonant sounds are represented by more than one letter although the sounds are absolutely identical:

K = ข / ค / ฆ

T = ฐ / ฑ / ฒ / ฑ / ฑ / ฏ / ฏ

S = ศ / ส / ษ / ษ

It was these and some other letters that I confused consistently. It dawned on me that when I was writing down the Thai word (or strings of words as I was making progress) I was not copying the visual image of the word but rather the acoustic image that I was producing

subvocally. This experience seemed to confirm the observation made by Norman Geschwind in the seventies. In essence he claimed that we read with our ears. Thus, while I thought that I was using visual imagery when I was copying words and sentences, it seems that I was actually using acoustic imagery. My suspicion was confirmed at a workshop conducted by a French psychologist who had worked with La Garanderie to learn and apply the techniques of "la gestion mentale" which I would translate as "changing one's mental behaviour through experimental introspection", (a term used by Binet and by the philosophers and psychologists of the Würzburg School). As La Garanderie has pointed out himself, "la gestion mentale" is not a new learning theory. The main elements of his approach - introspection, visual and acoustic imagery - are concepts that have been known ever since Plato. However, these concepts have long been, and still are, belittled as "unscientific". It is claimed that the findings are individualistic, not generalizable, anecdotal. In his book "Défense et illustration de l'introspection" La Garanderie, himself a retired professor of philosophy and biology at universities in Paris and Lyon, defends introspection both eloquently and convincingly.

Let me briefly explain the most important things that La Garanderie and his fellow psychologists found out: They had asked themselves the question "Pourquoi les cracks sont ils des cracks?" Why are crack learners crack learners? And, by the same token, Why are the underachievers underachievers? To answer this question they interviewed school children to find out what mental strategies they were using when they were doing a learning task. School learning obviously has a lot to do with memory and the ability to evoke stored knowledge of any kind. So the researchers tried to get the school children to tell them how they evoked their knowledge. To cut a very long story short, they found three types of "evokers":

1. Auditive evokers
2. Visual evokers
3. Kinaesthetic evokers

The majority were auditive evokers, who use inner speech to evoke an image. They talk themselves into seeing or hearing something internally. The minority were visual evokers, who evoke an image first and then use inner speech to comment on what they see or hear internally. The kinaesthetic evokers, who prefer to express themselves nonverbally, appear to be a peripheral group. The interesting thing is that the crack learners were found to be the visual evokers, naturally a minority.

The next thing that La Garanderie and his colleagues did was to work out techniques that would enable learners to make better use of their evocative abilities. The techniques have been elaborated very finely and can be learned at various centres in France.

I have been able to use one very simple technique of "la gestion mentale" in my experimental learning of the Thai language. When I copy a Thai example, I look at it, close my eyes, evoke the image of the word or go through the motions of writing it internally, open my eyes and write down the example. When I read a Thai text for fun and come across an interesting word or expression that I would like to remember, I do the same. When I hear something on tape, I close my eyes and make myself hear again what I heard, before I repeat it aloud. When I want to say something in Thai, I close my eyes, say it first internally and then repeat it vocally. I have never learned the much more sophisticated techniques that the experts in France have elaborated. What I can do is simple to the point of being trivial. However, it is effective. If you tell your students to do what I do, they may find that they have been given valuable advice. On

the other hand, if your students are adults, you may also find that they are reluctant to change their learning habits.

To conclude:

1. It is possible to learn a new language entirely on own's own, i.e. without being taught. This is not new. Other people have done it. In fact, millions of people all over the world are doing it all the time. Being taught a foreign language formally and intensively is a privilege that only a very small minority of people enjoy. I just wanted to make this point.

2. My experiment shows the effectiveness of incidental learning which emphasises language input. (Krashen, 1981; Winitz 1981) In my experience, it is possible to learn a foreign language almost exclusively through reading and copying. I would guess that I spent less than 10% of the time listening attentively. With the exception of the first few weeks of my experiment, I never made any *conscious* effort to speak Thai. However, subconsciously I must have been speaking a lot. Also, I am aware that I have used inner speech a lot. As a result, I can now speak Thai in non-trivial situations about non-trivial things. The next time I am in Thailand I will try to learn to express myself properly in trivial situations. This should not take long.

3. In hindsight I must say that the first 2 to 3 years of my experiment were very frustrating. Although I was able to recognize more and more words, I did not seem to be making any progress in understanding the syntactic structure of authentic texts. Now, after 5 years of incidental input of Thai syntax, I can understand highly complex syntactic structures even though I have never had anybody to explain anything to me. Although I can now regard this as a very gratifying experience, I must confess that I would have been very grateful if I had had the opportunity to ask a teacher of Thai to explain Thai syntax to me. While it would not have spared me the time and trouble of toiling through the lexicon of Thai, it would certainly have saved me a lot of time and frustration in coming to grips with the formal and semantic structures of whole texts. On the other hand, I must also confess that if it had been easy to find good teachers and textbooks of Thai, if there had been good dictionaries, I don't think I would ever have wanted to learn Thai.

4. I would not advise anybody to do what I did if there is teaching available and if they can afford being taught. Self-teaching is like self-medication. Teachers and doctors are not in favour. That's in the order of things. Most learners want to be taught, and I think they need to be taught. It would, however, be nice, if foreign language learners could learn how to use their teachers more effectively, that is learn what things they can best get from teachers and what things they have to learn on their own.

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**Designing Refresher/Sustainment Language Training to meet  
the Requirements of the Post-Cold War Era  
Peggy Goitia Garza**

The Post-Cold War era has been marked with diminishing budgets and decreasing resources, yet at the same time there has been a surge in the demand for language proficiency for military personnel throughout Europe to support the move for operational interoperability. In his opening remarks, Mr. Walinsky raised the issue of considering a language sustainment program to preserve a pool of language-qualified military personnel ready to be deployed to new assignments where knowledge of a second language is required. Such a cadre would eliminate the significant investment of time and money training new personnel in the foreign language, especially in light of the fact that language skills take so long to acquire and are so perishable.

Until now, DLIELC has not had the need to develop a program for sustainment or maintenance training in the English language. The vast majority of the international students at DLIELC study English with the aim of meeting the minimum standards needed for the subsequent technical or professional military education courses they will attend after DLIELC. Since the requirement for knowledge of English was only for their technical training while in the US, there was no urgent need for these military personnel to maintain their skills in English once they returned to their countries.

However, circumstances are changing. At DLIELC, we have a situation for which sustainment training would be very beneficial. A group of pilots have recently received English language training both in their country and at DLIELC prior to initial pilot training in the US. These pilots are then scheduled to go home for a 3-year period of time to acquire more flying hours in the aircraft they have been trained in and will eventually return to the US for advanced flight training. While back in their countries, these pilots are not expected to use English on the job and of course are reimmersed in the environment of their native language. In all likelihood, after that 3-year period, the pilots' English language skills will deteriorate to the point at which they will no longer be able to meet the minimal language qualifications for the second tier of flight training. Their strong potential for inability to provide candidates for flight training on schedule can be costly to the project. A viable sustainment program would resolve this problem.

Since there was an apparent need for an exportable sustainment program, DLIELC proceeded to address this need in accordance with the instructional systems design model we follow in designing and developing all training materials. The stages of the model are analysis, design, development, and implementation. Constant evaluation and revision are at the core of the model and take place at each stage throughout the development process.

### **Analysis**

The DLIELC sustainment training project is in the analysis phase. During this phase, the following objectives are accomplished: Determination of the learning outcome and goals, determination of the target students, and determination of the resources required and available.

DLIELC conducted the analysis by surveying our customers. Fortunately we had an available data pool. At DLIELC we offer courses in advanced instructor training and management of English Language programs. The students attending these courses are the senior instructors, managers, and administrators of English language training programs in their countries and are the decision makers for designing programs and selecting materials for their schools. We issued questionnaires and conducted brainstorming sessions with 25 international students from the countries of Belgium, Bolivia, Bulgaria, Czech Republic, Egypt, Hungary, Latvia, Mali, Poland, Russia, Senegal, Taiwan, Thailand, Tunisia, Turkey, and the Ukraine.

According to the students, there were no organized sustainment programs in any of the countries, although there was an innovative attempt in one of the African countries to institute a conversation group of former DLIELC graduates. However, in more than one country, maintenance of proficiency was essential, so periodic English language testing took place. Individuals were expected to sustain their language proficiency on their own initiative. Since the participants in the analysis were involved in English language training and translation themselves, several of them spoke of trying to maintain their proficiency on their own. They watched American TV and movies, listened to radio broadcasts in English and sought out native speakers of English to have conversations with. Interestingly, no one spoke of reading books in English or studying language textbooks. The consensus of the participants was that this approach to maintaining one's proficiency in English would not be sufficient for the average person.

During the analysis phase brainstorming sessions, the group brought up four issues of major concern regarding sustainment training: motivation, feedback, availability of training time, and resources.

#### Motivation:

All participants agreed that motivation is the key to sustainment training. In the opinion of the group, learners using a traditional self-study textbook-based method of studying a foreign language lose interest after about 2 months. They recommended that sustainment of language proficiency be tied to an incentive, such as pay. This recommendation addresses the question asked by Mr. Walinsky earlier in this conference which was, "Should maintenance training be tied to a system of bonuses and credits?" It also supports the point made by Dr. Brendel in his booklet, *Guidelines for Learning a Foreign Language on Your Own*, that self-study language learning is more successful when there are compelling reasons to learn the language.

#### Feedback:

The participants mentioned feedback in terms of positive reinforcement to help a student maintain interest and motivation in his language studies. In addition, participants stated that feedback is necessary to ensure that learners do not develop incorrect language production habits.

#### Availability of Training Time:

Surprisingly, 50% of the participants believed that language qualified military personnel in their countries could be spared from their operational units for 1-2 weeks of sustainment training each year. The other 50% said military personnel could not be released from their units for formal sustainment training, so self-study was the only option.

### Availability of Resources:

Finally, the issue of diminishing resources was raised. Participants mentioned that limited funds, facilities, instructors, and materials are significant factors in determining the feasibility of a sustainment program.

### **Presentation Media**

Participants then considered the following presentation media and discussed the pros and cons of each for a sustainment program: textbook, audiotape, videotape, computer-based training, videoteletraining.

#### ***Textbook***

##### Advantages:

- Easily accessible; can be used at home or out in the field during a military exercise
- Relatively inexpensive
- Pictures and graphics accelerate vocabulary acquisition
- Requirement: would have to be self contained; in other words, answers would have to be provided.

##### Disadvantages:

- Can't address skills of listening and speaking
- May be the least interesting medium for presenting a language.

#### ***Audiotape***

##### Advantages:

- Easily accessible; cassettes can be played at home or in the car
- Can use structured, commercially prepared audiotapes or recordings of the authentic speech of native speakers
- Music can be added to keep the tapes interesting
- Exposes the learner to different speaking styles and accents of native speakers
- Makes a learner feel that he is placed in a scenario/situation he may not have an opportunity to experience

Disadvantage: Emphasis on one skill-listening

Solution: Combination of audiotapes and printed material to integrate skills of reading

#### ***Videotape***

##### Advantages:

- Brings the language to life, enhances language learner, keeps interest level high
- Has many of same advantages of audiotape, i.e., listening to different speaking styles and accents of native speakers, but also introduces non-verbal communication.
- Is probably the best way to show learners language in a cultural context.

### Disadvantages:

- Less accessible; requires a video cassette recorder
- More expensive than audiotapes and textbooks
- Requirement - should involve some language activities

### ***Computer based training***

This generic term refers to computer-assisted language learning (CALL), computer-assisted instruction, and multimedia

### Advantages:

- Wide variety of language activities can be presented via a rich and limitless combination of text, graphics, audio, and video/has all advantages of those presentation media
- Students are given immediate feedback on responses
- More efficient learning - students can zero in on precisely those learning activities they need more practice with
- In this era, many students expect to use the computer for learning. They have been brought up with video games and computers so other presentation media no longer hold their interest.

### Disadvantages:

- Computers/software not readily available; is expensive
- The current state of technology does not support

### ***Videoteletraining***

Videoteletraining involves transmitting instruction which takes place at one location to students who are at another location. The technical means of linking the instructor and the students can be via telephone lines or satellite. Instructors and students can communicate with each other in a real-time situation, just like being in a classroom, only they watch each other on a screen. DLIFLC has successfully used this medium for some of their training. In fact, there is a description of their videoteletraining project in this year's BILC annual report.

### Advantages:

- Distance between student and instructor will pose no obstacle. Instruction can take place even though they are thousands of miles apart.
- There is an opportunity of linking multiple locations so that students do not necessarily have to be at the same site.

### Disadvantages:

- At this time videoteletraining is very expensive and is not readily available
- Different countries impose different legal requirements

### **Learning Environments**

Next, learning environments for a sustainment program were determined and analyzed. These were self-study and organized instruction, each with two options. The breakdown was as follows:

Self-study  
Option 1 - home study  
Option 2 - self-access learning center

Organized instruction  
Option 1 - classroom instruction  
Option 2 - videoteletraining

Since the concept of a self-access learning center may not be commonly known, it is discussed below.

### ***Self-Access Learning Center***

A self-access learning center is a room or facility with a variety of presentation media and a full range of instructional materials where students can go on their own for individualized, self-paced study.

In an article in *ELT Journal* by Lindsay Miller and Pamela Rogerson-Revell<sup>1</sup>, four types of self-access learning centers are described:

Menu-driven: all materials are classified and stored electronically or on hard copy. Students refer to this menu to gain access. They identify the skill they want to practice and are provided with the materials available to practice the skill.

Supermarket: students have the opportunity to look around and choose what to study. Materials are also categorized.

Controlled-access: students are directed to a specific set of materials, usually by a teacher.

Open-access: combination library and learning center

DLIELC established a learning center about two years ago. The DLIELC Learning Center provides an after hour facility for independent and self-paced English language study. While it supplements and supports the classroom instruction, it is optional for those students interested in additional exposure to English language instruction after class.

The Learning Center has an ever growing inventory of state-of-the-art English language materials, and training aids, such as English as a second language software and CD-ROM programs, audiotapes for listening and pronunciation practice, authentic military training videos, and authentic radio communication tapes for pilots. There is modern equipment, including multimedia personal computers with audio and video capabilities, some of which are also equipped with laser disk drives in order to run DLIELC's own series of interactive courseware. The Learning Center also has videocassette and audiocassette players with individual headphones.

The Learning Center is staffed by English language instructors who are very knowledgeable about directing students to the specific materials that will meet their language needs. Approximately 40-50 students use the facility each day. The Learning Center provides these students with the opportunity to continue to practice the language skills they are having trouble with and to acquire new skills on their own.

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<sup>1</sup> *Self-access systems*, Lindsay Miller and Pamela Rogerson-Revell. *ELT Journal* Volume 47/3. Oxford University Press 1993

## **Plan as a Result of the Analysis**

DLIELC will provide assistance for English language training programs interested in implementing a sustainment program. The target level for the materials will be a level 2 in listening, speaking, and reading, with the assumption being that the students has already achieved a functional mastery of English in a formal language program. The assistance will be for home study, the establishment of a self-access learning center and in the form of organized instruction.

### ***Home Study Package***

DLIELC will provide audiotapes and videotapes with supporting printed materials. In addition, reference books, such as grammar texts, dictionaries, and glossaries will be part of the package.

### ***Self-Access Learning Center***

The assistance DLIELC can provide for English language training programs planning to establish a learning center will be advice on the selection of materials to include audiotapes, videotapes, and computer-based instruction, suggestions for the layout of the room and equipment, and advice on the personnel requirements needed to staff the center.

### ***Classroom Instruction***

Classroom instruction remains a highly effective approach to sustainment training. DLIELC can provide instructors and curriculum materials or materials only, if the instructors are already available. With the information we have to date, we recommend that for a successful sustainment program, 1-2 weeks of intensive training be scheduled each year.

### ***Videoteletraining***

DLIELC has limited experience with videoteletraining at the present time. We have conducted some sessions for our students in Specialized English training linking them up with the subject matter experts of their follow-on training. Specifically, for a group of students programmed for helicopter pilot training, a videoteletraining session was conducted with actual helicopter instructor pilots at an Army post in another state while they were studying the helicopter-oriented English for Special Purposes classes at DLIELC. DLIELC will continue these videoteletraining sessions on a trial basis and concurrently will research the availability of equipment worldwide as costs decrease and regulatory requirements loosen up.

## **Conclusion**

In answer to the question, "Should we schedule sustainment training?", I propose that it be given serious consideration. In the long run, it is more cost effective to retain a cadre of personnel with an operational capability in the language than to continually train new personnel.



DLIELC is prepared to assist with English language sustainment programs, but there are still some unanswered questions we need to resolve. We will continue to look for answers to the following questions:

*Is the target level 2 the appropriate level? Should there be more than one level?*

*What is the optimum mix of home study, time in the self-access learning center, and intensive classroom instruction?*

*How many hours should be dedicated to sustainment training per year to prevent loss of proficiency?*



## Language Training for Peacetime Missions

Isabelle Corriveau, Marta Muselik

A case study of the Canadian Forces efforts in producing operationally capable language specialists for service in UN peacekeeping missions in former Yugoslavia.

- **Mission:** to develop a Serbo-Croatian program for a Basic (18 months) course

- Linguistic skills required in accordance with STANAG 6001
  - A:3, B:2, C:3, D:8, E:3, F:3
  - E; transcription
  - F; translation
- Material available
  - hand-written program for Attaché, Level 1, Level 2
  - no transcription material
  - no translation material
- Human Resources
  - two people to develop, type and format
- Planning
  - from Aug 93 to Jun 94
  - develop level 2 and level 3 text books for Basic course
  - no homework material planned

- **Execution**

- Staffing / Assistant
  - 1 teacher available
  - need for an assistant
  - 9 people interviewed
  - human resource problems subsequently encountered
  - deadlines
- Steps of the development
- Step 1:
  - setting of grammatical progression (level 2)
  - setting linguistic content for each module
  - gathering military and general documents
- Step 2:
  - weekly meeting with the developers: activities, deadlines
- Step 3:
  - proofreading process
  - recording of audio component
  - final correction/setting of illustrations
- Rate of execution:
  - 3 to 4 weeks for steps 1 and 2
  - 1 week for step 3

- **Execution** (continued)

- Choice of topics
  - level 2:
    - according to the general outline of CFLS Basic programs
  - level 3:
    - focusing on the country and the international issues
- Conclusion
  - Results:
    - in 11 months, level 2 was completed plus half of level 3
  - Cost:
    - \$130,000.

### The Serbo-Croatian Satellite Course in support of the Peacekeeping mission

Commencement of the course	Progress of the course
1. Duration Tasked "probably" for 5 months Budgeted for \$60,000.	1. Duration Subject to implementation of operational plan Real cost \$164,000.
2. Students Eighteen from the SIGINT - selection	2. Students 3 groups - performance, motivation
3. Teachers Short notice given to find qualified teachers in Kingston	3. Teachers New and inexperienced Satellite operation Job security/satisfaction
4. Material Very limited	4. Material Provisionally
5. Premises Organized by the client	5. Premises 3 moves in 3 months
6. Management A satellite course of this type done for the first time	6. Management Had to deal with all sorts of unexpected problems
7. Testing Not according to training standards	7. Testing Chaotic scheduling
8. Client Committed to this mission	8. Client Conflict in priorities between language training & operational activities

## Differences between operational time constraint course and standard course

SC Course 1993-1994	SC Course 1994-1996
<p>1. Duration "Probably" for 5 months Over budget by 273%</p>	<p>1. Duration On time On budget</p>
<p>2. Students Eighteen - selection - motivation - performance</p>	<p>2. Students Nine 2 groups - selection - performance</p>
<p>3. Teachers Short notice given to find qualified teachers New and inexperienced Turnover in personnel</p>	<p>3. Teachers Available and experienced with knowledge of the military system</p>
<p>4. Material Very limited</p>	<p>4. Material Reasonably available according to the planning</p>
<p>5. Premises Organized by the client 3 moves in 3 months</p>	<p>5. Premises Selection done by CFLS Adequate premises Stability</p>
<p>6. Management Inexperienced with satellite course Crisis environment</p>	<p>6. Management A familiar situation</p>
<p>7. Testing Not according to standards Chaotic due to the pressure of not knowing the final day of training</p>	<p>7. Testing SOP Predictable results</p>
<p>8. Client Committed Conflict in priorities</p>	<p>8. Client Cooperation</p>



**Language Training for Specific Purposes - Approaches  
Used at the Bundessprachenamt**

**Graham Tomlin**

The simplest approach to the approaches used in English for Specific Purposes (ESP) in the Federal Language Office (BSprA) is perhaps to answer some easy questions - all of which only relate to the English Section within our language school.

The questions are:

1. What are we doing?
2. Who is doing it?
3. Why are we doing it?
4. Why are we doing it our way?

**1. What are we doing**

**1.1 General SLP Courses**

	<b>Outset level</b>	<b>Testing</b>
4-wk HM to 12-wk HMLS	prior SLP/ 200 Item-Test	Variable

Of the three primary English language courses currently being taught in the BSprA, the first focuses on general English that leads to the Standardized Language Profile (SLP - *standardisiertes Leistungsprofil*) certificate. In line with the provisions of NATO Standardization Agreement 6001 (STANAG 6001), the tests in question discretely assess proficiency levels in the four skills Listening, Speaking, Reading and Writing (*Hörverstehen, mündlicher Gebrauch, Leseverstehen und schriftlicher Gebrauch*, which abbreviates to "HMLS"). Depending on student populations and their user needs, these SLP courses vary in length and target SLP. SLPs may range from elementary/intermediate H2 M2 L2 S1 (2221) to advanced H4 M4 L4 S3 (4443).

An earlier SLP can also serve as a qualification for participation in a follow-up course. Prior to course participation in the BSprA, student populations from non-defence administrations (finance, education etc.) have no external access to SLPs, so we have to use a general purpose "diagnostic" test to assess their incoming levels. Being a child of behaviourism, the 200-item multiple-choice sifter in use is anything but the best, but it is objective and serves as a workable English language guideline for homogenizing classes, at least initially. Given the money and sufficient personnel to extend the test writers' task beyond that of only producing practice material and proficiency tests for the end of the language course, the BSprA would certainly be capable of coming up with a better pre-seminar assessment.

	<b>Outset Level</b>	<b>Testing</b>
6-wk Military		3330
6-wk Military Doctors		3230

6-wk Aviation	SLP 3332	ORAL
12-wk Military		3232 - 4343
12-wk MoD Technology Experts		3322
19-wk General Staff		3333

The second type of course is a hybrid, being mainly a general English SLP course, but with a specific English component included. SLP-testing also plays a role, although there is currently certain deviation from the generalist communicative statement intended in the qualification for the pure SLP course type. For example, specific military topics taught in the course are reflected in the choice of topics for the final test. In our aviation course for prospective helicopter pilots, the SLP is only used as an entry qualification (3332). The qualification target at the end of this course is so specific that the final test greatly deviates from the general SLP test, taking the form of an interview conducted in English by teachers who are familiar with the relevant aspects of aviation.

Courses, ranging from 6 to 12 weeks, specialise in medical English for Armed Forces doctors, in preparation for defence technology and procurement experts destined for an exchange year in the USA and in general/military English (19 weeks) for future General Staff Officers before they take up their studies at Staff College in Hamburg.

1.3	ESP Seminars	Outset Level	Testing
	2-wk Combat Maneuver TC	SLP 3232	NONE
	3-wk UN Observers	SLP 3232	NONE
	3 + 3-wk Tax	100 pts	NONE
	4-wk Customs	100 pts	NONE
	2-wk Finance/Economics	150 pts	NONE
	2-wk Negotiations Mil/Civ/Mix	150 pts	NONE
	2-wk Procurement Negotiations	150 pts	NONE
	2-wk Logistics Negotiations	150 pts	NONE
	3-wk Education Ministries		NONE
	2-wk Northrhine-Westphalia		NONE
	2-wk Hessen		NONE
	+ Follow-ups		NONE
	1-wk Regional Govt Cologne		NONE
	+ Follow-ups		NONE
	2 + 2-wk NATO for MoD Lawyers	150 pts	NONE
	2 + 2-wk NATO for MoD Exec Grade	150 pts	NONE
	2-wk GEOG/HIST/POLITICS	EFL teachers	NONE
	+ Follow-up for English Teachers		NONE

The third type of course, the ESP seminar, has grown rapidly in recent years. These focus on specific professional substance rather than on general language form and are in the main of short duration. To be effective, English proficiency levels have to be higher in order to qualify for participation, and there is no final testing.



Minimum incoming qualifications for ESP seminars range from SLP 3232 to a score of 150 ("advanced") in the 200-item test. Seminars range from 1 week to 6 weeks (3-plus-3 sandwich), although most run for 2 weeks.

Military subjects include language training for participation in Combat Maneuver Training Center exercises or for work as UN observers. For Senior Grade Civil Servants working as legal advisers in the Ministry of Defence field, we provide a 2-week seminar to prepare them for legal positions in a NATO context (NATO HQ in Brussels, Installations, Agencies, Organisations etc.). A similar seminar prepares Executive Grade Civil Servants for management and administration in a NATO environment.

On the civilian side, seminars specialize in such areas as finance administration (Tax, Customs, Economics), regional government (Northrhine-Westphalia, Hessen) and education (Federal, regional, local).

In finance, we not only provide macro and micro economics scenarios in which the experts air their expertise in English, we also train auditors and investigators from the tax and customs administrations. They need English skills that will tell the auditor examining a multinational corporation that the financial records comply with German/EU law, or that will tell the investigator that a corporation has violated German/EU law.

Students from the governments of Northrhine-Westphalia and Hessen need access to administrative English so that they can work more effectively in their dealings with the European Union. On a micro-level, their interests are very varied. In one seminar we might find a veterinary surgeon, a public accountant, a school psychologist, a forestry expert and a lawyer. Yet, on the macro-level, all serve one regional master.

Experts working in different fields under the umbrella of the Standing Conference of Ministers of Education are given a seminar at Federal level. At regional level, the BSprA runs seminars for secondary school teachers in Northrhine-Westphalia as part of the "Bi-lingual Teaching Experiment". What is new here is the decision to allow 29 voluntary schools to teach the German secondary school syllabus for Geography, History and Politics in English. Although all are qualified teachers of English as well, the people taking part in the experiment have had no access to authentic English material tailor-made for their German syllabus - because it simply has not been on the market. Furthermore, there are the problems of lacking classroom phraseology and specific glossaries, of written/spoken register confusion, and of the didactic dilemma of substance and form (should English be corrected at the expense of a point in Geography?).

The most regular 2-week seminar concentrates on negotiating in English. As will be realised from the above, the homogeneity/heterogeneity problem is not merely limited to the students' incoming English levels and different learning rates during the seminar. The problem becomes compounded by the specific substance interests of the student populations. Lawyers destined for NATO, History teachers who want to teach their German History syllabus in English, defence technology boffins who are working with Italy and the UK to build an aircraft all represent professional groups with homogeneous substance interests. In the case of seminars for the Standing Conference of Ministers of Education, things often look very different, with one class comprising education lawyers, school psychologists, budget people, administration people, etc. These observations in turn crystallise in the development of general-purpose

seminars on negotiating in English for students of mixed professional background, and of special-purpose seminars on negotiating in English, for example, for public servants from more closely related professional backgrounds who have to represent Germany around the negotiations table at high international level.

## **2. Who is doing it?**

14 Teachers plus 1 Head of Section

8 Teachers active in ESP

4 solely active in ESP in mixed classes

2 solely active in ESP in non-test classes

Of the 14 teachers in the English Section, 8 are active in ESP. Only 2 are solely active in teaching English for Specific Purposes in non-test classes. This means timetabling one teacher for one class for a complete seminar. Another two teachers are military experts whose time is spread among several SLP-course types. Of these military experts, one also conducts non-test seminars (Combat Maneuver Training Center and UN Observers). The remaining 4 teachers who work in ESP are integrated into the general SLP course programme.

## **3. Why are we doing it?**

### **3.1 Early course types**

In the past, the Bundessprachenamt knew two main types of course. The first type put students through what used to be termed "full-core" general English. They were tested to given levels. The successful student could then go on to ESP, perhaps to study a missiles programme.

The second student population enrolled in a "full-core" English course that included an ESP component, for example parliamentary procedure (moving motions and voting etc.), but which also ended up with a test.

In both cases, the full-core target was - before 1981 - a blanket, all-skill proficiency qualification in general English.

### **3.2 Awareness Processes**

#### **Internal Awareness**

Internal awareness is the process that is generated within the BSprA. Parallel to other institutions in TEFL and TESOL, we thus experienced the shift to a cognitive communicative approach. This included the natural development of teaching approaches that, for example, put behaviourism in perspective - in a few minor cases even to the extreme of rejecting structure. Again, simultaneously with some who are regarded as pioneers in the teaching of English, the internal awareness process saw the development of functional/notional approaches in our

programmes. The principle of adequacy and appropriateness of form put strict structural correctness back into the programme for the student destined to represent Germany at somewhat more exalted levels.

While some institutions still attempt the missionary approach of expecting the student to emulate a native speaker of the Queen's English or an Ivy League blue-suiter who brandishes a not-infrequent present subjunctive, it became plain to us that the prime target was not the "virtually real" copy of the academically-perfect Briton or American.

The awareness shift taught us that the prime target is rather the German professional who can successfully operate in an English-language environment.

Germans do not need to master Henry Robert's Rules of Committee Procedure, but as representatives of the Federal Republic of Germany, they do need to take part in, even conduct, meetings in English.

### 3.3 External Awareness

What is meant by external awareness is the impact felt after an eye-opener from an outsider. A course structure with well-defined syllabus and codified final test tends to create a situation where the student concentrates on finding out and following the way of least resistance. The teacher regularly hears the admonition that he should please cut the nonsense and point the way to the TEST. The TEST itself becomes the target. But the target should be finding a solution for the student's language problems. "Fraternising" with a student over an out-of-class cup of coffee can make you aware that your student, by the way, has a job (something that some teachers are not aware of), and that's why he needs to learn English.

The usefulness of a cup of coffee manifested itself in the BSprA in 1977, when a German Civil Servant in the Federal Tax Administration revealed his specific language problem: in spite of respectable qualifications (school English to university entrance level, BSprA and other qualifications), he could still not read a casuistic, baroque company contract in English in order to understand its implications in German Tax Law. Up to that point, the awareness factor had shown the teacher that the student had something to do with taxation - an area so foreboding that no further questions were asked. The student was simply put into a general-purpose SLP class, along with other Civil Servants from multifarious professional backgrounds.

Diagnostic chats between teacher and student led to an all-party conference on the student's reading comprehension problems. Participants were:

1. User Agency, Federal Finance Office, Tax Administration - did not recognise that there was a specific language problem
2. User Agency, Federal Finance Ministry, Language Service - capacity bottlenecks, long translation delays
3. User, Tax Officer reading contracts and accounts in English - English student with the specific problem
4. Service Agency, BSprA Management - could provide infrastructure for a solution
5. Service Agency, BSprA Teacher - could help provide a solution.

The result from the conference was that all parties recognised the NEED and that there was agreement to coordinate in the development of a pilot programme. Coordination meant that both tax officer and teacher were given ample time - every Friday afternoon spread over just about a year - to put their heads together over lots more cups of coffee.

Thus, the awareness factors laid the foundations for the development of an ESP programme that, for the first time, went beyond the bounds of needs hitherto only specific to the Ministry of Defence.

#### **4. Why are we doing it our way?**

##### **4.1 House Philosophy**

Keywords for in-house English approaches in the BSprA must be pragmatism and eclecticism; house philosophy is very much along the lines of:

**"If it works, it's good!"**

For a clearer understanding of processes, perhaps two perspectives need to be considered: the Course Management and the Course Design perspectives.

##### **4.2 Course Management**

###### **Decision-Making**

So much has been written on ideal decision-making/problem-solving processes that we need not concern ourselves with details. It suffices to say that steps and processes, phases and milestones in the BSprA are universally comparable (cf. NATO PAPS, or Canada's "Systems Approach to Language Training", 1989). The result has to be the general bringing together of infrastructure decisions and teaching decisions.

###### **Who learns ESP?**

Course management sees a need to identify the student population, which generally breaks down into the following types:

###### **0 Student**

**No English**

**No Mother-Tongue Specialist Knowledge**

The most expensive student, who has neither English competence nor knowledge of the specific target field in his mother tongue. This category does not apply to the BSprA.

### A Student

No English

Yes Mono/Multicultural Specialist Field in Mother Tongue

This type has no English competence. As the BSprA takes no beginners in English, this student does not apply either. He is, however, a mother-tongue specialist, but again in one of two types of specialist field: the first is only specific to the mother-tongue culture, the second is multiculturally specific.

Monocultural specific fields are German Law, German defence structures, German education, German bank structures, German cuisine, etc.

Multicultural specific fields are those such as technology, NATO Defence Policy, the European Union, Customs (EU-domestic and dealing with Third Countries), etc.

### B Student

Yes English (Grade Dependent)

No Mono/Multicultural Specialist Field in Mother Tongue

The third category of student is of relevance to the BSprA. Depending on the English level he brings with him at the outset of a seminar (see 1. above), he can be educated in how to conduct international meetings, to take part in Combat Maneuver Training Center exercises, to teach a German history syllabus in English.

### C Student

Yes English (Grade Dependent)

Yes Mono/Multicultural Specialist Field in Mother Tongue

Again of relevance to the BSprA. This student type, also depending on incoming English levels, can go into the details of German Taxation in English, American accounting principles, applying German Law to NATO environments, negotiating technology and prices in multilateral armaments projects, writing teaching materials for the teacher of a German history syllabus in English, interviewing suspected narcotics dealers in English on the basis of German Law.

There are naturally overlaps, for example where types B and C are not clearly distinguishable in one or more areas. Even so, overlaps within one seminar in no way hinder the general effectiveness.

### A First

An infrastructural first was using central government (Federal) channels to provide homogeneous seminars for homogeneous-subject Civil Servants from the 11 decentral *Länder* (States) that made up Western Germany prior to unification. Following official channels was a little like up-the-snake-and-down-the-ladder, but Federal and *Länder* institutions succeeded in cooperating, and still do so.

## **Who teaches ESP?**

### **Teacher 1**

**Yes English Teacher**

**No Mono-/Multicultural Specialist Knowledge**

Clearly not conducive to ESP on his own, this teacher type can only contribute together with a subject expert.

### **Teacher 2**

**No English Teacher**

**Yes Mono-/Multicultural Specialist Knowledge**

The other way around, this is the specialist who can only contribute together with an English teacher.

### **Teacher 3**

**Yes English Teacher**

**Yes Mono-/Multicultural Specialist Knowledge**

The ideal situation, which exists to varying degrees in the BSprA. Given the proper support and investment, Teacher 1 can certainly become Teacher 3.

The teacher needs to be an extremely versatile "jackdaw" type who is interested in many facets of professional life. S/he also needs to be able to withstand the pressure of uninterrupted contact teaching in one group for five lessons a day, five days a week.

## **Team Teaching**

### **English Teacher + Specialist**

This can be a combination of Teacher 1 and Teacher 2. It is not the cheapest option, but with increasing experience, Teacher 1 acquires the specific knowledge necessary, so Teacher 2 can return to non-classroom activities. Teacher 1 nevertheless needs constant access to the expertise of Teacher 2, for updates and material development etc. Again, Teacher 1 can grow into Teacher 3.

## **Timeframe**

A revolutionary innovation was the introduction of shorter seminars. Higher English levels at the outset of a seminar made this possible. Greater demand for the student to be at his workplace made it necessary. The consequence was that management had to cater for higher turnover in both students and seminars. Infrastructure has to be able to meet the increase in demand.

The question whether there should be contact teaching for one group, morning, afternoon and even evening, has not only been negated on the grounds of personnel expense, but also on the understanding that intensive input hours demand intensive ingestion time outside the classroom. On top of which, there is the need for individual and group homework activities.

### **Pre-Seminar Phase - R&D Time Windows**

Management difficulties include current tariff structures that date back 30 or more years. These structures are based on the concept of teachers covering an externally defined syllabus in a set number of up-front contact lessons per week. At the moment it is 23. This does not permit Research and Development time for ESP, where the teacher himself is largely responsible for internal syllabus definition.

Successfully fighting for "time-windows" to allow ESP teachers to do R&D work was a major achievement in the face of rigidly codified structures. Moreover, time-windows have to be sold very diplomatically to colleagues not working in ESP.

Finally, there is the serious problem of sickness stand-ins carving inroads into R&D time.

### **Infrastructure**

The diffusion of information requires thorough and careful management. Students often do not know about the availability of seminars, or whether this or that seminar is the right one. Achieving an adequate information-flow, vertically and horizontally, in and between agencies is not easy.

### **Testing? - No!**

The reasons for the general policy decision that said "No Testing!" rest on several factors. For one, the teacher (see Types above) may be incompetent to test either the subject or the English - with the former likelihood applying to the BSprA. A second factor is equally pragmatic: short seminars of 2 weeks make the staging of a final test highly impractical. Added to this is the tendency of the student to streamline learning in order to pass the test and not to learn more of the subject in hand.

## **4.3 Course Design**

Course design is dependent on the make-up of student and teacher populations.

### **Student Mix**

Pre-course and in-course diagnosis shows whether the student mix is homogeneous in language proficiency and/or special field. In general English, there tends to be a drive for homogeneity in language proficiency, at least at the beginning of a course. or ESP, experience shows it to be more pragmatic to put the emphasis on specific field homogeneity, while allowing a certain leeway in language homogeneity.

## **Teacher Mix**

### **"If we've got it, it works!"**

A platitude, perhaps, but this is plainly apparent in the case of the English teacher who is a military expert, or of the English teacher who knows Anglo-American and international committee behaviour.

### **"If we haven't got it, it still works!"**

Surprising, but nonetheless true. Where the non-expert English teacher has sufficient preparation/R&D-time together with the professional expert, or where the English teacher and the expert combine in team-teaching, or where from seminar to seminar the English teacher's expert knowledge snowballs, it has become possible to achieve success with the seminar types listed in 1.3 above.

The demand for more ESP seminars is there, but teaching capacity is already stretched to the personnel limit. Requests, for example for seminars to meet the English needs of the Federal Agency for Environmental Protection and the Federal Ministry for the Environment, might have to be turned down - although a specific seminar for just such needs could be tailor-made in the BSprA. It is possible to listen to requests from institutions at Federal level and from the 16 *Länder*, but the line has had to be drawn in the case of requests from local government bodies. Again, the teaching ability to serve local government ESP needs is not the problem; capacity is the problem.

### **How do we do it?**

Where capacity allows for seminars, the BSprA maxim in ESP is still, as already stated: "If it works, it's good!"

The key to the systems used in ESP is basically the creation of communicative scenarios in the special field. This is very much skill-oriented, with the scenario focussing on speaking, listening, reading and writing as the ESP case in question demands.

A prime factor is the use of authentic material, or where this is not available, the creation of material that looks as authentic as possible. In the use of multinational contracts, original material can be used if original names are diligently replaced by fictitious names. They can be didactically processed for the training of contract structure, skimming, scanning, intensive and extensive reading, form analysis (to overcome the fear of a casuistic present subjunctive passive, or of mammoth, 100-word sentences) and of substance recognition (to understand the contract's professional implications for the reader).

Negotiations scenarios built into ESP seminars can take on the following forms:

- committees (agendas addressing committee procedures, problem-solving, decision-making techniques in subject-relevant topics)
- mini roleplay (double-lesson format)
- maxi roleplay (format stretching over several days)



A 4-week seminar for Customs Auditors and Investigators can produce a highly-complicated roleplay which trains all four language skills in the specific environment. For example, a "writer" class invents a criminal structure in which company X is avoiding Customs Duty obligations. The class then has to create the intricate network of processes which put a veil over the illegal transactions. This can involve false documentation (wrong Customs declarations, hidden bank accounts, forged signatures, stolen blanco invoices, "cooked" balance sheets, etc.) but all hidden among ostensibly clean commercial documentation. Authenticity demands that commercial and official documents must be "real". Assistance comes from official sources, such as the use of genuine national Customs Stamps made available by the Customs Criminal Investigation Office. In a subsequent seminar, the "actor" class conducts a regular audit of company X's Customs accounts (certificates of origin, movement papers, bank statements, cheques, Customs declaration and clearance papers). The auditors have to discover tell-tale clues. These might be a fax written in Hongkong English, a discrepancy in order dates or quantities, or a doubtful signature as indicators that something is wrong. The investigators then mount their police task, sending faxes, telephoning suspects or colleagues, interviewing people, charging people, simulating a court hearing.

This type of case can be written by the non-expert English teacher with a few years of experience teaching Customs Officers, but working together with a class of auditors and investigators. The design comes from the teacher, but the substance comes from the class.

The appointment of roles needs careful planning with the team of teacher and coordinating insider who know all the details at the outset taking full consideration of the class's dynamic make-up. Individual or group roles receive material packages as the case progresses. The final result is the comparison between the solution reached by the students and the solution in the teacher's master copy.

One interesting observation on roleplay usage is that the "writer" class that develops a specialist roleplay under the guidance of the teacher will often learn more effectively than the "actor" class that only performs an off-the-shelf roleplay in a later seminar. This is the "electric train-set syndrome" that children experience when they realise that building the layout was more fun than playing with the finished thing. However, as stated, enacting such a roleplay is nonetheless highly effective.

The use of personal computers with a graphic mode makes it possible to create fictitious materials (cheques, bills of lading, letters of credit, headed letter paper etc.) that look authentic.

PCs also make it easy to develop specialist glossaries, which can continue to grow and be updated in follow-up seminars. Electronic media can also be used to video students' performance, perhaps to improve interview or negotiation techniques.

The general English component is nonetheless a vital part of an ESP seminar. In the BSprA, where general English levels at intake are high, general English is certainly differentiated according to skill needs. It is:

- mostly remedial
- contrastive
- aimed at fossil "liquefaction" (curing fossilized errors)

- aimed at awareness - German interference (negative reinforcement is not considered to be a problem for advanced students)
- socio-cultural (register - formality/informality)
- functional (functional/notional)
- designed to "improve" and not to "correct".

Structure teaching is still very much alive, although in a cognitive, communicative setting. It can even be followed up by a harp-back to behaviouristic drilling where appropriate.

A final keyword is perhaps monitoring. Constant pre-course, in-course and post-course consultation facilitates seminar correction, improvement and updates.

## Conclusion

The demand for specialising in English language learning is exploding. Within its capacity limits, the English Section of the Bundessprachenamt is answering this demand. A look at some of the ESP publications from the Federal Language Office should illustrate the variety of subject areas that a government language agency can address in order to improve the efficiency of government and administration in a multi-lingual world. The cost of ESP-seminar farmouts to the free market would either be far too high if the same standards were expected, or the standard would necessarily fall. This has been the case where several German administrations have tested the free market (for both English and French as specific foreign languages) and concluded that the results cannot compare with what the Bundessprachenamt can do.

Some of the ESP titles are:

- Comprehensive Military Glossary E/G G/E (constant updates)
- CMTC Glossary
- UN Observers Glossary
- Informal Glossary for Auditors/ Investigators (constant updates)
- Financial Glossary (constant electronic updates)
- Negotiation Gambits I/II, 1994
- Parliamentary Procedure I/II/III, 1994
- The Hongkong Connection (Customs Case), 1994
- The Hurricane Connection (Tax Case, Contracts), 1990
- Batanko (NATO multilateral tank procurement case), 1994
- Media Presentation Gambits, 1993
- Gambits for the History Teacher, 1994
- Gambits for the Geography Teacher, 1994
- Classroom Gambits for the School Teacher, 1994
- History Glossaries, 1994
- Geography Glossaries, 1994
- Landscapes (Geography Teaching Module), 1993
- Essential Writing Skills, 1994

Returning to the supply and demand element, we can say that outside the Bundessprachenamt, the User and the top echelons of the User's administrations are now realizing that there is a specific English language need that reaches beyond a general English qualification. Interesting is the phenomenon that some intermediate-level echelons seem to be experiencing the "intermediate level envy-syndrome". This manifests itself in the fact that the User who has successfully taken part in an ESP seminar is punished for "having had a holiday", by not being put to work in an area where he can effectively operate his newly-acquired skills. Instead, his intermediate-level task allocator tucks him away in a closet with the instruction to carry out some menial task! The case might also be that the intermediate task allocator fears that he might have to answer the internal auditor's question about why he can afford to release staff for seminar participation. Where this occurs, it appears a somewhat blinkered approach, if not something that should raise the hackles of the taxpayer who foots the bill for a seminar intended to save tax expenditure.



# Language Training for Special Purposes

Mustafa Samsunlu

## 1. Introduction

As part of the generation which experienced the historical developments influencing the military, political and economic balances in Euro-Asia during the cold war era and today, we have witnessed a paradigm shift in history. Such intercontinental and massive social changes in history are peculiar to very few historical eras. Shall we deem ourselves 'lucky' for witnessing the changes in the flow of history, or, 'unlucky' for living in such a world of instability where human tragedies have taken place within this painful and discordant transition period? During the Iron-Curtain years, we were made to believe that people in the East were supervised even in their dreams while the West was full of freedom and liberty. Yet, while the East came to embrace the West, we observed that the people of both sides, their administrations and popular aspirations and demands didn't differ. People from both sides have gradually come to communicate after first approaching each other cautiously, then with self denial, and at last cooperation. Thus communication has been restored after a break which lasted almost a century. Mass education and culture developed by the opponents on both sides of the cold war developed in different directions. Finally, the opponents have come face to face with the problems obstructing both sides to establish effective communication between the West and the East. This problem certainly was a problem of language and culture. But, the West, in accordance with the cold war era policies improved the strategy of 'Identifying the Target' in the military and public sectors. The West has done extensive research and development and training concerned with 'target languages' in 'target territoria', so the main problem has appeared as a one sided interruption of communication in the contact areas where the East approached the West. As we are studying the military dimension in the areas of contact, we have been focusing on finding an answer on 'how to overcome the language barriers' in maintaining, improving and expanding military cooperation particularly with the former East-bloc countries. Due to the changes which also happened in the economic and military spheres parallel to the political ones which took place in Euro-Asia, efforts at integration have sometimes been balanced and sometimes developed in favor of one side. This is seen very clearly in 'language training'. In spite of the fact that language training requirements are more specializing in the West, 'the language training requirements' have been emphasized more strongly in the former East-bloc countries which are developing their contacts with the West.

## 2. Language Training Requirements in NATO and in NACC-CP during the Post-Cold War Era

### a. Before:

Russian teaching had first priority in NATO during the cold war era. Although the first priority was given to English in the East-bloc, French and German were intensively taught for military purposes as well. While Czech and Polish were second priority in NATO, Turkish was also another significant language taught, particularly

in the former USSR. Hungarian and Bulgarian were among the languages taught as third priority.

b. At Present:

Due to developing and changing factors in the task fields, the priorities in language training in the post-cold war era have changed in the following ways:

Russian teaching has still the first priority in NATO. One reason for this is that Russia is still a super power and Russian is one of the 5 official languages in CSCE. Besides, Russian is still being taught as a second language in countries of the former USSR and member of the former Warsaw Pact. English teaching still has the first priority in NACC-CP.

Polish and Czech, besides the Baltic languages, have a special place in NATO. In the meantime, teaching the Turkish dialects Kazakh and Uzbek in NATO has been gaining importance. And in NACC-CP, German and French teaching are retaining their importance. Owing to their geostrategic importance, the requirement for teaching Serbian, Macedonian and Albanian in NATO has been increasing. Since the importance of Arabic is beyond dispute until Lawrence, the Prince of the Spies, it has not been made subject here.

### 3. Factors Affecting Language Training Requirements

Both, in NATO and in CPs, the factors affecting language training requirements have been determined as follows:

- mutual military training co-operation agreements,
- military training in actual environments,
- CSCE tasks and responsibilities (arms control and inspection, etc.),
- multinational peace keeping forces & observes,
- national military representatives (other military contacts),
- following literature in the original languages,
- signal operations,
- covert activities.

### 4. Academic and Specific Linguistics Studies

NATO does not yet have a consensus or a system to meet language training requirements through one channel for both the members of the alliance and for CPs. Even though NATO has been following an exchange procedure on language training within the organization, the requirements of the members of the alliance have been met within the framework of their mutual military training and co-operation agreements. Teaching NATO languages within the alliance brings no particular problems. When we examine the BILC Bulletins published when the BILC was founded, we see how occupied we were with many academic problems in respect to the contents of the annual reports published recently. It seems that most of these problems have been overcome.

Even when chronologically list the language fields discussed, researched and developed within the 29 year history of the BILC, one can easily see how different the first problems were than the present ones. Today due to NATO's giving more importance to activities outside of NATO countries, particularly from the beginning of the '90's', applied linguistics has become more important than theoretical linguistics.

The themes discussed in the BILC platform from 1963 to 1995 are on the screen.

What does this imply for us?

The BILC has provided an academic contribution to language training in the NATO countries in 24 of its 29 years of existence.

After entering the '90's', almost the starting year of the New World Order, NATO has also been effective in developing an out of area strategy along with interventions and peace keeping operations of the multinational United Nations military forces, of which the majority of the members are from NATO countries.

The regional and continental political and military developments of the '90's have been an opportunity to research new themes in BILC. In our first out of area study, the theme of 1991, 'New Targets and Strategies for Essential Military Language Training in the Changing World' was discussed at the Istanbul meeting at the suggestion of Turkey.

The themes discussed in the following years, in accordance with political and military developments in the Gulf Operation and particularly in Euro-Asia, have affected NATO/BILC as well. And now we have intensified our studies in applied linguistics.

Is the applied linguistics limited to only BILC meetings?

BILC, yes, is a platform where various language subjects are discussed. But, these subjects which concern each member of the alliance equally, have not been invented for only the one week a year meeting of BILC.

The conditions of our time have brought us to the point where we must reevaluate what we are doing. Considering the last five years' themes, we can see the outlines of the history of the '90's.

##### **5. Meeting Language Training Requirements**

Curriculum and the training programs appropriate to the job definitions are one of the basic problems of all NATO countries. Standard language training curriculum can be designed by team-work without going outside of the office. It can be improved by in-class applications. But, the curriculum to be developed for the new positions created by international occurrences of the last 5 years, have to be reevaluated depending completely on experience of pertinent personnel.

For this, the following steps are in order:

- step 1.a: the job definitions should be made very clearly,
- step 1.b: the theoretical and practical elements which the job requires should be itemized,
- step 1.c: related jobs should be defined,
- step 1.d: standards for the job should be identified,
- step 2.a: appropriate personnel should be chosen,
- step 2.b: appropriate background standards for the personnel should be improved,
- step 3.a: interviews with and observations of the personnel in the operation area should be made,
- step 3.b: a reporting system should be developed,
- step 4.a: experienced personnel should be involved in curriculum design studies,
- step 4.b: pilot lesson units should be prepared,
- step 4.c: studios for role-playing should be established,
- step 5.a: the curriculum should be continuously open to development,
- step 5.b: materials and exchange of information with other allied countries should be done.

The order of the steps in this study can be accepted as ideal for a task-based language curriculum. To put such a program into practice without realizing the steps up to the 4th step has been seen as a deficiency. But sometimes we should consider how quickly to implement such a program.

In the Spanish National Report in 1992 BILC Conference, it was stated how quickly Spanish troops which participated to the Gulf operation, had been taught Kurdish. As an example of a sudden need had been met in a special operation which had not been done before, the experience of Spain or other experiences of other members is very important. We would like to hear more from them!

## 6. **Maintaining Standards in an Environment of Diminishing Resources**

We now live in an era where any kind of resource must be measured according to its economic impact. It no longer matters anymore how rich your country is or how unlimited your resources are. What is important is that everything must be evaluated according to Cost/Benefits and Effectiveness. To invest in a project which has high cost but is not effective will cause trouble. Besides a project being analyzed according to Cost/Benefits and Effectiveness, how difficulties are met in source transferring to the project is not only the problem of countries whose sources are limited, but of the rich countries too.

The matter now is the projects which will be developed to maintain standards in an environment of diminishing resources. This subject was discussed at first in the 1987



BILC Conference under the title of 'the strategies for cost effective military language instruction with emphasis on the integration of area studies'. But besides the fact that there has not been much change in the resources up to today since then, the resources are being limited and diminished in the member countries to the alliance. Aforesaid compulsory limitations have also affected the language training area. Measures by which the standards are preserved must be developed considering Cost/Benefit and Effectiveness.

The list we shall see on the screen now shows the measures taken by almost all countries concerning resources, due to the economic crisis from the beginning of the '90's.

The areas where resources are diminished:

- allowances,
- number of the personnel,
- current expenses,
- expenditures for research and development,
- documents and materials,
- travels,
- others.

In spite of the limitations which comprise almost all the sectors, how shall we maintain the standards for language studies considering Cost/Benefit and Effectiveness?

For this, research and development offices should develop some applicable formulae. And the formulae to be developed should be adaptable to the country's own needs:

Here is a formula related to how standards would be maintained in spite of diminished resources:

- 1st step: identify the NEED,
- 2nd step: identify the STANDARDS,
- 3rd step: analyze the BENEFITS,
- 4th step: identify the COSTS,
- 5th step: bring out the RESOURCES,
- 6th step: identify the PREPARATION TIME,
- 7th step: start the PROJECT.

As an example, this formula might be adapted to a basic military terminology based Serbian Course for UN Peacekeeping Forces Liaison Teams as we did it for the Serbian Course opened in February 1995.

## 7. Prioritizing Programs

Whatever sector it may be, the determination of the prioritizing programs in the training curriculum is one of the most important factors in achieving success.

Which factors determine the curriculum of a training session?

- Conditions,
- Needs,
- Possibilities and Capabilities,
- Benefits and Lack of Benefits,
- Cost and Effectiveness.

In our field of study, our priorities in language training curriculum are clearly seen when BILC study group subjects are examined chronologically.

As all these study groups are decided by the majority of the votes of the attending delegations, we can see that our prioritizing programs are much different than those of others.

At the present, the largest portion of our studies is the language training for special purposes.

Along with the standard basic and advanced courses, now we are much occupied with the language training for special purposes for the personnel who are supposed to be tasked in international posts. And the syllabus designing studies which are done or will be done require expertise and experience gained in the target areas.

Owing to the experience we have gained up to now, we can say that prioritizing programs for a standard syllabus design have reached perfection. What is necessary here is to determine the prioritizing programs for language training syllabi for special purposes.

We can give to the syllabus designer the following factors as criteria in determination of the prioritizing programs in language training for special purposes:

- curriculum
  - basic
  - advanced
  - terminology
- length of the course
- target skills and levels
  - reading (STANAG 6001> 1-2-3-4)
  - writing (STANAG 6001> 1-2-3-4)
  - listening (STANAG 6001> 1-2-3-4)
  - speaking (STANAG 6001> 1-2-3-4)

The task of the syllabus designer is to arrange the priorities in the program within the framework of the given criteria.

In the course of identifying the priorities in the programs, the criteria which the syllabus designer makes use of can be suggested as follows:

- \* method
  - structural linguistics
    - audio-lingual
    - audio-visual
    - direct
    - grammar
    - translation, and so on.
  - generative linguistics
    - communicative approach
    - semantics, and so on.
  - application techniques
    - role-play
    - gestures
    - memorization
    - imitation
    - question/answer
  - training aids
    - lab + video support
    - computer, etc.
  - evaluation
    - written/verbal exams/tests
    - quizzes

As you can see from the tables, the identification of the priorities in the program in the syllabus design, depends completely on method. The basic factor which affects our decision is the 'TARGET' which was identified before.

## 8. Conclusion

What I have discussed concerning language training for special purposes is still in the development stage. But, by evaluating realistic solutions and approaches concerning this matter with experience gained in operation areas, I believe we can put the ideas into practice phase by phase.

One of the most remarkable examples of this is the Somali Hand Charts written by taking ideas and experiences from the first job teams in Somalia. It was prepared by DLIFLC for Somali operations.

The following charts and area handbooks prepared for UN Bosnia operations and dispatched to individual soldiers are very useful examples of practical benefits.

Thank you.



**A Suggested Military Task-Based Syllabus Design to Fulfill the Foreign Language Requirements in the Post-Cold War Era**  
**Hidayet Tuncay**

**Introduction**

Nowadays, in Foreign Language Teaching (FLT) phenomenon, some practical solutions to language learning barriers are searched by the researchers and language teaching experts. However, the present findings and solutions are still making use of man-made techniques and human to human communication aspects. In fact, as to the requirements of FLT both in the military and civilian institutes, this issue has new insights compared to the recent adaptation of the present syllabuses. In the FLT methods and approaches, most syllabuses are based on *Competence and Performance* (Chomsky, 1965: 27) procedure. From this point of view, the syllabus designers have taken into account the notions and functions of a language very respectively and designed so many all-purpose syllabuses as well.

The term "Syllabus Design" is quite a common word and associated closely with FLT, curriculum design, language teaching methods, contents and notions of the target language. As to the necessity of a language syllabus, Widdowson (in Brumfit, 1984) appears to argue that a syllabus is necessary, economical and useful. So he makes a conceptual distinction between syllabus and teaching methodology. He also suggests that a syllabus should be structural, that is, it is the methodology that can be communicative. Brumfit (1984), whose position is similar to that of Widdowson's, argues that a syllabus must be based on concepts of language, language learning, and language use. However, a syllabus is also required to produce two kinds of proficiency in each level of language teaching for whatever purposes it is designed: **Pragmatic** that is economy of time and money; **Pedagogical**, which is economy in the management of the learning process. In connection with the idea above, Yalden (in Brumfit, 1984), in his paper "*Syllabus Design in General Education: Options for FLT*" states the three basic organizing principles of a syllabus as follows:

- a. How foreign language is learned
- b. How language is acquired, and
- c. How language is to be used.

On the theoretical basis, in syllabus design, whatever type of syllabus it is, there should be a selection of material depending on the subsequent definitions of the objectives, proficiency levels, duration of the course, and more significantly, types of the tasks and their specifications. After such theoretical insights of the syllabus design, the task based syllabus design will be covered and the specifications are going to be presented as well.

In addition to the task-based type of syllabus, Prof. Ö. Demirel (1992) in his paper "*Approaches to FLT curriculum Design*", presented at the Second International ELT Conference in Turkey, gives us the type of syllabuses as follows:

**Structural Syllabus Design**  
**Situational Syllabus Design**  
**Notional (functional) Syllabus Design**

**Content-based Syllabus Design**  
**Skill-based Syllabus Design**  
**Task-based Syllabus Design**

In these syllabus types, the Task-based Syllabus Design does not necessarily mean the syllabus that will be covered here in this presentation. The Military Task-based Syllabus Design is also different from Candlin and Breen's task-based model in which tasks are designed to foster strategies for learning and communications (Yalden, 1987:79).

First of all, before covering the details of the Military Task-based Syllabus, the following question should be asked: "Is the task-based syllabus based on language for specific purposes or task purposes?" No doubt, the syllabus we cover here will base on the suggested tasks that the military personnel will presumably be assigned. So the aspects of the military task-based syllabus will be assessed in the light of such a viewpoint.

**Specifications of the military task-based foreign language training syllabus design**

The tasks mentioned here are not the ones that are being practised at every stage of foreign language learning/teaching such as graded tasks, supplementary tasks, extension tasks, consolidation tasks, general tasks and cooperative tasks. These tasks are the activities that will encourage the learners to take part in language skills they acquired. However, the term military task implies the assignments and duties in peace keeping operations, U. N. forces set up for various tasks, short/long term military missions abroad, joint military drills, exercises and manoeuvres, joint peace-keeping operations and so on. In the light of these task specifications, we can determine the task requirements in addition to language needs and syllabus objectives. In fact, each task has its own specifications, but the sole aim here is to give the general rules and the basic principles of such a syllabus design.

Regardingly, the task in this presentation will cover the duties and posts held by the military personnel. Since the tasks are the major concern of this syllabus, it is inevitable to give the characteristics and insights of the tasks. The background of such a syllabus will cover the military terminology and the content will be set up through the requirements of the tasks determined. Today, in our world, most peace keeping operation forces are formed by military personnel and these personnel is in need of necessary language skills to accomplish their duties and maintain the communication both in written and oral activities throughout the tasks as much as possible. These personnel should be trained on four skills and most required skill(s) should be emphasized as well. So the syllabus needed is a task-based syllabus that will serve the military personnel's familiarization with the tasks assigned. Such a syllabus will most likely be a specialized language teaching for communication purposes.

The task based syllabus design and its implementation can be done after the completion of basic foreign language training. So the fundamental principle of such a syllabus can be listed as follows:

- a. to use the Target Language for the task purposes after the completion of basic language training,
- b. with the help of communication media, to be able to follow the technological, military and scientific development,

- c. to be able to maintain any kind of briefing (tactical or operational), conferences and meetings actually,
- d. to be proficient enough to fulfill the written and oral activities based on the military tasks involved,
- e. to use the linguistic abilities for the task purposes in order to overcome the language barriers,
- f. to be able to use the written and oral abilities and task-based military terminology.

The principles above might be increased in accordance with the language training based on the tasks, but these principles can be listed according to the specifications of the task(s) as well. Hence, in my opinion, the most important principle is to determine the learners who will take up the foreign language and the characteristics and specifications of the task(s) that the learner is going to involve in. Besides, after a very profound needs analysis, concerning the specifications of the task, one or more of the foreign language skills may be emphasized throughout language teaching syllabus designed.

### **Needs analysis for the military task-based foreign language syllabus design**

In a syllabus design in FLT, a careful needs analysis of the peer groups and the tasks should be done for the genuine assessment of the needs. The needs analysis will cover the task evaluation and its requirements both specific and general, and other affective factors such as institutional requirements, learner specifications as well. Moreover, the needs analysis will help us to determine the foreign language teaching approach and method. In general terms, language curriculum development and syllabus design are concerned with principles and procedures for the planning, delivery, management and assessment of teaching and learning of foreign language.

Theoretically, Janice Yalden (1987) presents us with the stages in language program development with such a chart as follows:

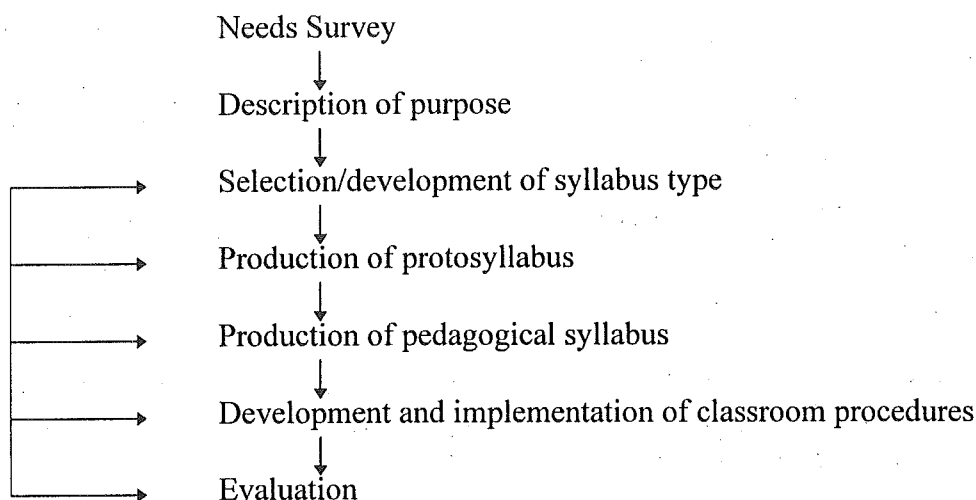


Figure 1: Stages in Language Program Development (Yalden, 1987:93)

This chart gives us the general principle of the program development in which the needs survey is the starting point. Together with the description of purpose syllabus types and their implementation are the major parts, but in the needs analysis chart that is going to be presented below will cover the whole needs analysis process. Regardingly, the needs analysis that I deal with will be different from the one above. Yet it is a very specific needs analysis that will concentrate on merely the task based needs. So the determining factor in the needs analysis is the task specifications and language needs along with the tasks. In fact, this needs analysis will not be done in accordance with a given syllabus but it will help us to set up our syllabus as detailed as possible. Now let us consider the following needs analysis chart:

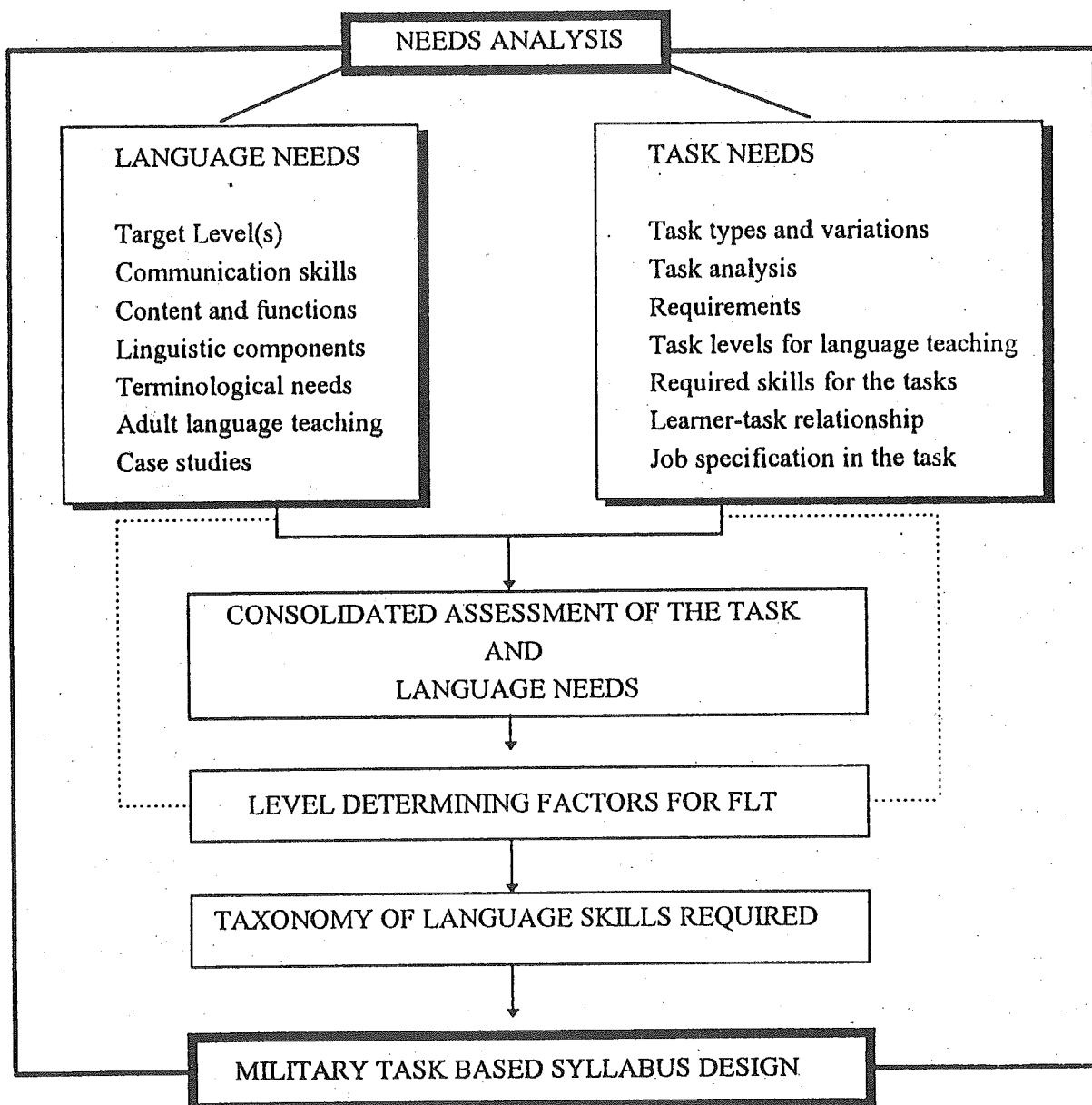


Figure 2: Needs Analysis Process for the Military Task-based Syllabus Design for FLT.



In the needs analysis, the main concern will be both language and task needs correlatively. The case studies on the tasks will be another determining factor as well. The tasks might be in various types and aspects; however, a pilot study will be done according to the needs of the institution and military determined in advance. Hence, the learner specifications and special study areas on the tasks will also play an important role in the needs analysis. Whatever results have been drawn out from needs analysis, the level of the syllabus will be at least intermediate or lower intermediate.

### **The content and function of the syllabus**

Since the learners of such a task based syllabus are at least intermediate learners and considered to have basic foreign language skills and training, the content of the syllabus will be based not only on the basic language needs but also the communication skills. So in determining the framework of the content, the principles below can be followed:

1. both the design of the framework and its final product, the language course, should be conducted with as much consultation as possible with all those involved;
2. the framework must necessarily be kept lean, and any tendency to the teachers' work for them should be resisted;
3. the framework must be written so that it may be adapted easily;
4. the framework should take into account available resources. (Yalden, 1987 : 97)

This framework will enable us to be more flexible in determining the syllabus content and the language functions. However, there is so much current research relevant to the course design, so the changes in the syllabuses are inevitable. These principles above are not enough to determine the function of the syllabus, because the syllabus mentioned in this paper will have different functions according to the task characteristics and the linguistic skills needed for the accomplishment of the tasks.

The following are going to be very useful in the determination of the syllabus content and language functions after the needs analysis:

1. The duration, location, content, specifications and peculiar aspects of the tasks;
2. The characteristics of the missions throughout task accomplishment and the responsibilities that the personnel might have;
3. Foreign language specifications and terminological elements that will be given in the task-based syllabus in accordance with the task specifications;
4. The determination of the communication skills that the task will require (such as written or oral, listening or reading skills).

So many others can be added to these above but, consequently the type of the task will be a dominant factor in setting up the content and the language functions required in the syllabus.

To conclude, we need such a syllabus design that will enable us to maintain the peace and good relationship among the countries. What type of syllabus we are able to design, we need to have a genuine communication and understanding among us. So, as I believe, we should take advantage of the language as to understand each other very precisely. I would like to end my presentation with these words: Language is knowledge, and knowledge is our best defence.

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## **IV. NATIONAL REPORTS**



## NATIONAL REPORT - AUSTRALIA

### Introduction

1. During the last 12 months, the School of Languages has been subjected to the scrutiny of the Defence Department's Commercial Support Program (CSP). This program examines military training and support functions to determine whether similar services can be provided more cost-effectively by civilian contractors, providing the required standards are maintained.
2. The School of Languages was permitted to submit its own in-house option to retain the Language training function for the Defence Department. The in-house option competed for the contract in open competition with several Universities, colleges and institutes of technology.

### Commercial Support Program Evaluation Process

3. The requirements for Language training were analysed by the Department in consultation with the individual services, and were articulated in a Statement of Requirement (SOR). All prospective providers, including the School of Languages, developed tender proposals against the SOR.
4. The key features of the SOR are as follows:

- a. Languages to be Taught. The provider is to be capable of providing training in the following languages:

- |                |                             |
|----------------|-----------------------------|
| (1) Bislama    | (10) Korean                 |
| (2) Chinese    | (11) Malay                  |
| (3) Fijian     | (12) Pacific Islands French |
| (4) French     | (13) Pidgin                 |
| (5) German     | (14) Solomon Islands Pidgin |
| (6) Indonesian | (15) Thai                   |
| (7) Japanese   | (16) Vietnamese             |
| (8) Javanese   |                             |
| (9) Khmer      |                             |

- b. Language Streams. Two streams are to be developed for some languages. They are:
- (5) General Linguist stream. This stream provides broad, in depth coverage of the target language across the four skill areas, plus interpreting and translating. It focuses on the development of overall proficiency.
- (6) Specialist Linguist Stream. This stream emphasises the military aspects of the target language, and focuses on both the student's overall proficiency and his knowledge of a specified military vocabulary. There is no requirement to test students in some skill areas.
- c. Proficiency Levels. The following proficiency levels, based on the Australian Defence Language Proficiency Rating Scales (ADLPRS), are to be achieved:

Skill Area	General Linguist	General Advanced	Specialist Basic	Specialist Intermediate	Specialist Advanced
Speaking	2+	3+	1+	2+	3+
Listening	2+	3+	1+	2+	3+
Reading	2+	3+	1	2	3
Writing	2+	3+	-	-	-
Interpreting	2	3	1	2	2
Translating	2	3	-	2	2

5. After detailed evaluation of each tender, the School of Languages' in-house option was awarded the contract. This decision was based on both effectiveness and efficiency considerations.
6. The key features of the in-house option are:
- reduced military teaching staff numbers
  - increased use of part-time contract and casual teaching staff, and
  - increased use of technology, particularly for distance education, skills maintenance and requalification courses.

### **Implementation of the In-House Option**

7. The School of Languages adopted the in-house option structure in January 1995 to conform to the Australian academic year (January - December), even though the commencement date for the contract is 1 July 1995.

8. The following sequence has been adopted to develop the critical components:
- a. Define the language training requirement by Language, proficiency level and stream. (Provided in the SOR by the Department of Defence).
  - b. Write the new curriculum. (Completed April 1995. A copy is held by the BILC Secretariat).
  - c. Develop course syllabuses based on the curriculum. (Underway, to be completed by 1 July 1995).
  - d. Develop lessons and activities required by the syllabuses (ongoing).
  - e. Refine the ADLPRS Assessment System (The Assessment Manual is to be completed by 31 May 1995).
  - f. Refine validation procedures (ongoing).

### **Conclusion**

9. The CSP process has caused considerable upheaval in the School of Languages, however the review of the language training requirement has forced a greater focus on satisfying customer needs. It is anticipated that the 'new' School of Languages will be both more efficient and effective, despite a number of teething problems in this transitional phase.





## NATIONAL REPORT - AUSTRIA

### 1. Introduction

In the Austrian Armed Forces, the Military Language Institute of the National Defense Academy, Vienna, is the sole authority for language training, testing, translating, and interpreting. Small in size, it employs a staff of about 20 persons, including the administrators. The Institute was founded in the late seventies and has been growing steadily ever since, both in terms of responsibilities and personnel.

All teachers/translators are military officers. They are all native speakers of German, but hold academic degrees in their respective foreign languages. None of them specializes in any of the fields mentioned above, but they all have to take care of any tasks as necessity in line of duty dictates.

The Institute works in the global languages English, French, and Russian, and in the languages of the countries bordering on Austria, i. e. Italian, Czech and Hungarian. For the newly established independent states of Slovenia and Slovakia no solution has been found yet. As a remnant of former times, also Serbo-Croatian is dealt with, although neither Croatia nor Serbia has a common border with Austria.

### 2. Language Training

We distinguish between

- accompanying language training for future and commissioned officers at the Theresian Military Academy at Wiener Neustadt, the National Defense Academy in Vienna and the NCO-Academy at Enns, Upper Austria, respectively; and
- job-related training for any personnel, depending on their job descriptions, e. g. UN key personnel.

Since the staff of teachers is limited and the work in the fields mentioned above is overwhelming indeed, the Institute depends heavily on guest teachers recruited from civilian sources. There is close cooperation with civilian language institutes and universities.

From the beginning up to now, the Institute has received invaluable assistance from the German Bundessprachenamt, both in terms of know-how and material. For instance, our language proficiency system is based on STANAG 6001 and, therefore, is compatible with the systems of NATO language training facilities.

### 3. **Recent Developments**

#### 1 Translating/Interpreting

The last fiscal year was characterized by a growing demand for all kinds of foreign language activities. In particular, since we exchange more and more visitors with East and South-East European countries at MOD and various command levels, the demand for interpreters and translations from and into the foreign languages can hardly be met.

#### 2 Teaching

As a long-term measure, teaching East and South-East European languages also on beginners' level has been introduced at the Theresan Military Academy and the National Defense Academy. So far, language training had been provided only for advanced learners.

At present, we are engaged in organizing training programs in English and French, both advanced and basic, on a broad decentralized basis for commissioned and non-commissioned officers throughout the Armed Forces in order to meet the mounting demand entailed by PfP membership. Mutual assistance is being introduced among PfP partner nations. Similarly, we are in the planning stage for teaching English as a compulsory subject at the NCO-Academy.

The latest offspring of the Institute is the desk 'Teaching of German as a Foreign Language', which is also due to the mounting contacts mainly with former communist countries. Primarily, we provide preparatory language training for officers who are subsequently to attend military courses at the two Academies in Wiener Neustadt and Vienna mentioned earlier. So far, we have had students from Albania, Bulgaria, the Czech Republic, Croatia, Hungary, Slovakia, Slovenia, South Korea, and the United States. At present, we are hosting a 4-month course for altogether 26 foreign students. Moreover, our English language training programs for UN-key personnel are also open for foreign participations, albeit on a limited scale.

Positive as this development may seem, it should not be overlooked that it entails a growing burden on funding, especially at times when financial resources are scarce.

## NATIONAL REPORT - DENMARK

### English for Baltic UN Personnel

#### Background

During the last six weeks of 1994 an English course was developed aiming at the education of the Estonian, Latvian and Lithuanian platoons which were planned to form part of the Danish UN battalion in Croatia (DANBAT 7).

The course was divided into two separate course parts with reference to the students' expected knowledge of English and their service functions. Thus the course was made to consist of the "Basic UN-Mission Related English Course" of 38 lessons, each of 50 minutes duration (so-called Level 1) and the "UN-Mission Related English Course for Platoon Key Personnel" of 50 lessons, each of 60 minutes duration (so-called Level 2). For both parts of the course a teacher's instruction was worked out. (Enclosure I and 2). The course comprises education in English with Russian as the working language.

#### Implementation

Until early December 1994 it was planned that the establishing Danish regiments should each deploy a command to the individual Baltic country for initial UN-Mission training of the Baltic platoons (so-called Phase 1).

However in early December the Latvians cancelled their participation in DANBAT 7 altogether, and the Estonians were unable to receive the training in Estonia.

Thus only the Royal Life Guard sent a training command to Lithuania for 10 days in December. In Lithuania eight Level I lessons were carried through over 12 hours of education. On 4 January 1995 the Estonian platoon (ESTPLA) and the Lithuanian platoon (LITPLA) reported for mission training at the Army Combat School (ACS). This training was completed on the 21 January. (This phase was called Phase 2). During this phase lessons in English were carried through.

In the case of ESTPLA the final mission training was carried through during the period 23 January - 14 February at the Prince Life Regiment and in the case of LITPLA from 23 January until 16 February at the Royal Life Guard (LG) (so-called Phase 3). During this phase lessons in English were carried through. At the Prince Life Regiment 8 lessons of English at Level I were planned, but none at Level 2.

Schematically the number of scheduled lessons of the individual student can be set up as follows:

	ESTPLA		LITPLA	
	Level I	Level 2	Level I	Level 2
Phase I	0	0	12:00	0
Phase 2	17:20	28:40	17:20	28:40
Phase 3	(8:00)	0	13:20	1:45
Total	(25:20)	28:40	42:50	30:25

The arrangement of lessons for the mission training was a very large puzzle for ACS and the two regiments. And the problems in this connection also resulted in some less desirable effects concerning: Effective class time, length of lessons, gain and loss of students and class size.

#### Effective class time

Both at ACS as well as LG the students had a long way between the classrooms, they should change clothes, and especially at ACS there was sometimes waiting time in the cafeteria. The result of this was that the students arrived for class 5 - 10 minutes later than scheduled, and at the same time they had frequently to fall out 10 - 15 minutes before scheduled time. If this is compared with a break averaging 7 minutes per scheduled 60 minutes, the result is a considerable difference between scheduled time and effective class time. It seems reasonable to calculate with a 25% difference between scheduled time and effective class time. Used on the above figures the following result is achieved:

	ESTPLA		LITPLA	
	Level I	Level 2	Level I	Level 2
Total	(19:00)	21:30	32:05	22:55

#### Length of lessons

Both at ACS as well as LG many of the Level I lessons were effected as a daily 45 minutes' lesson. At ACS even a couple of daily 35 minutes' lessons were experienced. This length of lessons is far from being good. The effective class time becomes very short. In particular, if this is compared with an arrival a couple of minutes late, leaving class a couple of minutes too soon, and time for a possible examination of the written paper of the last lesson and solution of the written paper of the current lesson (which applied for the lessons 2 - 12 at Level 1). The desired length of lessons is mentioned in the teacher's instructions.

### **Gain and loss of students**

A further negative effect of the very complicated arrangement of lessons was a large gain and loss of students for the lessons. Many of the students, mainly at Level 2, were often forced to report for other training, for instance as drivers, medical staff or in weapons training. In this way at Level 2 at ACS there was merely one hard core of 4 students in both platoons, whereas 3 or 4 students had a more loose connection. At ACS both Estonians and Lithuanians had classes together at Level 2, whereas they received individual education at Level 1. Sometimes either Estonians or Lithuanians had to be absent in total or partly from a Level 2 lesson owing to other training. Of course this resulted in some wasted time and coordination problems.

### **Class size**

The class size at ACS during phase 2 at Level I was 34 - 40 men. A size which causes great problems in connection with learning. If this is compared with the sometimes very limited class time, the teaching situation must be characterized as difficult. At Level 2 the lessons were taught to a group of 12 - 14 men - a more handy size.

The education at phase 3 at LG generally comprised groups of 10 - 15 men - a satisfactory size.

### **The number of lessons gone through**

During the above time the following number of lessons has been gone through:

	ESTPLA		LITPLA	
	Level I	Level 2	Level 1	Level 2
Lessons	(32)	22	28	25

Considering the above calculation of effective class time and other remarks, the result is regarded as satisfactory.

### **Grammar, words and phonetic notation**

In the process a couple of the teachers have experienced problems in achieving the lessons during the prescribed time. In particular it seemed to cause problems for the teachers to let go of the detailed going over of grammar and learning of words which they have been used to at Army Specialist Training School (ASTS) and perhaps later as teachers at grammar schools and universities. Going over the subject as described may easily get the students on thin ice. It must here be emphasized that it is not the aim of the course to provide the students with a deeper understanding of the English language, and at the same time the teacher's instructions should be scrutinized.

After discussions with some of the teachers, the students and Baltic language teachers, it is still the assessment that actual grammar education should be omitted as far as possible. It should also be considered that this grammar education has Russian as its starting point, a language which quite a number of the students only master to some extent and, in the case of a few, to a small extent, the latter applies in particular to the Estonians.

During many of the lessons the students are encouraged, in English, to work with some grammatical problems in the form of simple sentences. Perhaps this encouragement should be used to a larger extent by the teachers.

It is still the idea that the language is learnt in shorter or longer sentences which in accordance with the abilities of the student can be combined or changed. It is OK that the language is not grammatically correct, as long as it is understandable, and that the student understands the simple commands and messages mentioned in the aim of the course.

However, the sentences can be refined with regard to consequently growing complexity of the grammatical contents, so that the student step by step is faced with and can learn still more complex sentence structures.

Concerning word lists one or a couple of the teachers were of the impression that the words should be learnt. An impression which is perhaps brought about from our education at ASTS. To this it should be remarked that time should not be spent on going through words as such. At the same time the text of the individual lesson should not be elaborately gone over or taught, but should be conceived as a text frame from which the teacher extracts essential elements, commands and terms, again with reference to the teacher's instructions which should be studied.

One teacher suggested to employ phonetic notation, as the students unmistakably had problems with the pronunciation. He stated that the students (in this case the Estonians) knew of the system of phonetic notation used in the Soviet Union. The result of a consultation with an Estonian language teacher teaching English was that it did not apply in general that the Estonians knew of any phonetic notation system and that the language teacher in question after a couple of years' experience stopped using phonetic notation in his English lessons except at university level. It was this language teacher's opinion that the use of phonetic notation merely causes that another (in our case, a third) language had to be learnt. This argument seems sound. Instead conversation and repetitions over and over again will have to be used; and experience shows that the individual student develops his own phonetic notation which is added to the texts.

It is absolutely a pity that our course is solely based on written English. But as the course should be applicable both in the Baltic States as well as all sorts of Danish garrisons, where audiovisual aids are not always available, we will probably have to do without sound and pictures. It has been suggested to prepare overhead transparencies which seems a wonderful idea, however it must be envisaged that they cannot be used for teaching in the Baltic States without support from a Danish instructional stores.

## **Final test**

It has been suggested to use a final test, and perhaps a midway test. The idea is good. Such tests could be prepared. However it should be established that it is very difficult to envisage, when the individual course is completed. It appears very doubtful whether any future course will end at precisely the 38 and 50 lessons respectively. The only practical solution might therefore be that ASTS makes preparations for a midway test and a final test (perhaps through the teacher) after an overall view has been obtained during course planning of the number of lessons that can be taught.

## **Students' qualifications**

Our expectations as expressed in the teacher's instructions turned out to be correct.

## **Students' knowledge at the end of the course**

The two course parts of 38 and 50 lessons respectively were not completely gone through and the course aim as expressed in the teacher's instructions therefore was not fully achieved.

It might be remarked here, however, that owing to quite good qualifications when reporting for the course, the greater number of the key personnel of the two platoons are at a level which fulfils the Level 2 course aim. The remaining part at Level 2 have obtained a level which although it does not come up to the course aim enables them to cooperate to a limited extent with Danish personnel. Still for this key personnel extended radio duty could present a problem.

The assessment of the Level I personnel as a whole is that they have obtained such knowledge of English that they will not jeopardize themselves or their colleagues owing to lack of understanding or misunderstandings, and at the same time they will be able to understand and give simple messages of a military and a general character. Concerning the handling of simple and standardized radio and telephone correspondence (SHOTREP and other OBSERVATIONS) there is still something to be learnt.

In other words, we have experienced a great change in the knowledge of English from the day they reported at the course until the final day - from 0 to a basic ability to communicate in English.

Still it should be noted that there is a small remaining group at Level I who have not reached a satisfactory level. The great size of the classes during part of the course has made it more difficult to reach this remaining group.

It must also be emphasized that the results of the teaching of the Estonians at Phase 3 are not known as yet. The teachers have done a fine and good work in high spirits while demonstrating great courage to find a way. This effort was highly appreciated by the Balts and our own colleagues. Of course it can be perceived that the teachers mainly have not served with UN units, let alone been to the former Yugoslavia. In a few cases this has made it necessary to explain texts, terms and intentions ( e.g. what is standardized radio correspondence?).

## **Improvements**

The course was prepared at quite short notice and consequently the course will benefit from a critical examination among others aimed at correcting typing errors and other simple errors.

1. Numbering of pages ought to be made.
2. Word lists should be examined and revised concerning repetitions and consistency.
3. Graphic emphasis on important sections and other use of graphic aids should be made.
4. Illustrations should be added and overhead transparencies prepared (bearing in mind that these cannot always be used in the classrooms in questions).
5. The progressive degree of difficulty in the texts can be prepared thoroughly among others concerning the grammar in general and the tense of the verbs specifically.
6. The Lithuanian platoon leader has requested the issue of course certificates. The text to be used at both levels has been submitted to ASTS. It is suggested that course certificates are issued to the Estonians too.

## **Conclusion**

All things considered, the assessment is that the progress and the result of the course can be characterized as SATISFACTORY.



## *Enclosure 1 to Danish National Report*

### **Instructions for teachers**

#### **Basic UN-Mission Related English Course**

The course has been prepared for the education in the English language of Baltic military personnel deployed for service with Danish UN units in former Yugoslavia.

It is intended that the course is being held during the UN mission training of the personnel. The course has been created for Russian-speaking students without prior knowledge of English. The course consists of 38 lessons, each of 60 minutes' duration.

#### **Aim**

It is the aim of the course to give the personnel such knowledge of English that they do not jeopardize themselves or colleagues owing to lack of understanding or because of mistakes during their duty with the actual Danish UN-unit. It is also an aim to give the personnel such knowledge of English that it contributes to the personnel's satisfactory accomplishment of assigned tasks.

This means in practice that having completed the course the personnel must be able to understand simple commands and messages, express simple messages and handle standardized and routine radio and telephone communication from OP/CP.

The teaching takes place in Russian.

The education comprises English as spoken at DANBAT, the Danish UN bataillon in Croatia. It does not comprise English-English or American-English. Among others it will be seen that the spelling is mostly in English, whereas the military names most frequently are American and also that a number of military abbreviations are Danish. The group of subjects and thus the vocabulary are closely centered around the military workday in a UN unit. As far as possible the learning of grammar is omitted.

No examinations are being held in connection with the course, and no marks are given.

The subjects of the lessons are mostly closely related to subjects from the personnel's mission training, and a number of lessons include excerpts from "Nordic UN-Tactical Manual, Volume II", but it is being emphasized that the aim of the course is to teach the students English. Accordingly the lessons should not be regarded as, and do not replace, teaching, regulations, contingency orders or similar concerning the individual subject.

Lesson 1 is a language test intended to give the teacher an impression of the students' possible knowledge of English. The aim of the test must be emphasized to the students. Also it should be emphasized that it is not expected that the entire test is completed, but that the individual student should accomplish as much as possible and that no marks are given. If there is time left, the student should address lesson 2.

In lesson 2 the phonetic alphabet is learned, and the phonetic alphabet is used as a starting point for pronunciation exercises. At spelling later on in the course the phonetic alphabet is being used.

Lessons 3-12 include a written paper.

The paper should be completed in maximum 10 minutes, then it is collected. The teacher gives the school solution and this is put down in writing by the students. At the start of the next lesson the teacher distributes the papers again. The papers are intended to help attaching the students' attention to the learning. At the same time the papers permit the teacher to get a general view of the problem areas and the learning speed.

From lesson 13 it is intended that the papers are replaced by more intensive conversations between the students and the teacher, initially chiefly in the form of question/reply models.

In lessons 13-38 the emphasis is alternately on text sections and students' exercises. The students' exercises include students' work with maps and tracings. It is expected that the teacher involves the students in conversation as far as possible.

The text sections are used more or less extensively, dependent on the students' learning ability. The teacher can use reading aloud, sentence by sentence, students' "chanting" repetition and translation by the teacher. The teacher then extracts key words and fields including commands, important terms and expressions as well as names of weapons and material. These are subsequently used in dialogues with the students, preferably in question/reply exercises.

The sections concerning grammar are learned as need arises.

Word lists will be distributed already prior to the interpretation of the text section.

Longer word lists are used in a number of text sections (e.g. concerning medical terms and terms relating to the technics of the vehicles). These are primarily intended as useful reference lists, also for later use.

The best of luck with the lessons!

## *Enclosure 2 to Danish National Report*

### **UN-Mission Related English Course For Platoon Key Personnel**

The course has been prepared for the education in the English language of key personnel in Baltic platoons deployed for service with Danish UN units in former Yugoslavia.

It is intended that the course is being held during the UN mission training of the personnel. The course has been created for students with good knowledge of Russian and with some, although limited, knowledge of English.

The course consists of 50 lessons, each of 55 minutes' duration.

#### **Aim**

It is the aim of the course to give the personnel such knowledge of English that they can actively participate in the daily cooperation with the company commander and other officers and NCOs. At the same time the personnel must have such knowledge of English that they are able to perform their command tasks in a satisfactory manner during cooperation with the company commander and other officers/NCOs. Included in this the personnel must be able to handle standardized radio and telephone communication in English from OP/CP.

The teaching takes place in Russian.

The education comprises English as spoken at DANBAT, the Danish UN bataillon in Croatia. It does not comprise English-English or American-English. Among others it will be seen that the spelling is mostly in English, whereas the military names most frequently are American and also that a number of military abbreviations are Danish. The group of subjects and thus the vocabulary are centered around the military workday in a UN unit. As far as possible the learning of grammar is omitted.

No examinations are being held in connection with the course, and no marks are given.

The subjects of the lessons are mostly closely related to subjects from the personnel's mission training, and a number of lessons include excerpts from "Nordic UN-Tactical Manual", but it is being emphasized that the aim of the course is to teach the students English. Accordingly the lessons should not be regarded as, and do not replace, teaching, regulations, contingency orders or similar concerning the individual subject.

Lesson 1 is a language test intended to give the teacher an impression of the students' knowledge of English. The aim of the test must be emphasized to the students. Also it should be emphasized that it is not expected that the entire test is completed, but that the individual student should accomplish as much as possible and that no marks are given. If there is time left, the student should address lesson 2.

In lesson 2 the phonetic alphabet is learned, and the phonetic alphabet is used as a starting point for pronunciation exercises.

Furthermore a text passage is used as pronunciation exercise and test. At spelling later on in the course the phonetic alphabet is being used.

Moreover the lessons mostly consist of a text passage, suggestions for students' exercises and a word list. Grammar sections form part of a few lessons. In some lessons it is being suggested that the students prepare and give a briefing on a specific subject. A number of lessons include work with map extracts and tracings. Some students' exercises are based on role playing. In general the teacher is encouraged to involve the students in conversations and activities as far as possible.

The text sections are used more or less extensively, dependent on the students' current level and learning ability. If necessary the teacher can use reading aloud, sentence by sentence, through the teacher, students' repetition and translation chiefly by the teacher. If the knowledge of English initially is very limited, the teacher must strongly emphasize extraction and learning of commands, key words and key terms.

Lesson 14 and a major part of lesson 19 are written translations from Russian into English.

In lessons 35-38 the students give a summary in English of a Russian text. At the same time the students compare the Russian text with English texts and other learning concerning the actual subject.

Lessons 41-46 comprise an interpretation and discussion of a literary text with a military subject. The text has been included for its many qualities, the many useful words, to demonstrate to the students that they are a success in English in a somewhat wider context and in order to break the very narrow concentration of the course around the military workday in a UN unit.

Lesson 47 is an accumulating lesson offering an opportunity to deal with possible problems or questions unanswered so far.

Longer word lists are used in a number of lessons (e.g. concerning medical terms and terms relating to the technics of the vehicles). These are primarily intended as useful reference lists, also for later use.

The best of luck with the lessons!

## NATIONAL REPORT - FRANCE

### General

The academic year 94/95 has been marked for the EIREL (Ecole Interarmées du Renseignement et des Etudes Linguistiques/Joint School for Intelligence and Language Training) by a significant increase of training in English for all personnel of MoD, and particularly for those assigned to UN forces.

According to the language, two types of policy have been implemented:

- one for English
- one for other languages.

### English language

English has become a requisite for every officer and soon for every NCO in the armed forces: the aim is no longer merely to be able to **talk** in English, but also to **work** in English.

Accordingly, *each service* is responsible for the basic training of his personnel, which is performed at the adequate academies or schools. Even the Gendarmerie is on the verge of creating a language institute for English training.

*EIREL* is in charge of handling the professional language training or refresher courses for:

- personnel bound to serve in UNO forces: observers, MPs or CIVPOL monitors;
- units having to participate in multinational exercise;
- personnel in the general staff.

Consequently, the Anglo-American section (SEBNA: section d'études britanniques et nord-américaines) is involved in training every year more than 600 trainees in 38 sessions of 20 different types lasting from 2 weeks to 2 months.

### Other languages

Professional training in other languages is performed at the EIREL for all French armed forces, according to the requirements of the general staff. Basic learning, particularly in seldom taught languages, is usually performed in civilian universities and institutes.

For the time being, 5 languages (other than English) are taught at the EIREL: German, Arabic, Russian, Amharic and Serbo-Croatian.

Courses in some other languages can be set up, i. e. Spanish or Portuguese, but only by calling-up reserve officers as instructors.

*German:* a large number of French officers and NCOs newly assigned to the Eurocorps have to take refresher course or be taught German every year during 4 to 6 weeks: about 100 in September 93 and 70 in September 94.

*Arabic* is taught on a 2-year basis for academic and professional purposes on a resident student position.

*Russian* is taught in the same way as Arabic, but in 1- to 2-year courses.

*Amharic* is taught only as a professional language during a 2-year course on a resident student position.

*Serbo-Croatian*: a special course for professional purposes has been set up to match the new operational requirements. Given the emergency, the normal 12-month curriculum had to be reduced to 6 months and limited to NCOs with a good experience in another Slavic language. Another special 2-week course of Serbo-Croatian for beginners is set up from time to time for officers and NCOs assigned to UNPROFOR battalions; due to the shortage of time, it is only a 'survival language course'.

### **Reserve officers as interpreters**

The Army is implementing new provisions to use reserve officers up to 30 days a year during peacetime or time of crisis, particularly those with special abilities and skills, like knowing a language.

EIREL is in charge of initial and refresher training for about 400 interpreter reserve officers of the Army.

## NATIONAL REPORT - GERMANY

### A. BUNDESSPRACHENAMT

#### I. Language Training

The reorganization of the Language Training Division which went into effect last year is achieving the desired results. Closer contacts between members of the teaching staff and materials developers have led to a lively exchange of ideas and greater cooperation within the staff and among materials developers in different language groups.

Our system of rotating teachers into the materials development staff for a limited time has worked well for German as a Foreign Language and is now being extended to other languages, beginning with English.

##### 1. English

The considerable downsizing of the German Armed Forces and the increasing emphasis on interoperability have resulted in two main areas of effort in English language training. On the one hand there is an increasing demand for 3-month general English courses to guarantee that all officers and senior NCOs of the reduced Armed Forces have a minimum SLP of 3232. This particularly applies to the units in the new eastern federal states which came under NATO command in January 1995. A special effort is being made to reduce the backlog among former members of the now defunct East German Armed Forces. This will mean English instruction for approximately 1000 additional persons within the next four years.

On the other hand there is an increasing demand for two or three week English for Special Purposes courses for students who already have a good command of the language. Civilian authorities also continue to be interested in short refresher courses and Special Purposes courses.

##### 2. Romance Languages

Demand for French continues to be high: There is also a greater demand by civilian authorities for courses on NATO levels one and two. In addition to the usual 3-month courses, seminars were offered for special purposes such as negotiation techniques and French for medical personnel, and for educators from North Rhine-Westphalia.

Interest in Spanish, particularly Spanish for Special Purposes, is also growing, with some course members taking two to three consecutive courses in preparation for specific duties abroad.

Romanian is taught as required.

### **3. German as a Foreign Language**

Due to increased international military cooperation the demand for German as a foreign language has dramatically increased. Members of foreign Armed Forces receive German instruction in preparation for their training as technical personnel, unit commanders, commanders, officer candidates, arms control officers and members of the General Staff or Admiralty Staff. The course capacity has risen from 130 to 250 students (190 in Hürth, 60 in Naumburg). Ten new teachers have been hired, including six for Naumburg.

Even this increase does not satisfy the demand for German as a Foreign Language which is so great that meeting it completely would mean dedicating our entire training capacity to German instruction. In mid-1994 we therefore began to develop plans for shifting elementary instruction to institutions in the students' home countries with material support from the Bundessprachenamt. This should enable us to reduce the time spent on language training in Germany. In this connection seminars for German teachers from our Eastern neighbor countries will continue to play an important part.

### **4. Slavic Languages**

There are no major changes to report in the demand or program for Russian. Czech and Polish training, which in recent years was conducted almost entirely for police and customs personnel, will once more include an increased number of military students who require their proficiency for cooperation activities with their Czech and Polish counterparts. Ukrainian has become an established part of the program, and the third full course for two future attachés began in 1994. A 3-month course in Ukrainian for military personnel will take place in the second quarter of 1995 and a 6-month course in Serbian is in progress. The first Slovakian course is presently being conducted.

### **5. Seldom-taught languages**

The Turkish course for customs officers continues to meet an important requirement and has been expanded with a special airport module. New courses include Kiswahili and a 10-month course in the Egyptian dialect of Arabic. Courses in Afrikaans and in Georgian are also planned.

## **II. Materials Development**

### **1. Concept**

The integration of the materials development branch with the teaching branches and the demand for materials for special purposes have made it more important than ever to coordinate projects within the Language Training Division. To this end, we have developed a new concept outlining the phases involved and indicating who is responsible for each phase (s. Annex).



## **2. Self-study and course materials**

During the past year, the main emphasis in English materials has been placed on the development of grammar exercises for NATO levels 1 and 2, both for combined self-study/block courses ("combi-courses") and for pure self-study. A CALL version of these materials is currently being developed. The series of didacticized authentic learning material for levels 2 and 3 is being continued. Texts cover several topic areas and are available for both listening and reading.

The political changes within the former Soviet Union have, paradoxically, made it more difficult than ever to find suitable authentic Russian materials and topics. Russian textbooks which are currently available commercially are scarcely appropriate. For these reasons, an informal working group has been formed to produce supplementary materials.

## **III. Testing and Evaluation**

### **1. Study Group on Testing**

The study group on testing has completed looking at tests in all four skills on NATO levels 1 to 4. Members of the group are currently drafting recommendations for future examination procedures and expect to complete this phase of the project by mid-1995.

### **2. Test production**

The "Items and Topics" data bank for all four skills and on all proficiency levels enables us to produce test variants in the numbers required by the large population of persons to be examined in English.

In the Romance languages, materials development concentrated on revising and updating tests. New test variants were produced for the oral examinations on levels 3 and 4 in all of the Romance languages and retired level 1 French tests of listening and reading were made available as practice material.

## **B. OTHER INSTITUTIONS WITH MILITARY LANGUAGE TRAINING**

Despite the sizable reductions of the Federal Armed Forces the demand for language training remains high and cannot be met by the Bundessprachenamt alone. Language training, particularly in English and French, therefore is conducted under the professional supervision of the Bundessprachenamt at various military establishments:

The Air Force NCO School (*Unteroffizierschule der Luftwaffe*) at Appen near Hamburg trains non-commissioned officers of the German Air Force up to NATO level 3 and provides highly specialized "US Qualification Courses" (mainly dealing with air defence systems). With its 35 teachers of English it is the biggest language training institution outside the Bundessprachenamt.

The Air Force Officer School (*Offizierschule der Luftwaffe*) in Fürstenfeldbruck near Munich provides language training for officers in English and French up to NATO level 3, as well as specialized courses in English for German officer cadets sent to the US for further training.

The Military Geophysical School (*Schule für Wehrgeophysik*) at Fürstenfeldbruck is responsible for language training in English for military meteorologists and future meteorologists of the German weather service. Its courses are highly specialized.

The Naval Navigation and Radar School (*Marineortungsschule*) in Bremerhaven teaches English to NATO levels 1 and 2. Course duration varies depending on the military trade. The Naval Communications School (*Marinefernmeldeschool*) teaches English at lower levels (outside the SLP system) to petty officers of the German Navy. It is situated in Flensburg but due to be transferred to former East Germany.

The Naval Academy (*Marineschule Mürwick*) is located in Flensburg. Here naval officers are taught in English and French to maximum level NATO 4.

The Army Officer School (*Offizierschule des Heeres*) in Hanover provides language training in English up to level NATO 3 for officer cadets. Recently there has been a shift from "Tactical English" courses to courses in general English.

The Army Aviation School (*Heeresfliegerwaffenschule*) in Bückeburg teaches general English and specialized English to helicopter pilots of the Army. The maximum level here is NATO 3.

Another important language training institution of the Army is the School for Personnel Earmarked for International Assignment (*Schule für Personal in integrierter Verwendung*) where English and, increasingly, French are taught to personnel earmarked for integrated staffs such as those at AFCENT, SHAPE or the Eurocorps.

The two Universities of the Federal Armed Forces, located in Hamburg and Munich, teach English and French up to level NATO 4 to the students of the different faculties.

The Federal Armed Forces Command and Staff College (*Führungsakademie der Bundeswehr*) in Hamburg, our highest military training institution, provides language training in English and French at NATO levels 3 and 4 for military personnel earmarked for General Staff duty. Russian was introduced recently at NATO level 1.

Last but by no means least, English and French are offered in the "Kombi-System" (a combination of self-study phases and two-week courses to integrate the acquired language knowledge) at NATO levels 1 and 2. This unique kind of language training (already mentioned in earlier national reports) is conducted at the Military District Office of Defense Administration in Wiesbaden and at the Federal Office of Defense Technology and Procurement in Coblenz. Originally intended for language training volunteers, it now substitutes for longer language courses at language schools of the Federal Armed Forces.

Although the demand for language training inside our Armed Forces has increased considerably, the tight budgetary situation does not permit the hiring of new teachers. This appears to be a long-term dilemma with which the Federal Armed Forces will have to cope.

**MATERIALS DEVELOPMENT****I. Project Phases - Persons Responsible****Language Training Division**

<b>1.</b>	<b>Coordinate needs/requests for materials (Head LTD)</b>
1.1	Needs/requests with explanations submitted to Head LTD

<b>2.-3.</b>	<b>Conduct Feasibility Study (Head LTD)</b>
2.1 - 2.4	Feasibility Study and Recommendations by Head LTD
3.	Project feasible? (S. 2.4)
	YES → <b>Establish Priorities (Head LTD)</b>
	NO → Inform client (Head LTD)

<b>4. - 7.</b>	<b>Carry out Project (Head LTD)</b>
4.	Define objectives and draft rough plan for carrying out project
5.	Plan project in detail/design materials
6.	Produce materials
7.	Conduct preliminary trials and evaluation
<b>8.</b>	<b>Implement program/materials (Head LTD)</b>
<b>9.</b>	<b>Validate materials/evaluate success (client, Head LTD)</b>

**Central Affairs Division and functionally subordinate institutions**

<b>1.</b>	<b>Coordinate needs/requests for materials (Head CAD - only for institution functionally subordinate to Federal Office of Languages)</b>
1.1	Needs/requests (from outside the LTD) submitted to Head of CAD
1.2	Requests and explanation forwarded to Head of LTD

<b>2. - 3.</b>	<b>Conduct Feasibility Study (Head LTD)</b>
2.1 - 2.4	Feasibility Study and recommendations by Head LTD
2.5	Head LTD and Head CAD discuss feasibility of project
3.	Project feasible? (S. 2.5)
	YES → <b>Establish Priorities (Head LTD and Head CAD)</b>
	NO → <b>Inform client (Head CAD)</b>

<b>4. - 7.</b>	<b>Carry out Project (Head LTD)</b>
4.	Define objectives and draft rough plan for carrying out project
5.	Plan project in detail/design materials
6.	Produce materials
7.	Conduct preliminary trials and evaluation
<b>8.</b>	<b>Implement in institutions functionally subordinate to FOL</b>
<b>9.</b>	<b>Validate materials/evaluate success (client, Head LTD, Head CAD)</b>

## II. Summary of Project Phases

Note: Project phases may be shortened considerably for routine work, since information on results and decisions is available from previous projects.

- 1 **Coordinate needs and requests for materials (e.g. Head LTD for FOL/Head CAD for institutions functionally subordinate to FOL)\***
- 2 **Conduct the feasibility study (Head LTD, PM, Client: FOL/LTD or other institutions)\*\***
  - 2.1 Definition
  - 2.2 Analyse the problem and determine whether a solution is urgently needed. What resources would be required to solve the problem, and are they available?
  - 2.3 Analyse data
  - 2.4 Report: Is the need great enough to justify the effort and expenditures required? If yes, under what circumstances? → Head LTD\*\*\*
  - 2.5 If materials are required by institutions outside the FOL, discuss project feasibility and conditions → Head LTD/Head CAD
- 3 **Establish priorities (Head LTD for FOL; for IFS in consultation with Head CAD)**
  - 3.1 Definition
  - 3.2 Time factors
  - 3.3 Subject-related factors
  - 3.4 Other factors
  - 3.5 Report → Head LTD for FOL; for IFS in consultation with Head CAD
- 4 **Define objectives and draft a rough plan for carrying out the project (PC and Team)**
  - 4.1 Analyse communication needs in detail
  - 4.2 Specify goals of instruction
  - 4.3 Describe steps involved in production
  - 4.4 Report: Should the project be carried out as outlined? If not, what changes are suggested?
  - 4.5 Decision: Formulate project instructions including phases and deadlines → PM

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\* ( ) = Persons, elements, organizations that may be involved

\*\* Abbreviations:

FOL = Federal Office of Languages

LTD = Language Training Division

CAD = Central Affairs Division

PM = Project Manager

PC = Project Coordinator

IFS = Institutions functionally subordinate to FOL

\*\*\* → = Responsible

- 5 Plan project in detail and design materials (PC and Team)**
  - 5.1 The course or self-study materials
  - 5.2 Tests and measures of success
  - 5.3 Materials needed
  - 5.4 Trials and evaluation
  - 5.5 Report: Is the plan/design acceptable? Have the best possible resources been committed to the program? → PM and Client
- 6 Produce materials (PC and Team)**
  - 6.1 Student's materials
  - 6.2 Teacher's materials
  - 6.3 Examinations and quality control instruments
  - 6.4 Supplementary materials
  - 6.5 Report → PM
- 7 Conduct preliminary trials and evaluation (PC and Team)**
  - 7.1 Materials to be used
  - 7.2 Conditions
  - 7.3 Briefing/preparation of persons conducting study
  - 7.4 Preparation of course participants
  - 7.5 Trials conducted
  - 7.6 Results evaluated
  - 7.7 Report: Changes needed? → PM and Client
- 8 Implement program/materials, conduct the course (Head LTD; for IFS; Head CAD; Client)**
  - 8.1 Implementation plan
  - 8.2 Supervision and support
  - 8.3 Report → Client
- 9 Validate materials/evaluate success (PM, PC and Client)**
  - 9.1 Planning
  - 9.2 Evaluation conducted
  - 9.3 Report → Head LTD; for IFS, in consultation with Head CAD; Client

### III. Example

As an example of what the project phases might involve, a more detailed description of phase 4:

#### 4. Define objectives and draft a rough plan for carrying out the project

##### 4.1 Analyse communication needs in detail

(This is an expansion of the analysis begun as part of the feasibility study. Here the emphasis is on finding out exactly what kinds of materials will be needed).

For this purpose, a questionnaire is used which covers the following questions:

- What kinds of activities are carried out?
- For which activities does the learner need the target language?
- To what extent does he or she have to understand spoken language/written language? What kinds of things must he or she be able to say/to write?
- With what kinds of partners does our client communicate? (Native speakers of target language/speakers of other languages, co-workers, superiors?)
- What channels does communication take? (see also phase 2).
- What situations are involved? (Conferences, lectures, reading periodicals or literature of specialization, writing reports?)
- What kinds of things does the client need to be able to express and achieve using the target language? (Notions and functions)
- What language levels are involved? (social levels, dialects etc.)

##### 4.2 Specify goals of instruction

Based on the answers to the questions listed above and on the need as defined by the client and as described in the feasibility study, instruction goals are formulated and systematized.

The outline takes into account:

- the course contents, including vocabulary, grammar, special skills, communicative activities.
- time constraints, such as total length of time the course will take and the time needed for each unit.
- periodic examinations or progress statements. In formulating the behaviors and abilities which need to be tested, test experts are to be consulted.

##### 4.3 Describe steps involved in production

This includes organization, clarification of responsibility for each phase and approximate time frame for completion as well as a list of those to receive progress statements and project information.

#### 4.4 Report

Should the project be carried out as outlined? If not, what changes are suggested?

#### 4.5 Decision: Formulate project instructions

##### 4.5.1 Who is involved?

a) **The client** represents those for whom materials are to be produced and is responsible for defining the overall objective of the project and for the way in which the language instruction or program is carried out. His/her approval is needed for all reports before the recommendations they contain can be implemented. He/she also assists the project manager and project co-ordinator in defining goals of instruction and describing what is needed.

b) **The project manager** is responsible for co-ordinating and maintaining contact with clients and supervising work of project co-ordinators and project teams. He/she defines priorities and ensures that all projects for which he/she is responsible have adequate support. He/she is also responsible for providing resources (personnel, studio time ...) necessary to meet deadlines the project implies.

c) **The project co-ordinator** organizes and supervises a project team. He is responsible for organizing activities leading to the objectives of the project as defined in the project instructions.

d) **The project team** includes materials developers and teachers responsible for creating course materials or self-study programs as defined in the project instructions.

##### 4.5.2 What does the project involve?

a) **Purpose of the project**

b) **Particular features and restrictions**

c) **Schedule** - giving dates for beginning and completing project and for evaluating intermediate goals and submitting reports

d) **List of all parties involved**, including their special areas of responsibility

e) **List of those to receive material and information**

f) **Final responsibility** for the approval of the project instructions



## NATIONAL REPORT - ITALY

### 1. Introduction

This national report will examine the activities of the Italian Army Foreign Language School with particular reference to the most significant innovations of the last year. More specifically, the report will provide a brief description of the new activities which have resulted from the transfer of the Language Institute to its new seat in Perugia.

First, therefore, we must consider that the need for greater and more suitable training of military personnel in the field of languages and the employment of members of the Armed Force abroad has led the Army General Staff to find a more suitable and dignified home for the School.

The second purpose of this report is to illustrate the activities of the School and the aims it has set itself of improving the quality of language training so as to be able to respond better to both national and international requirements.

Lastly, we will examine the proposal, currently being studied by the General Staffs, to create a Joint Forces Language School.

### 2. The new seat in Perugia

The choice of the new location for the SLEE was made by the central bodies so as to satisfy two particular requirements. The first, that of finding a more suitable setting in terms of infrastructure, given increasing requirements and the consequent increase in the number of students. The second was that of rationalizing the training activity which, due to budget cuts, necessitated a structure that could answer to the logistical demands of students (board and lodging) whilst ensuring a notable saving in terms of allowances and expenses. It should be noted that the city of Perugia is rich not only in historical and cultural experience but also in terms of linguistic studies. It is, in fact, the home of the University for Foreigners where thousands of foreign students attend Italian language courses. It is more than likely that, in the future, the University and School will collaborate in the field of language teaching.

The School in Perugia has been housed in the attractive convent of St. Juliana since 1993, although the majority of courses in this new home began with the 1994-95 academic year. The convent of St. Juliana was founded in 1246 by the Cistercian order and has undergone many transformations over the centuries. The complex includes a splendid bell-tower, gothic cloister and impressive frescos. This ancient convent has been re-evaluated following restoration work carried out not only to adapt the existing structures to the needs of a school, but also to reveal once again a wealth of details which reflect its historical and cultural background. The restoration and restructuring has all been carried out under the supervision of the Superintendence for Culture, Arts and the Environment of the region of Umbria.

Lastly, there is a detachment in Rome for the organization and management of the numerous courses provided for the central administration.

### **3. Language Training**

Teaching is carried out and organized on the basis of the planned requirements of the Army General Staff, the Carabinieri Headquarters, the Finance Police and, although only in a limited number of cases, the Navy General Staff. Seven languages are currently taught (English, French, German, Arabic, Serbo-Croatian, Slovene and Russian).

The main innovation is the introduction of short language courses abroad for the Senior Staff College course.

The School is arranging for the majority of students of the Senior Staff course to attend a short course abroad (roughly 29 days) with the aim of perfecting their English studies. This comes at the end of a three month intensive course at Perugia. To this end, initial contact has been made with language schools of BILC member states, in particular: the DLIFLC in Monterey (USA), the Canadian Forces Language School in Ottawa and the Defence Language School in Beaconsfield (GB). We hope that these contacts will also prove useful in perfecting the organization of such courses from a technical and qualitative point of view. For German, the students will attend a 4 week course at the Bundessprachenamt in Hürth (Cologne).

Our aim is to improve the quality of language learning, thus increasing the experience which the SLEE has developed over the thirty years of existence, making efforts at updating and renewal that will respond to the ever-increasing requirements of the Armed Force. This will also be extended to the field of new technologies and, with this in mind, we are studying the possibility of creating a multi-media laboratory connected via network (Internet) with major universities around the world. The testing section of the School is also currently being computerized.

### **4. Conclusions**

The Italian Armed Forces, in view of the new realities they must face given the national economic situation and considering the new geostrategic picture, are studying the possibility of reorganizing the teaching of languages in a Joint Forces context. This, partly, so as to minimize costs, and partly in order to satisfy the increasing needs resulting from international tasks.

The two existing Language Schools, that is the Army Foreign Language School and the Air Force Foreign Language School, (the Navy does not have its own institute) could, in future, be united so as to create a Joint Forces School which would satisfy the needs of all. Greater collaboration will also be necessary, however, at an international level (NATO, WEU, UNO), especially in the BILC forum, which for 29 years has promoted and coordinated language learning of its member states, with even greater dedication in the context of this post-bipolar world.

## NATIONAL REPORT - NETHERLANDS

### 1. Introduction

In April 1996 the last conscripts will join the Dutch Armed Forces. The transition into fully professional Armed Forces, which has to be completed by January 1997, has some major consequences for the issue of language training:

- the need for English language training is increasing rapidly, as a result of the intention to provide every military with a basic knowledge of (non-specific) English;
- since every military after finishing a language training remains in service by contract for at least another three years, maintenance training will become an important item;
- language trainers have a genuine, but perhaps not entirely justified fear that the overall intake level of new military personnel in general, and of new personnel with a good language aptitude in particular, will be no longer first-rate. After a situation in the past of almost unlimited possibilities to select for a language training the best students among the large amounts of conscripts, now the choice is restricted; at the same time, selection has to be done more carefully, because any language training has a longer-lasting impact on the career of a military;
- language training on a structural basis will probably be limited to English, German and (to a lesser extent) Russian, whereas the need for languages like French, Spanish and Portuguese will be primarily incidental. The demand for German on a larger scale has arisen only recently, due to the new combined GE/NL corps. In case a likewise demand for Dutch exists in the German Armed Forces, it could perhaps be possible to meet the mutual needs for language training by exchange of students between both countries.

The changes in language training are most dramatic for the Army, and much less far-reaching for the Navy and Air Force. For this reason the Army takes the lead in anticipating new developments in the area of language education.

### 2. Russian Language Wing (RLW)

In general, the demand for Russian has decreased in quantity but increased in quality and diversity, since skills in this language are now required particularly for face-to-face communication by higher-level military and diplomats.

At RLW the last group of conscript students finished their course in 1994, and so far RLW has had few negative experiences with the transition from the compulsory to the professional system. However, a fair comparison between the old and the present system is not easy to make: several courses were specially developed for and adapted to the new type of students.

## ● Training Program

The Russian language program for this and next year is essentially a continuation of the courses mentioned in last year's National Report:

- The Basic Course (34 weeks) is being conducted twice a year;
- The Foreign Area Specialist Course (20 weeks) is ready in a first draft for the new students. This course requires a minimum SLP of 2221 and starts in September of this year. The frequency will be limited to once a year.
- The Verification Course (31 weeks) requires also a minimum SLP of 2221 and is conducted once a year. Since 1992 RLW provides also the Russian language training for CFE Inspectors of the Belgian Arms Control Branch. The requirements for inspectors with a good knowledge of Russian to deal with the CFE Treaty has largely been met and the demand has now stabilized. More emphasis is therefore being placed on maintaining the acquired language skills.
- The Maintenance Program for CFE Inspectors (1 week) is being conducted on a regular basis, at least 4 times every 3 months.

Next to the military program, there is an increasing demand for crash courses (4 to 12 weeks) for personnel of the Foreign Office, but also for military attaches and others with little time to their disposal for language training.

As from 1994 the School of Military Intelligence conducts an elementary Serbocroatian course which focuses almost entirely on listening comprehension.

## ● Projects 1995-96

- It is most likely that RLW will in one way or another be involved with the development of a special course for the Treaty on Open Skies. However, the costs to develop adequate course material, the very small number of students and the complex contents of the Treaty make this a project that is barely accomplishable for a small department like RLW. Some kind of cooperation or exchange of materials in this field with our NATO counterparts would therefore be of great help.
- More time and effort will be put into the development of materials for crash courses, considering the increasing demand for such courses.
- The rewriting of existing course material is a continuous, but ever quickening process which will be given an even higher priority than before.

## 3. Language Coordination Centre

Consultations between Army, Navy and Air Force have made clear that at this moment only the Army has an urgent need for a better coordination of language training. This has resulted in an initiative to establish a Language Coordination Centre. RLW is likely to play

a major role in the creation of such a centre, thanks to its long experience in (military) language training, its expertise in matters of education and the available infrastructure. The primary task of this centre will be to enhance the effectiveness and efficiency of all language training for personnel of the Army. Practically this means to investigate whether a language training should be conducted internally by the Army itself or at a civilian institute, to select and negotiate with the civilian institutes and to carry out quality control on all aspect of language training.

Other tasks may include developing aptitude tests, coordinating translation and interpretation services, keeping abreast of educational technology, investigating possibilities to exchange students with other NATO countries, providing general guidelines for course development, teacher development and test production.

#### **4. Conclusion**

With the eventual establishment of a Language Coordination Centre the increasing importance of language training is recognised on the policy level. One of the priorities of this centre will be to overcome the period of neglect and indifference towards the issue of languages, to make up arrears in language education and to give language training its proper place.



## NATIONAL REPORT - SPAIN

### 1. Introduction

During the last year the learning of foreign languages in the Spanish Armed Forces has increased due to the following reasons:

- The participation of Spanish units in multinational peacekeeping forces and humanitarian operations.
- Collaborations, interchanges and courses of Spanish military personnel in foreign countries and foreign military personnel in Spain.
- The increase of interest from personnel of the Spanish Armed Forces in foreign languages.

### 2. Language Training by the Spanish Armed Forces

The first step are the Military Schools, where the students learn one and sometimes two languages. The main languages in these schools are, in this order, English, French and German. There are moreover four Military Language Schools:

- 1) The 'Escuela Militar de Idiomas' (EMID), in which are actually trained German, Russian and Arabic. For the training of these languages there are two year courses. There is before the courses a selection for the future students, because the number of places is fixed and reduced. Basis for this selection are aptitude tests on:

- General ability to learn foreign languages.
- Spanish grammar knowledge.

The stay at the school is considered a military appointment without other duties. The students attend 6 classroom hours and homework for two or three hours daily. Each group has four teachers: two native-born civilians and two military ones. At the end of the course the students obtain usually level SLP 3333 or a higher one.

There are also Spanish courses when requested.

- 2) The Spanish Army, Navy and Air Forces Schools of Languages.  
In each one are trained mainly English and French by their own personnel. In these schools are short courses for personnel who has level SLP 2222 with the purpose of reaching level 3333.

### **3. Evaluation**

The evaluation of language proficiency is made according to STANAG 6001. The Army, Navy and Air Forces Schools of Languages make the English and French evaluation of their own personnel.

The EMID assume responsibility for the evaluation of the other languages, mainly German, Russian, Arabic, Portuguese, Italian and Spanish.

### **4. Future Development**

The future plans are based on the increasing of number of languages that will be trained in the EMID (Military School of Languages), as well as the number of courses that will be realized by this school.

The first step in this way is the training of English, French and Spanish for foreigners (the last of them as an answer to a request) in addition to German, Arabic and Russian, that are already trained here.

This future development will begin probably during the course 1995/96.



## NATIONAL REPORT - TURKEY

I will discuss what we have accomplished during the 1994-1995 educational year and what we plan to do in the Turkish Army Language School under the following titles:

- Activities for Developing and Supporting Education
- Projects for Developing Material about Terminology
- New Course Projects
- Project to make the Language School an 'Institute'
- BILC Document 'World Languages'
- Conclusion

### 1. Activities for Developing and Supporting Education

#### a. Language training supported by computer

- (1) With the aim of developing language training supported by computer, existing software is being developed and put in service. First of all, as was mentioned in last year's National Report, the software for the New ALC Course is being developed and will be made a complete language training program. Additionally, an audio-visual feature will be added to this program.
- (2) Almost all important language books and materials which are taught in the school have been transferred to computer media and have begun to be updated.

#### b. Center for Knowledge Processing

- (1) The Center for Knowledge Processing in the school has been connected by data communication to Internet and similar network systems. With the help of this system, the exchange of information with other national headquarters has been accelerated and the school has been given the opportunity to reach the data banks in the country and abroad. Studies on this matter are still going on. We are aiming at reaching the important libraries and university catalogues worldwide, besides exchanging information with the military and civilian language institutions within other NATO countries as well. We are ready to contact and provide mutual exchange and help on this matter to NATO members and/or NACC-CPs which have similar systems.
- (2) The Center for Knowledge Processing and all other computers in the school have been upgraded both in software and in hardware.

#### c. The Audio-Visual Library

The audio-visual library, (started last year and put into service effectively from the 1994-1995 educational year) is continuously kept updated by providing new equipment and materials. In this library 43 international TV channels can be

reached via the satellite transmitting center and broadcasts in 6 different languages from 14 channels can be watched at the same time. Furthermore, extra equipment has been put into service which gives the opportunity to students to watch and listen to video and audio cassettes. The Info-Desk, arranged in the audio-video library, allows willing students to borrow video and audio cassettes in the languages they are learning. At this desk not only are language learning materials available, but also short and long films and documentaries are available for the use of the students.

#### **d. Measurement and Evaluation**

- (1) A computer-based system, used in the Department of Measurement and Evaluation, has been developed by upgrading its hardware and redesigning its software in detail. After this was done, it became possible to get any kind of statistical information, such as the results of exams. This should make it possible to standardize the level of teaching and of the effectiveness of the teachers, as well as the true analysis of the success levels of the trainees.
- (2) The uploading of questions bank into the computer has been completed; there are 50.000 questions included.
- (3) The school has subscribed to periodicals in different languages. These have been made available to the students.

## **2. Projects in Developing the Material about Terminology**

Various military terminology books which are planned to be put at the disposal of the trainees in the school and other military units/hqs in the country are being designed and written. Some of these materials have been completed, some of them are still in progress. Those which have been completed are as follows:

- a. Turkish Terminology Book: This material (designed for foreign military personnel who are learning Turkish at the school) teaches Turkish military terminology. It includes dialogues for role-playing. The writing and printing of this book has been completed. It provides the branch terminologies in separate branch chapters.
- b. Another study on terminology is a compound book which compiles military terminologies in 3 languages, Turkish, English and Russian. This terminology book classifies terms according to the branches of service. The listing of the terms is made according to the Turkish alphabet order. It is possible also to find the English and Russian equivalents. The terminology glossary not only contains equivalent terms for the Turkish terms in other languages, but also includes detailed encyclopedic explanations in each of the 3 languages. The Turkish part of the glossary is almost finished. The English and Russian parts are still being translated.

### **3. New Course Projects**

#### **a. The Serbian Course**

In the Serbian Course (which started at the school in February 1995), the military terminology which the operation requires for the UN Turkish Peacekeeping Force personnel stationed in Bosnia will be taught. During the syllabus studies for the course, personnel were made use of who had served in Bosnia. A military terminology glossary is already being studied for the Serbian Course.

#### **b. Georgian and Armenian Courses**

Georgian and Armenian courses have been included in the plan and research activities for developing curriculum and providing documents are still continuing.

### **4. Project for Making the Language School an 'Institute'**

As a result of the military and political developments which have occurred in the world, a need to reevaluate the language training concepts, policies and strategy has appeared. For this reason, the Army Language School which is the highest language training center in the Turkish Armed Forces, will be reorganized as an 'Institute' which will enable us to do scientific research to meet the needs of today and the future of the Army.

#### **a. The Advantages which the Institute will provide**

These are the advantages in case the school becomes an 'Institute'.

- (1) The 'Institute' will determine the language training system, administer and give direction to language training, help the personnel to maintain their language skills by correspondence or extension courses, and measure and follow the language levels of the personnel over time.
- (2) Language teachers will enter post-graduate and doctorate programs and do scientific research; the result of this will be the development of appropriate language teaching systems to the target, and maintaining and updating these systems, language training books and other training materials.
- (3) The language training of the personnel will be pursued from military high school and will be developed in extension courses or by a correspondence system. It is believed that this will prevent duplication of basic courses given in the school.
- (4) Besides compulsory basic courses, task-based language learning will be emphasized. Thus, adaptation to external jobs will become easy.
- (5) Another important development for the 'Institute' will be to make the excess capacity available to civilians, and thus to further find financing for its expenses. The 'Institute' will become a respectable language center in the civilian side as

well as the military side. Moreover marketing language courses and materials to civilians will give opportunity to the school to provide most of its financing from civilians, and so training and other activities can be further developed and provided continuously at an updated level.

- (6) Closer relationship can be established with civilian training institutes and the relationships can be further developed. In addition, academic level communication can be established with similar institutes of other countries.

#### **b. The Tasks and Responsibilities of the 'Institute'**

I can summarize briefly the possible tasks and responsibilities of the 'Institute':

- (1) *to determine* language training *policies, strategies* and the *concept* of the Army;
- (2) *to organize* the Army language training and teaching system;
- (3) *to supervise* the language training in the Army;
- (4) *to research* and prepare documents for language teaching system appropriate to the target;
- (5) *to provide* the possibility of study at post-graduate and doctorate levels for language teachers;
- (6) *to train* teachers for in-service/extension language courses and to produce documents for these courses;
- (7) *to support* the personnel with correspondence courses;
- (8) *to open* basic and task-based advanced courses in the required languages;
- (9) *to measure* and confirm the language levels of the Army personnel by periodic tests;
- (10) *to exchange* information and material establishing relationships with similar institutions both in the country and abroad;
- (11) *to make* the excess capacity available to civilians with a marketing system and to give them language courses in the languages they demand.

#### **5. The BILC Document 'World Languages'**

- a. In the 1993 Monterey Conference of BILC, in the document which was introduced to the member nations by the BILC Secretariat, the Turkish representative found incomplete and wrong information related to Turkey and Turkish speaking countries. The Turkish representative objected to this document in the Steering Committee session.
- b. From this point of view, the Steering Committee asked the members to express their opinions concerning the document 'World Languages' to be discussed in the BILC Conference 1994.
- c. Turkey expressed her official opinion concerning the document on 12 Nov 1994 to the BILC Secretariat and in both Steering Committee Session and in the 1994 Turkish National Report of the 1994 BILC Torino Conference. Turkey's scientific findings on this matter were presented to the Secretariat and member countries.

- d. In the Steering Committee Sessions held on 20-24 June 1994, in spite of being stated verbally by the BILC Chairman and the Secretariat that Turkey's objection would be attached as an annex to the Steering Committee Report. This annex was not attached to the 1994 BILC Steering Committee Report published on 28 Sep 1994.

*NOTE by BILC Secretariat:*

*The minutes of the 1994 Steering Committee meetings (item 7) do not record a promise on behalf of the BILC Secretariat to publish Turkey's objection as an annex to the minutes. The minutes were adopted at the 1995 BILC Conference as being a correct record of the proceedings with Turkey objecting to item 7.*

- e. Accordingly, Turkey applied to the BILC Secretariat on 26 July 1994, but the BILC Secretariat replied that Turkey's objections could be made during the voting for the 1994 Steering Committee Minutes in the 1995 BILC Conference.
- f. Turkey is conscious that NATO/BILC meetings are not political platforms. But; the document 'World Languages' is a political document; it is controversial and departs from scientific reality. Specifically:
- (1) In the document, a language and its dialects are not separated; on the contrary, the dialects are written as independent languages.
  - (2) There are mistakes in countries, regions and geographical boundaries where languages and dialects are shown as separate languages.
  - (3) The information about population is shown incomplete, wrong or exaggerated in countries, regions and geographical boundaries where languages and dialects are spoken.
- g. Consequently, because of the controversy caused by the document 'World Languages' since 1993, an appropriate solution would be either that this document be not published or be published after revision by an impartial commission composed of experts from countries with full membership status.

**6. Conclusion:**

- a. The studies replaced in this report show how the Turkish Army Language School is prepared for 21st century.
- b. Aiming at reaching a language training standard appropriate to the needs of the era and the time and maintaining this standard in an update way, contemporary studies which are going on in the 1994-1995 education year will be continued with acceleration in the next years too.
- c. In addition, we believe that all participating countries must be more careful in choosing subjects and other business for NATO/BILC activities, considering the sensitiveness of the other member countries.



## NATIONAL REPORT - UNITED KINGDOM

1. The continuing process of change and reduction in the British Armed Forces has been the background against which developments in language training (LT) have taken place during the year since the 1994 BILC Conference in Turin.

### Policy

2. Yet another report on UK military LT has been undertaken and published to provide a basis for LT policy for the foreseeable future, though it has yet to be endorsed by the Minister of State for Defence. The report examined LT with a view to rationalization and has confirmed the need for a Central Focus for LT policy and for a Defence School of Languages (DSL). However, it recommends that DSL should be contractorized and possibly relocated. This latter plan is still being investigated and a conclusion is expected later this year. The recommendation for a Central Focus has already been implemented in anticipation and a Lt Col has been appointed to prepare for the implementation of the report's other recommendations. In addition, we are making positive efforts to produce a Tri-Service LT policy and have begun the process by preparing an Army document and inviting the other 2 Services to follow suit. It is anticipated that the Tri-Service policy will take shape from this cooperation.

### Training and examinations

3. The move to encourage all Service LT Sponsors to define their LT requirements in SLP terms has been very successful. The syllabuses of many of the long course languages are now geared towards the needs of the appointment to be assumed and not towards a notional examination level as was so often the case in the past. It is expected that this will save on training time and costs, while at the same time contributing to student motivation.
4. **Tri-Service Colloquial Tests.** The format for the new Tri-Service Colloquial Test (SLP level 2210) has been agreed and is now being successfully used after trials in a variety of languages. We are in the process of creating a bank of test scenarios.
5. **Advanced Colloquial Test.** The Advanced Colloquial Test is at an SLP level about halfway between 2 and 3. At present, it is used as an in-house test for Arabic, German and Serbo-Croat.
6. **Higher Level Examinations.** Contrary to our forecast in last year's report, we have decided to retain the Tri-Service higher level examinations but have spent considerable time and effort in restructuring them and making them more task-based. We have submitted our Statement of Requirement to our Contracts Branch who are expected to award the new 2-year contract in mid-May 95. The examinations will run in October at level 333 (3) and March at level 444(4) each year. At each level, writing skills will be optional since they are not needed for all posts. We are investigating the potential for

civilian accreditation of these examinations but it is hoped that they will follow the eventual Examining Body's own awards and/or the National Vocational Qualification system without being constrained by those awards.

7. **Civilian Accreditation.** Under a civilian scheme for enabling individuals to accumulate academic credits towards higher education qualifications, courses at the RAF's Communications Analysis Training School have been awarded credit ratings by the UK's Open University. This is a low-cost option for linking military LT with civilian qualifications which can contribute greatly to student motivation. It is hoped it may be extended to other areas of LT.

### **English Language Training**

8. OC English Language Wing at DSL has been involved with a UK team in providing advice and aid in English Language Training to Cooperation Partner states. Visits have been made to the following countries among others: Ukraine, Beloruss, Khazakstan, Roumania, Bulgaria, the Baltic States, Macedonia, Albania, Slovenia, Moldova, Hungary, the Slovak Republic, and Kirgistan. A similar visit was also made to Guatemala. The aims were to give advice and aid in the areas of strategy and structures for ELT, teacher training, materials production, course and materials design and direct teaching. The team would also seek to suggest areas of future cooperation. ELT specialists have been sent to some states to advise, train ELT teachers, help set up ELT systems where these were lacking, and give direct teaching to priority personnel. A full report on these activities will be presented to BILC at a later date.

### **University Short Language Courses**

9. A number of British universities provide a range of short courses for military personnel. Over the past 10- 15 years, the language courses have evolved to meet the needs of language examination candidates, which was not their original intention. In future, these short language courses will instead be geared towards the needs of individuals refreshing their skills or studying of their own volition, whether or not they wish to take an examination. They will be for French, German, Italian, Spanish, Russian and Serbo-Croat above SLP 2210, our Colloquial. The course content will be altered to reflect the task-based nature of the new examinations but will not be driven exclusively by them.

### **Army Language Scholarship Scheme (ALSS)**

10. The Scheme has been successful again in 1994/95 with 5 officers spending a year with the Armies of France (2), Germany, Italy and Spain. 1995/96 sees the addition of Egypt to the Scheme. The candidate chosen will not only learn Arabic and serve with the Egyptian Army but also contribute to their English language teaching programme in Egypt.



## **Language Cards**

11. We have continued to build on the help given to us by DLI, Monterey in producing language cards. During the last several months, we have received several requests for cards for use by troops deploying overseas. The production of these cards has to be timely and accurate and we have achieved success in this area thanks to the MOD Linguistic Dept and the linguistic skills of our own military personnel.

## **Deployments to the Former Republic of Yugoslavia (FRY)**

12. A new predeployment Serbo-Croat course at SLP 2210 has been devised and put into use at DSL for students of all Arms and Services deploying to FRY as Military Colloquial Speakers (MCS). The new course is task-specific mirroring the functions which will be carried out by the MCS in-theatre. A noticeable rise in the number of candidates wishing to sit higher level examinations in the Serbo-Croat has occurred - a trend which should continue as deployments in FRY are repeated and refresher/revision courses are introduced at DSL and at Bristol University as part of the short course scheme.



**BILC CONFERENCE**

**1995**

**DLIFLC**

**DLI - W**

**DLIELC**

**ANNUAL REPORTS**



**DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER**

**Bureau for International Language Coordination  
1995 Conference  
National Report - USA**

Defense Language Institute Foreign Language Center

Operations, Plans and Programs  
Curriculum and Instruction  
Evaluation, Research, and Testing  
Language Schools

**Defense Language Institute  
Foreign Language Center**

The Defense Language Institute Foreign Language Center (DLIFLC) is under the command of COL Vladimir Sobichevsky, USA. The Commandant is directly responsible to the Deputy Chief of Staff for Training, TRADOC, and is charged with directing the operation of the DLIFLC. He is assisted by the Assistant Commandant, Col. Robert Busch II, USAF. The Garrison Commander, COL Ila Mettee-McCutchon, USA, is charged with providing Base Operations Support to all activities and personnel on the Presidia of Monterey (POM).

The Provost, Dr. Ray Clifford, is the DLIFLC's chief academic officer. He oversees the resident foreign language program, instructional methodology and technology, course and test design, curriculum development, and faculty training.

**1. Operations, Plans and Programs (ATFL-OPP)**

**A. Programs and Proponency Division (PP)**

Armed with a new mission and structure, OPP-PP assumed its role as the proponent for the DLIFLC sustainment mission. All efforts were focused on improving the Division's ability to provide Command Language Programs (CLPs) and individual linguists with the best technical, material, and proponency support possible.

The challenge for 1994 was implementing and refining the reorganization of 1993. The most noteworthy events were the reorganization of the Proponency Branch and the transfer of the Law Enforcement Support Program (LESP) to the Plans and Operations Division (OPP-PO).

The reorganization divided the Proponency Branch into two teams:

(1) Procurement and Development (P&D) and (2) Linguist Network (LINGNET). The P&D Team compiles field requirements. The LINGNET Team is composed of a systems operator (SysOp). The SysOp operates/monitors the computer BBS by controlling access to the BBS and responding to customer requests.

The remainder of the Division performed in an exceptional fashion and was extremely productive during 1994. Highlights included:

Field Assistance Visits: Units located at Ft. Eustis (USA), Camp Pendleton (USMC), Naval Amphibious Base, NavComTelSta, NavSpecWarDev Group, Cryptologic Support Group (USN), Beale AFB, Langley AFB (USAF), IMLET, PacTacLET (USCG) and San Diego (USAR) were visited by members of OPP-PP to help establish and coordinate Command Language Programs.

Non-Resident Materials: \$677,344 worth of books, tapes and language survival kits were issued to units gratis; \$170,597 were sold to units and individuals. Additionally, OPP-PP created DLIFLC Pamphlet 350-13, Foreign Language Services. This Pamphlet provides a complete listing of all DLIFLC services and points of contact.

Command Language Program Manager's Course: A CLPM Seminar was held in June. In addition to updating CLPMs on the status of DLI materials and services, the seminar served as a workshop for development of a CLP Manager's Course. The first draft of the course was completed and approved in December and will be offered for the first time in March 1995. The course is designed to teach new CLPMs how to establish and operate an effective CLP.

Third Annual Worldwide Language Olympics: OPP-PP sponsored the Third Annual WLO in May 94. Over 300 linguists from 52 military units and federal agencies came to DLIFLC and competed in 6 languages.

Law Enforcement Support Program: Prior to the transfer to OPP-PO in October, the LESPP significantly contributed to the nation's War on Drugs. 1040 hours of foreign language training via MTTs were conducted for the FBI, DEA, U.S. Custom's Service, and various state and local law enforcement agencies. Additionally, OPP-PP developed language training materials designed specifically for law enforcement agencies. Materials developed were a Spanish for Law Enforcement book and tape that provide survival level language instruction with an emphasis on law enforcement terminology and situations; and a U.S. Coast Guard module for the Latin American Headstart Program. The module consists of a book and tape designed especially for Coast Guard law enforcement and boarding situations.

LINGNET BBS: OPP-PP expanded the Linguist Network (LINGNET) computer electronic Bulletin Board System (BBS) in 1994. Increased monitoring, upgraded equipment, and additional information available through the BBS has increased interest and usage. Prior to 1994, LINGNET was a "temperamental" and unstable BBS with limited information and only 26 local users. In 1994 it grew into a full-fledged electronic BBS with over 350 users worldwide and 375 data files available for download. With the advent of Internet access in early 1995, LINGNET will become an easily accessible, 24-hour forum supporting the sharing of views on foreign language training issues.

## **B. Plans and Operations Division (PO)**

Change was the name of the game for the Plans and Operations Division during Calendar Year 1994. We encountered numerous personnel changes as well as relocation of the entire division from building 517 to building 636B. The division is internally organized into three branches: the Video-Teletraining Systems Branch, the Training Management Branch, and the Plans Branch. Significant events in each branch are listed as follows:

### **Training Management**

NASA Training: Coordinated the transfer of two instructors to Johnson Space Center (JCS) 23 Dec 93 approved. Instructors arrived in Jan 94. Other related efforts included:

- Coordinated the transfer of two more instructors to JSC Aug 94.
- Coordinated Training for 2 astronauts @ 20 weeks, 2 astronauts @ 17 weeks, 1 astronaut @ 8 weeks, 1 astronaut @ 6 months, Star City Office Manager @ 4 weeks, NASA staffer @ 7 weeks, 10 scientists at 4 weeks each.

Prepared DLI Reply to USA Language Program. This was a short notice tasking to HQ DA on what DLI can do to support contingency planning for language training. Project turned around with Commandant approval within 6 hours of receipt.

Coordinated DLI's input to ITRO Study. Developed DLI submission to ITRO, identifying language requirements by course and student type (officer, enlisted, civilian, or other), summing requirements at language level and DLI totals. Package consisted of 135 pages.

Effected the implementation of MTT and VTT into ATRRS and the development of School Code 220. This school code will track, schedule and report all MTT and VTT conducted by DLIFLC.

Coordinated the action to create 7 new Arabic sections to support the excess Army students that were sent to DLI without scheduled classes. Partially funded by Army, absorbed by DLI in FY95.

Updated and published the new Dependent Enrollment Regulation for DLI.

Worked Haitian and Rwanda support actions, C2 cards, sit-rep, and training requirements validation.

Prepared DLIFLC input to HQ TRADOC on all significant contingency action and activities DLI has accomplished over the past five years. 48 hour suspense to HQ TRADOC, with Assistant Commandant and Chief of Staff releasing message.

Attended FY96 SMDR and briefed Command Group on results. The Commandant subsequently tasked OPP to prepare a video that can be provided to all schools and staff offices.

#### Fill Rates: FY94

Service	Actual Student Inputs	Actual Student Load	Authorized Student Load	Fill Percentage
USA	1710	1474	1867	79 %
USAF	560	500	572	87 %
USN	387	301	306	98 %
USMC	123	109	155	70 %
Other	173	98	0	
TOTAL	2953	2482	2900	86 %

VTT hours FY94: 10,201. MTT Training hours: 5,576.

Haitian Language Training: Coordinated the French to Haitian language conversion training for the Army. Thirty-four students projected to receive the training in Jan 95. Implemented the 120 notification policy for receiving requests for language training. DoD agencies must submit their requests to their Service Program Manager for language training. This action will

allow each service more oversight of its command language programs. This was also an answer to the DoD IG report.

### **Video Teletraining**

VTT continued to provide highly effective and efficient foreign language training to units in the field during the year. This was accomplished in a period that saw significant movement of VTT professional personnel and organizational changes.

**Personnel:** The VTr operations were brought under the direction of the Plans and Operations Division (PO) of the Directorate of Operations, Plans and Programs in early January 94. VTT was directed by Mr. Euripides F. Lалlos, who was assisted by 4 GS-11 Training Coordinators (Mrs. Tako Henderson, Ms Solfrid Johansen, Mr. Steve Koppany, and Mr. Roelof Wijbrandus). In January, Mr. Koppany took a voluntary reassignment to Faculty and Staff. His departure was followed several weeks later by that of Mr. Wijbrandus, who took a voluntary reassignment to the Dean for Administration.

In October Mrs. Henderson departed for the Japanese Department and Faculty and Staff Division. Their departure was predicated on an internal OPP reorganization that shifted responsibility for VTT and MTT scheduling from the Nonresident Training Branch to the Training Management Branch. The GS-11 training coordinator positions vacated were filled by Mrs. Clare Buagary and Mr. Rich Savko at the GS-9 level and the positions reclassified to training scheduling coordinators.

Mr. Euripides F. Lалlos, VTT Program Manager, was inducted into the International Telecommunications Hall of Fame at a formal ceremony cosponsored by the Director of ATSC and Oklahoma State University at Fort Eustis. Mr. Lалlos was recognized for "his extraordinary efforts in promoting the advancement of compressed digitized video and audio for training and his tireless efforts to move VTT into all areas of education and training in the United States and the world."

**Systems:** The number of VTT systems dedicated to foreign language instruction remained at 21: 7 stations at DLI; 4 at 741st MI BN, Fort Meade; and 1 each at Fort Riley, Fort Carson, Fort Bragg, Fort Gordon, Davis Monthan AFB, Kelley AFB, Goodfellow AFB, the Center for Advancement of Language (CALL 1), Field Station Kunia (Hawaii), and the On-Site Inspection Agency (OSIA) with location at CALL (identified as CALL 2).

An additional 4 VTT stations were authorized by the US Army Training Support Center (ATSC) in September and will be installed at Fort Huachuca; OSIA (Dulles International Airport, Washington, DC); USMC 2nd Radio BN at Camp Lejeune; and at DLI (as DLI station 8). In addition, 5 PC-based desktop VTT stations with full VTT capability were approved for delivery to DLI in Jan 95 and subsequent installation at four locations outside of DLI and one at DLI. The desktop systems are intended for experimentation and for delivery of instruction to small groups not exceeding 4 students. Unlike the large VTT consoles, which use satellite communications, the desktops will use terrestrial links and are expected to perform at a communications cost of about 75 percent of that of the normal satellite link.



The Compression Labs Inc. (CLI) systems at all locations were replaced during March and May with a more advanced VTT system built by VTel, Inc. The main difference between the systems is a more detailed but easier to use room controller allowing the instructor to control multimedia programming both at the sending as well as the receiving site.

In August, the Army Training Support Center (ATSC) advised DLI that the T - 1 communications costs at Kunia (a dedicated high performance video and audio line) will be paid by ATSC in FY94. The estimated savings to Kunia, NSA and INSCOM is about \$180K annually.

The VTT studios were moved from buildings 418 and 234 to newly refurbished studios in building 637A and 637B in March 94. The move went smoothly with no interruptions of scheduled transmission due to down time. An open house and ribbon-cutting event for the new studios was held in July. Over 125 DLI and outside invitees witnessed the Commandant cutting the ribbon.

The cost for each VTT station remained at \$74,000 annually, which included the lease of each VTT station and the communications link.

The down time of VTT systems due to technical failure fell to below 1 percent of total broadcast time. Principal failure areas were in the VTel audio components and multipoint transmission to 2 or more distant locations.

The VTT contract remained under the direction of ATSC at Fort Eustis, VA, which also provided the Network Control Center (NCC) for scheduling and operation of the over 120 VTT stations in the ATSC net. The primary contractor is Oklahoma State University (OSU) with subcontractors, VTel for equipment, and Highs Communications for up- and down-link satellite communications.

Operations: The major units receiving VTT instruction were Fort Meade, Kunia, and OSIA. The main language offered was Russian, followed by Arabic and Spanish.

There were several significant cross-training and new acquisition training programs during the year. Cross-training of linguists in Czech, Polish, German, and Russian was provided in Spanish, Ukrainian, and Beloruss. A new 24-week acquisition training program for 18 Slavic language linguists at Fort Meade to Arabic delivered very good results.

### **Plans Shop**

During CY94, the Plans and Operations Division of ATFL-OPP provided language/linguist support to contingency operations in Haiti, to the Department of the Army Cold War Archives Conference, and to the Federal Emergency Management Agency (FEMA) disaster relief work in the aftermath of the Northridge earthquake.

From 22 Jan to 6 Feb, OPP responded to a tasking from TRADOC and direction from the Assistant Commandant, DLIFLC, to assist FEMA in providing emergency relief to victims of the Northridge earthquake. 54 Army and Air Force linguists were deployed from the Presidio of Monterey, along with a command/support staff of one officer and two senior NCOs. During

the deployment, various documents were faxed back to DLI for translation into Russian, Spanish, and Persian. OPP-PO served as the Emergency Operations Center for the operation.

From 18 to 27 Mar, OPP coordinated TDYs for eight DLI linguists (Russian, Polish and Czech) to support the US Army Cold War Conference in Washington, D.C.

Language survival kits similar to the ones created for the Somali and Serbian-Croatian languages in 1992-93 were developed for another 11 languages (Modern Standard Arabic, Iraqi Arabic, French, Dutch, Igbo, Kinyarwanda, Romanian, Russian, Spanish, Swahili, and Tagalog). This brought the total languages supported to 20 by the end of 1994, with an additional 20-plus language survival kits in development.

### **Other Programs**

Some other programs of note are our Translations Interpretation Service (TIS) efforts and the Video Teletraining provided to the On-Site Inspection Agency.

Translation Service: This included translation of briefing slides into Ukrainian for the Joint Chiefs of Staff and translation of documents connected to the World Trade Center bombings.

On Site Inspection Agency: One important program is the Video Teletraining we provide to OSIA in Russian. Courses are taught in terminology-specific language. Terminology specific language training includes

- Chemical Weapons terminology
- Speeches and briefs
- Start Treaty terminology
- Chemical Warfare Protocol
- Consecutive Interpreting
- NTT terminology
- NTT Protocol

## **II. Curriculum and Instruction (ATFL-DCI)**

### **A. Organization**

The Directorate of Curriculum and Instruction (ATFL-DCI) consists of three Divisions: Curriculum (DCI-C); Faculty and Staff (DCI-FS), which includes the Technology Training Branch (DCI-FS-TT); and Technology Integration (DCI-TI).

### **B. Curriculum Development**

#### **Basic and Intermediate Courses**

Throughout CY 1994, DCI personnel served in advisory and training capacities for course development projects in all seven of DLI's Schools. DCI personnel regularly reviewed and provided constructive feedback on all course development projects within these schools.

In addition DCI personnel continuously provided the course developer teams with training in course and lesson design, skill-level descriptions, and the process of selecting text content according to skill level. They also served as consultants in matters pertaining to the development of course syllabi and regularly provided a variety of custom-designed model lessons and innovative listening, reading, and speaking exercises. They were able to provide professional information in many areas to help the course developers enhance the format and content of their projects and ensure that the textbooks were of maximum interest to the intended audience.

DCI personnel cooperated closely with the respective Academic Coordinators and course development teams working on the following languages: Belorussian, Russian, Ukrainian, Intermediate Persian, and the Serbian/Croatian Conversion Course.

The Belorussian and Ukrainian Basic courses had to be developed as the faculty was actually teaching them. These courses are to serve as the basis for future refinements. As these two languages are taught a second and third time, the course materials and content will be improved upon and newer materials will be incorporated.

All Russian course development projects had been completed by the end of FY94. These consisted of the Russian Headstart Course, the Russian Basic Computer-Assisted Course, the Social Issues Course, and the Economics and History materials that accompany the last phase-weeks 37-47 of the Russian Basic Course. They also included Module Tests for the Culture and Area Studies Program, and Bridges (supplemental materials for the Russian Basic Course). Action has been initiated on copyright issues; these must be resolved before the books on Social Issues, Economics, and History may be disseminated for classroom use.

The Intermediate Persian course is based predominantly on authentic materials from various newspapers and magazines. For some learning tasks, however, no suitable authentic materials could be located, so the course developers have generated original materials to fill these gaps.

Completion of the Intermediate Persian Course is expected by the end of March 1995. It will then consist of four books: Family, Geography, Economy, and Politics.

The Serbian/Croatian Conversion course was designed to quickly retrain a number of linguists already qualified in Russian, Czech, and Polish quickly in Serbian/Croatian. The course was DLI's response to agencies' requests for a way to retrain their existing Slavic linguists immediately, thus expediting the deployment of Serbian/Croatian linguists.

The Serbian/Croatian Conversion course is slated to consist of six modules, each of which will encompass one core topic and up to three situational topics. The core topics are Geography, Military, History, Economics, Politics, and Ecology. The course is based predominantly on authentic materials and was planned to include a balance of Serbian/Croatian listening and reading texts from Bosnia and Hercegovina, Croatia, Dalmatia, Montenegro, and Serbia. Completion of the Serbian/Croatian Conversion Course is scheduled for the end of April 1995.

## **Proficiency Improvement Courses (PICs)**

DCI-C worked on four PICs during CY 94: French, Czech, Korean, and Persian. The French PIC Reading track consists of six Subcourses, each covering approximately 15 learning hours; proficiency levels range from 1 to 3. The completion in CY 94 of Subcourse 6 (proficiency level 3) also marked the completion of the French PIC Reading track. The other tracks were not completed due to lack of resources.

The Czech, Korean, and Persian PICs are still in progress. By the end of CY 1994, the Defense Language Institute had nearly completed a computer-assisted Czech language course, one in the series of PICs to be used for resident and non-resident students. The Czech computerized PIC provides about 80 hours of language instruction addressing language levels I+ to 2+/3. It is well suited as supplementary computer laboratory material for resident students, and is the kind of self-paced, individualized study needed by students already in the field. Five topic-oriented modules comprise the course: Geography, Ecology, Economics, Military, and Social Problems. The course includes authentic listening and reading texts from a variety of leading Czech newspapers and magazines. The texts consist of imaginative and challenging exercises, with FLO skills also addressed. Completion of the Czech PIC is expected in March 1995; it should be ready for the field by the end of FY 95.

## **FLO Tests**

DCI personnel monitored and provided quality control of FLO test development and continued lending needed assistance to test writers who were either delayed or needed to make certain changes in order to meet the standards established by DLI's administration. DCI curriculum specialists were involved in the FLO test development effort from the outset, working on the test specifications, the training of the test writers, and the actual development process in nine languages.

## **Copyright Issues**

The frequent use of authentic materials in DLI foreign language instruction has given rise to a number of copyright issues. The "fair use" provision for educational purposes in current copyright law does not extend to the republishing of copyrighted materials; DLI must secure permission to incorporate such materials from the copyright holders. DCI has closely cooperated with the Administrative Support Division (ASD) in diligently pursuing resolution of both old (BMLC) and new copyright issues. DCI has established a system that allows clear tracking of all copyright requests and the responses of the copyright holders. DCI also translates copyright request and response letters into English for the use of ASD.

## **C. Support Functions**

DCI-C provides support in two areas vital to the production of quality materials: editing and graphic arts.

## **Editorial Support**

DCI-C's editorial staff provided extensive support to numerous course-writing projects in 1994: Filipino; Korean Basic; the Korean PIC Workbooks; Persian; Russian Headstart; Spanish for Law Enforcement; Tagalog; Thai; the Czech computerized PIC; a series of FLO tests (Arabic, Dutch, Filipino, French, German, Hebrew, Italian, Japanese, Portuguese, Vietnamese).

The editors also wrote and/or edited some of the DLIFLC's most important administrative, pedagogical, and procedural documents: the two DLI Journals, *Dialog on Language Instruction* and *Applied Language Learning*; the *Style Guide for the DLI Journals*; the *Spanish DEA Pamphlet*; and the *General Catalog*.

## **Graphics Support**

The graphics/visual personnel supporting DCI made great strides in computer literacy in 1994, gradually supplementing their hand-drawn work with clipart, computer-generated artwork, and scanned material. The incorporation of computer techniques adds another tool with which graphics personnel can meet customer needs, and promises to expedite the process of providing illustrations for DLI's textbooks.

## **D. Special Forces (SOF) Project**

### **Basic Military Language Course (BMLC)**

The BMLC project officially ended on 23 December 1993. At that time the scanning of graphics had not been completed for all languages. From January through June 1994, two graphic artists completed the scanning of all graphics for the thirteen languages, and the complete courses were put onto optical disks.

The Culture Notes of the French course were rewritten and inserted into the course, and all of the audiotapes for the course were re-recorded.

Several departments at DLI decided to use BMLC materials as part of their Basic Course. The first to do this was one of the Spanish Departments, followed by one German class. The Vietnamese Department decided to use their two development years to produce listening materials to supplement listening exercises for the BMLC course, which it had adopted as its Basic Course. The Thai Department also decided to use the BMLC Thai as its Basic Course. Two course developers, appointed in September, began producing supplementary listening materials in Thai similar to the Vietnamese materials.

### **Special Forces-Computer-Assisted Study (SOF-CAS)**

A team of five DCI-TI specialists was tasked with modifying, debugging, and enhancing the approximately 4,500 computerized exercises that DLI developed for Special Forces. The effort began in January 1994 and was completed in October 1994.

The primary goal of TI's effort was to uncover flaws in reliability or content in a multimedia product that is sophisticated by present-day standards. The probability of locating errors stemmed from an unusually ambitious undertaking being completed within tight deadlines by course writers who, for the most part, were only beginning to use ToolBook programming.

The SOF-CAS modifications project was completed on schedule with exercises estimated to be 99 percent reliable, where reliability is defined as an exercise successfully performing as intended. A considerable number of DLI instructors assisted the project by proofreading passages and by voicing or checking listening passages.

After SOF-CAS exercises were checked for reliability and in many cases improved, TI specialists mastered the process of duplicating CD-ROMS. With existing equipment, copying one disc takes approximately one hour.

TI agreed to a special request from SOF to modify, correct, and enhance portions of the Czech and Russian BMLC textbooks. The Czech revisions were completed by Mr. O. Klier, who was lent to TI from SEB. The effort lasted three months and required both electronic scanning and the use of an optical disc. The Russian revisions were completed by TI personnel.

CAS-related projects initiated by Technology Integration in 1994 and presently continuing include (a) creating CAS exercises to accompany the Spanish Interactive Videodisc (IVD); (b) developing a CAS component for the new Serbian/Croatian Course; (c) converting Spanish Headstart (Panama) to a CAS format; and (d) assisting/monitoring the Czech computerized PIC effort, which builds on the ToolBook programming experience gaining in the development of the BMLC-CAS.

## **E. Center for the Advancement of Language Learning (CALL) Projects**

### **Course Development**

Dr. Martha Herzog, Dean, DCI, served as DLI's Focal Point Officer for course development projects and faculty training funded by CALL. With the Provost serving on the CALL Executive Committee, DLI received \$125,000 for in-house development of the Ukrainian Basic Course, \$180,000 for contract Persian Basic Course development, \$94,500 for Persian PIC development, and \$94,500 for Korean PIC development. These projects are important parts of an effort to develop materials that can be used by all four government language schools.

The four government schools reviewed and monitored CALL course development projects. DCI personnel were heavily involved in both reviewing and monitoring; their skills and knowledge were elicited through telephone conference calls, tele-video conferences, and TDY trips to various locations throughout the U.S. to confer with the other schools and CALL, and to assist and train course developer teams and contractors. Some of the DCI curriculum specialists served as Team Leaders for specific languages, and provided useful support for team leaders in the other government schools. Curriculum Division personnel serve as government reviewers on the Arabic, Armenian, Cantonese, Georgian, Persian, Serbian/Croatian, Turkmen, and Vietnamese projects. In June, five members of the

Curriculum Division attended meetings in Washington between CALL contractors, new and old, and representatives of the four government language schools.

In their consultant capacity, DCI personnel frequently traveled to various locations to evaluate or redirect the progress of on site-projects or to train potential SMEs (Subject Matter Experts) embarking on the development of a language course for CALL. DCI personnel participated in conferences designed to provide guidance and/or training, and helped direct old (1993) and new (1994) CALL projects by supporting and informing the development teams.

**Syrian Arabic:** This course is designed to produce ten Modules based on sets of authentic scenarios in Syrian Arabic presented on videotape. Each module is developed around a Matrix Video, which serves as a framework for exercises in listening, speaking, reading, and writing, aimed at teaching Syrian Dialect and improving users' skills from the 1+ or 2 level to the 2+ or 3 level. Each module has seven interrelated components:

- I. Matrix Video and Audio tape
- II. Transliterated and Translated Text
- III. Student Workbook
- IV. Answer Book
- V. Resource Book (Transcription, Culture, Grammar, Glossary)
- VI. Teacher's Guide
- VII. Supplementary Texts

The full course covers approximately 200 hours of classroom work. About one-third of the course has been developed.

**Cantonese:** This is designated as an intermediate course and is designed for the student who is between I+ and 3 in speaking Cantonese. Reading Chinese is not touched upon in this course. The material will be sufficient for 600 class hours. The lessons are built around soap operas broadcast on Chinese TV stations in Canton. Video clips from the episodes are the basis of introduction to the material. The pedagogical materials used in the classroom and as homework are based on these clips. The principal soap opera is entitled "Kaleidoscope" and consists of 103 episodes.

**Georgian:** This is a basic course, designed to bring a beginning student to level 2 in speaking. The introductory element of each lesson will come from Georgian films. The material will suffice for 600 classroom hours. Listening, speaking, and reading will be stressed throughout the course.

Faculty and Staff coordinated and helped design three CALL-sponsored courses: The Korean Interactive Video Workshop (24 hours) and Models of Teacher Supervision (4 hours) in April 1994; and Simulation and Gaming in Teaching a Foreign Language (12 hours) in September 1994.

## **Materials Collection Trip to Eastern Europe**

Between 19 and 30 September 1994, Gordana Stanchfield, Supervisory Training Specialist, DCI-C, traveled to Eastern Europe to collect language materials and resolve copyright issues relating to authentic language broadcasts and publications. The trip was funded by CALL and included the Eastern European cities of Warsaw, Poland; Kiev, Ukraine; and Minsk, Belarus. Dr. Stanchfield worked on the problem of obtaining copyright permission from national and private TV stations in Warsaw, Kiev, and Minsk. In all three cities, the goal was to make broadcast material legally available for course development projects being initiated by CALL. She also sought out sources of and collected authentic materials related to "uncommonly taught languages" that could be useful to CALL and DLI.

The following broadcast topics were of special interest to CALL and DLI:

- Privatization
- Environmental Protection
- Energy problems (e.g., Chernobyl)
- Advertisements/Animation/Cartoons
- Weather reports
- Discussions and interviews about current events
- Social Problems (e.g., drugs, alcohol, AIDS, unemployment)

In Warsaw, the National TV Station appeared quite ready to consider an agreement; in Warsaw, Kiev, and Minsk the ground was broken via preliminary talks. Negotiations continue with all three national TV stations for copyright permission for broadcast materials.

Some benefits that came out of this trip involved the resolution of newspaper copyright issues by hand-carrying the copyright requests and acquiring signed agreements.

Numerous materials, books, magazines, newspapers, audiotapes, and maps were purchased for use by both the Course Development Projects and in the classroom in the four government schools (DLI, FSI, CIA, and NSA). A Belorussian instructor at the DLIFLC had directed Gordana Stanchfield to a citizen of Minsk who was able to collect several hours of segments from authentic Belorussian TV programs for her on videotape. CALL is investigating acquiring additional materials from Belarus TV, and has funded the cost of video and printed materials purchased in Warsaw, Kiev, and Minsk.

Belorussian faculty members have been especially grateful for materials acquired for them in Minsk, since they have no access to listening comprehension materials.

## **F. Guest Speakers**

DCI-FS sponsored three guest speakers in August 1994: Dr. Nina Garrett of George Mason University presented a lecture entitled "A Different Slant on Error Correction"; Dr. Randall Lund of Brigham Young University presented two 20-hour iterations of his workshop, "Second Language Listening from Design to Delivery"; Dr. Robert Fisher of Southwest Texas State University conducted an eight-session series of four-hour workshops entitled "Teaching Listening Comprehension."



## G. DLI Template Library

Computer-assisted language instruction has been revolutionized by the appearance of authoring systems such as HyperCard, SuperCard, and Multimedia ToolBook. These products construct a friendly graphic user interface (GUI) for the programmer. The GUI features built-in painting or drawing tools and word-processing capabilities, plus objects such as buttons and fields that can be programmed by writing scripts consisting of statements similar to English phrases. Constructing a GUI in a more traditional language such as Pascal or C is a time-consuming task requiring detailed knowledge of the computer's operating system. The new authoring systems lift this burden, making the writing, debugging, and modification of programs faster and easier, and accessible to more people, than ever before. Foreign-language educators have been quick to see the potential of these authoring systems. DLI's groundbreaking BMLC-CAS, part of the SOF Project, was designed and developed in Multimedia Tool Book.

However, even these relatively simple and user-friendly authoring systems can seem bewilderingly complex to people unfamiliar with computer programming. The sheer number of features and capabilities can be overwhelming. Scripting commands may resemble English, but scripting rests on the same principles as traditional programming, and requires the same stringent logic and attention to detail. Before using one of these systems to write educational software about their area of expertise, subject-matter experts must also become experts in using the authoring system, and the learning curve is fairly steep: New users of ToolBook, for example, typically require weeks of intensive training before they can even begin to write truly useful programs.

The next stage in the evolution of these authoring systems would handle all programming tasks automatically, leaving the user free to concentrate on the subject matter rather than on the authoring system. For the language education profession, that stage has been reached: DCI-FS-TT has developed the DLI Template Library, which finally makes the vast potential of ToolBook fully accessible to non-programmers.

Using easy-to-follow on-screen instructions, the Template Library guides the developer quickly and simply through the once agonizing task of lesson creation. The writing of scripts has been virtually eliminated; the only computer skills necessary are those involved in word processing. The Template Library features the ability to move and rearrange text, pictures, and other on-screen objects; access to an extensive picture/clip art library; a sound recording studio and clip maker; and a helpful template-within-a-template called the "LessonMaker." The DLI Template Library can create exercises for any language for which a functional font set is available under Microsoft Windows version 3. 1.

The Template Library is a good programming aid, but it is also much more: The 60 interactive, proficiency-based foreign-language activities are organized according to Harmer's teaching model (Lead-in, Tasks, Follow-up) and range from multiple-choice and true/false formats to such advanced tasks as report writing, extracting essential elements of information, gisting, and summarizing. The activities also include a strong FLO component. The Template Library has thus very aptly been described as a marriage of technology and methodology.

The Template Library can be put into immediate use for daily preparation, the development of FLO-oriented "Bridges," and the design of enhancement and remedial materials for

independent study. As the Template Library expands, it can easily become the basis of more complex curriculum development projects as well. In addition to the obvious benefit of accelerating the design process, the use of the Template Library has slashed required training time for ToolBook developers from three weeks to three days.

By November 1994, the DLI Template Library entered the final stages of its first version. It was field-tested at DLI during preliminary workshops presented by the TT staff to

1. DLIFLC faculty and staff, including one Academic Coordinator, one Curriculum Specialist, one Information Management Officer (IMO), one Military Language Instructor (MLI), and a Curriculum Development Team
2. Four NASA teachers
3. A representative from Fort Drum

During the 1994 Christmas holidays, there were two DLI Template Library Workshops. Mobile Training Teams also conducted template training at other locations (see Mobile Training Teams, below). December also saw a cooperative development effort between Technology Integration and Technology Training. Two representatives from TI worked with TT, discussing and laying out workshops that would introduce DLI faculty to the Template Library. Workshops were planned both for audiences already familiar with the ToolBook Windows/DOS format and for those with no prior knowledge. Following this initial session, the TI representatives were involved in two ongoing TT workshops as trainees and co-facilitators.

TI specialists also assisted TT in training faculty members in using ToolBook-based templates to create CAS exercises.

## **H. Mobile Training Teams (MTTs)**

### **Training**

DCI-FS supported the following requests for teacher training by sending MTTs to provide the Instructor Certification Course (ICC) at three locations during 1994:

1. Saudi Arabia (one week)
2. Fort Bragg (two weeks)
3. Fort Gordon (one week)

During the development of the Template Library, Ludgate and Koppany of DCI-TT were asked to conduct training in the field. Their MTTs took them to

1. the I Corps at Fort Lewis twice (Introduction to ToolBook, Intermediate ToolBook, and the Varosh Template)
2. the III Corps at Fort Hood (Introduction to ToolBook and Intermediate ToolBook)

3. Lackland Air Force Base-Medina (Introduction to ToolBook and Intermediate ToolBook )
4. the 407th MI BN, Corozal, Panama City, Panama (Teacher Training and Introduction to the Varosh Template )
5. Washington, DC (CALL-sponsored training: Introduction to ToolBook, the Varosh Template, and an early introduction to the DLI Template Library )

TT has carried out weekly follow-on training over the telephone with Lackland Air Force Base-Medina personnel, who are developing foreign language activities for a curriculum on the computer.

### **Development**

Steve Koppany of DCI and Dr. Maurice Funke, Academic Coordinator of East European I (SEA), facilitated a Train-the-Trainer workshop for the 10th Special Forces Group (SFG), Fort Devens, Massachusetts; and an Instructor Training Workshop for the 10th S.F., Fort Carson, Colorado. Koppany and Funke developed a comprehensive "16-Week Program of Instruction," which can serve as a model curriculum for any refresher program. It has been shared with Faculty and Staff and distributed to other DCI staff and to the Academic Coordinators of each DLI language school.

### **1. Video Teletraining (VTT)**

#### **Training**

Steve Koppany facilitated one VTT: Teacher Training workshop, assisted by Solfrid Johansen of DCI-FS and Kitako Henderson, a former OPP VTT trainer.

#### **Development**

In December 1994, TT staff joined forces with two members of Faculty and Staff to design and discuss a teacher-training packet for resident and non-resident VTT trainers.

### **J. Other Training**

TT designed a short course entitled *How to Produce Audio Tapes Effectively*, which was presented to two schools on Blood Days and is currently offered to all schools upon request.

FS has developed a new one-week workshop, *Helping Students through Meaningful Feedback and Counseling*, in order to improve the effectiveness of student counseling at DLI. This workshop familiarizes participants with the phases of the counseling process, the use of data-gathering instruments, and student learning styles and strategies. The workshop was presented five times during 1994. FS also offered the Skill Level Descriptions course; courses in teaching listening comprehension, reading, and speaking; a course in teaching the Final

Learning Objectives (FLOs); and nine ICC courses. ICC participants included representatives of CLPs from Florida, Korea, and Japan.

### **III. Evaluation, Research, and Testing (ATFL-ES)**

#### **A. Overview**

As indicated by its operational title, the directorate is organized into three divisions: Program Evaluation, including both "internal" and "external" evaluation activities as well as test administration; Research and Analysis, involving applied research on language learning and associated data analysis activities; and foreign language testing, including both general proficiency testing under the Defense Language Proficiency Test (DLPT) program and the recently introduced testing of Final Learning Objectives sub-skills (FLO testing program). Following an overview of significant activities of the directorate administrative staff, major initiatives and accomplishments in each of the three divisions during calendar year 1994 are described below on a by-division basis, each sub-divided into (a) significant personnel actions within the division, (b) major operational programs/projects, and (c) "other activities" worthy of note.

#### **Directorate Activities**

One of the major activities of the directorate administrative staff during 1994 was participation by the Dean, Dr. John Clark, in the planning and development of a multi-year interagency project coordinated by the Center for the Advancement of Language Learning (CALL) to develop a "Unified Testing Plan" for language skill evaluation within the federal government. From June through October 1994, Dr. Clark carried out extensive TDY travel to CALL (located in the Washington, D.C., area) to serve as a senior associate to the CALL director and to work with CALL staff and other agency representatives on uniform testing and tester training procedures for speaking proficiency assessment based on the Interagency Language Roundtable (ILR) language skill definitions. The result of this collaboration was a 38-page Test Specifications document providing the framework for uniformly-conducted interagency tester training in Spanish, Russian, and Chinese (and ultimately all agency-taught languages). Adequacy of the training and equivalence of the testing results across agencies will be investigated in a multi-year (through 1997) "comparability study" in which a large number of examinees in each of these languages will be repetitively tested by teams from each of the four major agencies involved in speaking proficiency testing. This testing will be followed by detailed statistical comparison of the testing results, to determine the extent to which equivalent scores are produced across the participating agencies. Although interagency equivalence in testing/scoring is the main thrust of the CALL study, DLI will benefit locally by taking the opportunity to thoroughly examine and fine-tune its own tester training materials and training protocols to align them with the most current concepts and procedures as elaborated under the CALL project.

## **B. Evaluation Division (ESE)**

### **Programs**

With regard to internal evaluation, in 1994 we emphasized the use of the Automated Student Questionnaire (ASQ) as a command management tool by personally briefing the Command Group monthly. These briefings led to the creation of several Commandant-directed Task Forces to solve critical problem areas identified through the ASQ. These included the Provost's grading and testing system, tape quality within the schools, and the Oral Proficiency Interview (OPI) testing program. Over 2,380 students took the ASQ and generated more than 24,000 pages of comments for analysis.

We also developed an Interim Student Questionnaire (ISQ) to complement the ASQ for administration during the course, a Command Student Questionnaire for possible use by other TRADOC schools, and an External Student Questionnaire for use in DLI-sponsored MTT and VTT courses.

During 1994 the DLIFLC External Evaluation Branch (EE) participated in Field Assistance Visits (FAVs) to approximately 15 language training sites ten locations and participated in a Staff Assistance Visit and a SIGINT Training Advisory Conference at Goodfellow Technical Center (GTC). The branch also streamlined the FAV evaluation reporting system and the Feedforward/Feedback (FF/FB) system. It integrated FF/FB into the DLIFLC Local Area Network, initiated format conversion to Paradox for Windows, and entered all DLIFLC students into the database for use by organizations other than GTC. Important innovations the branch instituted were the integration of FF/FB data into the Commandant's Automated Student Questionnaire briefings and the creation of the automated Integrated Data Analysis System (IDAS) to track and report on issues across all evaluations.

The Test Administration branch administered 44 Defense Language Aptitude Battery (DLAB) tests, and 2,818 Defense Language Proficiency Tests (DLPTs) this year. This branch also played a critical role in planning for the administration and scoring of the new Final Learning Objectives (FLO) tests and in making significant changes to the OPI system through its participation on the OPI Testing Task Force.

## **C. Research Division (ESR)**

During CY94, the Research Division, now known as the Research and Analysis Division, engaged in a wide range of new and ongoing initiatives, and did so with a very small staff consisting only of a GM-13 Director, three GS-12 Researchers, and a GS-5 Secretary. Activities and accomplishments are grouped into four broad categories for this discussion: activities pursuant to the new technology transfer mission, major on-going research and analysis projects, new research initiatives, and coordination and outreach activities.

### **Technology Transfer**

As a federal laboratory, DLIFLC is both authorized and required to seek opportunities to share government-developed technology with private-sector partners, which may be either for-profit

or non-profit in nature. Having been authorized as a federal laboratory and research center for technology transfer purposes in October 1993, DLIFLC continued its efforts to identify relevant DLIFLC technologies and potential partners. Major activities included obtaining additional training in copyright and trademark issues, demonstrating DLIFLC technologies at the annual meeting of the Computer Assisted Language Instruction Consortium (CALICO) and at the Asymetrix World Developers' Conference, attending the major fall meeting of the Federal Laboratory Consortium, and developing a marketing flyer which was disseminated widely at several national-level conferences. A major accomplishment was the drafting of a licensing agreement between a major publisher and DLIFLC for use of the "Listening & Reading Book Templates," user-friendly templates for the production of computer-based language learning activities. The draft agreement is now being reviewed by the publisher.

### **Major On-Going Research and Analysis Projects**

Language Skill Change Project (LSCP): After very careful editing, including the preparation and staffing of specific recommendations, the Final Report Series was published and distributed in September 1994. The report series, consisting of seven stand-alone reports plus appendices and a comprehensive executive summary, was distributed widely throughout the Defense Language Program, including the offices of the Executive Agent and of DLIFLC's functional sponsor at the Department of Defense; copies were also furnished to the Foreign Language Committee of the Director of Central Intelligence (DCI). In addition, major LSCP findings were briefed at the DLIFLC Annual Program Review in March. The reports have been very well received, and selected prepublication findings were cited in the reports of the DoD Inspector General (1993) and of the General Accounting Office (1994) following their assessments of the various components of the Defense Language Program.

Defense Language Aptitude Battery (DLAB): During the first nine months of 1994, validation data on the revised DLAB, known as DLAB 1.5, were collected at DLIFLC by retesting approximately 2230 entering students who had previously taken the current DLAB. Although we are still awaiting the availability of criterion data for all examinees, limited data analysis has been initiated, and detailed analysis plans have been prepared. Meanwhile, DLIFLC participated in the Language Aptitude Invitational Seminar (LAIS) convened in September 1994 by the Center for the Advancement of Language Learning. Research Division personnel presented or co-presented in a total of four sessions during the two-day seminar, and also assisted CALL in rating all proposals for session presentations. Earlier, in June 1994, the Research Division convened round-table discussion at a meeting of the CALL Research and Development Board to discuss language families, language difficulty categories, and their implications for improvement language aptitude assessment, including by-language prediction. Information discussed and generated during this session led to certain of the LAIS sessions and laid the conceptual foundation for on-going research efforts in this area, including liaison with national and international experts.

Analysis and Database Maintenance: A major ongoing mission area within the Research and Analysis Division is that of maintaining historical student databases and linking them with selected elements of additional databases maintained by the Defense Manpower Data Center (DMDC). During 1994, the data sharing agreements and procedures were reviewed and documented in a report compiled jointly in June 1994: DLIFLC-DMDC Student Database Documentation, Shaw (DLIFLC) and Christie (DMDC), Research and Analysis Division

Report No. 94-01. In addition to database maintenance, this mission area included performing analyses to support user queries, official Division studies, and studies directed by the DLIFLC command group or other DLIFLC units. During 1994 such projects included providing a breakdown of Russian military linguist data to the On-Site Inspection Agency, performed extensive SAS and SPSS analyses of the post-wide DLIFLC Personnel Survey, and developing programs to assist a Spanish Department in randomly assigning test items to subtests.

CALL-Related Activities: The Research and Analysis Division continued to participate in the CALL Research and Development Board, through which it received funding (\$90,000) to execute two projects on behalf of the CALL community. The first project called for the development of a controlled access electronic bulletin board to facilitate the exchange of sensitive (but not classified) research data among agencies. A contract was competitively awarded in September 1994, and delivery was accepted in January 1995. DLIFLC personnel worked closely with the contractor during the development period to ensure delivery of a satisfactory product. The system was demonstrated and appropriate deliverables distributed at a meeting in February 1995 at CALL; both CALL and its member agencies were pleased with the product. The second project called for the development of computer-based multimedia testing and opinionnaire templates. It was decided to accomplish this work using on-board personnel rather than by contract, and significant progress was made during 1994. The project will be completed during 1995.

### **New Research Initiatives**

During 1994, work was begun on numerous new projects of varying nature, complexity, and duration. The primary ones are described here.

Language Choice and Performance: In response to interest by school deans and command group personnel, the Division examined the relationship between course outcomes and self-reported satisfaction with the language one had been assigned to study. Results (that there was very little relationship) were published in *Language Choice and Performance* (Jackson and Shaw), Report FY95-01, November 1994.

Language Codes, Difficulty Categories and Related Language Queries: The Research and Analysis Division took the lead and coordinated DLIFLC efforts in responding to Department of the Army requirements for clarifications in the preparation of a definitive list of all languages for which proficiency pay would be authorized. Because of changing world conditions, a number of languages were being considered for the first time, requiring the creation of unique new codes as well as decisions regarding the new entry's status as a stand-alone language as opposed to a dialect of or alternative label for an existing entry. Army satisfaction with the results of this task led to subsequent Army requests for quick-response assistance in researching the kinds of languages spoken in certain world areas, e.g., Rwanda, Jamaica, and Haiti.

Evaluation Research Studies of New DLI Initiatives: In May 1994, DLIFLC began a 24-week course via video teletraining to retrain a number of Army linguists from other languages into Arabic in order to assist INSCOM in meeting certain operational requirements. Because of the uniqueness of this training challenge, the Research and Analysis Division was tasked with monitoring the activity and assessing its effectiveness. Division personnel also assisted school

personnel in preparing for the training by sharing lessons learned from the evaluation study of the 24-week Arabic courses launched during Desert Storm. Particular emphasis was placed on encouraging the teaching team and the students to capitalize on the fact that the students had already acquired good language learning skills. At the conclusion of the VTT training in December, DLPT results were quite encouraging. Of particular interest was the fact that this study offered an opportunity to examine whether highly motivated and previously successful military linguists could be successful in learning a new language for which their language aptitude scores, obtained prior to their study of their prior language, would not have qualified them. Tentative results support this hypothesis. The final report will be published in 1995.

New Projects: An evaluation research study of immersion training, a similar study of cross-conversion training, and the development of a multimedia pretraining language awareness course to help new trainees prepare for their intensive language learning experience.

### **Research Coordination, Professional Service, and Outreach Activities**

Throughout 1994, members of the Research and Analysis Division continued to provide consultative, coordination, outreach, and other professional services to members of the DLIFLC staff and faculty as well as to outside entities, both governmental and non-governmental. Examples include a new liaison with the TRADOC Battle Laboratories network, established in January when the Director of Research was named as the DLIFLC point of contact to participate in regular information-sharing video teleconferences, and the Director's assumption in November of the role of Chair of the Research Special Interest Group (SIG) within the American Council on the Teaching of Foreign Languages (ACTFL). Other Division members also participated in the ACTFL SIG and in reviewing manuscripts for professional journals.

### **D. Testing Division (EST)**

#### **Programs**

DLPT Development: During this calendar year, the Testing Division completed DLPT IV batteries in Greek and Russian and started development of new DLPT IV projects in Thai, German, Polish and Portuguese. For any given language, a DLPT IV battery includes two forms of listening tests, two forms of reading tests, and four forms of a tape- and booklet-mediated speaking test. A list of the languages for which development of a DLPT IV battery was either completed or in progress in CY 1994 and their projected completion dates are as follows:

#### **DLPT IV BATTERIES COMPLETED**

GREEK DLPT IV  
RUSSIAN DLPT IV\*

#### **DLPT IV BATTERIES IN PROGRESS**

GERMAN	Jul 1995*
PERSIAN	Dec 1994**
POLISH	Jan 1996*
PORTUGUESE	Apr 1996
SERBIAN/	



CROATIAN	Jun 1995
THAI	Nov 1995
UKRAINIAN	Dec 1994
VIETNAMESE	Aug 1995

\* Represent subsequent versions of the DLPT IV batteries which are developed to maintain content timeliness as well as test security.

\*\* Additional test items were drafted to develop three departmental tests.

Final Learning Objectives (FLO) Test Development: During the calendar year, the Testing Division completed and implemented computer-administered standardized FLO Test batteries in five languages: Korean, Polish, Russian, Spanish, and Vietnamese. These tests, which represent the first group of standardized FLO tests to be implemented at DLI, are performance tests intended to assess skills specified in the final learning objectives of the Cryptologic and General Intelligence training systems. For any given language, a FLO test battery consists of the following tests: Elicit Bio-Data, Two-Way Interpretation, Number Transcription, Text Transcription, Reading (Print material), Reading (Handwritten notes), Listening (Summarize), Listening (Answer content questions), Translation (English into target language), and Translation (Target language into English). With the exception of the first two tests, Elicit Bio-Data and Two-Way Interpretation, all FLO tests are recorded on CD-ROMs and administered in the directorate's computer labs in Building 631. Student responses, written in hard-copy booklets, are scored by trained scorers. The first two tests, Elicit-Bio-Data and Two-Way-Interpretation, are also developed by the Testing Division, but area administered at the department where the test language is taught. Also during the year, the Testing Division started the development of FLO tests in four additional languages: Arabic, Chinese, Filipino, and Persian. A list of the languages for which development of FLO tests was either completed or in progress during CY 1994, along with their projected completion dates, are provided below.

#### FLO TESTS COMPLETED

KOREAN	Nov 1994
POLISH	Nov 1994
RUSSIAN	Nov 1994
SPANISH	Nov 1994
VIETNAMESE	Nov 1994

#### FLO TESTS IN PROGRESS

ARABIC	Feb 1995
CHINESE	Feb 1995
FILIPINO	Feb 1995
PERSIAN	Feb 1995

Tester Training: The Language Proficiency Tester Training branch is responsible for training and maintaining a cadre of approximately 300 testers in 28 languages. During CY 1994, the trainers conducted 22 workshops. Twenty new testers in five languages were trained and certified in four 80-hour workshops. Sixty-one testers in twelve languages participated in the recertification and refresher training presented in seventeen 40-hour workshops. In addition, the Tester Training branch assumed responsibility for training faculty members to administer the Elicit Bio-Data portion of the FLO test battery.

As one of the agencies participating in the earlier-mentioned CALL oral testing study, DLI has contributed considerable resources to this project. In addition to the directorate dean, Testing Division trainers provided major support. The chief of the Tester Training branch and another senior trainer worked on-site at the CALL offices for five weeks during the summer, together with trainers from the other participating agencies, to train the first group of testers participating in the Spanish portion of the comparability study.

In the summer of 1994, the Commandant created an Oral Proficiency Task Force to make recommendations about all aspects of testing speaking. The EST-W trainers were part of that task force along with representatives of Test Administration and the Schools. The Task Force looked at test administration and training issues for the institute as a whole and presented a proposal to the Commandant in the Fall of 1994. The Task Force allowed School and EST representatives to become more aware of each other's perspectives and to propose joint solutions to problems common to both organizations.

### **Other Activities**

In July 1994, the Testing Division administered the Spanish DLPT IV listening and reading comprehension tests to 29 students at the University of Iowa as part of a study designed to determine how students studying foreign languages in typical academic settings perform on the DLPT by comparison to students in the DLIFLC program. Preparation of the study report is in progress.

Toward the end of the summer of 1994, EST was tasked on short notice to develop Constructed Response Tests in Listening and Reading in Belorussian. This project was developed and implemented with the help of several members of the Testing Division and two SMEs from the department.

## **IV. Languages Schools**

### **A. Asian I**

1994 was a busy year at Asian School I. Changes in personnel, reorganization, and recognition abounded within the various departments. The events we have chosen to highlight break down into two categories: new personnel and major projects.

A total of 21 new instructors joined the teaching staff at Asian School I. This includes 8 instructors for Chinese B department, 3 instructors to the Japanese Department, 7 instructors to the Vietnamese department, and 3 instructors to the Thai Department.

Many academic changes also took place in Asian I during 1994. The Filipino department was busy writing new FLO tests. This task was completed by Mrs. Linda Seldow and Mrs. Magdalena Lasconia. Mrs. Seldow and Mrs. Avelina Estella also completed workbooks for the Basic Course in Tagalog. In the Vietnamese department, Mr. Nguyen Vy and Mr. Toan Tran were tasked with producing supplementary materials for the "Special Forces Vietnamese Basic Course." This project was started in April and materials from it were utilized beginning in July 1994. In the Japanese department, internal FLO tests were developed by Yoshiko

Beyelia and Eiko Kraynak, and completed in August, and were administered for the first time in September. The Chinese department continued to grow and, in order to facilitate management of the program, an additional department was created in May with the appointment of Meei-Jin Hurtt as chairperson. The CA-CB teaching teams expanded from 5 to 7 during the course of the year.

Asian School I is proud of the achievements of its faculty and students. In terms of language proficiency, it should be noted that of the five languages taught, four improved proficiency levels attained by students in comparison to last year.

## **B. Asian II**

Shortly after their arrival in the school, the new staff conducted a complete curriculum review. All teachers were observed to determine the kinds of materials they were using in the classroom and the range of techniques they employed to implement those materials. A working group was assembled to review textbooks, including those in use in the program and other commercial texts published in Korea.

A determination was made that the textbooks had various shortcomings. The DLI textbook, while adequate at the time it was designed in the early 1980s, was no longer valid in terms of the content required for level 2 proficiency as well as in terms of current learning technologies. Commercial texts were all designed for use in country, where the learner is surrounded by authentic language input and needs a textbook primarily to lend structure to that input. Hence commercial textbooks were seen to lack the authentic material needed for creating a whole-language experience in a foreign language classroom. In all cases, the area of grammar was problematic, with no consistent agreement on what distinguishes generalizable structural features from particular vocabulary items, or on the terminology to describe the features.

The decision was made to focus primarily on writing a new textbook. The textbook differs from more traditional curricula in its basic design. It is constructed on the principle that acquisition begins with the receptive skills of listening and reading and happens most effectively in meaningful contexts derived from the use of authentic texts. In the new textbook, authentic materials such as newspaper advertisements, television and radio news reports, and telephone conversations are used from the very beginning. Although the organizing principle of the textbook is grammar, elements of structure are integrated with topics, functions, and vocabulary to create meaningful, real-world contexts.

Traditional teacher-dominated activities are replaced by small-group activities that see students working together to solve problems, with the teacher facilitating. Activities that focus on the manipulation of information, engaging learners' background knowledge, with tasks based on higher-order thinking skills predominate over but do not completely replace activities that focus on repetition and the manipulation of form. Subskills such as gisting, transcribing, and translating are incorporated into many activities. Although writing is not tested in the Defense Language Proficiency Test, guided writing is used throughout to enable task accomplishment. The homework component of the textbook focuses on listening comprehension, which is consistent with both the basic premise of language learning and the more immediate performance needs of the teachers.

Grammar is being rewritten in language accessible to American teachers with little or no linguistic training. Learners are also helped by the inclusion at every step of techniques to develop learning strategies. Those with an inclination to visual, analytical modes of learning are shown ways to access materials from an auditory, global approach, and vice versa.

The school staff is confident that the implementation of the new textbook, together with intensive training of the faculty in its use, will result in the proficiency levels field linguists require to do their jobs.

### **C. Middle East I (ME1)**

#### **Student Training**

During 1994, ME1 graduated a total of 307 Basic Course students (262 in Arabic and 38 in Greek, Hebrew and Turkish; plus 7 intermediate students in Arabic and Hebrew).

Proficiency results for FY 94 showed 47.3 percent of Arabic students achieving level 2/2/2. In the Multi-Language Department, 100 percent of Greek students, 70 percent of Hebrew students, and 46 percent of Turkish students achieved level 2/2/2 proficiency.

The school offered Arabic and Greek refresher training to Ft. Meade, MD, and other installations through the VTT medium. A 24-week Arabic Conversion Course was taught successfully to Ft. Meade students as well.

All incoming students received four orientation workshops (seven hours total) from the Academic Coordinator, Ms. Sabine Atwell, in skill level description, reading strategies, listening strategies, and in the DLPT and FLO testing system.

#### **Instructor Training**

All teachers took the Final Learning Objectives (FLO) workshops during the course of the year. Furthermore, both teachers and students were briefed about the FLOs in two-hour sessions between April and June.

All new faculty, full-time and intermittent, completed the required Instructor Certification Course (ICC). Additionally, eleven new faculty received two-hour weekly training from August to December in listening and reading skills, counseling, testing, and classroom management by Ms. Sabine Atwell.

#### **Curriculum**

Internal FLO subskill tests were developed in Arabic and Hebrew. Greek and Turkish are currently under development. The first students to take these ten subskill tests were the October Arabic and Hebrew graduating classes.

Under the guidance of the Academic Coordinator, the Arabic faculty developed a set of materials at level 2 for all the FLO subskills. They are being used as classroom practice materials by the faculty.

In view of the change in dialect requirements to 50 hours per dialect with emphasis on recognition and discrimination, a new dialect course (in Egyptian, Syrian, and Iraqi) was developed jointly with ME2. A final test was completed jointly as well.

In November, ME1 began revision of the first seven Arabic tests.

The Greek Branch had received one course development workyear, which was expended in reviewing, correcting, and revising Semester I Modules V-XI of the new Greek Basic Course being developed under contract.

The Turkish Branch made some revisions and corrections to its new Turkish Basic Course.

#### **D. Middle East II (ME2)**

Having just been established in October 1993, ME2 has quickly expanded to become the largest school at the DLIFLC. Its original 87-member faculty quickly increased to a force of 103 full-time instructors, and the student population reached more than 460 by year's end. This rapid growth in overall size, including a large number of newly-hired instructors, posed a number of unique problems for the fledgling school, including space shortages and additional training requirements. Both language programs, Arabic and Persian, underwent growth, and by year's end new program input had filled up all classroom and office spaces allocated under the 1993 reorganization. In April, ME2's Arabic program was large enough to create an additional Arabic department, resulting in 5 language departments for the School - four Arabic and one Persian department.

ME2 graduating students achieved record DLPT proficiency results in FY94. In Arabic, where measured proficiency levels had been steadily declining since 1991, an increase of nearly 6 percent (from 44 percent to 51 percent) in 2/2/2 proficiency results was realized. The Persian program also experienced a very successful year as it continued its steady climb in proficiency by raising its students' 2/2/2 results from 51 percent in FY93 to 56 percent in FY94. In addition to the overall effort and hard work exhibited by ME2 faculty personnel, a number of factors contributed to the School's success. Among these factors was the emphasis on high academic standards, split-section training, increased learner-focused instruction, and earlier identification and assessment of student learning deficiencies.

As a result of intensive internal review, several decisions were made in 1994 that were designed to improve and revamp the current Arabic Basic Course curriculum. A new Multi-Dialect strand for the program was developed and implemented in 1994 for all classes graduating after December to replace the single-dialect "flavoring" used at DLI since 1990. In addition, an extensive effort toward correcting and revising Arabic multi-lesson tests was undertaken. This served to alleviate a major source of concern on the part of students and faculty alike. Moreover, an in-house test-development team was organized to create a new series of "Double-Lesson Quizzes" (DLQs) for the Arabic program to supplement the current Combined and Semester tests. By year's end, a decision was made to develop a new Arabic

basic course over the next several years under the auspices of DCI. For the Persian program, the initial portion of a new Intermediate course was completed. Meanwhile, the Persian Basic Course was placed under review and significant supplementary materials were developed.

## **E. East European I**

### **Curriculum Development**

A group of three Russian course developers working with Academic Coordinator Maurice Funke completed three volumes of Russian textbook materials for the third term Russian Basic Course, including audio and video programs and computer lessons that were integrated into the textbook materials.

Tests for the entire Basic Course, including module, semester, and final examinations, were written by one Russian teacher under the direction of the Academic Coordinator. The exams were field-tested and were in use by the end of the year. The Russian Headstart course was finished by one course developer.

### **Novel Opportunities**

Russian 1 accepted the challenge of teaching astronauts and engineers from NASA. Special materials were developed by teachers who have expertise in engineering. NASA had regularly scheduled classes in Russian by the end of the year.

The FBI sent several students to learn Russian during the year. At the School's suggestion, the FBI requested that Russian 1 write a proposal for developing a special course for FBI agents, including a model chapter and an outline of a complete textbook. After seeing the proposal drafted by Russian 1, the FBI authorized the course development work, which will be completed in 1995.

The Center for the Advancement of Language Learning (CALL) appointed Dr. Maurice Funke Project Director for the development of a Ukrainian Basic Course. Three full-time instructors will be employed for two years at CALL's expense.

Government agencies and private firms sent thousands of pages of English language materials to be translated by the East European School. All of the languages taught by the School—Russian, Ukrainian, Belorussian, and Polish received enormous amounts of work through these translations.

## **F. East European II**

### **Mission**

The mission of East European School II is to train students in four target languages: Russian, Czech, Serbian-Croatian, and Slovak. Basic courses taught in these languages last 47 weeks. All of the programs are designed to provide linguistic skills needed to perform future military

duties in the target language. Additionally, follow-on language training is given in the Le Fox Russian program and the On-Site Inspection Agency (OSIA) Russian program.

## Organization

The school is organized into four departments: Three Russian departments and a Multi-language department. Within each department, teaching teams are established to provide direct language instruction to students. In addition to the departments, is the support structure under the guidance of the Associate Dean.

## Significant Events

The Serbian-Croatian Course Development Team was tasked to initiate development on a 16-week conversion course for military linguists of other Slavic languages. The curriculum was to provide equal treatment to both the Serbian and Croatian languages using a common textbook. Course materials include listening comprehension, reading comprehension, speaking and writing texts, and activities in a four-volume textbook series covering six primary core subject areas (geography, military, history, politics, economics, and ecology) with accompanying units for specific situational (social/cultural) topics. By the end of 1994, the team had completed these portions of the course and submitted for printing:

Module I	- Geography (Core Topics)
Module I	- Geography (Situational Topics)
Module II	- Military Supplement
Module VI	- Ecology (Core Topics)
Module VI	- Ecology (Situational Topics)

In January 1994, sixty former Russian students completed a 16-week Serbian-Croatian conversion training course. To support this training, three Serbian and four Croatian temporary instructors were hired. Additionally, two Serbian instructors who had been teaching other DLI languages were detailed to EE2.

In January 1994, the Czech Proficiency Improvement Course (PIC) project began. The purpose of the project is to provide PIC on computers at proficiency level 2 and above to individuals and organizations wishing to refresh or enhance language skills. All topics are focused on Final Learning Objectives (FLOs) and use authentic listening and reading materials. To motivate the user, graphics and scanned authentic images are employed in presenting the four core topics (geography, economy, ecology, and the military). Once completed, the program may be used as a stand-alone training system that provides language refresher training on-site.

In October, it was determined that if DLI had to provide Haitian Creole instruction, that training would take place in EE2. This decision was based solely on EE2 having sufficient space to accommodate students and faculty. In preparation for possibly providing Haitian Creole instruction, Ms. Ani Frazier was detailed from IM to head a team that was to rewrite a previous, now obsolete, Haitian Creole course. To assist her, SSG Cassandra Woel, a native

Haitian and a student in the Thai language course, was detailed to provide technical advice daily after her Thai classes. Further, in preparation for the possible student load increase, one wing of Building 848 (Nicholson Hall) was made available for the Haitian Creole program. The decision to provide Haitian Creole instruction was made on 3 January 1995.

VTT/MTT: East European School II spent hundreds of hours in language support not in the classroom, but through the use of Video Teletraining and Mobile Training Teams. MTT sent out an average of 3 teams per quarter, primarily to Hawaii, Ft. Huachuca, and Texas.

## **Results**

A total of 260 Russian Basic students graduated in 1994. Of these graduates, 207 (80 percent) attained the goal of 2/2/2. This percentage of 2/2/2 represented the highest average ever for Russian Basic students.

## **G. West European and Latin American School (WELA)**

### **Mission**

The West European and Latin American School (WELA) provides basic, intermediate, and advanced language training to representatives of all military services and, upon request, to members of the Federal Bureau of Investigation, Drug Enforcement Agency, U.S. Customs Service, and U.S. Marshals Service. Languages taught are Dutch, French, German, Italian, Portuguese, and Spanish - all the Category I and II languages taught at the DLIFLC. The German course lasts 34 weeks; all other language courses last 25 weeks.

### **Significant Events**

WELA sent four of its Military Language Instructors to Los Angeles in support of Joint Task Force Rosette. This Task Force assisted the Federal Emergency Management Agency in processing over 300,000 people left devastated by the 17 January 1994 Northridge earthquake. Military Language Instructors who deployed for linguistic support in Spanish were SFC Ramirez (USA), SSG Velez (USA), TSgt Nobles (USAF), and Sgt Robledo (USAF).

From 15 to 18 February, the DLIFLC-hosted United States/Japanese Army talks were convened at the West European and Latin American School. The event was extremely successful for the United States.

In January, WELA changed the structure of its academic day, as did all other Schools, by reserving the seventh hour for those students on academic probation, on special assistance, identified as weak in particular areas of language mechanics by the team/instructors, and those who request additional assistance of their own accord. Those students not requiring any additional training are released for individual study time or unit activities. The seventh hour is from 1510 to 1600 hours.



In October, WELA was the first School to receive top-quality stereo tape-recording equipment for the express purpose of improving the sound quality of language tapes. An entire room was dedicated to this operation and will be used to compose, dub, and record audio language material for the Dutch, French, Portuguese, Italian, German, and Spanish languages.

In October, the Spanish Program implemented its first standardized testing program to be used by all three Spanish Departments, thereby eliminating much confusion among the various teaching teams and simplifying the tracking of student progress. Also, four work years were acquired for the development of a new Spanish curriculum. However, work will not officially begin until February 1995, due to the tasking of key personnel for a CALL project in Washington D.C.

**Bureau for International Language Coordination  
1995 Conference  
National Report - USA**

DLI Washington

Contract Foreign Language Training Program  
Russian Translation/Interpretation  
Staff Actions

## **Defense Language Institute**

### **Washington**

#### **1. Contract Foreign Language Training Program**

The Washington office of the DLIFLC (DLI-W) performs three important functions. First is the development and execution of the Contract Foreign Language Training Program (CFLTP). The focus of the CFLTP is the languages not taught at the DLIFLC. Requirements for basic, intermediate, or advanced training in any of these low-density languages are sent to DLI-W, which works with five civilian contractors and two federal government language schools to provide that training. DLIFLC recently added Ukrainian, Dutch, and Belorussian to the list of low-density languages. DLI-W also provides training in commonly-taught languages when special requirements demand it, giving DLIFLC flexibility in the execution of its mission. The major component of the DLI-W student body comes from the Defense Attaché System, but also includes service members from all of the United States Armed Forces. Other federal personnel may be trained in exceptional cases. Typical students would be an officer designated to be an attaché, the spouse of the attaché-designee, a flag/general officer en route to an assignment overseas, officers slated for security assistance assignments, foreign area officers and officers selected to attend foreign military schools. DLI-W played a major role this past year in quickly developing a course in Haitian-Creole, the first class of which was taught at DLIFLC. Subsequent courses are scheduled to be taught at contractor facilities under the auspices of DLI-W. In the past fiscal year, DLI-W trained 516 students in 41 languages.

#### **II. Russian Translation/Interpretation**

The second important mission of DLI-W is the conduct of Russian language training utilizing two instructors permanently assigned to the DLI-W staff. These instructors train and certify Russian translators for the Moscow-Washington Direct Communications Link (MOLINK) and for the White House Communications Agency. Despite the end of the Cold War and the advent of other communications systems, the MOLINK remains a vital communications tool for the two nations' leaders, so translators must be trained to perfection. The instructors also provide Russian language skills, both translation and interpretation, when requested by the U.S. Joint Staff or the Office of the Secretary of Defense. One major customer for these services this year was the U.S.-Russia Joint Commission on Prisoners of War and Missing in Action. Translation and interpretation services are also provided annually for the Joint Staff officers attending the European Joint Simulation and Modeling Conference, held this year in Garmisch, Germany.

#### **III. Staff Actions**

The final mission of DLI-W is representation of DLIFLC in the nation's capital. This is accomplished primarily through three organizations. The first is the Federal Interagency Language Roundtable, established to coordinate language issues throughout the federal government. The second is the Director of Central Intelligence Foreign Language Committee, with a charter to provide similar coordination for the various elements of the intelligence

community. Finally, DLI-W represents DLIFLC on matters concerning the Defense Foreign Language Program (DFLP). The DFLP, similar to the other organizations, coordinates language issues for the Department of Defense. Recently, the major issue for the DFLP has been reorganization of the DLIFLC to align it more closely with the Office of the Assistant Secretary of Defense for Command, Control, Communications and Intelligence. Major restructuring of the command line for the DLIFLC is in the planning stage. This action is in response to various reports critical of certain aspects of the DFLP, particularly its oversight. Training at the DLIFLC will remain essentially unchanged, making the changes transparent to the students and to much of the faculty and staff.

**Bureau for International Language Coordination  
1995 Conference  
National Report - USA**

Defense Language Institute English Language Center

Introduction

Resident English Language Program

Nonresident English Language Programs

Curriculum Development Update

## **Defense Language Institute**

### **English Language Center**

#### **I. Introduction**

The Department of Defense (DoD) English Language Program is conducted by the Defense Language Institute English Language Center (DLIELC).

DLIELC consists of the Resident English Language Program, conducted at Lackland Air Force Base, Texas; the Nonresident English Language Program, which provides for 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 that are supported by the United States Security Assistance Training Program. In addition to the programs described above, DLIELC also provides English language training materials to other non-DoD government, state, and private enterprise agencies on a reimbursable basis.

#### **II. Resident English Language Program**

Each fiscal year, the military departments provide DLIELC with the number of international military students programmed to attend DLIELC prior to their entry into the U.S. technical/professional training programs, along with the type of training required and the duration of each training line.

##### **A. English Comprehension Level (ECL) Test**

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. Programs that are highly technical or hazardous in nature require an ECL of 80 or 85. Prerequisites for less technical courses are 65, 70, or 75 ECL.

The international military student is given an in-country ECL test prior to departure for the continental United States. Any student who does not meet the English language proficiency requirements for direct entry into the technical or professional program, or who requires Specialized English Training (SET) as a course prerequisite, is programmed for language training at DLIELC.

##### **B. American Language Course (ALC)**

The American Language Course (ALC) is proficiency-based and variable in duration. It includes General and Specialized English courses. Upon entry to DLIELC, the international military student is placed at the appropriate proficiency level in the ALC and receives six hours of instruction daily until s/he attains the required ECL score. During the last nine weeks of scheduled training at DLIELC, the international military student studies specialized technical terminology and study skills appropriate to the scheduled follow-on training program.

The Specialized English Training Phase of the ALC is a fixed nine-week course and is provided to those students who have achieved the ECL required for entry into follow-on United States technical or professional training programs. This phase concentrates on the acquisition/expansion of specific language-based skills such as reading, note taking, effective use of dictionaries, training manuals, and other references, as well as a limited specialized vocabulary related to the student's military vocational field. DLIELC conducts a five-week advanced English language refresher training for previously United States-trained students.

### **C. Language Faculty Training**

In addition, DLIELC conducts courses for selected personnel who are involved with the teaching of English in their own countries. These range from basic instructor courses to those designed for school managers.

Finally, DLIELC conducts a six-week Language Laboratory Maintenance (LLM) Training; Observer Professional Training tailored to cover the administration of an English Language Training Program; and the Test of English as a Foreign Language (TOEFL) Preparatory Course.

### **D. Courses for U.S. Military Personnel**

Two special programs are conducted for U.S. military personnel: a 16-week United States Army Officers' program that concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills; and a basic English as a Second Language (ESL) program for U.S. Army recruits.

## **III. Nonresident English Language Programs**

During FY94, DLIELC continued to monitor all approved United States military Nonresident English Language Programs in CONUS and overseas and to provide ALC materials to U.S. personnel, DoD employees, and family members who are not native speakers of English. TDY teams were deployed to administer Oral Proficiency Interviews for Puerto Rican ROTC programs as required, and a Language Training Detachment and Mobile Training Teams were also assigned to the U. S. Navy Ship Repair Facility at Yokosuka, Japan.

In addition to these programs in support of U. S. military requirements, DLIELC provided Language Training Detachment and/or Mobile Training Team assistance to several other countries under Security Assistance Training Programs.

## **IV. Curriculum Development Update**

### **A. American Language Course Materials**

Books 1-6 of the ALC have undergone course review and are currently under revision. Interactive Courseware for Books 19-24 has completed field test and is now available for

nonresident use. Work has begun on videos to accompany Books 13-18; and segments of these are being incorporated into computer lessons as well.

### **B. Specialized English Training (SET) Materials**

DLIELC is continuing the trend in the SET materials toward a weapon-specific focus, with modules of instruction on the Apache Helicopter, the Abrams Tank, and the T-37B and T-38A aircraft. Interactive courseware supplements are also being developed for weapon-specific specialized English modules in a new F-16 aircraft program.

### **C. Item Response Theory**

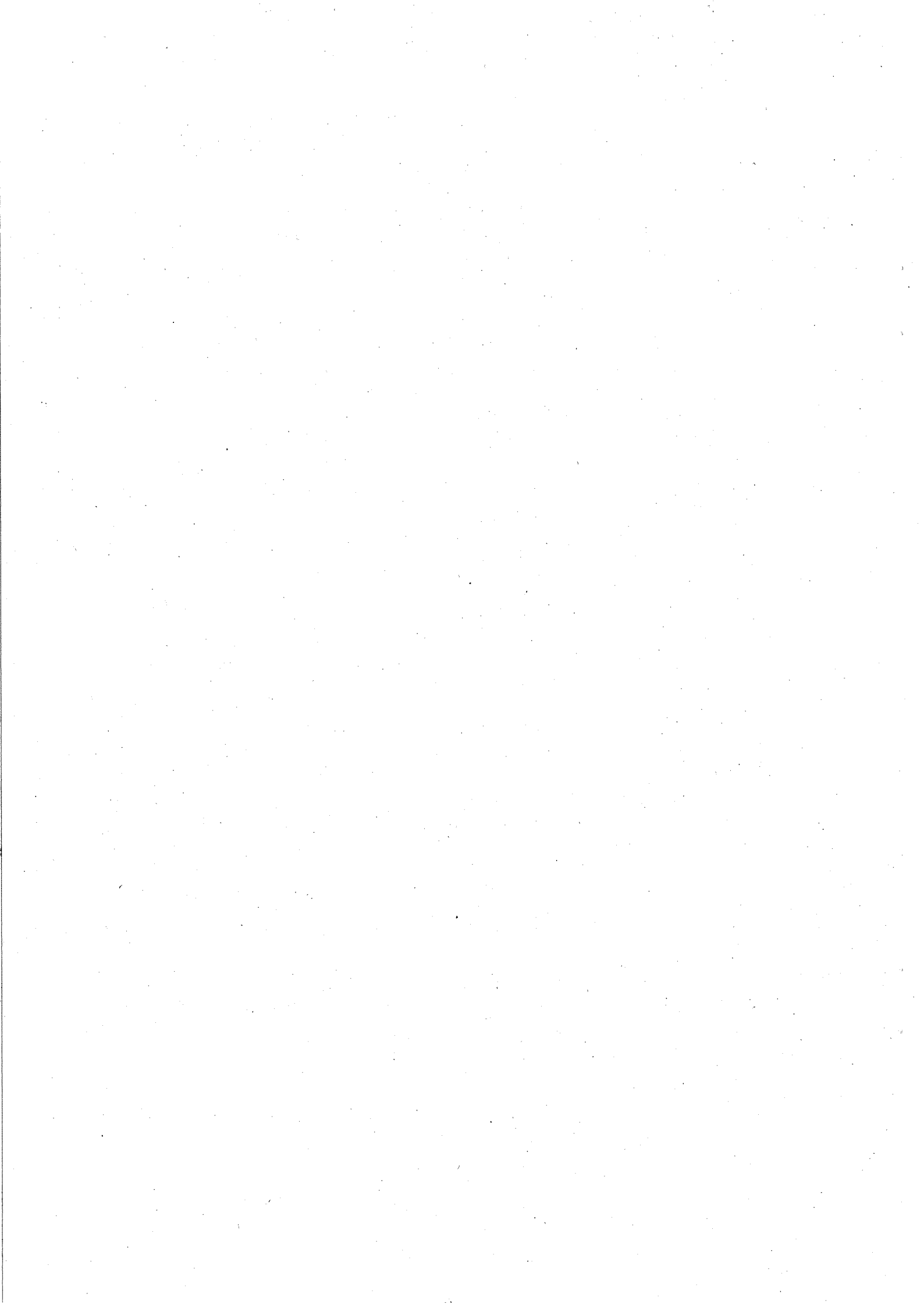
The ECL test, used in more than 400 locations worldwide to evaluate English language proficiency, is now developed using a new method (Item Response Theory) that better assures the equivalence of all forms of the test. DLIELC's Test and Measurement Section is beginning work on a computerized adaptive version of the ECL test expected to reduce testing time and test compromise. Additional new forms of the American Language Course Placement Test (ALCPT), a test similar to the ECL but more widely available, are being developed. Some of the new ALCPT forms will be restricted to use by United States Government and NATO agencies only, in order to better insure test security.

### **D. Proficiency Testing**

An increased emphasis on testing performance, in addition to standardized testing, is reflected not only in performance tests for all levels of the ALC, but also in increased use of the Oral Proficiency Interview (OPI). OPIs are required at DLIELC for international military students who are instructor trainees and for United States Army personnel who are not native speakers of English. OPIs are also being used to evaluate the language ability of aviation students.



## **V. STUDY GROUP REPORTS**



## Study Group Report 1

### Defining Language Training Standards

Chairman:	WgCdr Gracie	UK
Members:	Ms Corriveau	Canada
	RDir Gerth	Germany
	Col Harrison	UK
	Maj Rode-Moller	Denmark
	Maj Samsunlu	Turkey
	Col Sobichevsky	USA
	Col Steiger	France
	(final session only)	
	LtCol Timmer	Netherlands
	Maj Timon	Spain
	Cdr Wood	UK
	Brig Zuccarini	Italy

1. NATO STANAG 6001 was introduced in 1977 as a means of providing a common standard for measuring language proficiency within all the NATO countries. It was intended initially as a way of ensuring that when exchanges took place between NATO partners, language competencies could be clearly defined and therefore set at the same level on both sides of the exchange.
2. During our Study Group discussions it emerged that the various NATO nations use STANAG 6001 to widely differing degrees. Some countries make little use of the STANAG beyond its original aim of measuring language proficiency levels for exchange purposes. Others, including the UK, use STANAG 6001 as a system for defining the language training requirements of individual posts - using Standardised Language Profiles (SLP) - and also as a means of setting performance targets for trainers and students alike. The STANAG is also used by a number of NATO countries as a framework for designing testing systems to assess target attainment; for example, the US Defense Language Proficiency Tests (DLPT) and the UK's Tri-Service Colloquial Tests and their Higher Level Exams are set against specific SLP levels. Whatever use is made of the STANAG, there is still an abiding consensus on the need to have a common standard in language proficiency to help sponsor, student, trainer and tester alike to define language training targets.
3. However, it is recognised that because of the lack of precision in the descriptors for each level, the STANAG has been open to some misinterpretation, thereby defeating the aim of setting a common standard. Some countries have already taken steps to define intermediate levels (1+, 2+, 3+, etc.) to compensate for this lack of precision. At the BILC 1994 conference, it was decided that more formal clarification of STANAG 6001 was required and the UK, with assistance from Denmark, agreed to take this work forward. In the event the UK did the work but with active encouragement from Denmark!

4. The Chairman distributed copies of the new SLP descriptors in amplification of STANAG 6001 to all study group members and explained the background to the work the UK had done. The descriptors are based on the UK's long experience of writing training objectives and in test design. Essentially each of the descriptors comprises a terminal objective, a set of conditions under which the student is expected to perform and a list of performance standards to be attained. For ease of reference, each of the four skills is printed on different coloured paper (pink for listening, yellow for speaking, green for reading and blue for writing) and it is recommended that the same colour coding is used if countries choose to reproduce the original work done by the UK. (The layout and colour coding is based on work undertaken by the UK's Languages Lead Body in defining National Language Standards).
5. The Study Group recommends that the work done by the UK is circulated to all the BILC partners for comment. Because the new descriptors are not yet tried and tested, it is suggested that comments are returned to the UK via the BILC Secretariat by **February 1996**. This will allow the UK (assisted by Denmark!) sufficient time to incorporate amendments, if required, before the next BILC Conference. Assuming that BILC members are happy to accept the new SLP descriptors in amplification of NATO STANAG 6001, it is further recommended that the new descriptors are formally accepted as an Annex to STANAG 6001.
6. The Study Group further proposes that each BILC member produces its own video to support STANAG 6001 and the new SLP descriptors, by using foreign nationals speaking the BILC member country's mother tongue at each of the 5 levels of oral proficiency. It is felt that such a video would be particularly useful at illustrating to the layman (e.g. the training sponsor or "ab initio" student) exactly what standard of language achievement was required for a given proficiency level. The Head of the US delegation agreed to make available for distribution copies of a video that DLIFLC use to illustrate the SLP levels.
7. The Study Group acknowledged that the STANAG is merely an aid to defining global language training targets. To design effective training, trainers also need a specialised lexicon, and it had been agreed at the 1994 BILC Conference that the UK would produce a basic military wordlist for use up to Level 2. In the event, the UK had produced a tri-Service wordlist of approximately 1500 words pitched at Level 2.5. It was stressed that this was not intended as a dictionary but as a wordlist designed to assist language learners and language teachers to compile a glossary of military terms to be learnt/taught at Level 2.5.
8. The UK agreed to circulate the wordlist to all BILC members on disk (WordPerfect 5.1) and requested that each BILC member country produce, where possible, a translation of (or nearest equivalent to) the UK military wordlist. These additional national wordlists would then be made available to all BILC members as a further resource for language training. The UK agreed to coordinate this work, once member countries had sent their individual wordlists to the BILC Secretariat.

9. In the plenary session at the end of the Conference, the Netherlands suggested that the new SLP descriptors and the basic military wordlist should also be made available to the Cooperation Partner (CP) countries at the special BILC seminar to be held in Romania in November 1995. This would not only spread the use of the STANAG and wordlist, but would provide further wordlists from these countries for use by BILC members. The Chairman of the BILC Secretariat agreed that both items would indeed be offered to the CP countries in November.
  
10. Finally, in response to a question from the Australian delegate in plenary session, the Chairman of the BILC Secretariat said there were no plans to include the skills of translating and interpreting within the scope of the NATO STANAG 6001. However, he requested that any countries that had produced SLP descriptors for translating and interpreting circulate their work to benefit other BILC members.



## Study Group Report 2

### Supporting NACC/PfP Partners

Chairman:	Mr Walinsky	Germany
Members:	Col Alderisi	Italy
	Col Feeley	USA
	Maj Gervin	Norway
	SenLec Gram	Denmark
	ORR Dr Hüllen	Germany
	Brig Liebhard	Austria
	LTC Richter	NATO/PCC
	Mr Roder	Germany
	Mr Russell	United Kingdom
	(2nd Session only)	
	Col Steiger	France
	S/L Yates	United Kingdom
	(2nd Session only)	

### Background

In the past year progress has been made in addressing the issue of providing support to the NACC/PfP Partner Nations (PN). Besides coordinating with the NATO Military Co-operation Working Group (MCWG) in July 1994 and attending the Fall meeting of the NATO Training Group's Joint Services Sub-Group (NTG/JSSG), the Secretariat organized and hosted at Hürth the first NACC/PfP - BILC Seminar in November 1994, as proposed in the 1994 Study Group Report. This Seminar was attended by representatives from 11 PN and from 5 BILC countries, as well as by NATO representatives from the MCWG and the Partnership Co-ordination Cell (PCC). Although a considerable amount of professional information was passed on to PN representatives and PNs articulated their needs, the Seminar must be considered a point of departure only for future support activities. The Steering Report of the Seminar makes the following major recommendations:

- a. The bilateral professional support activities should be maintained and intensified.
- b. Individual PNs should internally co-ordinate their requirements between their MoDs and their language training agencies and report these to the PCC (Mons, Belgium) for inclusion in Individual Partnership Programmes (IPPs).
- c. The JSSG Peacekeeping Clearing House should expedite pertinent information to BILC, MCWG and the PCC on available language training programmes, standards and specific terminology for UN Operations.
- d. A follow-up seminar chaired by the BILC Secretariat with partial funding by the NATO MCWG should take place in Fall 1995 in a CP country.

## Progress to Date

1. Bilateral contacts between BILC and PNs - particularly with the "Vishegrad" and Baltic countries - continue. Examples are the following activities:
  - Baltic Battalion support by Denmark, Norway and the UK
  - The UK Foreign and Commonwealth Office (FCO) "PEACE" Project (Project English for the Armies of Central and Eastern Europe)
  - US-DLIELC support to a number of countries as part of the Security Assistance Programme
  - Training in Canada (English and French) for PNs
2. PCC Mons has initiated the survey of requests and offers of IPPs and has received the first replies.
3. These activities confirm that a double track approach is necessary:
  - a. Support of indigenous (in-country) language training:

This training should initially be focused at bringing PN personnel to the required SLP in general English.
  - b. Addressing immediate operational language requirements for Pfp peace-keeping activities such as:
    - air traffic control and air request procedures
    - fire control and fire support procedures
    - integrated staff work
    - explosive ordnance disposal
    - general peacekeeping duties

Prerequisite for such English for special purposes training (ESP) is an appropriate general Standardized Language Profile (SLP).

## Future Action

1. The establishment/improvement of PN in-country English language training should continue to be supported and monitored by BILC members, specifically the UK and the US, with lateral communications between them.
2. The BILC Secretariat will continue to keep the NATO Training Group/Joint Services Sub-Group (NTG-JSSG) informed of its activities regarding the co-ordination of support of PN and provide specific professional advice. The NTG Ad Hoc Sub-Group "NACC Working Group on Peace-Keeping Training and Education" (NTG-JSSG/AHSG NACC WG PKTrg and Educ) - chaired by Denmark - will be briefed about the language training aspects



affecting PK Trg via the present Danish BILC delegate who is also a member of the WG PKTrg and Educ).

3. The NATO Partnership Co-ordination Cell (PCC) at Mons should continue to link offers and requests of PN.
4. The standards for general English and English for Special Purposes (ESP) essential for specific peace-keeping and other international military co-operation within the Pfp-framework must be defined. The United Kingdom Foreign and Commonwealth Office (UK FCO) is willing to provide an expert on a 6-12 month contract to carry out this task. This expert will need access to appropriate NATO, NATO/BILC member and PN authorities in order to carry out this task. Austria, a PN, has substantial data in this area.
5. A follow-on BILC Seminar on supporting PN - hosted by Rumania - will be conducted in November 1995. Participants will be PN, BILC member and NATO representatives.



## **Study Group Report 3**

### **Quality Control**

Chairman:	Dr. Rami	Italy
Members:	Ms Beck	Germany
	Ms Goitia Garza	USA
	SqnLdr O'Hagan	UK
	LtCol Ligerot	France
	LtCol Michaud	Canada
	Dr. Seinhorst	Netherlands
	LtCol Parente	Italy

We discussed different aspects of Quality Control and I would like to report on three main aspects:

#### **1. Quality Assurance**

If there are resources, Quality Assurance would best be done by outside contractors. This would provide objectivity in the assessment, expertise in preparing questionnaires and collecting and analyzing data. It is important to note that decisions based on the Quality Assurance report would only highlight the areas in which action might be essential.

#### **2. Prioritizing the Quality Control System**

It may be necessary if resources are limited to prioritize the elements of the Q. C. system. As we learned last year, a Q. C. system will cover the whole of a training system very comprehensively. However, when the budget is limited or even shrinking, we might have to take difficult decisions about which elements of Quality Control we can afford to do anything about. We believed that it is essential to maintain the Quality of:

- Teachers
- course design and content
- monitoring students
- material production

For other elements, e. g. administration and accommodation, we may not be able to afford to correct any shortcomings revealed in the QA report.

#### **3. Assessment and STANAG 6001**

Within the field of Quality Control, STANAG 6001 will be among our 'prime tools' for specifying target levels and for use in student assessment. It was not within the scope of this

study group to consider the STANAG itself. We were happy that its revision is being undertaken in Study Group 1.

### **Conclusion**

We would recommend that this Study Group continues, but perhaps it could focus on particular areas, for example:

- Quality Control of short intensive courses
- student selection
- comparison of interpretations of STANAG levels.

## Study Group Report 4

### Educational Technology

Chairman:	LTC Ligerot	France
Members:	Mr. Bennett	Germany
	LTC Brownrigg	Australia
	Dr. Clifford	USA
	Ms Muselik	Canada
	SenLec Seland	Norway
	Ms Rambow	Germany
	Dr. Teschmer	Germany
	LtCdr Zanier	Italy

Educational technology is not a new topic and has already been studied in previous BILC Conferences. However, it is given a new importance now, in this post cold-war era. Why?

New and increasingly numerous language training requirements create a demand for quicker, cheaper and more varied training for more students, especially in emergency situations. This leads obviously to an increasing pressure on teachers as well as students. The use of educational technology certainly cannot replace or double teachers, but it may greatly help them and the students. Every training center can dispose now of a lot of new technologies, from interactive audio-video laboratories and direct TV reception to such computer assisted systems as CALL, scanners and the Internet information exchange system.

I will now give you an overview of the conclusions of study group 4, first by defining what educational technology can provide for language training, then giving some recommendations.

#### What Educational Technology can do

##### Assist teachers to

- gather material and other information, exchange and distribute it more easily
- prepare and present interactive lessons
- report/record results
- split study groups to cater for differences in standards
- provide immediate feedback and possible solutions
- offer a variety of means that produces more effective teaching
- facilitate the use of authentic material, for example anticipatory exercises using video
- revise/update lessons more easily

### **Assist students to**

- perform confirmation exercises after lessons
- facilitate individualized instruction for students of different levels
- provide immediate feedback and possible solutions
- allow self-paced learning and practicing alone
- provide a variety of learning/teaching modes, including multimedia combination (variety stimulates new interest)
- complement the use of simulation for specific language requirements, i. e. pilot training
- facilitate remote learning in- and off-site
- allow practice of telephone conversations
- facilitate the acquisition of know-how by the way of easy drill, i. e. immediate report

### **Facilitate testing by**

- saving time in order to create, conduct, correct, analyse and validate tests
- making it easier to update tests

### **Disadvantages and Constraints**

- expensive to buy, develop and maintain, compared to traditional methods
- can't replace teachers; no savings in staff costs as a result
- increase in effectiveness not always proportional to the financial and human cost
- huge training costs, depending on the technology, for both students and teaching staff in the short term
- becomes obsolescent quickly
- available commercial materials are not always suitable to intensive programs

### **Recommendations**

- conduct a needs analysis first. ET must improve either effectiveness or efficiency.
- determine any policy constraints on the use of technology in language learning. Are they time, personnel, training, information of teachers or other constraints?
- determine whether the new technology is compatible with other equipment and other aspects of the school: staff, facilities, communications bearers . . . A policy is required.
- conduct a careful financial evaluation: equipment, software, infrastructure, personnel training and/or information . . . Look carefully for hidden costs, i. e. transfer from a PC system to a Macintosh system . . .
- select the software first. Determine if it is better to buy it or to write it.
- don't implement technology without teachers.
- ensure coordination and cooperation with NATO (BILC) partners (don't reinvent the wheel!). Direct dialogue is best (electronic mail, fax, Internet . . .).
- don't expect too much too quickly!

## **Conclusions**

- ET cannot replace teachers
- should be integrated in the curriculum
- provides a useful adjunct to teaching, but is not essential to good training
- go with what you can afford!





## **VI. CONFERENCE PHOTOGRAPH**





