

Bureau for International
Language Co-ordination

CONFERENCE
REPORT
1996

LACKLAND AIR FORCE BASE, TEXAS, USA

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.

Table of Contents

	<u>Page</u>
I. Preface	1
II. Conference Organization	
1. Conference Programme	3
2. List of Participants	7
III. Presentations	
1. Instructor Selection, Development, and Training Bob Chatham, Karen Sacre, Mary Jo Villalobos	13
2. Teacher Selection and Training at the Bundessprachenamt Herbert Walinsky	21
3. Designing and Conducting Language Training for Special Purposes Kenneth McFarling, Stephanie Rhodes, Lisa Hima, Glenn Pfitzenmayer	33
4. Language Training for Specific Purposes - English for Overseas Students attending Courses in the UK and Foreign Language Courses for Operational Purposes Graham Blackburn, Shawn Gracie	51
5. Conducting and Designing Language Training for Military Purposes Patrick Rami	63
6. Optimizing Teacher Selection, Training and Development Huguette Néron	65
7. Foreign Language Teaching for Military Task Purposes and Adult Language Learners Task-Oriented Foreign Language Education (TOFLE) Hidayet Tuncay	71
8. Identifying Military Language Requirements of the Turkish Army Personnel and Suggesting a Needs-Oriented Communicative ESP Syllabus for Foreign Post Assignees Turgay Dinçay	81
IV. National Reports	
1. Austria	89
2. Canada	91
3. Denmark	95
4. France	97
5. Germany	99
6. Italy	101
7. Netherlands	103

8.	Norway	105
9.	Spain	109
10.	Turkey	111
11.	UK	117
12.	USA	121

V. Study Group Reports

1.	Instructor Selection, Training and Development	141
2.	Supporting NACC/PIF Partner Nations	143
3.	Designing Crash Courses and Contingency Packages	147
4.	Educational Technology	155

VI. Conference Photograph 159

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. The responsibility for the Secretariat will be assumed by the United States with the start of the 1997 BILC Conference. 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 1997 Conference:
 - "Flexible delivery options for language training"
 - "Designing crash courses and contingency packages"
 - "Intendified co-operation within BILC"
 - "Amplification of STANAG 6001, including the role of interpreting and translation"

1997 Conference

11. The 1997 Conference (to be held in Copenhagen, from 02 to 06 June 1997), has the following theme:
"Flexible Delivery Options for Language Training:
 - self-study without teacher support
 - self-study with teacher support
 - part time / full time study
 - on site / off site distance learning."

II. CONFERENCE ORGANIZATION



PROGRAMME

BILC CONFERENCE 1996

"OPTIMIZING TEACHER SELECTION, TRAINING AND DEVELOPMENT"

"DESIGNING AND CONDUCTING LANGUAGE TRAINING FOR SPECIAL PURPOSES"

DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER, 3-7 JUNE 1996

Sunday, 2 June 1996

1400 - 2200 hrs Arrival of participants

Monday, 3 June 1996

0830 - 0900 hrs Registration, Seville Hall, Break Room, 258

0900 - 0910 hrs Welcome by Col Feeley, Conference Center, Room 109, Seville Hall

0910 - 0920 hrs Administrative Information

0920 - 0940 hrs Welcome by BILC Chairman

0940 - 1000 hrs DLIELC mission brief by Ms. Peterson
Introduction to the conference theme by Mr. Wert

1000 - 1045 hrs Break and conference photo

1045 - 1145 hrs Presentation 1 DLIELC: "Instructor Selection, Development
and Training "

1145 - 1245 hrs Lunch

1245 - 1430 hrs Tour of DLIELC campus

1430 - 1500 Break

1500 - 1600 Study Group Session 1

1645 - 2200 hrs Windshield tour of San Antonio and dinner on a river barge

Tuesday, 4 June 1996

0800 - 0900 hrs Steering Committee Session 1

0900 - 1000 hrs Presentation 2 Germany: "Teacher Selection and Training at the
Bundessprachenamt"

1000 - 1030 hrs	Break
1030 - 1130 hrs	Presentation 3 DLIELC: "Designing and Conducting Language Training for Special Purposes"
1130 - 1150 hrs	National Reports 1
1150 - 1300 hrs	Lunch
1300 - 1400 hrs	Study Group Session 2
1445 - 2200 hrs	Local Excursion

Wednesday, 5 June 1996

0800 - 0900 hrs	Steering Committee Session 3
0900 - 1000 hrs	Presentation 4 UK: "Language Training for Specific Purposes - English for Overseas Students Attending Courses in the UK and Foreign Language Courses for Operational Purposes"
1000 - 1030 hrs	Break
1030 - 1050 hrs	National Reports 2
1050 - 1150 hrs	Study Group Session 3
1150 - 1300 hrs	Lunch
1300 - 1600 hrs	Tour of military training facilities at Lackland AFB
1715 - 2100 hrs	BILC Dinner, Grey Moss Inn

Thursday, 6 June 1996

0800 - 0900 hrs	Steering Committee Session 3
0900 - 1000 hrs	Presentation 5 Italy: "Designing and Conducting Language Training for Military Purposes"
1000 - 1030 hrs	Break
1030 - 1050 hrs	Discussion of National Reports 3
1050 - 1150 hrs	Presentation 6 DLIFLC: A New Approach to Faculty Development
1150 - 1300 hrs	Lunch
1300 - 1400 hrs	Presentation 7 Canada: Teacher Training in Support of MSLT - the Canadian Experience

1400 - 1430 hrs Break
1430 - 1530 hrs Study Group Session 4
1715 - 2200 hrs Dinner and Country and Western Dancing

Friday, 7 June 1996

0800 - 1000 hrs Finalization of Steering Committee Report and Study Group Reports
1000 - 1030 hrs Break
1030 - 1130 hrs Presentation of Steering Committee Report and Study Group Reports
1130 - 1200 hrs Summation of Conference/Open Forum
1200 - 1300 hrs Lunch
1300 hrs Departure of participants

BILC CONFERENCE 1996

List of Participants

CONFERENCE CHAIRMAN

Colonel
FEELEY (Robert)

Commandant,
Defense Language Institute,
English Language Center,
Lackland Air Force Base, Texas

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
NERON (Huguette)

Supervisor French Language
Training, Canadian Forces
Language School, Ottawa

Ms
VALENZUELA (Nina)

Supervisor Foreign Language
Training, Canadian Forces
Language School, Ottawa

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
	Captain PETERSEN (Dorthe)	Staff Officer Training, Chief of Defense, Denmark, Vedbaek

FRANCE

Head of Delegation	Colonel ESCOFFIER (Christian)	Commandant, Ecole Interarmées du Renseignement et des Etudes Linguistiques, Strasbourg
Members	Lieutenant Colonel SOHET (Serge)	Ecole Interarmées du Renseignement et des Etudes Linguistiques, Strasbourg
	Major BUZARE	Ecole Interarmées du Renseignement et des Etudes Linguistiques, Strasbourg

GERMANY

Head of Delegation	Mr WALINSKY (Herbert)	Head, Language Training, Bundessprachenamt, Chairman BILC Secretariat
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ITALY

Head of Delegation	Brigadier General GRAZIANI (Raffaello)	Commandant, Italian Army Language School, Perugia
Members	Colonel ALDERISI (Rosario)	Commandant, Italian Air Force Language School, Rome
	Lieutenant Colonel MEDDA (Paolo)	Education Branch, Italian Air Force Staff, Rome
	Lieutenant Colonel PINOTTI (Marcello)	
	Dr RAMI (Patrick)	Professor, Army Language School

Ms
McBRIDES (Carol) Professor,
Air Force Language School

NETHERLANDS

Head of Delegation drs SEINHORST (Gerard) Deputy Chief,
Language Wing,
School Militaire Inlichtingendienst,
Ede

NORWAY

Head of Delegation Major
GERVIN (Alf) Education Branch, HQ Defence
Command Norway, Oslo

Member Mr
BERNTSEN (Ola-Johan) Senior Lecturer, Norwegian
Military Academy, Oslo

PORTUGAL

Head of Delegation Dr
CURICA (Rui) Air Force Academy,
Sintra

SPAIN

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

TURKEY

Colonel
KUCUKCAKIR (Mustafa) Commandant, Turkish Army
Language School, Istanbul

Lieutenant Colonel
UYSAL (Halit Y.) Turkish Army Language School,
Istanbul

Professor
CANPOLAT (Mustafa) Head, Department of Modern
Turkic Languages, University
of Ankara

UNITED KINGDOM

Head of Delegation	Colonel D. A. HARRISON	Educational and Training Services HQ DGAGC, Worthy Down, Winchester Hamps
Members	Group Captain HOUNSLOW	Chairman DLTC, Ministry of Defence, London
	Wing Commander GRACIE (Shawn)	Commanding Officer, Defence School of Languages, Beaconsfield
	Maj (rtd) PEARCE (Carl)	Language Advisor - Senior Lecturer, Individual Language Training Wing Defence School of Languages, Beaconsfield
	Flight Lieutenant BLACKBURN (Graham)	Defence School of Languages
	Mr ZOLLO (Michael)	Head of Modern Languages, Britannia Royal Naval College, Dartmouth, Devon
Squadron Leader HUNT (Nigel)	Staff Officer Training MoD	

UNITED STATES

Head of Delegation	Dr CLIFFORD (Ray)	Provost, Defense Language Institute, Foreign Language Center
Members	Dr CARTWRIGHT (Faith)	Chief, Language Instruction, Defense Language Institute English Language Center
	Mr WERT (Keith)	Head, External Training Programmes, Defence Language Institute, English Language Center
	Mr MOLLOY (Thomas)	Head, English Department Marshall Center, Garmisch-Partenkirchen
	Mr JOHNSON (Leslie)	Language Program Officer, HQ, US Army, Europe
	Dr HERZOG (Martha)	Dean for Curriculum and Instruction, Defense Language Institute, Foreign Language Center

Ms
CHAMBERS (Linda)

Chief, Course Design, Defense
Language Institute, English
Language Center

Ms
GOITIA GARZA (Peggy)

Chief, Curriculum Development
Branch, Defense Language Institute,
English Language Center

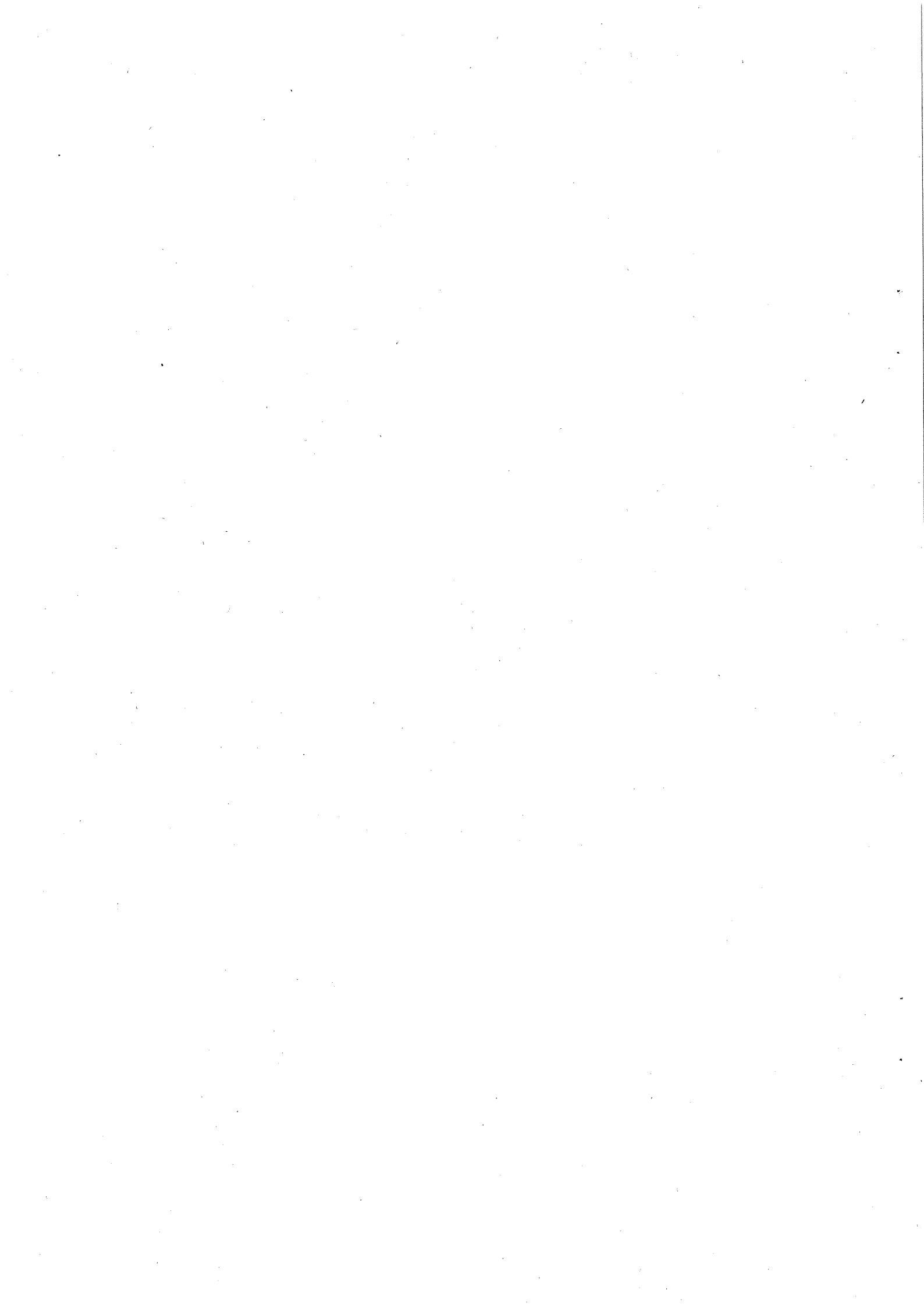
NATO-PCC

(Observer)

Lieutenant Colonel
RICHTER (Frank)

Staff Officer Plans,
Partnership Coordination Cell,
Mons

III. PRESENTATIONS



Instructor Selection, Development, and Training

Bob Chatham, Karen Sacre, Mary Jo Villalobos

Instructor Selection

1. One of the most important things that we do here at the Defense Language Institute English Language Center (DLIELC) is the selection, development, and training of our English-as-a-Second Language (ESL) instructors. Years ago, the general policy seemed to be to hire as an instructor anyone who spoke English, but as most of us knew then and as more and more of us realize today, being a native speaker of the target language doesn't necessarily mean that a person has the skills to effectively teach the language. In today's market, and with our realization of the importance of customer satisfaction, we continually look for ways to improve our selection, development, and training procedures. In the area of instructor selection, we have raised the qualifications necessary for a person to even appear on the civilian personnel register for an instructor position. We have also instituted some new instructor positions which not only give us a chance to carefully evaluate an instructor's performance in the classroom before he or she becomes a full time, permanent employee but which also give us the flexibility to deal with our seasonal, fluctuating student load and still offer our instructors incentives to stay with us.

Qualifications

2. In order to be rated and placed on the civilian personnel register, an applicant for an ESL instructor position must have at least one year of professional level ESL teaching experience, at the high school level or above, and an undergraduate degree in ESL, Bilingual/Bicultural Education, Linguistics, Foreign Languages, English, Education, or Speech. An applicant can also satisfy the requirements with a Master's degree in one of the above stated disciplines.

Instructor Positions

3. We have three types of instructor positions: full time permanent, on-call (seasonal) permanent, and co-op. Instructors in these positions are eligible for health insurance, life insurance, and retirement benefits. All of our instructors work an eight-hour day, usually from 0715-1600 with a 45-minute lunch. We do have a flextime option, however, so instructors can come in as early as 0645 and finish the workday at 1530.
 - a. Our full time, permanent instructors--at the moment 45 out of a total of 125 instructors--work a 40-hour week, year round. They, as well as our on-call and co-op instructors, earn annual leave at a rate of four to eight hours every two weeks and can schedule and use this leave throughout the year. During our highest student load (May-July), we don't usually approve annual leave except for special circumstances, but at other times of the year we have up to ten instructors on annual leave each week. All of our instructors also earn four hours of sick leave every two weeks.

b. Our on-call, permanent instructors--a total of 70--are guaranteed six months of employment a year. When our student load decreases, on-call instructors are placed on non-pay status (usually with a two-week notice) and then brought back on pay status (with a three-day advance notification) when the student load warrants it. On-call instructors are placed on non-pay status and brought back on pay status based on their performance, not on seniority. This is important to us as it enables us to keep our best instructors in the classroom and it provides us a means for rewarding our top performers. In fact, we have been fortunate that our student load has been such that we have never had to place our top (superior or excellent rated) on-call instructors on non-pay status.

c. We started our co-op student trainee program in the early 90s as one way to hire instructors with a strong ESL background. This is a cooperative program between DLIELC and the University of Texas at San Antonio (UTSA) and involves students who are enrolled in the ESL Master's degree program there. We interview interested candidates and make our selections based on the interview. During the spring and summer semesters, co-op instructors work full time with us and then during the fall semester they attend courses at UTSA and are on leave without pay (LWOP). They start at a GS-05 salary level and progress to a GS-09 level upon successful completion of required coursework. While they are at the GS-05 level, they are not assigned their "own" class and work very closely with their sponsor teacher and first-line supervisor. They usually teach ten to twenty hours a week. Once they have a certain combination of experience and course hours, they are promoted to the GS-07 level and are assigned their own class. The sponsor teacher and first-line supervisor continue to work very closely with them. When they have successfully completed their Master's degree program and have demonstrated good, solid classroom performance, we convert them to on-call positions.

Hiring Criteria

4. On their applications, potential instructors are required to address their experience, skills, and knowledge in the areas of ESL methodology, curriculum and training aids, and working in multicultural classrooms.
 - a. Applicants are asked to elaborate on their undergraduate or graduate level education related to ESL methodology, and their professional experience teaching ESL in intensive language programs. They can address such issues as their experience teaching vocabulary, grammar, linguistic functions, and language skills; and they can also discuss their experience demonstrating and explaining correct pronunciation and articulation, and conducting sound discrimination drills.
 - b. They are also asked to discuss their skills and experience preparing and utilizing ESL curriculum and training aids. They can discuss their preparation of lesson plans; training materials that they have evaluated, prepared, and reviewed; and their selection of exercises, drills, audio-visual and computer-based materials to supplement standard ESL texts or for use in remedial or enrichment training.
 - c. Applicants are also asked to comment on their skills and experience in managing a multicultural classroom. We look for professional ESL teaching experience at the secondary or adult level, experience counseling ESL students, preparing necessary

reports and recommendations, and university or in-service training courses completed in cross-cultural communication.

Hiring Procedures

5. Applications are rated by the Civilian Personnel Office; points are awarded based on experience, education, prior military service, etc. The applicants are rank-ordered and a certificate consisting of the top-ranked individuals is sent to us in the Training Branch. We contact the applicants for the purpose of setting up an interview and all are interviewed by a two- or three-person panel which usually consists of the section chiefs. We look for individuals who can serve as a learning resource and language model for our students, and who can create and maintain an instructional environment suitable for adult language learners. We use the interview process to screen those people who are not native speakers of English, and we ask candidates during the interview to elaborate on what they think makes for an ideal language learning environment. We like to have the person who will be conducting pre-service training for the new instructors sit in as an observer and, of course, those applicants who are not in the local area are interviewed by phone. Candidates' responses are rated--each panel member does this individually--and totaled and the highest rated individuals are then selected and scheduled for pre-service training.

Instructor Development

6. Inherent in the development process of our instructors at DLIELC is a continuing evaluative and improvement effort related to their performance in the classroom. The instructors' first-line supervisors work with them to observe and monitor their progress and to provide guidance toward qualitative growth. New methodologies are tried out in the classroom, examined, adjusted, and incorporated into the instructors' repertoires. As those methodologies are discovered to be workable with our student population, the word of their utility spreads from supervisor to supervisor and from instructor to instructor, resulting in a generalized growth throughout the entire instructor population.

Official Evaluations

7. Formal instructor evaluations are used to improve instructor performance and to provide a reasonable audit trail for the instructors' annual performance appraisals. The supervisor conducts four formal evaluations of each instructor per year. Formal evaluations are unannounced and include a full class period (approximately 50 minutes) of observation. Instructors are rated in three general areas on the formal evaluations: planning and preparation, techniques of instruction, and the learning environment. A series of 100 questions covering 36 instructional-related areas are available for use by the supervisors to assist them in their evaluations.
 - a. Instructors are evaluated on their performance with a rating of Outstanding, Excellent, Satisfactory, Needs Improvement, or Unacceptable (O, E, S, NI, U). Formal feedback is provided on the performance via written narrative and face-to-face discussion with the instructor within five workdays of the observation. Before the evaluation is discussed with the instructor, the supervisor and the chief of the training section meet to discuss the written evaluation and the ratings assigned. This helps to

ensure a consistency of ratings among all the supervisors within the section. If problems arise in performance, additional formal evaluations are scheduled. Instructors can receive a maximum of two "NI"s or one "U" per appraisal year before an "opportunity period" is put into effect. This period provides the instructor with a fixed amount of time to improve performance or face termination. At the present time, we are examining our evaluations to determine the areas where supervisors most often notice the need for improvement. So far, increasing student-centeredness in the classroom has been suggested most often.

b. Informal evaluations are conducted during the eight months when there is no formal evaluation. For informal evaluations, the instructors are observed for less than one full class period. Written feedback and discussion with the instructor then take place within 24 hours of the observation. No rating is issued, and less written feedback is provided; this is more of a summary of the event than a detailed narrative.

c. Quarterly Performance Reviews are conducted for the instructors in written form and through oral discussion. They do not represent an "evaluation" as such, but are more of a summary of the instructor's performance during the previous quarter. They represent a "mentoring" session for the employee and supervisors use them to describe strengths and weaknesses and elicit short and long-term career goals. They encompass classroom performance and other job performance elements such as evaluation, communication, administration, and special projects. These reviews also contribute to the audit trail for the annual appraisal. The annual appraisal is the yearly report to the employee of his/her overall performance and is used to make decisions relative to promotions, awards, and placement in non-pay status.

Self Evaluation

8. Instructor self-evaluation is a videotaped classroom performance used for **training** only, not as an "official" evaluation. The taping, which is not scheduled with the instructor in advance, is done by the supervisor with a camcorder. After filming the class session, the supervisor provides a list of questions for the instructor to answer while viewing the taped performance alone. The supervisor and the instructor later view the tape together and discuss the questions and the instructor's answers. The only copy of the questions and answers and the videotape are then given to the instructor.

Master's Program

9. We began a formal Master's Degree program in the Fall of 1994 in cooperation with UTSA. We have had four courses so far, one per semester: Teaching Reading; Teaching Listening and Speaking; Psycholinguistics; and Second Language Teaching Methodology. As part of our agreement with UTSA, we need at least 15 DLIELC participants per class; 30 DLIELC people have participated so far in at least one of the four courses offered. The Lackland Base Training Office funded the tuition for the courses; the participants paid for their books. The program goes into hiatus for at least one year after the current class finishes in order to accomplish a needs analysis. The purpose of the needs analysis is to determine the extent of demand and to develop a memorandum of understanding related to the continuation of the program.

Career Enhancement Program

10. DLIELC has developed and implemented a Voluntary Training Program in order to provide a means for instructors to broaden their careers and to enable us to enhance mission effectiveness with more knowledgeable employees. The program provides a vehicle for instructors to work in other areas of the organization, but with a lateral focus only. It has no vertical element, due to regulatory constraints, but it provides benefits to participating instructors as it provides them with detailed exposure to other organizational functions, creditable work experience in different skill areas, opportunities to demonstrate abilities outside the classroom, changing challenges, and increased organizational visibility.
 - a. The program is competitive, based upon quality of performance and experience. It has, as its prerequisites, teaching in all three of our training sections: General English, Specialized English, and Instructor Development. The organizational areas that an employee will cycle through are Operations, Overseas (administration and support of our overseas personnel and missions from our resident office), Curriculum, and Evaluation. One person has completed the program, and that participant and the gaining units have given positive feedback.

INSTRUCTOR TRAINING

11. DLIELC conducts instructor training in two major areas: pre-service (PST), in-service (IST), and Oral Proficiency Interview (OPI) training for ESL instructors hired to teach English to international military students (IMSS) who attend DLIELC; and training for international military students who are or who will be English teachers in their respective countries. New DLIELC ESL instructors receive two to three weeks of PST before they are assigned a class. In addition, all instructors are provided a minimum of twelve hours of IST each year.

Pre-Service Training

12. PST provides the new DLIELC instructor an orientation to the Air Force and to the organization through informational briefings. The training affords PST participants the opportunity to familiarize themselves with the American Language Course (ALC) curriculum used at DLIELC through review and discussion of the material, class observations, peer teaching, and team teaching with a sponsor teacher. PST also serves a screening function, allowing management to expeditiously terminate newly-hired employees who, though qualified on paper, do not demonstrate adequate teaching skills when actually put in a classroom situation.

In-Service Training

13. Yearly IST requirements may be fulfilled through external sources, such as attendance at professional conferences or completion of ESL courses at a university, or through participation in internally organized training opportunities.
 - a. Attendance at the national convention hosted by the professional organization for ESL teachers, TESOL, and participation in semi-annual regional conferences, sponsored

by the TEXTESOL organization, are highly encouraged. A limited number of people, with first priority being given to those whose presentation proposals have been accepted by the conference organizers, are sponsored by DLIELC to attend these professional gatherings. The wealth of information and insight absorbed by the convention/conference participants is subsequently shared with the rest of the faculty through internally organized "Training Festivals." Occasionally, during the training festivals, renowned figures in the ESL community are brought to DLIELC to deliver lectures or workshops. Training festivals facilitate technique-sharing among the faculty and cross-cultural familiarization opportunities, as well.

b. In addition, in-service training sessions on ESL-related topics are scheduled throughout the year, often taking place on Friday afternoons. These sessions are conducted by instructors or supervisors and generally provide practical training, something which the instructor in the classroom can make immediate use of. A lot of the training sessions focus on methodology; at the present time, we're interested in techniques to establish and maintain student-centered classrooms and ways to integrate cooperative learning activities.

c. Various forms of "informational training" are conducted on an as-needed basis. Instructors are sometimes scheduled for training to meet Air Force requirements (e.g., Equal Opportunity Awareness or Sexual Harassment training) or to become familiar with new computer software or learn to use other new technology (e.g., flight simulators). Changes in administrative requirements (e.g., modified recordkeeping procedures) generally necessitate some briefings. The completion of new curriculum modules also usually mandates familiarization/orientation training for instructors by curriculum project officers and/or writers. In an effort to increase instructors' understanding of and appreciation for other parts of the organization and how they complement one another to achieve the mission, organizational cross-training is periodically conducted. Moreover, all of this scheduled formal training is supplemented by informal training set up by the unit supervisor and conducted at the unit level either by the supervisor him/herself or by one of the unit instructors.

Oral Proficiency Interview Training

14. All DLIELC instructors take a two-week OPI Certification training course, which involves a thorough orientation to OPI principles and procedures as well as intensive practice conducting OPIs (29-30 practice interviews per course). Certification is not automatic. Only those participants who demonstrate the ability to elicit ratable speech samples and accurately rate them are certified. This usually equates to about 40-50 per cent of the course participants. Since "rate creep," the gradual inflation of ratings, is a common phenomenon among raters, periodic refresher training is scheduled and a quality control system has been put in place. Raters are observed at least twice a year to ensure their reliability and determine whether certification should be extended another year. Should their reliability deteriorate beyond the point correctable through discussion and reobservation, their certification is suspended until they complete recertification training. Quarterly OPI Roundtables also serve to keep raters up to date on recent developments in the OPI arena, focus on competence and performance areas requiring reinforcement, and afford opportunities to develop new OPI questions and bounce them off other raters.

International Military Student Instructor Training

15. DLIELC offers basic and advanced courses for IMSs who teach or will teach in English language training programs in their own countries. Both new curriculum and flexible student administration techniques have been implemented to meet the personal expectations and professional requirements of a student population which has risen in numbers and changed significantly in cultural, educational, and experiential backgrounds in the last few years.
 - a. The six-month Basic American Language Instructor Course (BALIC), MASL D177007, has a dual focus: preparing instructor candidates to teach the ALC while, at the same time, providing them the knowledge and opportunities needed to enhance their own English language proficiency. The curriculum includes a grammar review and a basic phonology orientation, as well as a methodology component which affords the students the opportunity to become thoroughly familiar with the ALC and to practice-teach both with their peers and real language learners. A cross-cultural orientation is also included, as well as activities to develop the IMS's own speaking and writing skills, using computers.
 - b. DLI offers three courses for IMSs who are experienced English language instructors. The schedules have been set up so that courses dovetail, and two or three consecutive courses may be programmed, if so desired.
 - (1) The Advanced English Language Instructor Course (AELIC), MASL D177006, is sixteen weeks. In addition to providing oral communication and writing skill enhancement opportunities for instructor students, the AELIC includes video and ICW training, orientation on the OPI, techniques for teaching non-intensive and multi-level classes, and practice in teaching the language components in Level VI of the ALC.
 - (2) The Introduction to the ALC for Experienced Instructors course, MASL D177019, familiarizes instructor students with the focus and design of the ALC to enable them to return to their countries and teach the materials and train others to teach them in an effective manner. This course also includes the American Language and Culture Seminar (three hours a day) which is intended to introduce IMSs to a broad spectrum of American culture, including history, government, social institutions, the arts, and manners and mores. It is ideal for many of the English language instructors from newly emerging democracies who have a high level of English proficiency and numerous years of experience teaching English with materials other than the ALC.
 - (3) The Advanced Language Proficiency Skills (ALPS) course, MASL D177018, originally designed for instructors who need to brush up on their language skills (listening, speaking, reading, and writing), has also proven effective for translators, interpreters, and English language program administrators who desire or require advanced English training beyond that offered by the ALC, or even for instructors of other subjects who use English as a medium of instruction. Students do most of their writing using computer word-processing programs.

Teacher Selection and Training at the Bundessprachenamt

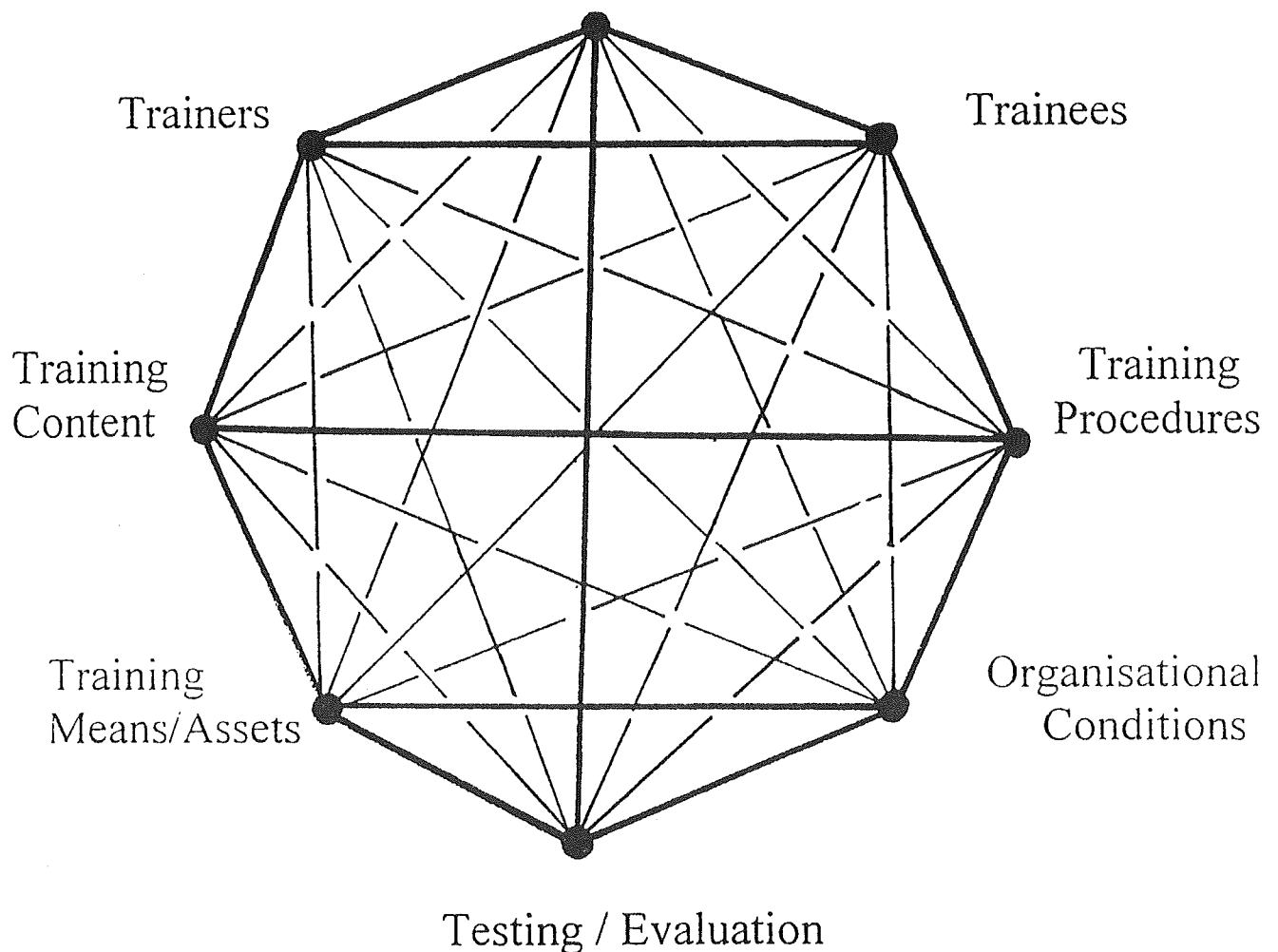
Herbert Walinsky

My aim is to

- give you an overview of the selection and training of language teachers of the Federal Armed Forces Language Service at the Bundessprachenamt
- outline our seminars for foreign teachers of German as a foreign language.

At the Bundessprachenamt we consider our staff - that is "human resources" or people - to be the first and foremost factor determining success or failure of language training. We therefore invest considerable financial resources in our teaching and materials development staff. This does not mean that we neglect the other factors leading to success in language training.

Learning Objective (Training Objective)



Source: J. Zielinski

We do not believe, however, that an abundance of state of the art educational technology or sophisticated instructional material can compensate for mediocre teachers. The ideal situation would be highly-qualified teachers and highly-sophisticated technology and teaching material. If both were not simultaneously possible, we would settle for high quality teachers and modest technology.

Our criteria for teacher selection are as follows:

- native speaker or native speaker-like command of the target language
- Master's level degree or equivalent in foreign languages and education
- practical teaching experience in adult education (desired)
- ability to prepare and develop teaching and testing materials.

Are we able to get such high-profile people and if so, how and where from?

The answer to the first part of the question is yes. We do have sufficient applicants to pick and chose from. The major reasons are the salary, job security and working conditions we can offer.

Although for teachers the prospects of finding employment are slowly improving, applicants for German state schools still outnumber available positions. We therefore can pick from a pool of young teachers formally qualified for secondary education. These applicants will have passed the first and second state exams, which means academic training to the master's level plus two years of on-job training. We do not restrict ourselves, however, to applicants with these formal qualifications. Equivalent experience or special skills can also result in hiring. This applies particularly to native speakers who have extensive practical experience. In fact, about two thirds of our foreign-language teachers are native speakers who for the most part have not received their academic training in Germany.

Every candidate for a permanent position, regardless of academic or professional background, is subjected to a two-day selection procedure in order to determine his/her suitability for employment with us. University qualifications or experience in teaching adolescents do not necessarily mean a teacher is suitable for our concept of performance-oriented adult language training.

The procedure consists of three parts:

1. **An oral examination** with the aim of
 - determining the candidate's proficiency in communicating in the target language;
 - verifying the candidate's professional background and experience and ability to apply this knowledge and experience.
2. **A written examination** in essay form on a methodological / didactic issue, choosing one of three topics. The aims are similar to those of the oral examination.

3. **A demonstration lesson** in one of the on-going classes. On the previous day the candidate audits in the class he is to teach in order to determine their level and ability.

Candidates are graded with the aid of an examination record in matrix form attached at Annex A.

On the basis of performance in all three parts the commission (minimum three members) decides on

- the suitability, type and level of employment
- the extent and type of in-service or on-job training required

Candidates are then placed on a "merit list" which determines the sequence of hiring.

Teacher Training Courses for Newly-hired Teachers

The global objectives for these seminars are directly related to the targets of language training in the Bundeswehr:

1. Achieving communicative competence
2. Skill-orientation
3. Mastering language functions

I will not elaborate on detailed content, since this has already been done by my colleague Georg Gerth in the 1994 PfP/NACC-Seminar Report, but will briefly define the above.

The global objective "**communicative competence**" means that teachers must enable their students to put across what they, the students, need to communicate when in a foreign language environment. Not the language itself but its contents and usage are emphasized. Teachers cannot teach language as an abstract theoretical system but must link it to the students' past experience and future tasks.

We try to instill in our teachers that they are not to teach a foreign language but to help their students learn it. This can only be done by using the language. This means practicing the skills. Teachers are facilitators who provide techniques and hints to students for acquiring the skills. Repeated practice, particularly of the receptive skills of listening and reading, must occur mainly outside of the classroom.

The concept of communicative competence leads to a pluralism of methods, which is its main attraction. Eclecticism is not a theoretical concept, but a necessity. Teachers are therefore familiarized with numerous techniques to assist them in achieving the desired results.

New teachers are made aware of the underlying principles of the communicative approach:

- predominant use of the target language in the classroom
- instruction should take account of the four skills, but not teach them in isolation
- real situations, not strings of text-bookish examples

- rules are arrived at through insight
- terminology of traditional grammar teaching plays a subsidiary role
- interference problems must be consciously dealt with

The course also includes such practical topics as

- question technique
- correcting mistakes
- designing a lesson
- teaching / learning vocabulary
- teaching / learning structure
- language testing
- employment of educational technology

In summary we try to impart to the teacher that the central figure is the learner. Learners must be guided from the known to the unknown, that is to potential language situations. This requires flexible, self-confident teachers who do not dogmatically stick to a textbook or curriculum but are capable of facilitating learning and able to intelligently choose and employ the appropriate material and methods.

In addition to these in-house seminars, teacher training is conducted outside of the Bundessprachenamt - usually as one-week events - at various military installations. Content is usually based on the stated needs and requirements of the individual institutions. An example of a civil service seminar is the course for Federal Customs officers teaching English and French in a secondary function.

Seminars for Foreign Teachers of German as a Foreign Language

Since 1992 nearly 200 teachers of German from our Eastern neighbor countries have attended seminars of 6 to 12 weeks at the Bundessprachenamt. The aim is to assist these countries in conducting the initial German training at home so that a greater through-put of foreign students of German can be achieved at the Bundessprachenamt.

Most participants are qualified teachers of German, who aim at improving their command of the language and brushing up on their socio-culture knowledge while at the same time familiarizing themselves with communicative teaching methods.

Since educational traditions, methods, infrastructure, technology, management and hierarchical structures differ in the various countries, we try to present a broad "menu" to participants of these seminars. It will be up to them to select those aspects suitable for their local conditions. At the start of each course we ask participants to articulate their specific needs and attempt to address them if they are shared by a sizable number (Negotiated curriculum).

The course covers two major fields:

- Instruction without a standard textbook (the Bundessprachenamt approach)
- Textbook-based instruction

Instruction without a standard textbook

1. Introduction to the BSprA curriculum (topics, structures, lexis)
2. The cognitive approach in grammar teaching (valence grammar)
3. Progression (grammatical, topic-wise)
4. Methodology and didactics (planning and production of teaching units)
5. Text analysis / types of texts (selection criteria for authentic and current newspaper and magazine texts)
6. Production of multiple-choice items for reading comprehension
7. Criteria for listening comprehension

Textbook-based Instruction

1. Overview of commercially available material (critical assessment)
2. Production of supplementary material for beginner courses
3. Methodology, didactics (alternatives to books, comparison of books)
4. Production of teaching units
 - scheduling of instruction
 - types of activity
 - role of the teacher

Additional Topics

- practicing the receptive skills
- employing educational technology
- group work and role plays
- teaching military terminology
- teaching demonstrations (by trainers and participants)
- literature

Socio-cultural Matters

Although a considerable number of participants spent some time in Eastern Germany before

1990, for many participants this is their first stay in the western part of Germany. Tours to cultural and historical sites and visits to educational, government, military and industrial institutions round off the course.

In the meantime some countries have sent all of their teachers of German to us once and "second-timers" are appearing. We therefore are now starting to offer specialized seminars for this clientele such as courses for teaching military language or for materials development.

Summary

I have tried to give you an overview of our concept of teacher selection and training. We are **people-oriented** in our selection of teachers and **student-centred** in our teaching approach. In our seminars for foreign teachers of German we also try to convey this concept by presenting our approach in **menue form**, leaving the choice to our foreign colleagues.

**German Presentation
BILC Conference 1996**

**EXAMINATION RECORD
-Language Teacher-
-Materials Developer-**

Name/Christian Name	Date of Birth/Place of Birth
---------------------	------------------------------

Language of Examination	Mother tongue
-------------------------	---------------

I. Written Examination

(Essay in the foreign language)

1 2 3 4 5

- | | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Language Accuracy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Professional Content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
-

II. Oral Examination (Interview)

1. Mastery of the Target Language:

- | | | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| – Range of Expression | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Phonetic Correctness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Grammatical Correctness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Semantic Correctness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Fluency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Professional knowledge in:

evident partially evident not evident

- | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|
| – Methodology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Linguistics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Culture and Institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – Military Matters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Amplification of professional knowledge in the above and if applicable in other relevant areas:

1 = excellent 2 = good 3 = satisfactory 4 = adequate 5 = not adequate

III. Demonstration Lesson
Lesson Aim

Designation of Class

Place/Date/Time

Level of Class

1. MASTERY OF TARGET LANGUAGE by applicant, taking into consideration the lesson aim and level of class

a) Phonetic Correctness

flawless almost flawless not always flawless incorrect

b) Grammatical Correctness

flawless almost flawless not always flawless incorrect

c) Semantic Correctness

flawless almost flawless not always flawless incorrect

d) Idiomatics

evident almost always evident not always evident not evident

e) Fluency

no unnatural hesitations almost no unnatural hesitations occasional unnatural hesitations frequent unnatural hesitations

2. CONDUCT OF THE LESSON

a) Motivating individual students

evident almost always evident not always evident not evident

b) Ensuring participation of individual students

evident almost always evident not always evident not evident

c) Flexibility - if appropriate (in regard to phasing, content and method)

evident almost always evident not always evident not evident

d) Employing first/target language

appropriate almost always appropriate not always appropriate not appropriate

e) Adjusting to the linguistic level of the class

evident almost always evident not always evident not evident

f) Presenting structures

appropriate almost always appropriate not always appropriate not appropriate

g) Presenting vocabulary

appropriate almost always appropriate not always appropriate not appropriate

h) Dealing with socio-cultural aspects (if required)

appropriate almost always appropriate not always appropriate not appropriate

i) Methodological phases

consistent almost always consistent not always consistent not consistent

j) Employing teaching/training aids (media)

- | | | |
|----------------------------------|--|--------------------------------|
| <input type="radio"/> Blackboard | <input type="radio"/> Overhead projector | <input type="radio"/> Audio |
| <input type="radio"/> Realia | <input type="radio"/> Pictures | <input type="radio"/> Handouts |
| <input type="radio"/> Video | <input type="radio"/> Other | |

<input type="checkbox"/> appropriate	<input type="checkbox"/> almost always appropriate	<input type="checkbox"/> not always appropriate	<input type="checkbox"/> not appropriate
--------------------------------------	--	---	--

k) Maintaining contact with class (in lesson context)

<input type="checkbox"/> appropriate	<input type="checkbox"/> almost always appropriate	<input type="checkbox"/> not always appropriate	<input type="checkbox"/> not appropriate
--------------------------------------	--	---	--

l) Dealing with student response

<input type="checkbox"/> skillful	<input type="checkbox"/> almost always skillful	<input type="checkbox"/> not always skillful	<input type="checkbox"/> not skillful
-----------------------------------	---	--	---------------------------------------

m) Encouraging communication among students

<input type="checkbox"/> evident	<input type="checkbox"/> almost always evident	<input type="checkbox"/> not always evident	<input type="checkbox"/> not evident
----------------------------------	--	---	--------------------------------------

n) Correcting mistakes

<input type="checkbox"/> skillful	<input type="checkbox"/> almost always skillful	<input type="checkbox"/> not always skillful	<input type="checkbox"/> not skillful
-----------------------------------	---	--	---------------------------------------

Lesson aim was

<input type="checkbox"/> achieved	<input type="checkbox"/> largely achieved	<input type="checkbox"/> partially achieved	<input type="checkbox"/> not achieved
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Remarks on Demonstration Lesson

Grading of Lesson (Nr 1 and Nr 2)

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 = excellent 2 = good 3 = satisfactory 4 = adequate 5 = not adequate

Summary (Parts I-III)

Based on the overall performance the examining board evaluates the candidate as follows:

- Language teacher
- Materials developer

qualified partially qualified not qualified

- for career group "Höherer Dienst"
- for career group "Gehobener Dienst"

She / he requires teacher training yes
 no

Remarks on overall performance

Examining Board:

Chairperson

Member

Member

Place/Date

Designing and Conducting Language Training for Special Purposes

Kenneth McFarling, Stephanie Rhodes, Lisa Hima, Glenn Pfitzenmaier

Specialized English Training (SET)

1. DLIELC offers both language training designed to increase international students' general English skills and training in English for Special Purposes. The training in English for Special Purposes, or Specialized English Training (SET) as we refer to it, is a nine-week transition block of training between the General English phase and the students' follow-on technical training or professional military education courses. The students programmed for SET at DLIELC are headed to a very wide variety of follow-on technical and professional courses at hundreds of follow-on training sites. There are no fixed calendar start dates for the Specialized English block of training as students' start dates are determined based on when their follow-on training is to begin. Because these dates vary, students begin and complete SET every week of the year. These factors call for a high degree of flexibility in the design and conduct of our English for Special Purposes program. In short, SET must be many things for many students.
2. The overriding objective of SET is to provide our international students with opportunities to practice the language skill requirements associated with their follow-on technical or professional courses. Because it is a transitional block of training, students must have already met the minimum proficiency requirements established by their follow-on training schoolhouses before entering SET. The materials we develop are based on technical vocabulary and language skills needs necessary for success in the follow-on training environment. Due to the wide variety of follow-on courses, the vocabulary focus of the materials must remain, to some degree, generic in nature. Many flight training students, for example, come through SET on their way to beginning undergraduate training, while others are on their way to transition training courses for advanced aircraft; Army officer students come through on their way to both basic and advanced courses. Other students are headed to electronics courses ranging from fundamentals training to weapon-specific avionics training. It is our job to find a common ground in the selection of vocabulary and language skill activities for our curricula.

Focus of SET

3. As previously mentioned, the primary focus of the Specialized English materials is on development and practice of language skills needed for success in the follow-on training. Authentic training and resource materials obtained from technical training sites and service professional schools serve as the vehicles for development and practice of reading and listening comprehension, speaking and writing skills as appropriate. From these materials, we select a body of terminology - including acronyms and abbreviations which students will typically encounter - and training materials excerpts for inclusion in our language materials. The authentic materials provide the context for language activities and exercises which we develop to give students practice with manipulating the vocabulary and using critical skills and to familiarize them with the organization and format of follow-on training materials.

Design of the Curriculum

4. At present the SET curriculum supports English for Special Purposes training in 43 specialty areas. These specialty areas range from undergraduate pilot training to navigator training, aircraft maintenance to medical training, electronics, ordnance, Army tactical training, data processing, and as mentioned earlier, professional military education. The decision to develop a curriculum to support a specialty area is determined by various factors. The two most important are criticality of language requirements associated with the follow-on training - as with aviation training and explosive ordnance (training areas for which there are obvious safety issues) - and the size of annual student throughput - as with electronics and maintenance (training areas for which there are large numbers of students involved). The number of specialty areas is therefore fluid, with new ones added and others deleted as training requirements change. Our inventory of Specialized materials currently consists of 80 modules of instruction, most designed for one week of language training. These modules of instruction are focused on specific content-related subjects associated with the specialty area - radio communication phraseology and weather, for example, for flight training; current, voltage, and resistance, DC and AC circuits for electronics; operations and map reading for Army tactical training. The 80 modules of instruction are mixed and matched to form the nine-week curricula in the various specialty areas. The first and last weeks of SET focus generically on practice of basic English language skills pertinent to most follow-on training environments (e.g., study skills, familiarization with and use of library resources and dictionaries, listening comprehension and speaking skills). The seven-week core of the SET block of training is tailored to the students' follow-on training while continuing an emphasis on practice of English language skills. Various factors come into play to determine types of materials which need to be developed and when existing materials need to be revised to meet changing needs. Some of the newer directions/approaches will be discussed in the following briefing and demonstration.

Organization of the Specialized Curriculum Design Section

5. Within the DLIELC Curriculum Design Branch, which is responsible for the design and development of all English language materials used in the Defense English Language Program, a separate section is responsible for the development of Specialized English materials. The 43 specialty areas mentioned earlier are divided among four project officers, who maintain contact with follow-on trainers in their respective areas to determine and prioritize language skill and vocabulary familiarization requirements and obtain authentic material samples. They develop design plans for new projects and major revisions, including the terminal language objectives to be met, and direct the development of projects by the course writers assigned to the section. These English as a Second Language (ESL) specialists are tasked with the development of enabling objectives and the individual language exercises and activities for manipulation and practice of identified language skills. They also develop the achievement quizzes and performance evaluations, language laboratory activities, and homework exercises for their assigned projects. Due to the criticality of English language proficiencies associated with aviation training, a subject matter expert is also assigned to help with selection of authentic materials to be included and to provide technical assistance to project officers and course writers assigned to aviation projects.

Instructional Systems Design Process

6. The instructional systems design process for development of our Specialized modules of instruction consists of four phases - analysis, design, development, and implementation - together with a fifth concern or phase, if you will: evaluation, which is on-going throughout the process.
7. In the needs analysis phase, the actual language task requirements associated with follow-on training courses must be examined in order to determine how they may be best met in SET -- whether through the use of existing materials in our inventory, with commercially available materials, some combination of these two, or with newly developed materials. When the decision is the latter, a design plan must be developed which includes terminal language objectives to be met, and authentic materials to be selected to form the basis of the Specialized modules of instruction.
8. In the conduct of the needs analysis, a large body of information must be collected to make possible decisions of language skill focus and selection of materials. We accomplish this in a variety of ways. Visits to follow-on training sites give us the opportunity to observe actual training sessions, discuss language requirements with technical training course developers, trainers, and international students in training - including DLIELC graduates. Through the use of survey forms, instructors and course developers are also asked to provide data on pertinent characteristics of follow-on training courses: the mode of training (whether through lecture and notetaking, hands-on explanations, computer-assisted instruction, etc.); the level of difficulty of the training; and dangerous and safety-related aspects of the course which affect the criticality of language requirements. We also obtain data on follow-on trainers' assessment of language skill priorities through the use of language task analysis survey forms. These forms allow the follow-on trainer to indicate to us the frequency, criticality, and level of mastery required for a wide variety of language skill applications. In addition to the follow-on training subject matter experts who provide such information, we have the aviation subject matter expert on our own design staff as well as two experts assigned to the resident training staff in the areas of aviation and maintenance/electronics, who also provide input into the needs analysis process. Lastly, the DLIELC Evaluation Division conducts a vigorous external feedback program through direct mail questionnaires (mailed to DLIELC graduates and their follow-on instructors) and field evaluation visits, which provide additional input on student performance and English language needs.
9. Once the analysis is complete and a design plan accomplished, the development of the various components of the instructional package begins. Course writers develop the language activities and audiotapes, select videotapes to support language skill practice, select or develop training aids, and write quizzes. They coordinate with our in-house media and technology developers for development of interactive courseware lessons. The first interactive courseware lessons for Specialized materials were developed for F-16 pilots going to transition flight training and F-16 maintenance personnel. These materials are currently in the process of being tried out for validation purposes.
10. As mentioned earlier, evaluation is on-going in the development process. Course writers and their project officers meet with our resident training instructors as units of material are developed to obtain pedagogical review and enable timely revision. Subject matter experts - both in-house and external - are given opportunities to review drafts of material to ensure technical accuracy and recency as well as relevance to follow-on training. These reviews and those during the validation phase allow timely revision

before final implementation of the materials.

11. All materials developed by our curriculum specialists are validated in our resident training classrooms. The course writers and experienced instructors teach the materials to classes of international students and provide input and suggestions if changes are determined to be necessary. Final revisions upon completion of the validation period reflect this input and input from the students themselves, provided anecdotally or in student comment sheets. Technical review input from follow-on trainer experts also is incorporated in the final post-validation revisions.
12. Evaluation continues as the operational version of material is implemented in the classroom. Instructors are given the opportunity to formally input training improvement recommendations and suggestions for change as they use the materials in the classroom. Likewise, students may input suggestions in formal comment sheets, which are reviewed by the appropriate curriculum project officers and, if found to be relevant or necessary, implemented by means of errata change sheets or as materials are sent for reprint.

Examples of SET Curricula

13. Two examples of English for Special Purposes curricula were shown to illustrate the point that SET addresses the language requirements of widely varied student populations. The first example depicted the nine-week curriculum for undergraduate pilots, which includes two generic basic skills modules of instruction focusing on study skills and general English language skills and then includes as its core focus seven weeks of special purposes modules in the following technical content areas: radio communications, flight physiology and emergency procedures, weather terminology, aircraft and the flight line, basic air navigation, NAVAIDS and aircraft instruments, and one module related to the subsonic jet aircraft to be flown in the follow-on training by undergraduates - the T-37B aircraft. The second example depicted the SET curriculum for senior level military officers whose follow-on professional military education courses are taught at the various service command and general staff colleges, war colleges, and postgraduate schools. In addition to the two generic basic skills modules of instruction, their core curriculum focuses on the higher level skills required to function in the university-level environment in which they will have to function, with modules of instruction in the following: military speaking skills, group discussion skills, writing skills, academic reading, management skills, and computer literacy.

Oral Proficiency Skills for Aviation Students (OPSAV)

1. The Oral Proficiency Skills for Aviation Students (OPSAV) course is one example of a course DLIELC developed to meet very specific needs of a particular student population. We had received customer feedback on some of our aviation students - particularly those from Pacific Rim countries - regarding inadequate listening and speaking skills, so we sent ESL specialist teams to four selected follow-on flight training bases to talk to training personnel, analyze the language tasks with which the students were having difficulty, and determine how their specific needs could best be met. The instructor pilots expressed concern about weak language skills exhibited by the

student pilots - especially when they were simultaneously performing cockpit tasks and talking over the intercom or radio to the control tower. As a result of the needs analysis conducted, we developed a design plan for a course that would focus on development and intensive practice of the applied listening and speaking skills necessary in the highly task-saturated environment of the aircraft cockpit. In addition to the established paper-and-pencil English Comprehension Level (ECL) test requirement for such students, a new oral proficiency requirement, measured by a formal oral proficiency interview (OPI), was added to the criteria for acceptance into US flight training courses.

Objectives

2. The new course - Oral Proficiency Skills for Aviation Students - now known as OPSAV - was developed to address the following terminal objectives, specifically focused on language skills required by aviation students:
 - Improve pronunciation for successful radio communication
 - Improve comprehension skills under adverse conditions
 - Practice rapid oral response necessary while flying a high-performance aircraft
 - Practice speaking while task saturated as pilots have to do in the cockpit

3. After writing the OPSAV Handbook, we sent it to Columbus Air Force Base, Mississippi, for technical review. The course developer traveled to Columbus AFB to discuss the aims of the course and the classroom activities with the instructor pilots and the flight training squadron commander and got an orientation ride in a T-38 supersonic jet aircraft. At Columbus AFB the flight training personnel confirmed the OPSAV course to be on the right track, with its emphasis on safety issues and its use of aviation-centered materials tailored to specific aviation training requirements. The latest language-training technology available has also been incorporated into the course (e.g., computer-based multimedia lessons and videos to improve pronunciation). As a part of their technical review, the instructor pilots made suggestions for improvement which were integrated into the course, and they also provided authentic audiotapes of student-pilot sorties, pilots talking to the control tower and radar final approach control. Airport terminal information system recordings from twelve different bases in the US have also been incorporated to enable the students to hear authentic samples of information on different weather and runway conditions and get practice with various regional dialects which they will encounter. The OPSAV curriculum includes over 60 videotapes which are used to familiarize students with terminology and to improve their rapid oral response skills. To practice speaking while task saturated, the students are required to identify flashcard items, respond to assigned call signs, and answer questions as they fly prescribed routes on PC-based flight simulators.

Instructor Training

4. Because the OPSAV course is 16 weeks in length and the objectives are somewhat unconventional, the instructors for this course were given a week's intensive training to familiarize them with the course materials and new methodology. To increase their understanding of student pilot training, they went to Randolph Air Force Base to sit in on aerodynamics classes, T-38 seat training, and emergency egress training. They did a walk-around inspection of a T-38 on the flight line, took a turn in the T-38 flight simulator, and sat in on a pre-flight briefing.

5. The instructors also attended a workshop conducted by a speech pathologist, who warned about the difficulties of making significant changes in speech motor patterns of Pacific Rim students in just 16 weeks, but that good improvement in controlled objective vocabulary such as cockpit terms and phrases used in standard radio communications could be achieved. To facilitate accent modification in the OPSAV course, both behavioral (motor response) and technological methods - including audiotapes, videotapes, and computer-based training - are employed.
6. Our resident training subject matter expert, a former navigator, participates in the course by directing the students during task saturation activities as they work on the PC-based flight simulators, and by assisting the instructors on technical questions. He also provides in-service training for the instructors in the technical aspects of integrating the simulator activities into the course activities.

OPSAV Videotape Demonstration

7. A short videotape was shown to illustrate OPSAV students engaged in classroom activities designed to provide practice with the four main terminal objectives of the course: improve pronunciation, improving comprehension skills under adverse conditions, practicing rapid oral responses, and practicing speaking while task saturated.

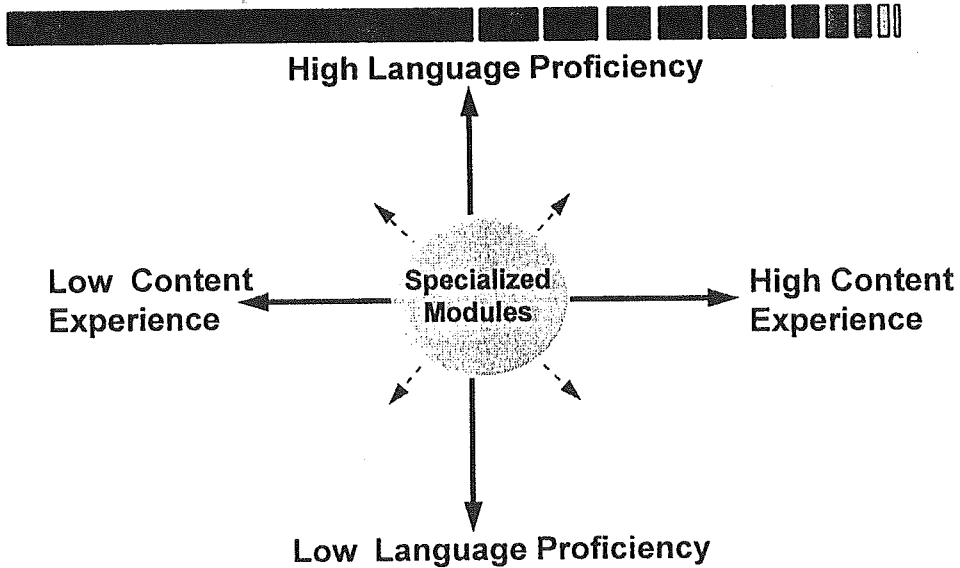
English for Special Purposes Activities Demonstration

1. In the final portion of the presentation, samples were demonstrated illustrating language development strategies which have been incorporated into recent DLIELC Specialized English materials.
2. First, various aspects were presented which the Specialized curriculum developer must take into consideration when determining the types of activities to include in the modules of instruction to afford the necessary flexibility according to the language and content ratio possible in any given SET classroom. Activities for Specialized modules are designed with the "average" student in mind. For an aviation classroom, for example, this means that the level of the language activities must be developed to provide meaningful language practice for an "average" student and commensurate with their oral proficiency level requirements (e.g., oral proficiency levels of 2 in comprehension and speaking for advanced aviation students).
3. The course developer starts with the premise that the students have the minimum language proficiencies required to successfully accomplish their technical training. The content materials selected must be generic and applicable to students who possess varying degrees of content knowledge and who are attending different types of related training (e.g., fixed wing aviation training, rotary wing aviation training, fighter/fast jet training, cargo aircraft training, etc.). The activities accompanying the selected content excerpts must be designed to be adaptable to a wide variety of actual follow-on training requirements and situations. Alternate options must be included to address varying levels of actual language proficiency and/or content knowledge.

4. Then, a demonstration was given illustrating some of the recent language development strategies being integrated into various types of activities using military content. These included activities such as card clusters, word associations, information sharing through “KWL” charts (used for pre-reading to focus on what students already **K**now about the topic, what they **W**ant to know about the topic, and what they **L**earn about the topic from the reading) and word mapping.



LANGUAGE / CONTENT RATIO



SAMPLE ACTIVITIES

Card Clusters

“KWL” Charts

Word Maps

Speaking Skills



SAMPLE ACTIVITY

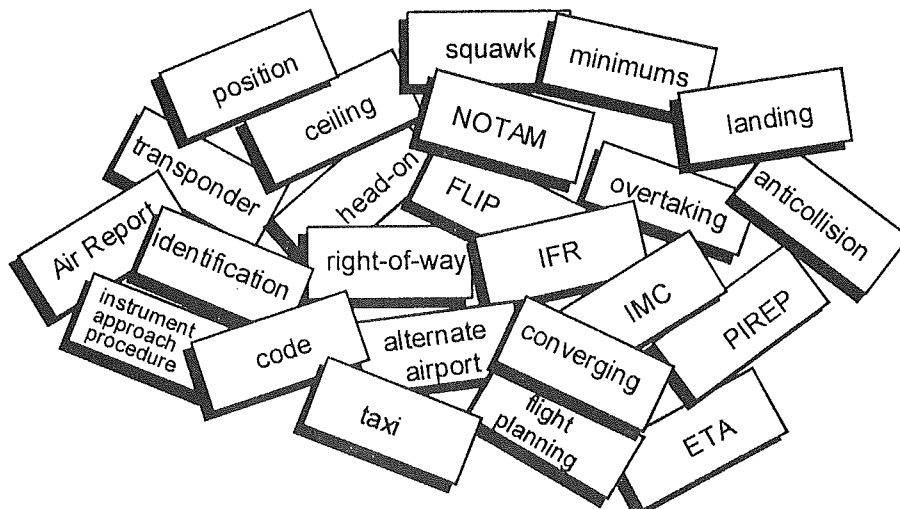


CARD CLUSTERS

- Teach Terminology in Context
- Provide Speaking Opportunities Using Terms
- Promote Student Interaction / Problem Solving



AVIATION CARD CLUSTER

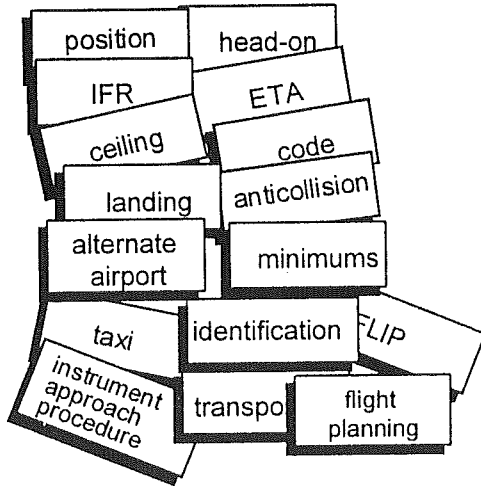




CARD CLUSTERS



Words We Know



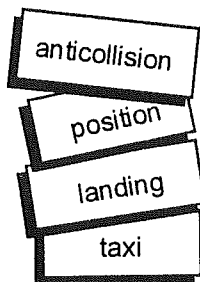
Words We Don't Know



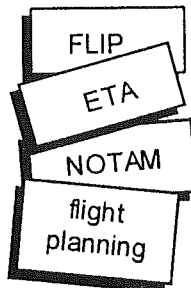
CARD CLUSTERS



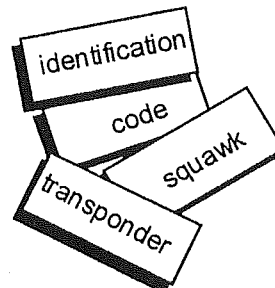
Aircraft Lighting



Flight Planning



Aircraft Identification

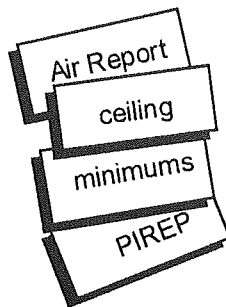




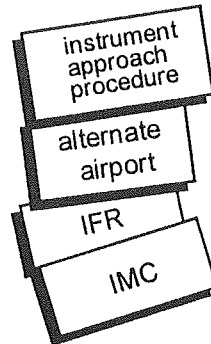
CARD CLUSTERS



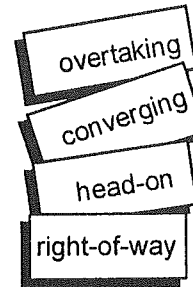
Weather Conditions



Instrument Flight Rules



Right-of-Way Rules



SAMPLE ACTIVITY



KWL CHARTS

(K) KNOW

(W) WANT TO KNOW

(L) LEARNED

- Offer Effective Pre-Reading Activities
- Encourage Information Sharing / Peer Teaching
- Allow Self-Directed Learning / Self-Assessment



KWL CHARTS



TOPIC OF READING

FORMS TACTICAL OFFENSE

(taken from Operations Module)

- **Movement to Contact**
- **Attack**
- **Exploitation**
- **Pursuit**



KWL CHART



	(K) WHAT YOU KNOW	(W) WHAT YOU WANT TO KNOW	(L) WHAT YOU HAVE LEARNED
MOVEMENT TO CONTACT			
ATTACK			



KWL CHART



	(K) WHAT YOU KNOW	(W) WHAT YOU WANT TO KNOW	(L) WHAT YOU HAVE LEARNED
MOVEMENT TO CONTACT	Operation used to establish or regain contact. Will result in a meeting engagement. Different types depending how much is known of enemy position, strength.		
ATTACK	Purpose is to defeat or destroy the enemy. Hasty attack vs. deliberate attack. Raids.		



KWL CHART



	(K) WHAT YOU KNOW	(W) WHAT YOU WANT TO KNOW	(L) WHAT YOU HAVE LEARNED
MOVEMENT TO CONTACT	Operation used to establish or regain contact. Will result in a meeting engagement. Different types depending how much is known of enemy position, strength.	What are the different types of movement to contact? What are the key features of each of these movements? Once contact is made, what actions must be immediately taken?	
ATTACK	Purpose is to defeat or destroy the enemy. Hasty attack vs. deliberate attack. Raids.	Are there other types of attacks? What are the specific functions of raids?	



BENEFITS OF PRE-READING

Card Clusters and KWL Charts

Help Increase Comprehension of Technical Text by . . .

- . . . Pre-teaching key technical terminology that will be encountered in the reading.
- . . . Encouraging students to link new information to prior knowledge.
- . . . Focusing students' attention on finding answers to specific questions that they themselves have identified.



SAMPLE ACTIVITY

WORD MAPS

HELP STUDENTS

- Navigate unfamiliar text
- Identify key points
- Understand and remember what they read
- Organize verbal and written discourse



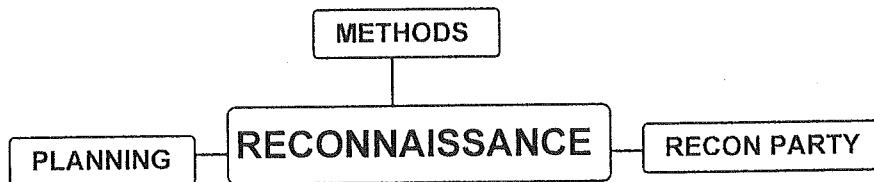
WORD MAPS



RECONNAISSANCE

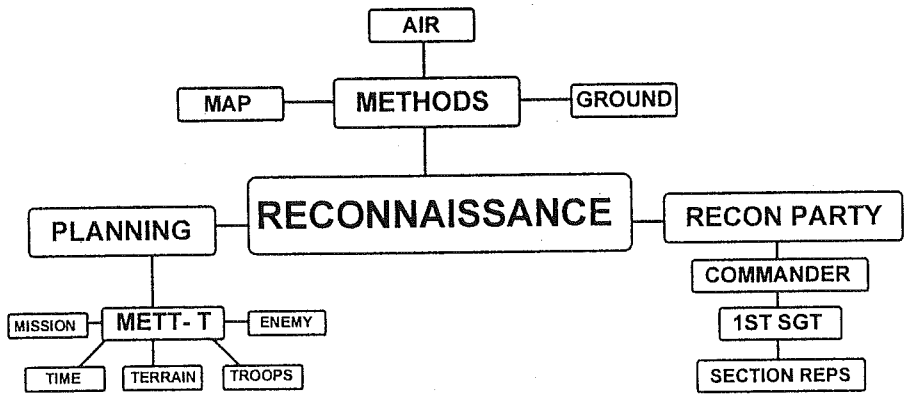


WORD MAPS





WORD MAPS



SPECIALIZED CURRICULUM GOALS



SPECIALIZED CURRICULUM GOALS



- **Knowledge of Terminology**
Definitions, Correct Pronunciation
- **Functional Use of Terminology**
Relationships, Conceptual Frameworks
- **Comprehension of Text**
Pre-Reading, Word Mapping, Note Taking
- **Technical Listening Proficiency**
Exposure to Authentic Listening Materials,
Global Listening Strategies
- **Technical Speaking Proficiency**
Small Group Interaction, Problem-Solving Discussion



SAMPLE ACTIVITY



CONVERSATION STARTERS

**Topics from Different Military Fields
Used as Ice Breakers,
for Conversation Practice,
Group Discussion, etc...**

Language Training for Specific Purposes - English for Overseas Students attending Courses in the UK and Foreign Language Courses for Operational Purposes

Graham Blackburn, Shawn Gracie

Introduction

1. The subject of this year's United Kingdom presentation is "Language Training for Specific Purposes". This is an area in which our Defence School of Languages, or DSL, has a great deal of experience. Indeed, all of DSL's courses, whilst containing a significant amount of non-specific, or general, language training, are geared towards specific military objectives. DSL is, after all, a tri-Service organization which employs military and civilian instructors to teach a wide variety of courses to British and foreign military personnel. DSL's English Language Wing, a much smaller version of DLIELC, provides English language training for overseas military students, who are either preparing for other military training courses elsewhere in the UK, or improving their English and knowledge of Britain in order to facilitate greater contact and involvement with international organizations such as NATO or Pfp.
2. DSL's foreign language wings, again a smaller version of DLIFLC, instruct UK military personnel in foreign languages for a variety of different purposes. The regular and established courses of Arabic and European Language Wings are provided to meet the language training requirements of our military attaches and their support staff, exchange and liaison officers, Joint Arms Control, loan service, and Intelligence Corps personnel. However, in addition to these regular and well-defined training requirements, military operations also require very specialized language training support from time to time. This is a training commitment which can sometimes arise at very short notice.
3. Our presentation today will cover two aspects of the language training for specific purposes conducted at DSL: firstly, we shall consider the development of English language courses designed to prepare overseas students attending other military courses in the UK, and secondly, we will contrast this with the development of foreign language training for British military personnel about to deploy on operations.
4. The first part of the presentation will be given by Flight Lieutenant Graham Blackburn, currently the RAF's language training policy adviser, but who was in a previous life an instructor in the English Language Wing of DSL. The second part of the presentation will be given by the current Commanding Officer of DSL, Wing Commander Shawn Gracie.
5. After the presentation we will be glad to answer any questions you may have.

Part 1: English Language Training for Military Courses in the UK

6. In the first part of the presentation I would like to talk about the development of courses run at DSL for overseas students going on to follow other military training courses in the UK. There is a large number of such courses, ranging from those run for officer cadets before they attend initial officer training at one of our 3 military colleges, through

courses for personnel (in the case of the RAF element at DSL) about to embark on flying training or air traffic control training, to courses for more senior officers in preparation for attendance at Staff College. In the UK we currently have three different Staff Colleges for the Royal Navy, the Army and the Royal Air Force, and DSL has therefore had to run three different preparatory English language courses for each of these Colleges. Student rank profile for the staff college courses has normally been Captain to LtCol. The situation is, however, about to change shortly with the amalgamation of these three staff college courses into a new Joint Service Command and Staff course, the first of which is scheduled to run in September 1997. DSL will, of course, have to redesign a new English course to prepare students for the Joint Service Staff College, but the current single service staff college English courses serve as useful examples of the Systems Approach to Training (SAT) in course development, and I will attempt to explain how they are designed and conducted using a basic SAT loop. For those unfamiliar with SAT, I will briefly state that it is a way of planning and undertaking training following a logical series of steps which together form a cycle which is followed to refine and develop the training. The stages in course development which I will cover are Identifying the Training Need, Analyzing the Task, Setting of Objectives, Designing the Course, Assessment Strategy, and Validating the Training.

7. First of all it is worth considering the target population for these courses. The requirement is fairly constant, in that numbers and entry level in terms of language ability are easily defined and not normally subject to change. There is one course per year for each Service, each with up to 20 students. The output requirement in language proficiency terms is SLP 3333, so students selected for UK staff colleges should already be of a level of ability to reach that SLP in the 6 weeks of the course. For those whose English is shown by pre-entry testing not to be of the required standard, DSL has developed an additional preparatory course known as Module 3. This extra module is taken immediately before the DSL pre-Staff College course for those who need it, and I will mention this in some more detail later.
8. Thus, for the first element of using SAT to develop a training course, identification of the training need, through task analysis of the job for which training is required, we start with some advantages: we know the end product requirement, the initial standard of the students, and the numbers of students requiring training. It is fortunate that all 3 Staff Colleges are geographically fairly close to DSL, facilitating contact between the School and the Colleges. Our task analysis has shown that although there are many similarities between the 3 Colleges, there is a fundamental difference in output standard in that the Army course is more tactical in content, aimed at captain/major level, while the RAF and RN course are more strategic in outlook, aimed at senior major/lt col rank.
9. The Army course has, therefore, a greater emphasis on "technical" vocabulary, especially the military vocabulary used in radio communication and in written orders - the fact that soldiers do not "move", for example, they "deploy". The Army Staff College students also require a greater degree of familiarity with military reference documents and Service Writing conventions, whereas the emphasis is on listening and speaking skills for the Royal Navy and RAF College students.
10. Turning now to the second element of designing the course, we come to the setting of training objectives. These are, in overview, as follows:
 - a. **Listening.** Understand spoken English to SLP 3 in conversation, transactions,

lectures and briefings and on disembodied media (TV etc.).

b. **Speaking.** Speak English to SLP 3 when discussing professional matters, giving oral briefings, giving formal presentations and participating in social conversation.

c. **Reading.** Understand written English, printed and handwritten, to SLP 3 on familiar technical and non-technical military, political and social topics, and where appropriate in specialist formats (signal messages, admin orders etc.).

d. **Writing.** Write in English to SLP 3 on personal & official topics, in social & official correspondence, including short notes and messages, and reports on familiar social and military-related topics.

It is worth stressing that although DSL courses are in preparation for Staff College, they are English **language** courses. They are not a simplified version of the staff college syllabus: this would duplicate the lead-in programs designed for foreign students at the Staff Colleges.

11. Let's look now at the assessment strategy, that element of the process which lets us as instructors know how well we are achieving the training objectives we set out to achieve, and allows the students to know how well they are progressing. First of all I should state the DSL does not assess students on a pass or fail basis - they have been selected by their own military to attend UK staff college and it is not within DSL's authority to say that they are not able to do so. (The fees charged by the British government for foreign students to attend our Staff Colleges have nothing to do with this!) DSL naturally reports and records the fact that certain students may benefit more or less from their Staff College courses as a result of their English language ability (or lack of it), but this is an advisory function. The end of course report is a narrative one which draws attention to each student's linguistic strengths and weaknesses and is designed to aid the Staff College Directing Staff (and the student himself). So we do not have a pass/fail approach to assessment at DSL. What we do have are pre-course entry tests followed by a series of progress tests. Entry tests are useful to show DSL staff how strong or weak a student is, and for streaming purposes - and this, I should stress, is something the students themselves are very keen on. Using presentation skills as an example of progress tests, and looking at the Royal Air Force course, the first time that students are assessed in this area is in short (5 minute) talks given only to the rest of the class during the second week. The students will already have seen the videotapes of the previous course's final presentation to give them an idea of what they are building up to. The subject for the first talk is always "my air force" - in other words something the students know about and will want their colleagues on the course to learn about.
12. During the third and fourth weeks, students are expected to take part in discussions about various areas of general military interest, such as the merits or otherwise of conscription, the role of women in the armed forces, or the use of helicopters on the battlefield. This is one example of the integrated language skills which I mentioned earlier: students will be required to practice their reading skills by going through the background material provided by the staff (and this is all based on "real" material, from the open press or other sources, and not material written specifically for language students), they will also need to discuss in multi-lingual groups how they are going to present their point of view to the rest of the group, and of course they will practise their

spoken language as well as their public speaking skills by presenting their arguments and engaging in discussion with other groups. Listening skills are practised when the students act as the audience and are expected to participate by asking questions. Writing skills could be practised by a follow up homework exercise summarizing all of the differing points of view aired during the debate.

13. During the final 6th week of the course, the main presentations are given. These last for some 20 minutes (plus questions) and are given by syndicates of 4 or 5 members. Presentations are on topics such as the future of NATO, development of a European defense identity and so on. Not only are these presentations videoed for future reference and debrief, but key members of the Directing Staff from the Staff College are invited to attend. This develops links between the students and college DS, as well as making for a more seamless transition from DSL to the much more competitive atmosphere of Staff College.
14. All of this incremental development of tests of the students' presentation skills is built up using real-life materials, exercising all of the language skills, requiring them to work together in multi-lingual groups and preparing them for the type of exercise which they will be faced with at their respective Staff College. Once again, it is important to stress that although throughout the course the presentations can be considered as a test in that they will reveal areas of weakness for the staff to work on in developing an individual student's linguistic ability, and showing how he is able to use that language professionally, they are not a pass / fail test which has an impact on his position at Staff College.
15. Passing now from the assessment strategy to the next element on the SAT loop, the determination of the content and selection of methods and media of the course itself. All of the DSL language training is task-based training, and syllabi are based around language exercises which as a rule practice integrated language skills: there are no spelling tests for the sake of practicing solely writing skills, for example. Course exercises are based on Staff College type exercises such as discussions, problem solving, presentation skills and so on, but it is the language element that is the driving force and the most important element, not the task itself. While military and geopolitical themes are therefore used to provide source material, non-military areas are also useful to provide a depth of material. We include a balance of military and civilian material as background to exercises which are similar to those which the students will have to carry out at their Staff College. These tasks, such as précis writing, participation in debates and discussions and other pure language exercises, do vary according to the requirements of the different Colleges. The Army, for example, does not teach Service Writing at Staff College, expecting all students to arrive equipped with a knowledge of how the British Army lays out its orders, reports, minutes of meetings and so on. It is therefore necessary for DSL to include an element of SW into its Army Staff College Course. The opposite is the case for the RAF, who insist that SW is left to them to teach, and that DSL provide only the language skills such as grammar, vocabulary and script for those not accustomed to the Roman alphabet. A task analysis of the RAF course at Bracknell has shown that a greater emphasis is placed on speaking and listening skills there - because of this the RAF English course includes more language laboratory work to practice those skills.
16. There are some important elements outside the classroom to which DSL, as a military school, is able to offer to the future staff college student. On first arrival in an alien environment the student, sent abroad as a representative of his own military and of his

country, knowing that he is about to be placed in an intensely competitive environment, can suffer from a degree of culture shock. Life in a different country, let alone in a strange military environment in a different country, can seem daunting. The short DSL course can and does help ease overseas students into the UK way of doing things. The foreign officer can find out, for example, about the finer points of detail of the etiquette of a British Officers' Mess in an environment which enables him to make mistakes and to learn from them. Previous BILC conferences have discussed the relative advantages of military and civilian instructional staff: the DSL combination of both provides an ideal introductory environment for students from different cultures. It is worth remembering that ideal introductory environment for students from different cultures. It is worth remembering that many students consider their DSL course as an introduction to the UK and the UK military as well as a language course, and the instructional staff need to maintain a degree of flexibility in their approach.

17. If, for example, a student is concerned about how to arrange car insurance for his stay in the UK, allied with all the other concerns about family accommodation, childrens' education, healthcare and so on, his attention will naturally be diverted from his training. The DSL staff see it as their function to assist the transition to UK living as much as possible by offering advice and guidance in these extra-curricular areas. Although there is little English language benefit to be gained from a visit to the staff college to meet the outgoing course, view the local area and complete the personal administration involved in any move of house, the benefits to the students' peace of mind and consequently their ability to concentrate on their training are immense. As an aside, there can be pitfalls to the help given in sorting details of life in a new country. Competition amongst British banks for custom has led to most of them offering ordinary current accounts which pay interest on as credit balance: a benefit to the UK consumer but not so to Middle Eastern students whose religion does not allow them to profit from money lending. These pitfalls can only be learned by experience.
18. Finally, to close the SAT loop, a few words on the subject of validation. It is easy to conduct an internal validation at the end of the training by asking the students how well they believe they have achieved the training objectives of the course, and this form of instant feedback is naturally important. The drawback is, of course, that the students are not in a very good position to say how well they have been prepared for their Staff College courses, because they have no direct experience of what they will be required to do once they get there. This is why it is important for some form of **external** validation to be carried out at a later stage once the former DSL students have gone on to their studies, and this is carried out in liaison with the Staff College Directing Staff. Once this pattern has been established it needs to be maintained, for in the highly pressurized atmosphere of the staff college there is little spare time either for staff or students and it is easy for the short English language preparation to be taken for granted. External validation carried out on the Army Staff College course has, for example, identified the requirement to teach the vocabulary of discussion and debate - the British Army uses the medium of verbal debate as a measure of self-confidence and it is easy for the foreign students, less confident in the use of English, to be sidelined in debates and discussions.
19. It was found that a lesson on expressions such as "I agree with what you say, but", "Let's consider the other side of the question", and so on - i.e. those keys which allow a semi-polite introduction to a possibly heated debate had to be introduced. This helped give the students the chance to participate in discussion, and also helped overcome cultural barriers in those students whose code of politeness has always taught them never to interrupt while another person is speaking, or indeed not to contradict another person.

20. Another example of how external validation has helped is the student led request to replace exercises based on an account of the UK contribution to the Gulf War with similar exercises based on the British Army's manual of doctrine. This was not because the Gulf War wasn't interesting, but because the doctrine manual is some of the most complex written English you will ever meet, and the students felt that early familiarity and practice with this deceptively slim volume were vital.
21. Since there is only one course per year for each Service, there is ample time to complete the SAT cycle by external validation and to incorporate the lessons learnt before the next course assembles.
22. Earlier I mentioned the Module 3 course for those students whose level of English was not adequate for the DSL pre-Staff College course. This is a new course, shown to be necessary because the high workload in a 6-week course offers little scope for the student with a low level of skills to keep pace. The Module 3 course is a 6-week preparatory phase concentrating solely on improving language ability. So far only one course has been run, with encouraging results.

Conclusion to Part One

23. What I have tried to describe is a practical example of how SAT can be applied to an English language course which has as a specific aim the preparation of a student to attend another military course which will make few allowances for the fact that English is not his first language. In picking the example of DSL's pre-Staff College courses I have shown that:
 - a. although the courses are superficially similar, the specific differing requirements of the Services' 3 different Staff Colleges result in differences of method and media.
 - b. there are distinct advantages to the course designer from knowing the numbers and language ability of the target population, as well as the specific language needs of the end course.
 - c. despite the regularity of the training requirement, there is still a need to follow the SAT cycle through to its conclusion by validating the training.

Part 2: Foreign Language Training for Operations

24. You have just heard how we go about designing and delivering English language courses at the Defence School of Languages to prepare overseas students for attendance on other military courses elsewhere in the UK. Another important area of language training for specific purposes is foreign language training for operations; this has a range of particular problems further, I should perhaps clarify here what I mean by "operations". Whilst it is the policy of the British Armed Forces to provide language training to enable UK military personnel to **operate** effectively in designated appointments at home and overseas, I am talking here about military operations such as were conducted in the Gulf War and more recently in the former Yugoslavia. The United Kingdom accepts that it will only be able to conduct military operations like this as part of an international, and therefore multi-national, force or coalition. We are,

therefore, trying to plan for the sort of demands which such operations create for language support. In the past we have always coped on an "ad hoc" basis, often with the invaluable assistance which some of our BILC partners have been able to give us. Even in the future and despite the very best planning and preparation on our part, I believe that language support and language training for operational purposes will continue to be an area that offers tremendous opportunities for cooperation amongst BILC members.

Aim of Presentation

25. I aim to show during this half of the presentation:
- a. the importance we place on language training for operations;
 - b. the factors seen as crucial in meeting the requirement successfully;
 - c. the useful preparation which can be achieved through forward planning;
 - d. the particular problem areas which affect the design and conduct of such training, illustrating these with case studies from our recent experiences.

Importance of Language Training for Operations

26. As part of the shift in UK defence policy towards the need for greater involvement in multinational coalitions, we have recently reviewed and rewritten the Ministry of Defence's language policy. Our new military language policy clearly states:

"For any combined or national operation, language capability contributes to operational effectiveness as a whole, through the alleviation of the risk of misunderstanding and the provision of a sound basis for coalition operations. As a component of military capability, a language capability is required to meet the following operational aims" as shown on this slide:

- a. to facilitate the conduct of operations, including special forces and, in particular, operational planning with allies;
 - b. to enable operational liaison in the native tongue of the countries in which forces are operating;
 - c. to facilitate negotiations for Host Nation Support (HNS);
 - d. to support the intelligence function.
27. The unpredictable nature of future military operations means we have to adopt a flexible, tri-Service approach and one that will allow us to teach languages to the required level at relatively short notice. The policy also recognizes that to meet the needs of future military operations we must also maintain a language training surge capability. Language support is, of course, required from the very early stages of deployment when staff activity is high and there is a need to forge relationships rapidly with coalition or host nation partners. There is also an immediate requirement to

establish language support on the ground, for example, through the recruitment of local interpreters (or perhaps interpreters in the coalition language); and of course there is a need for readily deployable military linguists. The nature of counter-insurgency and peace support operations, in which communications and negotiations skills often play a significant part, means that more linguists are needed in these circumstances than in general war. It is further recognized that there are too many languages and dialects to provide for all contingencies, and that even more linguists will be required for coalition operations.

Forward Planning and Advance Preparations

28. Already we have a clear distinction from the provision of English Language Training for specific purposes which was the subject of the first half of this presentation. In that example, the specific application of English language skills, based on the needs of the target course, the numbers to be trained and the type and level of language to be taught are all readily identifiable. In the operational scenario of international conflict, all forward preparation is hampered by the contingent, i.e. the unpredictable, nature of the situation. We have already mentioned the need for flexibility and rapid response. The size of the training requirement is also going to depend on the size of the existing pool of speakers (which could be very limited if, like Serbo-Croat for example, the language is not a well-known one) the difficulty of the language or languages concerned, and whether the language of the coalition and the opposition is the same (as in the Gulf). However, despite these uncertainties, we can make some preparation based on probability and intelligence.
29. For example, we can use intelligence to forecast who will be our most likely allies and also the geographical regions where our forces are most likely to be involved operationally. Further planning will help to indicate which languages may have a special relevance as international languages in the areas or countries concerned. All this enables us to set in motion the training of a pool of military linguists, who can be readily and speedily deployed to relevant operational theatres. Detailed task analysis will, of course, be difficult but generic training objectives can be set on the basis of a projected role. Validation of these training objectives is vital, and this can sometimes be achieved through joint or combined exercises, although the opportunities for such exercises may be somewhat limited. Valuable contingency training can also be provided by other means, for example, attachments of British military personnel to the forces of a country speaking the relevant language, would provide huge dividends in preparing the ground for possible operational liaison duties later. The UK currently has a large and growing number of liaison officer, loan service and exchange officer posts, as well as the Army Language Scholarship Scheme which together deliver an effective programme of targeted operational language training for our personnel. However, access to certain areas of potential operations may well be limited for obvious reasons.
30. The language training bill for contingency operations can be reduced further by maintaining an effective management system for recording individual language qualifications and language proficiency, and by tracking military personnel who already possess the required language skills. Given how quickly language ability can deteriorate through lack of use, the employment of language-qualified personnel in language training appointments obviously helps to keep their skills current and ensures ready availability for rapid deployment.

31. For immediate language support to operations, albeit at a much more limited level, sets of phrase cards for the use of troops on the ground can be prepared in advance. At the BILC Conference in Monterey 3 years ago, DLI Foreign Language Center demonstrated its use of such cards, which we then developed for our own use, as appropriate. Much of the content of these phrase cards will be common to all languages, but specific operational scenarios will be common to all languages, but specific operational scenarios will demand minor differences in some of the content. Such fine tuning can be carried out once the specific requirement has been identified. The UK Ministry of Defence has prepared and used such phrase cards for operations in Bosnia and Rwanda among others. Validation of the usefulness and effectiveness of the cards can, however, only be achieved on the ground during actual use.

Specific Problems Associated with Language Training for Operations

32. Let us hope that through our forward planning and advance preparation we are able to meet the initial and immediate language support needs of the operation. What about training to meet the follow-on requirement? Inevitably it is going to take time, and the timetable for roulement will dictate in all probability that the training time will have to begin immediately. Additional urgency to follow-on training can be expected if the initial needs cannot be met as a result of our forward planning and advance preparation. In the case of the crisis in former Yugoslavia and the requirement for Serbo-Croat training, the request for 20 weeks of language training to enable approximately 12 military personnel to act as interpreters in Bosnia was received on a Wednesday, the training to begin the following Monday. Fortunately, all 12 were linguists already, albeit mainly in Russian, and by sheer chance, the Russian Language Wing at DSL boasted a female instructor who is a native speaker of Serbo-Croat to whom the request was immediately passed. On the grounds that there were no training materials immediately available, she succeeded in securing a 2 week stay of execution before the students arrived for training. In the meantime, she was able to recruit a team of native speaker instructors fairly readily, using another part-time member of the Russian Wing staff and also bringing in her own mother, who had also taught at the school before!
33. What about designing our training course in this situation, however? There are obvious problems in trying to apply the principles of the Systems Approach to Training in this case. The process could not begin at the normal start point, i. e. Task Analysis, because the specific roles for which the language would be used were at that stage insufficiently clear, and, until personnel from the first deployment handed over to their successors, there would be no-one with time to provide the necessary feedback to the trainers. The lack of any detailed task analysis made the writing of specific training objectives impossible. In the case of Serbo-Croat for the Bosnian crisis, it was decided that, in the absence of a specific and more detailed requirement, the target would be an SLP of 3333, or minimum professional working standard. With the benefit of hindsight, this target was found to be both an over-estimate and unachievable in the timescale available.
34. The next stage of the SAT process is, of course, the actual course design itself. In our Serbo-Croat case study, the set target of SLP 3333 provided general linguistic enabling objectives for each of the 4 language skill of listening, speaking, reading and writing, around which a course could be constructed. Our intrepid instructor scoured all known language resource outlets to obtain Serbo-Croat instructional materials. Books were obtained from the Diplomatic Service Language School in London, and the Canadian

Forces provided us with dictionaries and their own course materials, which although geared more to the needs of Attaches, on whom their training requirement was based at that time, proved nevertheless very helpful. More dictionaries were found in an Oxford bookshop and quickly bought up. The few commercial courses available in Serbo-Croat tended to be at too low a level and were geared to the general needs of tourists. However, it was remarkable how quickly the stocks of Serbo-Croat teaching materials in the bookshops emptied from their shelves within a few weeks. Our instructor was eventually forced to create her own course from this wide range of source materials, supplementing them with her own exercises tailoring the training towards her concept of what the future in-theatre needs of the interpreters might be. Two such courses were held, and it is to the credit of our instructor that the students were able to operate effectively in Bosnia.

35. However, until the first course returned from Bosnia at the end of their operational duties, there was, of course, no feedback for validation purposes. On their return, it became clear that there were a number of shortcomings in the language training provided and that the course was not as operationally focused and as efficient as it could have been. This new information allowed the SAT cycle to come into play once more as our training objectives were revised in the light of this better understanding of the task to be carried out. Additional pressure for a training review was generated by the need to provide shorter and lower level training for our Special Forces, very much geared to everyday practicalities. Fortunately, a young education officer with a degree in Serbo-Croat was posted into DSL at this stage to take the lead in the redesign of the course, assisted by two more native speakers who had very recent experience of the theatre of operations.
36. Together they set about writing a military task-based course reflecting the more specific operational requirements that had now emerged from those who had returned from Bosnia, and aiming for a target level of SLP 2210 which it was felt could be achieved in 14 weeks for students with no previous language training experience. The intrinsic value of the feedback loop in the SAT cycle can clearly be seen from this example. We were able to ensure that the design elements that were missing in the early stages of the process because of the inherently unpredictable nature of military operations could now be addressed on the basis of more up-to-date and detailed information. The result was a much improved and more focused training package.
37. The revised course placed greater emphasis on listening and speaking skills in accordance with the new target SLP. The material was, and still is, military in orientation and situationally based; for example, the daily course timetable features 2 x 45 minute periods of basic grammar and 2 periods introducing new vocabulary in the mornings. In the afternoons 2 periods are devoted to small group work, comprising a role play practising the conduct of a fairly straightforward transactional task and also a low level interpreting task, with an additional period devoted to individual one-on-one conversational practice.
38. This is not, however, the end of the problems that are associated with language training for operations. It is a feature of military operations that the general political scenario can be very fluid and fast moving. Major changes of international policy like the transition from UNPROFOR to IFOR therefore require major rewriting of course objectives and course materials to reflect these new requirements. Keeping up to date a course designed to be situationally relevant is, therefore, a continuous task, and the supply of local materials dealing with the military situation are as useful as they may be difficult to

obtain. This particular facet means that where language training is being provided for operations, the SAT cycle must keep turning as quickly as the wheel of international politics.

Conclusions to Part Two

39. In conclusion, therefore, we can see that language training for operations is beset with difficulties which are particular to it. Basically they can be summarised as follows:
- a. The unpredictable nature of military operations hinders advance training.
 - b. The immediacy of the requirement once identified:
 - (1) makes the availability of suitably qualified instructors and training materials a problem.
 - (2) hampers effective course design.
 - c. The delay in the availability of validation feedback slows down design improvements.
 - d. The rapidly changing operational and political scenario makes continuous revision a necessity and requires that the SAT cycle keeps turning faster than normal.

Conducting and Designing Language Training for Military Purposes

Patrick Rami

The Italian Army Language School (SLEE) has produced a sample interactive CD-ROM to try to show how such technology may be used in teaching for military purposes. The work was prepared by a team of our teachers with the aim of introducing an alternative method of teaching military concepts and vocabulary to our students. Material was gathered by both our military and civilian staff from a wide range of sources in both NATO and United Nations Organisations missions.

The CD exploits the possibility of viewing certain subjects presented in a simplified form under principal headings. These include tables showing NATO structures, video material of missions and photographs of equipment and materials in use in the Armed Forces. The students may also listen to, record and check their own pronunciation of certain vital expressions or phrases.

The main screen shows:

- NATO Glossary
- List of Abbreviations
- Operation Order
- NATO Structures
- Military vehicles and Equipment
- International Missions

Clicking on anyone of these titles lets the student enter into greater detail regarding the general heading proposed. For example, the NATO glossary provides the student with a simplified list of the most frequently used words and their pronunciation as well as the Italian translation, whilst the List of Abbreviations gives the full form of standard abbreviations in common use. This can be extremely useful since, although those working in NATO bases know the Italian translation of given acronyms, they are not always certain of their original expanded form. Under "Operation Order", instead, we have a series of sub-areas, including international missions (IFOR, Somalia, etc.) with accompanying video and listening material and photographs to be used in correctly naming standard elements of equipment. "NATO Structures" enables the student, by clicking on a given element, to obtain further plans, tables and so on relating to the organisation. Vocabulary exercises, translation activities and pronunciation practice are all provided and indicated in the simplified menu at the bottom of the screen, together with "buttons" for returning to the main screen or to the previous "page" of the section on which they are working.

At this stage, the CD is merely experimental and in no way exploits to the full the possibilities offered by even just one disk. In the future, given the assistance of specialised conscripts, we aim to scan onto computer NATO and other military written material so as to build on the vocabulary lists according to frequency of terminology as revealed by computerised analysis of texts. Our final goal is to produce a course in military terminology for platoon leaders and company commanders working in international forces and an executive course covering such

subjects as geopolitics for senior staff officers working in international environments such as NATO headquarters and the UN. This in order to teach more specialised and technical English to all our military personnel (Officers, NCO's and volunteers).

Whilst priority is clearly being given to training in the English language, we hope to extend this project in the near future to other languages, in particular French, Serbo-Croatian and Arabic.

Optimizing Teacher Selection, Training and Development

Huguette Néron

Part 1

Introduction

The fact that this subject was added to the agenda of this conference for discussion demonstrated the importance given to the hiring of teachers, as well as to their training in terms of professional development. We cannot separate hiring from training. First, we must look for qualified and competent teachers, who demonstrate creativity, who have mastered the language to be taught and finally, who like to teach. It isn't enough to speak a language to be able to teach it.

History of Language Teaching within National Defence

From the late sixties to the mid seventies, Canada invested a great deal in the teaching of languages, especially French, English and Russian.

In those days funding for personal training was abundant. Consequently we hired interested candidates with at least a Bachelor Degree, who demonstrated creativity and an excellent grasp of their mother tongue. We then trained them according to the fundamentals of the "global-structure" approach which was in use then, as well as other methods related to that particular approach.

In this system, experience, University training in pedagogy or andragogy, training in teaching of a second language or linguistics were not necessary. This created a difficult situation where teachers came and left at an alarming rate. For example, out of approximately 800 French teachers hired in 1973 and 1974, only about 200 of them were still on the job in August 1974. Thus, the time, energy and money invested in training didn't produce the expected results; the process of hiring and training had to be started all over again from one year to the next.

Present Situation

Budget cuts and the evolution of teaching approaches and methods require us to better manage our assets and to be more selective when recruiting new language teachers. Today, we hire qualified teachers, with experience and above-average references. As a result of the new hiring criteria, the training of teachers also evolved. We no longer focus on how to teach a specific method; we now contribute to the training of well rounded pedagogical experts.

National Defence does this by granting its permanent teachers educational leave and various advanced training courses:

- One percent of the total salary of all teachers within National Defence is dedicated to educational leave of various lengths, up to one year. The leave is not given automatically. Management establishes criteria for the selection of candidates such as:

- Which subjects they will support according to their needs.
 - They take into account the involvement of the teacher in his own training. A teacher will get points for each University training taken after working hours.
 - His or her experience in language training.
 - The supervisor's recommendation.
 - The teacher interested to get an educational leave has to explain in writing how it will be beneficial for him/her and National Defence to grant him/her this educational leave.
- Management also imposes certain conditions:
 - The teacher has to work the same amount of months that he/she have been granted.
 - The teacher has to succeed in all the courses taken. If he/she fails one or does not finish one, he/she has to reimburse all the money.
 - A teacher who has already been granted educational leave can still apply for another one; but his/her name is put at the bottom of the list and if the 1 % is not covered by other candidates he/she can get another leave.

The interested permanent teachers must apply for the funding of educational leave. All requests are analysed and a list of all applicants is established. According to the criteria used, the teachers may receive from 50 % to 100 % of their regular salary during the period of educational leave granted.

- As well, National Defence reimburses between 50 % and 100% of tuition and fees for University training taken after the regular working hours.
- Moreover, teachers may benefit from paid professional and development training.

The following activities are considered to be acceptable as professional development:

- A course organized by National Defence or another Department;
 - A course offered by a recognized institution;
 - A symposium, a seminar, a conference or a specialized study session related to the teachers' duties.
- Within this framework of developmental training, CFLS will support two particular activities:

- The ACLA and AQEFLS conferences and the eight annual seminars offered by the University of Ottawa.
- The teachers who attend these conferences are encouraged to give a presentation and share the information with their colleagues during a pedagogical day or during a team meeting. Seminars are normally held on Friday afternoon at no expense. The teachers may select the conferences which interest them and the school gives them the flexibility to plan their teaching schedule accordingly.
- The school year ends on the third week of June. The last week of June is dedicated to the evaluation of the past school year. The teachers also take this time to plan for the upcoming school year and identify their own training needs.
- The week before the arrival of the students is dedicated to training. It includes:
 - Topics that have been requested or identified by the teachers.
 - Occasionally, guest speakers may be brought in if there is a specific need. However, it is profitable for the school and more rewarding for teachers when we use their expertise to give workshops. We, at the school, have experts in many fields.
 - This week is particularly important to start the new school year. It promotes good exchanges and encourages everybody to focus on the same training objectives.
- During the school year, there are four pedagogical days at CFLS:
 - The themes discussed are chosen by the teachers.
 - The workshops are conducted either by a teacher or team leader.
 - The workshops are organized to allow exchanges and active participation.
 - Over the years, various workshops have been held, such as the "MLAT", the communicative approach, phonetic correction, the correction of errors, role playing, testing, interviews, the use of the newspapers in class, etc.

The Future of Training

Continuous learning is the way of the future. It is not a new concept but a new mind set - shifting from training to learning. Learning encompasses many ways to obtain the knowledge and skills we need and formal training is one of them. But learning also occurs much more informally, more naturally and more often; we also learn a great deal from our colleagues, our students and our day to day work experiences. It is why, in our school, the team leader has an important impact on continuous learning within his or her team:

- By identifying teachers' strengths and asking teachers to give presentations or to provide

workshops in their fields of expertise. They can reinvest their own learning in the organization in a concerted way.

- By observing different classes, taking note of interesting activities and organizing meetings to allow teachers to share these activities.

Because a teacher spends five periods a day in class, he/she needs to take a step back from what he or she is doing and discuss issues with other professionals. A teacher who is glued to his or her work, will begin to lack perspective, challenge and get stuck in a routine.

- The team leader also contributes by always being in the forefront of new ideas, by finding material that can help or interest one or more teachers.
- By filling in for a teacher for one period to allow him or her to observe or work with a colleague.

In this manner, our teachers continue to be productive for the organization while updating their skills and not only are they treated as professionals, but they feel they are; it is more stimulating and rewarding for them.

Conclusion

For training to be profitable, it must:

- Fill a need.
- Be part of a process and the teachers have to be involved in that process.

Language training is not restricted solely to teaching second language training. The language teacher has to be a group leader, sensitive to the needs of the individual; an expert in the language he or she is teaching, a confidant and an evaluator, all rolled into one. Naturally, the teacher must be aware of new teaching approaches and the best methods; but his or her main working tool is himself or herself.

As I have mentioned earlier, selecting qualified teachers is very important, once we have them it is essential to invest in them and give them the opportunity to share with colleagues. This is a plus for both the organization and the teachers.

Part 2

Introduction

CFLS works very closely with the Contractor (Interlangues)

The majority of the foreign language teachers at CFLS are not DND personnel, we are

contract teachers. The following will explain briefly how CFLS and the contractor work together in teacher selection, training and development.

1. Whenever CFLS requires a teacher they make a written request specifying the language, and qualifications of the teacher as well as the needs and the duration of the particular contract.
2. Interlangues then searches for qualified teachers of the required language. The criteria for hiring teachers is the same as that of DND. All candidates must have a Bachelor Degree preferably in Education and/or Teachers Certificate from the country of origin.
3. In Ottawa there is a great number of educated people who have immigrated to Canada from many countries throughout the world. This is a great asset when it comes to selecting teachers because it provides us with a large number of qualified candidates from which to choose. All are native speakers and educated in their country of origin which is, of course, an invaluable resource to the school.
4. Interlangues screens, then sends CFLS a list of teachers for each required language. Next, an interview is conducted for the selection of teachers with both sides, (CFLS and Interlangues), represented. To evaluate the teachers we use a rating guide where the main points are:
 - experience teaching the target language to adults
 - knowledge in language acquisition
 - knowledge of methodologies and teaching language approaches
 - ability to plan lessons, etc.
 - compatibility with the needs of a particular course. Such as: Does she/he know how to teach translation and transcription like in the case of Com. Researchers course?
5. A week before the courses start, CFLS joins efforts with Interlangues supervisors to give all teachers (permanent and contract) training and in the case of new teachers Indoctrination. While the foreign language contract teachers are qualified and highly professional they have little experience teaching in a military environment, nor do they know some specific military course objectives:
 - Com. resear.
 - Arms verification
 - Staff College
6. **CFLS invest in training teachers**
 - a) One week prior to the beginning of courses there is a training period for the new teachers or for new courses. This week is extremely important for the indoctrination of

teachers in the new milieu. CFLS team leaders and Interlangues supervisors conduct all the information sessions and workshops.

b) In the case of returning teachers, the duration of the training period depends on the nature and the length of each course. There are workshops directed by CFLS team leaders and Interlangues supervisors with an active participation of all teachers. This provides a continuity of training.

c) Administrative afternoons. These afternoons are used to get together with the teachers to share experiences in the classroom and to exchange pedagogical matters. As my colleague mentioned, we, CFLS and Interlangues have expertise in many fields.

7. **DFLS and Interlangues co-invest in:**

a) International conferences. The Foreign Faculty occasionally has the opportunity to participate in conferences held abroad for example one teacher attended an Assian Conference in Los Angeles. The participating teachers are encouraged to share their experience and knowledge acquired with their colleagues during one of the administrative afternoons.

b) In addition, other symposiums and conferences in which CFLS and Interlangues share the cost are:

- BILC
- An annual colloquium at the University of Ottawa.
- Guest speakers brought to CFLS on occasions.
- CASLT - The Canadian Association of Second Language Teachers.

Conclusion

In summary, it is important to stress that the majority of the foreign language contract teachers continue in CFLS for more than one academic year because essentially the same languages are taught every year or every other year. In this way, the training that is invested in the teachers is extremely fruitful and worthwhile. These training sessions allow the teachers to be well informed in the latest teaching methodologies as well as familiarizing them with the special needs of the military personnel. By working together and sharing the cost of teacher training both CFLS and Interlangues benefit greatly. Well trained and knowledgeable teachers produce only the best results.

Foreign Language Teaching for Military Task Purposes and Adult Language Learners Task-Oriented Foreign Language Education (TOFLE)

Hidayet Tuncay

Introduction

This paper has two subheadings: "Foreign Language Teaching for Military Task Purposes" (FLTMTP) and "Adult Language Learners" (ALL) in regard to language teaching at the military schools and institutions. However, Language for Military Task Purposes is the major concern of this article as well, since language teaching for this purpose requires us to cover every aspect of language teaching in the military. The tasks mentioned here are the ones that will probably be assumed by the military personnel for various purposes and in different posts all over the world. The tasks will be examined in the further parts of this article. As a matter of fact, the term "Task" is quite different because the Military Adult learner should be familiar with the task(s) prior to his/her appointment. The task is the core word for this study, and it is necessary to give the definition of it in this context. So the task-based syllabus in the following types given by Richards (1990) is quite different than the one that we are going to discuss:

1. **Structural (organized primarily around grammar and sentence)**
2. **Functional (organized around communicative functions such as identifying, reporting, correcting, describing)**
3. **Notional (organized around conceptual categories such as duration, quantity, location)**
4. **Topical (organized around themes or topics such as health, food, clothing)**
5. **Situational (organized around speech settings and the transactions associated with them such as shopping, at the bank, at the supermarket)**
6. **Skills (organized around skills such as listening for gist, listening for specific information, listening for inferences)**
7. **Task or activity-based (organized around activities such as drawing maps, following directions, following instructions) (9)**

The task or activity-based syllabus above covers only the tasks or activities that should be followed in a syllabus content, but the tasks we cover are the duties / posts that will be carried out, or that military personnel will be assigned for military purposes.

As for the adults, they are the personnel that will learn a foreign language for both general and military purposes, and are apt to use it for the task purposes throughout the military career. However, it is quite important to mention the adults and their peculiarities in regard to foreign language learning in the military for so-called task purposes. Regardingly, the designing of such a syllabus for the task purposes for the adults will be based on two kinds of communication: written and oral proficiency. So, Gardner (1991) emphasizes the interaction in terms of proficiency as follows: "**Since language acquisition obviously involves interaction with other individuals, it is quite reasonable to expect a dimension like**

sociability or extraversion to relate to second language proficiency" (15). In this context, sociability means a military task environment or task period and duty carried out by the military adults.

As a subsequent and important part of this paper a very detailed needs analysis will be done in accordance with the military objectives of language teaching for the task purposes. So the following part will cover foreign language teaching to military adults for task purposes and a profound needs analysis.

Adult Language Learners and Foreign Language Education for Military Task Purposes

The adults here, no doubt, will refer to military adults for whom the task-based syllabuses will be designed. The adults are expected to be good learners of a foreign language for both task purposes and proficiency expectations. As Gardner (1991) proposes "**the discussion of the good language learner often refers to the willingness of such individuals to take chances, be good guessers, and make active use of the language (Rubin, 1975; Stern, 1975)**" (15). The military adults are the personnel who will be trained through task-based language training following, at least, intermediate level of foreign language training for the basic language skills and necessary proficiency level required for the task-based language training.

The foreign language learning strategies in such a syllabus will play an important role in determining the learner strategies prior to the syllabus design. However, for language learning strategies, detailed investigations have been conducted by Oxford, Nyikos and Crookall (1987) on young adults in military language program and the following five major factors were obtained:

- General Study habits
- Functional Practice
- Speaking and Communicating meaning
- Studying or Practising independently, and
- Mnemonic Devices

(Gardner 1991; 13)

These major factors can be modified and increased as required in regard to the language learning, proficiency and other aspects of language learning for the task purposes. In fact, the crucial problem is the foreign language teaching method that will be followed / applied in Target Language Training for the military task purposes. The learner strategies also called here ALL strategies, however, are very significant as for designing of a task-based syllabus after evaluating and processing the needs and analyzing them profoundly. As commonly observed, however, "**adults undoubtedly approach several language learning with various types of strategies which may or may not be productive**" (Gardner 1991; 13-14) due to their experiences with many problem-solving situations.

As for the language training for special-military task purposes, our major concern will be the tasks in which the Target Language will be used as a means of communication throughout the duties. So, regardingly, the number of the tasks mentioned might be too many. The real concept of the tasks is that they are the duties that Educated Military Adults will assume

throughout their military career. Hence, the task in foreign countries will not only require the use of linguistic abilities but the language manipulation as well. The tasks can be overviewed as in-country tasks and the tasks abroad. Depending on the tasks, their types will be the main effective factor that will help us to determine the syllabus type and its design as well as the code of language and its pragmatic use (Yalden, in Brumfit, 1984). So, in the light of recent military developments and international military affairs, the task might be listed as follows:

- a. Multinational Peace Forces
- b. Joint Peace Operations and tasks
- c. Combined allied Headquarters tasks
- d. NATO and UN peace forces
- e. Arms Reduction Talks
- f. Multinational drills and exercises
- g. In-country and international NATO and UN military Headquarters
- h. National and International military affairs
- i. Military Attaché tasks
- j. Short/long term courses
- k. International observer posts/tasks

The number of the tasks above can be increased and detailed depending on national and international military duties that will be established and made up by the military officials and headquarters in regard to international military affairs concerning the allied countries. Depending on the task types, the language need and syllabus may change and the military personnel should be trained in accordance with the task type and specifications. So, as we mentioned earlier an *interlanguage* - a common language that will help the personnel maintain the oral and written communication among the task members. is needed for the accomplishment of the duties among the members of the tasks who are mostly from different nations and having different first language background. If assumed that, for instance, English is the primary language that will be manipulated in the accomplishment of these tasks, the military adults will be obliged to manipulate their own interlanguage throughout the tasks. To me, this is another matter that is left unsolved by the authorities yet. As it is commonly known that, due to the miscommunication several undesired outcomes may occur in the course of duties depending on the lack of communication.

Concerning these tasks above, so many related issues such as types of topics that will be taught, the objectives and duration, the skills that will be put forth in the syllabus design and the like, might be added and discussed. So, in order to cover these issues above, a very detailed and pragmatic needs analysis that will lead us to a better syllabus design and Language Teaching for the military task purposes will be carried out in advance.

Needs Analysis for TOFLE

Analysing the needs of Adult learners who may attend the TOFLE is the crucial first step for designing a syllabus throughout curriculum in this context. Such a needs analysis may not be in academic case, but serves the practical planning of courses and course content. As an initial

step the Educated Military adults having carried out such tasks mentioned in this article might help us in determining the basic needs and task requirements. This, of course, should be done prior to course design. Those adults might have been at these posts such as military headquarters abroad, at special tasks, exercises and drills as well. More specifically, a very detailed needs analysis not only for each task, but also for the task environment and military situations will be carried out by the curriculum planners and syllabus designers in accordance with TOFLE. So, in a general sense, a genuine needs analysis may serve the following purpose of:

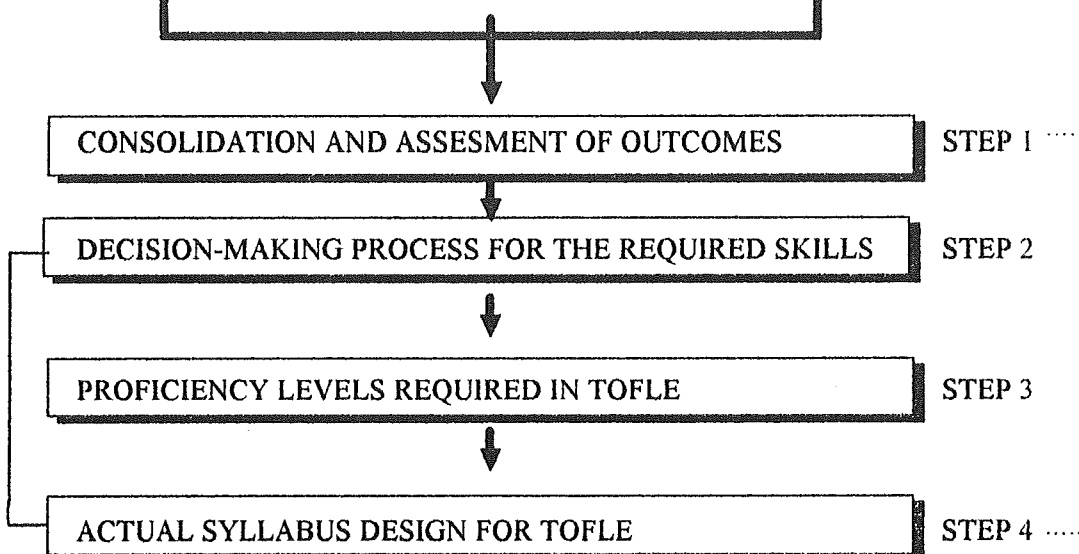
1. **Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving such people as learners, teachers, administrators, and employers in the planning process.**
2. **Identifying general and specific language needs that can be addressed in developing goals, objectives, and content for a language program.**
3. **Providing data that can serve as the basis for reviewing and evaluating and existing program (Richards 1990; 1-2)**

As commonly known, the impact of needs analysis has been greatest in the area of special-purposes program design. So, the needs analysis in TOFLE will help us determine the objectives of the suggested courses. In fact, our needs analysis will be a different job that will cover the task specifications and language needs that the tasks will probably require in handling the military affairs. Let us take a close look at the following needs analysis procedure that will establish the basic elements of the suggested task-based syllabus:

Needs Analysis Procedure for TOFLE

TASK-RELATED NEEDS		LANGUAGE-RELATED NEEDS	
T A S K	Types specifications Analysis requirements Target language level - based skills Learner relations and job specifications	L A N G U A G E	Levels in TOFLE skills required content and functions terminology needs and requirements abbreviations and acronyms needed specific case studies on-job-training experiences required by the tasks

INSTITUTION-RELATED NEEDS	
I N S T I T U T I O N A L	Objectives demand capabilities and abilities expectations personnel training and financial requirements language needs policy for TOFLE



As seen in the chart above, the needs will be analyzed in terms of task, language and institution in which the language course will be given. All needs and requirements should be clarified and assessed objectively so that the short or long term TOFLE courses can be designed accordingly. The type of course, content and skills required and the language teaching method will be determined institutionally after the needs analysis assessment.

In fact, in foreign languages, so many different courses for various purposes can be designed as follows:

- a. Specific task-based terminology courses (at least 3 weeks)
- b. Abbreviation and acronym-based orientation courses (prior to duties; for 2 weeks)
- c. Skill-based courses that require tasks such as reading, listening, speaking, writing, translation, interpretation, etc. (at least 12 weeks)
- d. Short or long term task-based proficiency courses related to actual task demands. (at least 16 weeks)

These course types, however, can be increased as required in need of compensation of language demands by the tasks. As a matter of fact, any syllabus that will be designed for the task purposes will have peer groups gathered for the same purposes. So, needs are formed in interaction between individuals and their environments, and the syllabus should be open ended and flexible that will be able to adapt to the changes (Girard, 1988)¹. The information gathered and the analysis of the needs will become a pedagogical and linguistic data for the foreign language teaching and learning on which any syllabus is based.

The goals and objectives such a syllabus is based on will be processed throughout needs analysis and this is rather important because the goals and objectives will be the determinants of the course content. The available linguistic data will be processed in the course. As also stated by Richards (1990) that "**in language teaching, a number of different ways of stating program objectives are commonly employed, including behavioral, skills-based, content-based, and proficiency-based objectives**" (3). Among these above the content and proficiency based objectives will be taken into account after the needs analysis. Since the adults who are probably going to take up such task-based language course will be trained prior to the courses mentioned, and also they are expected to have a certain proficiency level and necessary linguistic skills required in TOFLE. The linguistic skills will be determined in accordance with the task specifications, and the content that will help the adult military learners to acquire the necessary proficiency will be designed after the needs analysis and determination of the course objectives and institutional demands.

Specifications and Conducting of TOFLE Courses

Military Task-Oriented Foreign Language Education, so-called M-TOFLE, is neither Language for Special / Specific Purposes (LSP) nor Language for Military Purposes (LMP). Then, what is it? The answer to this question can be identified as TOFLE for Special Purposes. So, the specifications of M-TOFLE can be listed as follows:

¹ Girard calls this initial step as Identification of Needs and suggests a few guidelines as well.

- a. Specific military tasks/posts and their requirements of language
- b. Task peculiarities
- c. Personnel selection for the tasks and their foreign language background
- d. Foreign language training prior to TOFLE
- e. Task-related specific terminology, abbreviations and acronyms
- f. Personnel exchange and cross-training for the orientation in the task environment
- g. Content, duration, proficiency, level and most demanding foreign language skill
- h. LSP and LMP in terms of task orientation
- i. Training of the teachers for M-TOFLE - teacher selection and education

The specifications above can be increased up to a certain number to determine the purpose of TOFLE more distinctively but, on the other hand, overspecifications may hinder us from designing such a syllabus based on TOFLE as well. These specifications may also be accepted and concerned as the objectives of M-TOFLE for the administrators and course designers.

As for the conducting of TOFLE, there will be so many principles that institutions, administrators, teachers and learners themselves should follow. In fact, the outlining detail and checklist for conducting of TOFLE will enable us to carry out task requirements, and conduct the courses with different duration, content, specifications and aspects. However, the only negative effect of TOFLE is that the various tasks we may involve in while considering the course content for syllabus design. The variety of courses based on tasks will require short / long term pilot syllabuses with flexibility, applicability and conductability. Besides, this is a curriculum, and it should have a process as to design the courses, and progress systematically from needs assessment to goals and objectives, to specifications of the institutional content of the program. Thus, Taba's (1962; 12) Model of curriculum process will be the guidelines of the designing of TOFLE as well. This model has seven steps as follows:

- **Step 1: Diagnosis of needs**
- **Step 2: Formulation of objectives**
- **Step 3: Selection of content**
- **Step 4: Organization of content**
- **Step 5: Selection of learning experiences**
- **Step 6: Organization of learning experiences**
- **Step 7: Determination of what to evaluate and means to evaluate**
(Richards, 1990; 8)

In fact, as an eighth step task-specifications and assessment can be added as well. However, we can include this in the formulation of objectives with task objectives. So, under the guidance of these seven steps, our institutional principles of TOFLE can be outlined as follows:

- a. course types needed after the assessment of the tasks
- b. identification of objectives in accordance with each course
- c. selection of course content and terminology
- d. proficiency skills required and organization of selected content in accordance with course level and duration
- e. teacher selection and orientation for the courses
- f. authentic material and acquired experiences to be processed
- g. evaluation, proficiency level and types required by the tasks
- h. pilot syllabus to be designed in regard to terminology, abbreviation and very short-term objectives for the compensation of task-related requirements.

After these principles for TOFLE, the next immediate step will be the syllabus design and assessment of language training for the task purposes. Depending on the objectives of each task, the course content, duration, necessary linguistic skills and proficiency level can be determined and the syllabus design may be done within the objective limits of language for task-oriented syllabus.

Conclusion

In fact, in language training the syllabus has traditionally been the starting point in planning a language program, rather than activity that occurs midway in the process. Because a properly constructed and planned syllabus is believed to assure successful learning. So, in our study, the syllabus for TOFLE requires a detailed needs analysis and assessment. The TOFLE is quite a different study that is expected to render the military adults to acquire necessary language skills for the accomplishment of the tasks they may be assigned to. The major issue for the TOFLE is the needs analysis that will help us to design such task-based syllabuses. Thus, the variety of the tasks will require several distinctive pilot syllabuses and the military adults are expected to have necessary skills prior to be assigned to the posts. Besides, the teacher selection and determination of the course content should have great importance, and the military adults will be selected for the tasks in advance. As a matter of fact, the syllabus reflects the philosophical assumptions of the syllabus planners: a commitment to communicative language teaching and to a needs-based approach to program content. Such a task-oriented foreign language education is expected to lead the military adults to a success not only in language acquisition but accomplishment of the assigned duties, tasks as well. Regardingly, the suggested syllabus is going to be around task topics and needs-related areas. However, the only obstacle is absolutely the variety of the tasks and their requirements. To me, the teachers and administrators are expected to teach the syllabus content and to train the military adults on such a task-oriented course program based on the learners' mastery of the content of the syllabus suggested for task purposes.

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Identifying the Military Language Requirements of the Turkish Army Personnel and Suggesting a Needs-Oriented Communicative ESP Syllabus for Foreign Post Assignees

Turgay Dinçay

Introduction

Many English teachers around the world are called on teaching English in job- or career-related settings. Therefore, an English for Specific Purposes (ESP) approach is often said to be most motivating and effective where English students are adults with common professional interests in learning English. In other terms, the common factor in all ESP courses is that they are designed for adults who have a common context in which they will use English. It is for this reason that we need to find out the learners' needs for an ESP course through a needs analysis, which identifies what the students need to do in English (task), the contexts in which they will use it (texts), and what their current (level) of English is.

The teachers then specify content focus which helps identify vocabulary and other language components and the contexts in which they are used. Because in an ESP course, we never use any artificial language that teaches arbitrary vocabulary, nor the grammatical structures out of contexts.

The next step right after specifying the content focus is to design the syllabus by a careful interpretation of the results of the needs analysis. In order to have an ideal syllabus we need to consider four important factors:

1. the aims and the content of the courses;
2. the methods or strategies required to achieve those aims;
3. the teacher's interest and effectiveness
4. the student's role in the learning process.

In our study, the first aspect was chosen as subject of the study, while considering the others within the field of curriculum.

A close survey of the existing syllabus types has brought us to the conclusion that we need to have a flexible approach peculiar to the military. In working with adult professionals, it is necessary to be responsive to our learners in communicative syllabi based upon their needs. Therefore, we should make clear links between the tasks performed in English classes and their real life uses of English outside the class either in professional or social life. A survey of these considerations and also the lack of such communicatively-prepared needs-oriented courses in the Turkish Army led us to the preparation of this thesis in which we identified the military tasks for learning in terms of their educational background, target setting, interlocutors, communication types, language skills - listening, speaking, reading and writing - as well as communicative tasks.

The final step that we reached in our study is the formation of a Suggested Needs-Oriented Communicative Syllabus with a particular format.

Fundamentals of an ESP Course

Whether an ESP course should be focused on language or not has always been the source of discussion. So, ESP has benefited greatly from work done in theoretical linguistics, applied linguistics and other disciplines such as psycholinguistics, sociolinguistics and sociology. It is not realistic to say ESP has always been opportunistic by borrowing from elsewhere. Because there has been a lot of research done under ESP, especially in the areas of needs analysis and the preparation of course materials.

ESP is rather related with applied linguistics than the other disciplines in linguistics since ESP is primarily concerned with learning. Because ESP has paid scant attention to the question of how people learn, rather than what people learn. In this sense, it has been language-centered in its approach.

We should note here that ESP is not a particular kind of language or methodology. It is an approach, not a product. The principles which underlie an ESP methodology are the same as those of an ELT methodology in general. ESP is goal-directed and based on an analysis which specifies what students have to do through the medium of English. So, ESP courses may be written about as though the learners consist of identical students in terms of status and knowledge of English, that is, all the students in a class should be involved in the same kind of work as specialist studies. Hence, the "learner-centered" approach of ESP to language teaching has been an alternative to the traditional view, where the teacher is the focus of attention and does the largest share of the talking.

As for the ESP testing and evaluation, it should be carried out informally on a daily basis either by reviewing the tasks that the students have done or by asking for feedback that will show you whether they have achieved the objective(s) you set. With regard to evaluation, Robinson (1991; 65-6) makes a distinction between formative and summative assessment. The first one is done during the course or project and the results obtained can be used to modify what is being done. The second type of evaluation, on the other hand, is carried out when the course or project is finished. He also makes a distinction between process and product evaluation. A process evaluation may be concerned with teaching and learning strategies or process and administrative as well as decision-making processes. A product evaluation, on the other hand, will look at student product such as exam results, essays, etc. Briefly, while assessing and evaluating on an ESP course, we should be responsive to the students' needs and flexible in adapting our program. It is necessary to make clear links between the tasks performed in an English class and their real-life uses of English outside class.

Some linguists assert that there is a close relationship between needs, courses, and tests in diagrammatic form where courses and tests derive from the same criterion. This relationship between testing and the target world may be direct or indirect. A direct test assesses whether a person has sufficient English to carry out a job or follow a course of specialist study where the language is critical. If the proficiency level is not adequate, the test should specify what measures should be taken to bridge the gap. An indirect one is, on the whole, a test of achievement. It will assess details of performance on an English course, on the assumption that the course has itself been based on the analysis of learners' needs. At the same time, it could also diagnose areas of shortfall between optimum achievement and actual performance.

An ESP teacher is a facilitator who opens doors and then fades away in the background. The students discuss, analyze, criticize, evaluate, give alternatives and defend their opinions. They lead the group, so the teacher is, most of the time, a participant. The role of the ESP teacher

cancel the "traditional" mission and the teacher assumes a cognitive approach in the classroom. The ESP teacher often designs, sets up, and administers the course. He is less a figure of authority and more an adviser/consultant. In this context, the most serious problem for ESP is that most of the ESP teachers have not received any training in ESP. So, it is offered that ESP teachers join not only as teachers, but also as trainees. Thus, the teacher will be aware of all possible expectations and adjust his or her roles and duties accordingly.

A professional ESP practitioner uses locally-produced or in-house materials for teaching, not published textbooks since ESP implies that every learning situation is unique. Thus, materials writing contributes to the status, both of the ESP practitioner and the institution.

The ESP "setting" refers to the classroom arrangement specified or implied in the task. These classroom arrangements arise because of the individual differences within any group of learners. All these factors suggest that what we should be concerned with, as ESP teachers, are those in-class possibilities that take some account of both relevance to a group and individual characteristics.

In ESP, there are three levels of vocabulary differentiated by researchers. The first one is the specialist vocabulary. The second level of vocabulary is called semi-technical, sub-technical or general scientific/technical and comprises words which occur in a number of scientific or technical areas. The third level of vocabulary is general and non-academic. Most ESP practitioners agree that we should teach the second level on an ESP course.

To design an ESP course, we need to take into account not only the needs of the target situation but also the needs and constraints of the ESP learning situation, and the general pedagogic approaches. For this reason, we should consider some factors. These are WHO: students, teachers, sponsors, inspectorate. WHAT: language syllabus, topics/subject areas. WHERE/WHEN: practical constraints of time and place. HOW: learning theory/methodology. WHY: target needs. In a well-designed ESP course, we should also consider the "target needs" (i.e. what the learner needs to do in the target situation) and "learning needs" (i.e. what the learner needs to do in order to learn).

Needs Analysis

All ESP teachers need to analyze needs, assess proficiency levels, set goals and objectives, select and adapt materials, design lessons, create an adult-oriented learning environment, and assess student progress.

In identifying the language needs in a systems approach, there are essentially four techniques for investigating needs: the questionnaires, interviews, observations and tests.

Basically the most common way of eliciting information is the questionnaire which should not merely serve as a collector of information about the officers; it should also be considered as a way of letting them know what kind of self-analysis we are expecting from them; thus, they will become more conscious of the factors involved in functioning in another language and surpass the strictly limited linguistic goals peculiar to an average language class. This consciousness on the part of the students will provide the teacher with a considerable amount of ease and facility in his or her teaching process later on.

In the light of the approach given above, a communicative questionnaire consisting of open and closed questions was prepared. The relevant categories are as follows:

1. Background information: This part is concerned with occupational/academic framework in general; study or job description in detail.
2. Target setting: This part is concerned with the time and place in which the job or study is carried out.
3. Target interlocutors: This part is concerned with the role(s) in which the participant finds him/herself in terms of status, age group, and social relationships.
4. Type of communication: This part is concerned with whether language will be used as spoken or written, and whether communication will be direct (e.g. face-to-face) or indirect (e.g. print or telephone).
5. Language skills: This part is concerned with what language skill(s) our learners need in order to perform well in the target situation.
6. Communicative events: This part is concerned with what the learner will have to do in English. These serve to define objectives for teaching/learning interactions, and to focus the classroom work.

Once the purpose of the language-teaching situation under study is determined, he should proceed next to making a decision on the type of syllabus that would be best suited to the needs and characteristics of the learners as can be seen in the Appendix.

Conclusion

In today's world, especially in recent years, job-or career-related language teaching has appeared out of the needs of the learners. Therefore, ESP has proved to be very effective to fill this gap. ESP learners are generally the adults who have a common professional interest in learning English. This means that they have a common context to use the TL. So, the language teachers should immediately attempt at finding out the learner's needs when the institution offers an ESP course.

A needs analysis prepared to achieve the previously-mentioned purpose collects the language needs, and identifies the tasks, the contexts in which they will do it (texts), and their level of English.

Thus, we specify content focus which identifies vocabulary and other language components and the contents. This is important because an ESP course never uses artificial language. All the vocabulary items and structures to be drilled should be based on the contexts.

A careful investigation of the needs will lead us to a well-prepared syllabus in which the communicative tasks are presented in detail. A syllabus designed under this notion should include

- a) the aims of the course and
- b) the teaching procedures and methods to achieve the objectives set by the syllabus.

When we observed the present syllabus being used at the Army Language School, we concluded that it was too far from being effective in approximating an environment of real language use and that it was not communicative. This failure in the education system urged us

to be responsive to their needs. We always kept in mind to set up a close link between the intended tasks and the real life use of English outside class. Therefore, this thesis was a big chance for us to provide the Turkish Army with a needs-oriented communicative syllabus in which we placed our goals and objectives.

In an ESP course, we must also be aware of the requirements of the institution; that is, what the administration expects of the learners. In the light of this view, we specified the proficiency levels of General English Proficiency Exams - a type of exam applied by the Turkish Army only to select the candidates for foreign posts abroad - and the proficiency standards of STANAG (NATO Standardization Agreement), because the army personnel have to reach all these levels in order to achieve a task in a foreign country.

The findings drawn from the questionnaires and the requirements of GEPE and STANAG we all integrated in the new syllabus. Having decided on the contents of the syllabus, we need to select the shape and type of the syllabus, which is often defined as a form of support for teaching activity that is planned in the classroom. It is also a formal guidance in the construction of appropriate teaching materials. It is, hence, concerned with what is to be done in the classroom. In other terms, it is the selecting and grading of content, and curriculum to refer to all aspects of planning, implementing, evaluating, and managing an educational program.

The choice and selection of a certain syllabus depend on our goals in teaching a foreign language. Our choices may range from more or less purely linguistic syllabi to the purely semantic or informal. That is why choosing between and among the various types of syllabus or instructional content and using them in an effective and useful way requires an awareness of the strengths and shortcomings of each.

A survey of the existing programs, that is, goals and objectives, instructional resources, and testing and evaluation methods as well as teachers and the learners at the Army Language School led us to combine and integrate all the known syllabus types around a communicative one in which a specification of communication tasks was included.

Finally, the new syllabus suggested for the military was prepared by considering the results of the needs analysis, the language proficiency description in the Turkish military and NATO, and the existing programs. However, time will prove to what extent the new syllabus will work and be effective.

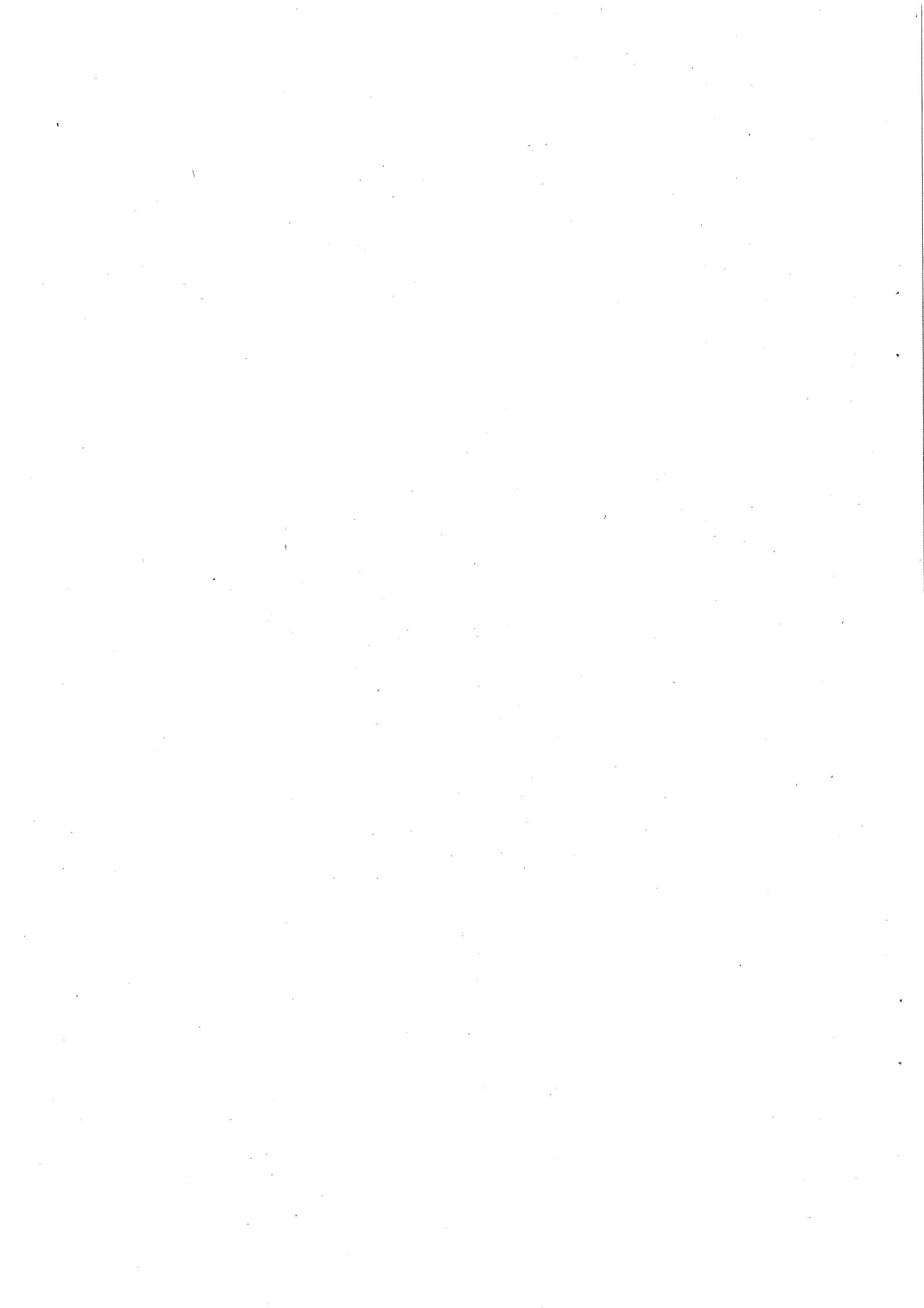
APPENDIX

COMPONENTS	UNIT-1			
COMMUNICATIVE PURPOSE	ASKING FOR/GIVING INFORMATION ABOUT BASIC TRAINING			
NOTION	What's basic training like in your Army? It's pretty tough			
TARGET SETTING	A. LOCATION B. PLACE C. PSYCHOLOGICAL SETTING D. PLACE OF STUDY/WORK	Texas Lackland Air Force Base Professional, formal Lecture Room		
INTERLOCUTER	E. POSITION F. ROLE-SET G. SOCIAL RELATIONSHIP	Lecturer Colleagues Colleague/colleague, host/guest, professional/professional		
TYPE OF COMMUNICATION	A. CHANNEL B. MODE C. MEDIUM	Face-to-face speaking Lecture for giving explanations Understanding and speaking in the target language		
GRAMMAR	STRUCTURES	Adverbs of frequency How often ? Comparative and superlative adverbs Suffix -ion		
	EXAMPLES	We learn English more easily than they do. Pvt. Allen falls in the most quickly of all the trainees. Bill studies the least regularly of all the students. Instruct / Instruction Locate / Location		
LANGUAGE SKILLS	A. LISTENING B. SPEAKING C. READING D. WRITING	Noticing the gist of a briefing Repeating words with correct stress - Writing a summary of an oral presentation		
	NOUNS		VERBS	
VOCABULARY	Physical test Toughness Battle uniform Briefing Cadet Dorm Drill instructor	Firing range Broom Gun Weapon Field Bugle Attention	Attend Complain Crawl Drill Guard Instruct Fall in Join	March Mop Polish Scrub Sweat Sweep Yell Enter

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IV. NATIONAL REPORTS



NATIONAL REPORT - AUSTRIA

1. Introduction

- a. The basic assets of the Military Language Institute and the approach to language affairs pursued in the Austrian Armed Forces were set forth in the National Report of 1994/95.
- b. In the last fiscal year the resources of the Language Institute were stretched to the limit, which is due to the political and military developments that we are witnessing:
 - There is a closer and more frequent cooperation now with WEU agencies, where Austria has observer status, and NATO through NACC;
 - Contacts with PFP-partner nations, particularly those bordering on Austria, on MoD and force command levels are overwhelming. These bilateral and multilateral contacts range from talks among military scientists to joint field exercises, like COOP OSPREY in the USA;
 - Austria is taking part in more peacekeeping operations than ever before;
 - The need for a good working knowledge of English and French of top and medium level officials in the MoD and in military headquarters to meet the challenges of international cooperation is ever increasing.
- c. The developments outlined above have dramatic repercussions on the Language Institute:
 - In the field of teaching, English and French have top priority now, with the languages of the neighboring countries decreasing in importance, whereas
 - in the field of translating top priority has shifted to the languages of the neighboring countries.

2. Meeting the Challenge

- a. With the limited resources available to the Language Institute, we have to rely on extramural teachers and translators / interpreters more and more. They are usually civilians, and therefore we must allow for a more or less limited military background.
- b. Recently a project group has been established to reform the Institute in order to meet the requirements mentioned above. Besides, this has been necessitated by the forthcoming change of command in the Institute, which is due to the retirement of the present Head during the year 1996.

3. **Foreign Students**

- a. Growing international contacts have also led to increased participation of foreign students in Austrian training projects.
- b. Currently, two female officers from Slovakia and Lithuania are participating in a six-week English course for UN key personnel. This, by the way, is quite a new venture in an Army which does not employ female soldiers yet.
- c. Also currently, we are running a six-month course in German as a foreign language for altogether 11 officers from Albania, Bulgaria, Poland, Tunisia, and Ukraine.
- d. Besides that, we provide accompanying German training for the foreign students participating in military training projects like the General Staff Officer Course at our National Defense Academy, and courses at other military schools.

4. **Summary**

There is a great likelihood that the forthcoming year will bring profound changes in the way we handle language affairs in our Forces. However, limited financial resources may dictate that not all requirements, justified as they are, will be met.

NATIONAL REPORT - CANADA

Introduction

This report is a résumé of developments in Second Language Training (SLT) and Foreign Language Training (FLT) in the Canadian Forces (CF) for 1995/96. SLT for CF members is governed by the requirements of the Government of Canada's Official Languages Act and focuses on Canada's two official languages, French and English. The CF also provides instruction, as well as develops curricula and testing materials in languages other than English and French in order to meet Canada's international commitments.

Second Language Training Programmes

The CF currently manages twelve different SLT programmes for CF members i.e., Continuous French, Continuous English, Basic French, Basic English, Block French, Block English, the Decentralized Military Second Language Training Programme (DMSLTP), the General Officer / Colonel (GO / Col) Programme, Refresher Training, Summer SLT for Officer Cadets, and French for Special Purposes Programmes. CF members can attend full-time training at six Language Training Centres and three Language Schools as well as part-time training on each Base through the DMSLTP.

As part of the ongoing CF reengineering programme, a new SLT management system and division of responsibilities came into effect 1 April 1996. The Directorate of Recruiting Education and Training (DRET) at National Defence Headquarters (NDHQ) in Ottawa is the Departmental Authority (DA) for SLT. As such, DRET is responsible for policy, verification, approval of the SLT portion of Business Plans, as well as Treasury Board and other NDHQ reports. DRET also represents the CF in language training matters with other governments, national and international agencies and interdepartmental committees and working groups of the Canadian government.

The Canadian Forces Recruiting Education and Training System (CFRETS) at Canadian Forces Base (CFB) Borden, is the Managing Authority (MA) for SLT and designs, evaluates and validates SLT programmes and coordinates certification testing. The three Commands, Maritime Command, Land Forces Command and Air Command along with CFRETS are responsible for conducting SLT training at their respective schools and training centres, providing national level reports to the DA and preparing Business Plans.

Representatives from the DA, the MA and the Commands have formed a steering committee to continue the restructuring of SLT programmes. The goal of the steering committee is to develop an integrated management process for the delivery of a restructured SLT programme, incorporating CF language training requirements with sound business practices.

From the Steering Committee a Working Group has been established to review present SLT processes, establish costing baselines, identify and analyse a range of options for SLT services and provide a range of options which will include a means of determining precise training requirements offering training options to individuals. This project is scheduled to be completed in December 1996.

Certification Testing

Following various recommendations over the years, the CF officially adopted the Public Service Commission of Canada's (PSC) "alpha system" to define linguistic proficiency. A single system is now used for the bilingual designation of military and civilian positions and the determination of second language proficiency throughout the Department of National Defence. This also brings the CF into line with the rest of the Government of Canada.

As part of this conversion, the CF no longer maintains an internal certification testing capacity. Since the fall of 1995, the CF has purchased the certification testing service from the PSC. CFRETS has assumed responsibility for the programme administration. In addition, all SLT language profiles have been converted from the CF four skill (i.e., listening, speaking, reading, writing) numeric system to the PSC's three skill (i.e., reading, writing, oral interaction) alpha system.

Foreign Language Training

World wide political events and new Canadian Forces commitments have affected the scope and priorities of Foreign Language Training (FLT).

A significant reduction in students requiring Russian has been experienced while new demands for Oriental languages increased. Courses for military linguists in Mandarin and Korean languages as well as Japanese and Korean translation courses were conducted for the first time in 95-96.

Courses in Spanish have also witnessed an increase. Besides the usual complement of Attaché and linguist population CFLS delivered Spanish training to translators and to personnel who will attend the Inter American Defence College.

The demand for Serbo Croatian remained steady and CFLS (O) conducted a Serbo Croatian Conversion course. Candidates were selected from the Russian language linguist population with the purpose of reducing the length of the course by 35 % to 11 months.

Regards Curriculum development activity, CFLS is completing work on the Serbo-Croatian programme. The series (instruction books and workbooks) are available to our BILC partners.

Military Training Assistance Programme

As part of Canada's contribution to NATO's "Partnership for Peace" (PfP), the CF provides full-time English and French language training to officers from Central and Eastern Europe. Nine PfP countries currently participate in these programmes: Poland, the Czech Republic, the Slovak Republic, Romania, Ukraine, Latvia, Lithuania and Estonia (which participates only in English training).

English training is conducted for 140 foreign nationals at the CF Leadership and Specialized Training Centre at CFB Borden. Four courses are run each year: two five-month courses for 60 students and two two-month courses for ten high ranking officers. French training is conducted at École de Langues des Forces Canadiennes, Garnison Saint-Jean. One five-month course for 30 students is run each year. In addition to classroom pedagogy, social and cultural activities are incorporated into the programme.

The Canadian Forces Language School in Ottawa is running a course to "Train the Trainers" from 1 May to 31 October 1996. Fourteen students from eight PfP countries were invited to participate (Poland, the Czech Republic, Romania, Ukraine, Latvia, Lithuania and Estonia). The focus of this endeavour is English Language Teacher Training.

NATIONAL REPORT - DENMARK

In matter of language training for military purposes in Denmark the most significant event of the academic year 1995-96 has been the setting up by the Minister of Defence (himself an ex-Army Linguist) of a working group for revising the nearly 40 years old Military Linguists' system. Created in 1957 in the middle of the Cold war for pure intelligence purposes and mainly aimed at war conditions, the Military linguists' system has been almost exclusively depending on Reserve officers. After having been trained during their 24 months National service period at the Danish Army Specialist Training School (DASPETS) the military linguists returned to civil life with the only obligation of attending the annual two weeks language refresher course and - of course - being ready to serve in war time, mainly as interrogators. For obvious reasons the languages trained were those of the nearest Warsaw Pact states, Russian and Polish.

The well known political and military changes in the beginning of the 90s have led the Danish Defence Forces into the development of comprehensive programmes of military cooperation with a number of Eastern European countries, mainly with Lithuania, Latvia, Estonia and Poland.

To a large extent these cooperation activities need linguistic support (translation of written material and interpreting for negotiations, meetings and course instructors). In 1995 such linguistic support reached an amount of 1500 working days, produced exclusively by Reserve officers on a voluntary basis. The 1996 and 1997 cooperation programmes represent a need for 2000-2500 working days per year, which cannot be covered entirely by volunteers.

Although the above mentioned MOD working group has not yet ended its considerations, it is already clear that even if the main body of military linguists will remain Reserve officers, a small professional or semi-professional element will be introduced. Of much more importance, however, is the idea of restructuring the 24 months National service period of military linguists, now entirely covered by the training programme, in such a way that during the last 4-5 months the students (12-15 per year) can participate in the linguistic support of the cooperation programmes as trainees.

The restructuring of the National service period might lead to the following scheme:

ACTUAL SYSTEM (from 1994)	POSSIBLE NEW SYSTEM
Basic military training at the Army Sergeant School (6 months)	Basic military training at ??? (4 months)
Basic language course at the DASPETS (10 months)	Basic language course at the DASPETS (10 months)
Interrogation and military language (officers') course at the DASPETS (6 months)	Military linguists' course at the DASPETS (5 months)
Officer trainee in a combat regiment (2 months)	Interpreter trainee in the Military Cooperation Programme (5 months)

Note: The interrogation course would be split up in 2 or 3 parts and postponed to the former annual language refresher courses.

Another aspect of the programmes of military cooperation with Eastern European countries is the introduction in 1994 of courses of Danish language run by DASPETS for future (Polish and Baltic) students of Danish Military academies and Staff Courses.

For practical reasons the two first 12 month courses (1994-95: 1 person, 1995-96: 7 persons) were partly contracted to two different commercial schools, which turned out to be rather unsuccessful, because both schools insisted on putting the military students in groups with civilians of many different nationalities. This made the 7 very young students from the Baltic republics forget their military status and act like tourists, which at the end forced DASPETS to withdraw them from the civilian school and improvise the rest of the basic course under military conditions. It might have contributed to the "loosening of discipline" that during the whole year each students lives separately in a Danish home.

For the year 1996/97 the lodging in private homes will be kept up, but a special course is being developed with the following scheme:

- Basic language course (750 lessons (45 min)) 25 weeks
 - Specialized language course 20 weeks
- (Mass media language: 156 lessons,
Military terminology: 290 lessons)

The complete course will be placed at the DASPETS with a maximum annual quota of 3 cadets from each of the Baltic countries.

NATIONAL REPORT - FRANCE

General

The learning and teaching of foreign languages have been a major concern for the French armed forces during the academic year 1995/96. The commitment of French troops to UNPROFOR and IFOR has heightened the need for English language as a priority.

Directives of the French Army Chief of Staff

The French Army Chief of staff's new requirements in foreign languages are as follows:

- English as a permanent and massive requirement;
- German as a permanent requirement;
- Russian and Arabic as permanent requirements, limited to some individuals;
- other languages; adaptable and limited requirements.

The global objective to be reached by the personnel is to pass the different military examinations in foreign languages (three different levels - oral as well as written - to meet the specifications of STANAG 6001).

Specific objectives: depending on the recruitment (officers and NCOs) and the training of personnel (such as basic training, company commander's course, staff college) there is, at each stage of the career, a specific level to be reached in foreign languages.

Teaching of Foreign Languages in Other Services

The French Air Force, Gendarmerie and Navy have their own language centers where specific knowledge in foreign languages is taught.

Military Certificates in Foreign Languages (French Army)

In 1995, 10,000 candidates took a military language examination in one or several languages, out of 23 different languages. The rate of success was about 57 % as far as the oral examinations are concerned and 38 % as far as the written examination is concerned.

Joint School for Intelligence and Foreign Languages (EIREL)

As far as EIREL is concerned, the teaching has been focused on Arabic, Russian, German and English. As far as English, the stress has been set on IFOR procedures.

For the first time in 1995/96 foreign students have attended courses in English and German at EIREL, i. e. Belgian and Spanish officers assigned to the Eurocorps HQ Strasbourg - France.

In order to improve the teaching of foreign languages, EIREL has been tasked to develop computer assisted (CA) teaching - first in English, secondly in Russian and thirdly, from 1997, in Arabic. The software used for this purpose is "LAVAC" (Laboratoire audio visuel actif comparitif). For the year 1996 CA teaching is available in English only. Specific lessons on military topics have been created by the instructors themselves (ranks, terminology relevant to uniforms and equipment, UN - telephone - and radio procedures, first aid assistance).

Conclusion

The increasing participation of French forces in UN and NATO operations implies and increase in language requirements. It is a major concern of every unit, whatever the Service and the Branch.

NATIONAL REPORT - GERMANY

A. Language Training

1. English

The dual demand for 3-month general English courses on the one hand and short English for Special Purposes courses on the other hand mentioned in last year's report continues to be high. In order to adequately prepare officers and senior NCOs for possible peacekeeping missions in a UN or NATO framework a peacekeeping component has been added to all 3-month English courses taught at the Bundessprachenamt. Three military glossaries (on general military English, tactical terminology and peacekeeping terminology) have been updated and considerably enlarged to support students both during and after language training.

2. Romance Languages

Demand for French, especially courses for advanced students aiming at SLP 3332 continues to grow. The increasing emphasis on German-French interoperability (Eurocorps, German-French Brigade) has resulted in a higher and more diversified language training requirement for future general staff officers.

Italian, Spanish and Romanian language training show an increasing number of special projects (e. g. attaché training) with class size varying from one to twelve.

3. German as a Foreign Language

The teacher training seminars for German teachers from our Eastern neighbor countries which started in 1992 have become pivotal in supporting the teaching of German abroad. Conducting these seminars in Germany has two advantages: participants are offered abundant background information on Germany including expertise by their German fellow teachers and return to their respective home countries as multipliers.

We no longer contend ourselves with the provision of pure language instruction or of teaching skills but also organize seminars emphasizing background information on Germany ("Landeskunde") or specializing in teaching military German. A first Military German Course taught by a team of military and civilian staff combined with a series of visits to various military installations of the German Federal Armed Forces starts this summer.

4. Seldom-taught Languages

The standard duration of attaché training in the more difficult seldom taught languages has been increased from six to fifteen months. The demand for Arabic continues to increase.

5. CALL

Since the demand for foreign language skills remains high while the opportunities for personnel to take courses continue to be limited by budgetary constraints, pilot projects have been designed to determine whether students can significantly improve their language skills by working with commercially available computer programs.

The first step in this process was a two-week study conducted in November 1995 in which nearly all of the staff members in the Language Training Department participated.

For the duration of the study, a flying classroom comprising 10 laptops equipped with sound cards, headsets and microphones, and two computers with laser discs was set up under the constant supervision of a computer specialist. Participants filled out questionnaires on the merits and disadvantages of the English, French or German as a foreign language software they examined. On the basis of these questionnaires the most successful software was then selected for use in two pilot projects (English only).

A first group of 20 learners is scheduled to begin working with this software in July.

B. Materials Development

1. Concept / CALL

In February 1996 an in-house seminar was conducted for materials developers with particular emphasis on the basic concept for materials development outlined in last year's BILC report, as well as test statistics and new trends in computer-assisted instruction.

Seminars were also held to familiarize small groups of teachers with new commercially-produced language software and authoring systems.

March brought a delegation of Polish language training experts to a seminar covering skill-oriented testing and the theory and practice of testing at the Federal Office of Languages.

2. Self-Study and Course Materials

Various self-study packages for English and French at the beginner's level have been produced for use outside the Bundessprachenamt.

NATIONAL REPORT - ITALY

Innovations introduced by the Scuola Lingue Estere dell'Esercito in respect of the preceding BILC Conference held in Hürth (May 1995).

General

The Army General Staff delegated the school the task of coordinating language activities at the level of the Training Institutes (such as Military Academy, NCO School etc.).

English Language Courses

a) Military Terminology:

- visit to the Allied Land Forces Command in Verona by a teacher and one of our officers to collect technical-professional material (NATO)
- IFOR news faxed daily by NATO Hqs.
- Glossary and other material to be used in the various English courses
- Allied Technical Publication synopsis, together with Army War College
- Editing of booklets regarding terminology according to subject (e.g. military helicopters)
- Subscription to specialized military publications in English
- "Peace-keeping" material (United Nations - Training Video series)
- Development of an experimental CD for a military terminology course

b) New Courses and Didactic Material:

- Purchase of commercialized interactive English course
- English language course for Army Medical Officers
- English course for newly assigned Section and Cell Chiefs of the Army General Staff
- English course for the "Traffic Police" of Perugia

Serbo-Croatian Course

- Introduction of a complete course (created by the Canadian Language School) and modification for requirements of Italian speaking students
- Use of material from the Defence School of Languages Beaconsfield (UK) and IFOR
- Introduction of two series of special refresher courses

Arabic Course:

- Experimental use of a test (obtained by the Air Force Language School) using criteria foreseen by STANAG 6001

Computerization:

- of the training sections.
- preparation to introduce Intranet and Internet and multi-media equipment

NATIONAL REPORT - NETHERLANDS

1. Introduction

The transition into fully professional Dutch Armed Forces, which has to be accomplished by January 1997, has aroused several efficiency operations to achieve significant savings and reductions in budgets and personnel. This has led to the paradoxical situation that at the same time these efficiency operations have given a strong impulse to increasing investments for the purpose of language training in the Armed Forces. One of the concrete measures to enhance the cost-effectiveness of the language training system is the decision to establish a Language Coordination Centre for the Army.

2. Language Coordination Centre

In January of this year a Working Group has been set up in order to develop a Language Coordination Centre (LCC), the primary task of which will be to improve the effectiveness and efficiency of all language training for personnel of the Army. In June 1996 the Working Group has to present its definitive report, and according to plans LCC must be operational in January 1997.

LCC will not provide language training itself, but serve as a kind of clearinghouse between "customers" (the students and their superiors) and "deliverers" (the military and commercial language institutes). At this moment only a small number of (mostly Slavic) languages are trained in-house. In the near future the Army will probably opt for a system that combines characteristics of both in-house and commercial language training, by using language teachers mainly on a freelance basis. In order to gain experience and expertise in this field, in the second half of this year some pilot courses in English will be organized. Only those freelance language teachers and commercial language institutes that have proved to meet the stringent requirements of the Army, will be included in a data bank, administered by LCC. LCC will also register foreign language proficiency of Army personnel, so that existing and available resources can be used in a more efficient way.

Other tasks of LCC include developing a framework of reference for language learning and teaching, investigating new educational methods and technology, coordinating translation and interpreting services. In general, LCC will act as an advisory body and monitor in language matters for the Army, and in future represent The Netherlands in BILC.

3. Language Wing

The reduction of the Armed Forces and the decreasing quantitative demand for Russian language training have a, somewhat retarded, repercussion on the Russian Language Wing (RLW) of the School of Military Intelligence Service. The teaching staff will be reduced from 9 instructors now to 4 instructors in March 1997.

Contrary to the diminishing demand for Russian language training are the increasing requests for interpreting services in Russian. Last year language instructors of RLW lent support as interpreters for SHAPE, NATO Headquarters and the Dutch Joint Staff for more than 400 hours.

- Training Program

- Russian: The Russian training program is essentially the same as last year (see for details the BILC Conference Report 1995).
- Serbo-Croatian: This year RLW was faced with a sudden demand for a Serbo-Croatian language course for two Foreign Area Specialists. The only Serbo-Croatian course at present in the Army is an elementary course which focuses almost entirely on listening comprehension, and was therefore not suitable. By using our BILC contacts, places for the two officers were found on a 13 week course in the UK. We would like to express again our thanks to the UK for the prompt and adequate assistance and for setting an example of true "International Language Coordination"!

- Projects 1996-1997

Russian Language Wing is likely to be commissioned by LCC to carry out the English pilot courses in the second half of this year. Anticipating the extension of the training program with languages other than Slavic, Russian Language Wing has been renamed into "Language Wing".

4. Conclusion

With the establishment of the Language Coordination Centre, language training in the Army enters a new stage. Realising that many BILC member nations have reached this stage already long before, we would be grateful to make use of their expertise in developing a high quality, coherent language training system.

NATIONAL REPORT - NORWAY

Introduction

Norway has no defense school of languages. The language training of our officers takes place at our military academies. The languages taught at our academies are English, French and German. Russian is taught at our intelligence school.

Our officers have had 12 years of English in our public school system before they enter our academies. Some will have had 3 years of French or German.

Present Situation

As of January this year testing of English language skills was introduced. The testing is based on NATO STANAG 6001. Before the testing started two work-shops were arranged and run by the testers at SHAPE HQ. They also provided material and trained our testers in OPIs and evaluation of the written texts. All our testers are from the English teaching departments at our academies.

We have no tests for each level - the total score on each of the four skills tested decides the language profile. It has to be done this way because so many of our officers hold posts in which English is not required. This means that many of them have not had an opportunity to speak or write English for some time.

It would not be fair to present these people with the STANAG test before they know what is expected of them. Therefore they take a diagnostic test consisting of an interview and a written essay or letter. On the basis of the score of this diagnostic test they will proceed to the STANAG test. If the score is not high enough they are offered a course before they sit for the final test.

This course is tailor made to meet their special needs and is contracted to a private language school.

It is too early to say anything about the correlation between the diagnostic test and/or the course and the score on the STANAG test, but so far there seems to be good correlation.

UN Courses

The Nordic countries have shared the responsibility for training officers for peace keeping operations. Sweden trains staff officers, Finland observers, Denmark military police and Norway a course for logistics officers.

Participants at the logistics officers course in Norway come from all over the world including the PfP countries.

Our experiences so far are that the language proficiency leaves a lot to be desired for personnel from the PfP countries. We have also found that this is the case with participants from certain Latin American and Asian countries.

Material

It should be mentioned that a comprehensive English-Norwegian military dictionary has been published this spring. It contains the military terminology that is used within NATO and the defence forces of the USA and Great Britain, important phrases from space technology, science etc. At the end of the dictionary there is an appendix of acronyms and abbreviations.

The dictionary has been published in cooperation with the Norwegian Defence Command.

Future

Planning has started for a new 2-year course at our army academy. This involves English at a fairly high level, especially for those of our officers who plan to study international affairs. We are at the moment planning a course in English for meetings, conferences and negotiations. The cross cultural aspect will also have to be covered, but we have not yet started the design of that course.

Conclusion

Language proficiency is widely recognised as very important in our military system and we feel confident that it will remain so in the future.

English-Norwegian Military Dictionary

- Contains the complete military terminology that is used within NATO and the defence forces of the USA and Great Britain.
- Important phrases from space technology, science, technics, naval activities and aviation.
- Military slang and historical expressions.

This edition is expanded with over 400 pages from the previous edition of 1985. The expansion is due to a large intake of new words from the weapons- and computertechnologies - even weapons that are being developed. There are also a range of new words from space technology and nuclear warfare, electronic warfare, logistics, topography and geography, security- and geo- politics.

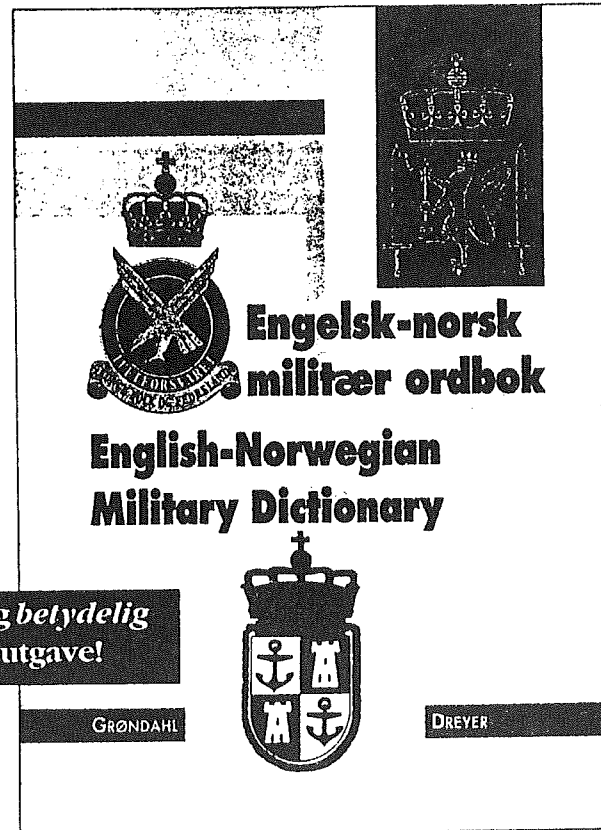
Another feature is that many weapons technical terms have been given comprehensive definitions which increases the value of the book as a dictionary.

Acronyms and abbreviations, information about military ranks and their systems, means and measures as well as norms for military letters and memos are found in the appendix at the rear of the book.

Such a dictionary is not found in any other NATO-country!

This book is published in cooperation with the Norwegian Defense Command.

**Revidert og betydelig
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Order your copy of this dictionary called **Engelsk-norsk militær ordbok** by writing to the publisher:

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NATIONAL REPORT - SPAIN

Introduction

The Military Language School (EMID) is the commissioned central school for language training in the Spanish Armed Forces. Its missions are to:

1. Coordinate the language training with the Army, Air Force and Navy Language Schools
2. Establish the procedures for the accomplishment of language exams in the Spanish Armed Forces
3. Evaluate the language knowledges in:
 - German, Russian, Arabic, Italian and Portuguese to all the personnel of the Armed Forces
 - English and French to the personnel of the central defense administration
 - Spanish to foreign military, in Spain as well as in the own country
4. Implement English, French, German, Arabic, Russian and Spanish courses.

To fulfil these functions, the EMID has permanent military and civilian teachers for German, Russian and Arabic and contingent teachers contracted for the English, French and Spanish courses.

Activities during the year 1995

During the year 1995 the EMID has accomplished the following activities:

1. 10 month German, Russian and Arabic courses to military with a level SLP 2222 in these languages with the objective of reaching level SLP 3333 or higher in the final test. These courses began in September 1995 and will end in June 1996.
 - 1 German course with 11 students
 - 1 Russian course with 8 students
 - 1 Arabic course with 12 students
2. Three month English and French courses
 - English, basic level: 1 course with 16 students
 - English, intermediate level: 1 course with 16 students
 - French basic level: 1 course with 16 students
 - French, intermediate level: 1 course with 16 students
3. Examinations to Spanish Military in: English, French, German, Russian, Arabic, Italian and Portuguese.

4. Spanish tests in Prague for military personnel of the Czech Republic.
5. Coordination meetings to establish the procedures for the accomplishment of language exams to the Spanish soldiers.

Projects for the Courses 1996/97

1. Accomplishment of a basic course of 10 months of duration of Arabic, Russian and German with 16 students each with the objective of reaching the level SLP 2222 or higher.
2. Basic and intermediate 3 month English and French courses.
3. Evaluate the proficiency level of English, French, German, Russian, Arabic, Italian and Portuguese of Spanish military.

Conclusions

Currently the EMID is in a period of change in which it is intended to reduce the number of permanent teachers and to appeal to contingent teachers contracted according to the specific purposes in each moment. However these changes are subject to administrative procedures, the process is slow and will be developed probably during 1997. Finally it is intended to:

- a) go on with the present courses;
- b) be able to do courses for specific purposes like participation in United Nations missions, multinational units, etc.;
- c) accomplish courses of Spanish in our school for foreign students;
- d) send Spanish teachers to the countries that request Spanish tests;
- e) develop all the material for language proficiency tests that will be used in the Spanish Armed Forces.

NATIONAL REPORT - TURKEY

I will present the activities carried out at the Army Language School in the 1995-1996 academic year under the following titles:

1. Activities to support and improve education
2. Development of materials on terminology
3. New course projects
4. Activities to improve the Army Language School
5. BILC Document "World Languages"
6. Conclusion

1. **Activities to Support and Improve Education**

a) Computer aided language learning

For a few years computer aided language learning has been possible in the Language School Computer Aided Learning Classroom. However, it is not possible to use multi-media software with the present hardware to appeal to the audio and visual channels of the trainees. With a project prepared at the beginning of the 1994-1995 academic year, establishment of a laboratory that meets the hardware requirements to run interactive multi-media software at the language school has been planned.

b) Data Processing Section

- To speed up the administrative and educational processes and to provide information automation support a data processing section with a local area network was established. With the help of desktop publishing software which also supports the use of Cyrillic and Arabic alphabets, authentic course materials can be prepared and printed with high speed and quality.
- The data processing section is equipped with electronic communication facilities for rapid correspondence.
- A couple of months ago, a voice-mail and information line was set up to provide information on the language teaching materials used in the language school in the short-term, and to support the Correspondence Language Course Program in the long-term.

c) Correspondence Language Course

To teach a foreign language to the Turkish Armed Forces personnel who haven't had the chance to attend the regular courses at the Army Language School or to help the personnel who have learned a second language either at the Army Language School or at another institution, retain and improve their language skills, a correspondence course has been started. To this end, an agreement has been signed with a civilian

company with expertise in correspondence teaching, and promotional leaflets have been sent to military units and organizations.

d) Task Oriented Language Training

- To provide individual language learning service for the personnel who need to learn a language not taught at the Army Language School, due to their specific duty or task, and to cooperate with civilian institutions or individuals for this purpose, preparations have been completed and the necessary infrastructure has been established.

e) Audio-Visual Library

- The number of audio-visual libraries, which give the trainees the possibility of individual audio-visual training after class hours, has been increased to two, in order to improve the service provided for the students. The students can listen to audio tapes, watch video tapes or foreign TV channels via satellite at these libraries.
- The equipment and material in these audio-visual libraries are continuously being updated and increased in number.

f) Center for Academic Language Counselling

The Center for Academic Language Counselling which was established to cooperate with domestic and foreign institutions in the field of language teaching, to keep up with the advances especially in methodology and linguistics, to organize conferences, seminars and other educational activities and disseminate the knowledge gained to the schools, institutions and units within the Army have been integrated into the Data Processing Section. The results of these activities are made available to language teaching institutions and military units through BBS.

g) Council for Cooperation in Foreign Language Teaching

The Council for Cooperation in Foreign Language Teaching has been established so that study groups determined by the language teaching institutions and military units in the Turkish Armed Forces can annually get together for coordination, determining language teaching policy of the Turkish Armed Forces in the face of changing conditions, and determining curricula based on that policy.

h) Testing and Evaluation

Every effort is made to increase the number of questions in all the languages in the question bank. In addition, development of listening comprehension questions is continuing.

2. **Development of Materials on Terminology**

The design and writing of various military terminology book to be provided for the students at the Army Language School and the personnel of other military units has been speeded up. Two of the completed projects are:

- a) Turkish-English-Russian Military Terminology Dictionary has been printed and distributed.
- b) Turkish-Azerbaijani/Azerbaijani-Turkish Military Terminology Dictionary has been prepared and is now at the stage of printing.

Additionally, a Turkish General Military Terminology book to be used in teaching Turkish to the guest military personnel has been prepared; a CD-ROM of this book is to be prepared also.

3. **New Course Projects**

- a) Georgian and Armenian
- b) German

Curriculum development, instructor employment and material supply activities for the mentioned courses are in progress.

4. **Activities to Improve the Army Language School**

Activities performed in this field are as follows in short:

- a) Army Language Training Concept has been prepared and published.
- b) Army Language Training Regulations have been set as to provide efficient coordination conditions among other Army Institutions involved in language training, and as to make education more effective.
- c) A more dynamic teaching environment has been aimed at by creation of sub-concepts in the fields of doctrine, organization, leadership, education and teaching materials and by development and realization of various projects.

5. **BILC Document "World Languages"**

As Turkey expressed in the last conference, she maintains and insists on her position against the claim about Turkish Language in the BILC document "World Languages". The document has been studied by a university professor who is an expert on the Turkish Languages. The report prepared by him, which we have officially endorsed, is appended to our National Report.

Turkey insists on the revision of this document by a committee of linguists. Otherwise we think the document ought not be distributed nor published.

6. **Conclusion**

This report which is prepared for the 1996 NATO/BILC Conference shows how the Army Language School is getting prepared for the 2000's. In order to keep up with modern standards in language training every innovative effort has been made, starting especially in 1995/96 academic year, and will continue at a growing pace in the years ahead.

Report on
"The World Languages - Quick Reference Guide"
by BILC

I have examined the "Quick Reference Guide" published by BILC and prepared - as can be understood from the sources section - by using the works of various linguists. Despite certain deficiencies and errors in the guide (e. g. for Egypt only "Nubian" is mentioned and not Arabic, but on the map on the back Egypt is shown among Arabic speaking countries), I will confine myself to commenting especially on matters dealing with Turkish.

1. Turkish today, constitutes an extensive language family spoken in Asia, Europe and Northern Africa. In the past, the Soviet Turcologists, as an extension of official ideology, didn't call these languages "Turkish", but named them after the people who spoke them and evaded showing their kinship with the Turkish of Turkey. In determining which one of the vernaculars of these languages was going to be the written language, they used to make sure that the vernacular farthest from the Turkish of Turkey was chosen. Naturally, this situation has been reflected in the works of many Western linguists, because most of the sources they could use were in Russian, and consequently they have been under such influence. It would be more appropriate to use the terms Uzbek Turkish, Azerbaijani Turkish, Turkmen Turkish, Kazak Turkish, Kirgiz Turkish, Uigur Turkish, Tatar Turkish, Hakas Turkish, Tuva Turkish, Karachay Turkish, Kumuk Turkish, Gagauz Turkish, just as the Turkish of Turkey is widely called *Türkei Türkisch* in German and Turkey Turkish in English. There is also the term "Turkic" in English used in reference with Uzbek and Uigur but this term is far from showing the fact that these languages are dialects of Turkish. There is great similarity even between the Turkish of Turkey and those dialects that are considered to be the farthest from it and people speaking these dialects can communicate with each other easily, in a few months time. In my opinion, the terms coined by the Russian Turcologists as a result of their policies should be dropped.
2. Even though Karachay is not mentioned in the first section where the geographic dispersion of languages is shown, it is mentioned in the second section that in NW Caucasus Karachay is spoken. However, it should have been noted that in the regions of Kabardino-Balkar and Karachay-Balkar, Balkar Turkish is used. The term "Kabardian" as a language is far from being scientific.
3. It is written that in the region called "Kazak", Ingush language is spoken. However, the truth is the opposite: in the Ingush region Kazak Turkish is spoken.
4. It is not correct to show Kurdish, Tatar and Zan languages among the languages spoken in Turkey. The languages in Turkey that are in minority status have been shown. Otherwise, many more languages in the world should have been mentioned. It is obvious that a political choice was made here. BILC should have stayed out of such political views.

Turks in our country that have migrated from Crimea and Kazan at various periods in the past. However, these people dropped their dialect quickly and started speaking Turkey Turkish. The second and third generation of immigrant Tatars do not even know any Tatar Turkish anymore. On the other hand, some linguists use the term "Tatar" in place of Turkish. This confusion may have arisen due to misnamings in different sources.

The language of the people called "Zan" or "Chan" and known as "Laz" in Turkey has been long forgotten. The entirety of this people of the Black Sea region speak Turkish. Furthermore, it is not correct to say that the "Zan" language is spoken in Georgia and Abhaz region.

Turks and Kurds, who are of the same religion, have mixed up together over centuries and all Kurds have become Turkish-speaking. Although there are some who want to artificially revive Kurdish, these are a bunch of chauvinists that cooperate with Kurdish groups outside of Turkey. Most of these people who join with certain foreign centers of power trying to terrorize Turkey do not even know Kurdish themselves. In this respect, to say that Kurdish is spoken in Turkey would not mean anything but to support terrorists.

5. Another important characteristic of this guide that proves its political bias is its omission of 200,000 Turks living on Cyprus. I don't think it can be considered as a sign of goodwill to exclude the Turkish Cypriot community that has been living under its own government for 22 years and has been stating its readiness for a federation with the Greek Cypriots, provided it is based on mutual and equal rights for both parties.
6. Another point that should be criticized about the guide is that in the first list where languages spoken are given under country names, those languages are not listed according to their importance but in alphabetical order, without mentioning the official language first. According to this guide, Armenian and Kurdish are spoken in Syria. Arabic, the official language, is not even mentioned.

Conclusion

The "guide" is full of incomplete and wrong information, may be due to the misguidance of the sources used or the misinterpretation of these sources according to the political views of those who prepared it. It is far from being serious. If a serious work is to be done, those points which I have mentioned about Turkish and those errors concerning languages other than Turkish that are not fully mentioned here should be corrected.

If a political idea is desired to be depicted in the study, it would be more appropriate to convey a political idea more in line with NATO principles, without making any concessions to the terrorist powers in the world.

NOTE: THE BILC SECRETARIAT CATEGORICALLY REJECTS ANY ATTEMPTS TO ASSOCIATE THE AUTHORS OF THE BILC PUBLICATION "THE WORLD'S LANGUAGES - A QUICK REFERENCE GUIDE" IN ANY WAY WITH INTERNATIONAL TERRORISM.

NATIONAL REPORT - UNITED KINGDOM

Since the 1995 BILC Conference there has been much activity in the field of language training, both at policy-maker level and in the provision of the training. The increasing importance of language and the need for greater rationalisation in the post Cold War period have resulted in the need to move to a fully integrated Tri-Service concept. This has been realised by the creation of an MOD policy cell, thus removing the necessity to retain 3 individual service desks to implement 3 separate service policies. At present the MOD cell is involved in the publication of an operational policy and a general policy for language training.

The cell is also involved in the restructuring at the Defence School of Languages (DSL) which is outlined later in this report. The present Chairman of the cell, Group Captain Bob Hounslow, will become the standing Head of Delegation to all future BILC conferences and seminars and is attending this conference, where he hopes to meet all other delegations. This conference is also the final one to be attended by Colonel David Harrison in his capacity as the UK Head of Delegation, but he will without doubt be able to renew his friendship with fellow delegates when the UK next hosts the annual conference.

Examinations

This year has seen the first of the new Tri-Service examinations set at SLP level 444(4)*, known as the Diploma level. The examination follows the pattern of the SLP 333(3) examination, which was outlined by the UK delegation at the last BILC Seminar in Romania. It now provides the Services with the ability to identify student achievement at SLP 4343 (2nd class Diploma) or SLP 444(4) (1st class Diploma). As with the level 3 examination the written element remains an option when identifying ability, but is a requirement for the full diploma status. The examinations are set under contract by the University of Westminster in London and carry credits for achievement. These credits may be utilised during further duty at university level towards a full degree. Further information about this examination is available from the UK BILC secretary.

The lower examination set at SLP 2210 has now been fully validated and is available in 27 languages. It is proposed to introduce a further in-house examination to be set at SLP 2.5, 2.5, 2, (2) to be known as the "Operational" level in 1997. A practitioners' group is now involved in the preparation of the SLP 2.5 definitions for the speaking and listening skills and the format of the examination. It is also proposed to introduce the skill of interpreting at this level and suitable definitions are to be produced. The work at this level may be of interest to BILC and PfP countries as the new definitions will provide a useful addition to the enhanced definitions of STANAG 6001 recently provided by the UK.

One further change to the UK system of recording of language ability is also being adopted, in that SLP level may be obtained and recorded from course results or assessments and not only from official examination success. This system will allow for greater flexibility and recognition of ability levels for language users and help to identify service personnel who may be of value in an operational situation.

* () indicates a written optional section of an examination.

DSL Update

Since last year's BILC Conference, DSL has been actively involved in implementing a number of the recommendations made in the Defence Costs Study (DCS) follow-on study into defence language training. The UK's increasing involvement in multi-national operations has created a perceived increase in the need for European languages. As a result, the school has successfully "restructured" to create a new European Languages Wing which has absorbed the former Russian and German Language Wings, and is now tasked to deliver in-house courses in French, Spanish, and Italian as well as Russian and German. Serbo-Croat also continues to be taught at DSL in support of UK operations in the Former Republic of Yugoslavia. DSL continues to be responsible for organising individual language training for military students who cannot attend scheduled Service courses. Whereas in the past this service has been for Army students only (Air Force and Navy students were handled separately), from 1 April 1996, as part of DSL's restructuring exercise, this service has been extended to all 3 Services. The DCS also recommended that DSL should be subjected to the full "Competing For Quality" process, and a Feasibility Study is about to be published recommending that certain aspects of the work at DSL should be offered to competition from the private sector. In addition, DSL's future location is still undecided, with a possibility that the school may have to move to an alternative site sometime in the next 2 year. Alternatively, other units could move in to share the Beaconsfield site with DSL. Decisions are however unlikely before late summer. Despite all these changes, the demand for DSL courses is **expanding** (particularly the demand for English Language Training), and we are confident that the future holds exciting opportunities to develop the customer base and the range of activities even further.

Assistance/Training Provided for Partnership Nations

In the past 12 months, DSL has provided English Language training for over 100 students from the Partner Nations. Most of these have been middle-ranking and senior officers and the majority (78) were participants in our English Language Course for Central and Eastern Europeans. Others have attended Pre-Staff College and Pre-Officer Training English courses.

Over the summer, DSL received some 90 teachers of English from the region who attended teacher training courses in Materials Design for Military English Language training. These courses were funded by the Foreign and Commonwealth Office (FCO). To renew the contracts made last summer, the FCO held a regional teacher training seminar in Prague in March for some 35 of these teachers of English.

As part of the FCO's Programme of Cooperation with the Partner Nations, the Officer Commanding (OC) English Language Wing has continued to undertake language consultancy visits in the region. Since the last BILC Conference the OC has visited Poland, Hungary, Romania, Latvia, Ukraine and Belarus; further visits are planned to Moldova, Georgia and Bulgaria with a view to extending the programme of ELT assistance to these countries. The usual outcome of these visits is that, where practical, ELT specialists are placed in these countries to work alongside teachers of English in the Military. Twenty-three of these specialists are currently working in the region, most of them managed and supported by DSL. Their remit is to work on the structure of ELT provision, teacher training and, in particular, the introduction of the STANAG 6001 and an allied testing system, a priority for many countries in the region. In addition, many are working on ESP course design, the main areas being "Aviation English" and "English for Peacekeeping and joint exercises under Pfp".

A further aspect of the FCO's ELT Programme is the Military Book Project being carried out at DSL, which is progressing well. The Army module is now complete and work is continuing on the Tri-Service element which incorporates material on NATO, the UN and Peacekeeping. On completion of this module, the Navy and Air Force modules will be completed before any of the more specific topics required by the Partner Nations will be tackled.

**BILC CONFERENCE
1996**

**DLIFLC
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ANNUAL REPORTS



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE INSTITUTE

**Bureau for International Language Coordination
1996 Conference
National Report - USA**

Defense Language Institute Foreign Language Center

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

DLI Washington

Overview
Contract Foreign Language Training Program
Russian Translation/Interpretation
Representation

Defense Language Institute English Language Center

Introduction
Resident English Language Program
Off-Campus English Language Programs
Curriculum Development Update

Defense Language Institute
Foreign Language Center

The Defense Language Institute Foreign Language Center (DLIFLC) is under the command of COL Daniel Devlin, USA. The Commandant is directly responsible to the commanding general of the Combined Arms Center (CAC), 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-McCutcheon, USA, is charged with providing Base Operations Support to all activities and personnel on the Presidio 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.

The DLIFLC has experienced two changes of command in recent months. On December 31, 1995, COL Vladimir I. Sobichevsky, USA, retired from the Army and relinquished command of the DLIFLC to Garrison Commander COL Ila Mettee-McCutcheon. COL Mettee-McCutcheon served as Interim Commandant until February 26, 1996, when COL Daniel Devlin assumed command. Simultaneously with the arrival of COL Devlin, the DLIFLC and POM were realigned under the direct control of the CAC, commanded by LTG Leonard Holder. The Commandant was formerly responsible to the Deputy Chief of Staff for Training, U.S. Army Training and Doctrine Command (TRADOC). The installation remains in the TRADOC major command and experienced no change in mission as a result of the realignment.

In May of 1995, the DLIFLC underwent a minor reorganization. With increases in Korean, Arabic, and Persian training loads, the three schools in the center of the Presidio of Monterey (Asian II, Middle East I, and Middle East II) were running out of classroom space to accommodate incoming students. Simultaneously, European Schools I and II were facing planned reductions in the Polish, Ukrainian, Belorussian, Czech, and Slovak programs. Over 250 instructors and 750 students moved into different facilities. Twelve language programs were involved, four of which changed schools as well as buildings. Thanks to the experience gained in the Institute's successful major reorganization of 1993, in which 3,000 teachers and students relocated, the 1995 move was accomplished without any expenditure of funds, without any injuries or loss of equipment, and at the cost of just one training day for any individual program.

I. Operations, Plans and Programs (ATFL-OPP)

Department of Defense (DoD) Directive 5160.41, Defense Foreign Language Program (DFLP), directs the DLIFLC to provide technical oversight as well as operational and planning support to the DFLP. As the single point of contact for this support, the Directorate of Operations, Plans and Programs (OPP) is responsible for policy and proponent issues, including all resident and non-resident training requirements, command language program management, contingency operations, development of contingency, master, and five-year plans, mobilization support, nonresident materials distribution, and marketing of DLI products and services.

To ensure quality language support to the field, OPP coordinates with and advises major commands and field units on their Command Language Programs (CLPs) and solicits their feedback concerning their requirements for training and materials. There are currently 255 CLPs encompassing all four branches of the military, both active and reserve components.

DLIFLC initiatives to improve CLP support include

1. A quarterly Command Language Program Managers' (CLPM) course at the DLIFLC or at customers' sites (the CLPM course has already been exported to Germany, Hawaii, and Korea; in the summer of 1996, the DLIFLC will conduct courses at the Air Intelligence Agency, San Antonio, TX, and Ft. Meade, MD);
2. CLP Seminars, held twice a year, bringing together over 100 top-level CLPMs to review language programs and discuss remedies to problem areas;
3. Field Assistance Visits (FAVs) to assess programs and offer help for ailing CLPs;
4. Mobile Training Teams (MTTs) sent out worldwide to provide language and computer training, instructor certification, and support to local, state, and federal law enforcement agencies;
5. LingNET, the Linguist Bulletin Board, now on the World Wide Web, offering a large variety of training materials and information, the only tool of its kind dedicated to DoD linguists;
6. the Worldwide Language Olympics (WLO), a yearly competitive motivational / training event bringing over 300 linguists to the DLIFLC.

Video Teletraining (VTT)

Video Teletraining has proven to be a valuable means of delivering real-time language sustainment, enhancement, and cross-training to operational linguists at units remote from the DLIFLC. We are expanding VTT connectivity and acquiring new systems that will enable us to offer training to units heretofore unable to benefit from distance learning, including Reserve Component units and units at overseas locations.

VTT, the integration of digitized video, audio, and data with advanced satellite and terrestrial telecommunications technology, allows the DLIFLC to deliver interactive two-way video and audio foreign language instruction to distant locations worldwide.

The DLIFLC is the largest user of VTT in the DoD, with seven studios broadcasting almost 10,000 hours of language training in Fiscal Year (FY) 95. Users pay \$29.44 per instructional hour for each session. VTT system costs are centrally funded by TRADOC. The DLIFLC has studio-type systems and has experimented with desktop PC televideo systems.

The studio system, in use at the DLIFLC since 1989, has helped sustain, enhance, and remediate language proficiency levels for hundreds of DoD linguists. It consists of a console with two 35-inch monitors, and transmits via satellite at 384 KB to up to 16 stations.

The desktop PC televideo system has a 17-inch monitor, a video camera, and a speaker/phone. It has run on ISDN (telephone) lines, but soon will avail itself of emerging Asynchronous Transfer Mode (ATM) and fiber optics technology that will improve the quality of both audio and video transmission and provide access to an "electronic superhighway" capable of supporting myriad technology-based training options including the Internet, interactive

courseware, video teletraining, simulations, and virtual reality. ATM technology allows for bandwidth on demand, multicast services, and shared access. Most importantly, desktop PC televideo systems will allow the DLIFLC to offer training and conferencing to overseas locations.

Language sustainment training in Serbian / Croatian is provided via VTT to the United States Marine Corps, 2nd Radio Battalion, Camp Lejeune, NC.

For more information on VTT, see **Curriculum and Instruction** and entries on the individual **Language Schools**, below.

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).

During the first quarter of CY 95, Joseph Krupski was assigned responsibility as Project Coordinator for Arabic course development. He was replaced as chief of TI by Deniz Bilgin.

Through mutual agreement between DCI and Information Management (IM), Mr. Bilgin worked in both organizations for several weeks as his IM replacement was being recruited. On February 26, Dr. Gordana Stanchfield left DCI-C for DCI-FS.

B. Curriculum Development

Basic and Intermediate Courses

The German course writing team, under the direction of Christa Rutsche, completed the German Basic Course materials for the 3rd Term. These materials consisted of four theme-based Modules and Volumes 2 and 3, Listening Comprehension, including audiotapes. Dr. Gordana Stanchfield assisted in designing and planning the following projects:

- Serbian / Croatian (three of four modules completed);
- Spanish Basic (17 out of 36 lessons completed);
- Belorussian Basic (completed);
- Persian Intermediate (4 modules completed);
- Russian for FBI (completed); and
- Russian for OSIA (syllabus and POI only).

Working with TI, Dr. Stanchfield helped plan and develop the Serbian / Croatian CAS materials, which consist mostly of listening comprehension. These materials were completed in 1995.

Under the direction of Dale Purtle, the Vietnamese course writing team has begun work on a 2nd Semester Basic Vietnamese Course. Development is expected to take 18 months.

Proficiency Improvement Courses (PICs)

Under the leadership of DCI-C, development teams completed the following Persian (Farsi) PICs: the Reading Subcourse 3, Units 11-15; and the Listening Subcourses 1 and 2, Units 1-10, including tapes.

Pre-Instructor Certification Course (Pre-ICC)

DCI-FS spent approximately 60 hours in January and February of 1995 developing the new Pre-ICC. This workshop was requested by Chairpersons, Academic Coordinators, and new instructors to provide a base of experience and knowledge to new faculty who have never taught before. The Pre-ICC also constitutes the first step in the ongoing development of the Military Language Instructor (MLI) Certification Course.

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 1995: Arabic, Belorussian, Chinese, Korean (Basic Course and PIC Workbooks), Persian, Russian (Area Studies and FBI Course), Spanish, Thai, Tagalog, and Ukrainian.

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*) and the 1996 General Catalog.

Graphic Support

The graphics/visual personnel supporting DCI made significant contributions to DLIFLC publications in 1995. DCI graphic artists designed the cover of the 1996 General Catalog on the Macintosh computer system. Working with Curriculum Specialist Christa Rutsche, the Graphics Branch produced a board game in seven languages involving speaking proficiency practice. Under the leadership of Dr. Stanchfield, DCI graphics personnel illustrated DLPT IV for German, Persian, Serbian/Croatian, and Vietnamese; supported Command Group activities such as the Opening Ceremony for the Video Teleconferencing Center, Language Day, and COL Sobichevsky's retirement ceremony; and illustrated and formatted textbooks and/or textbook covers for DLIFLC courses in Arabic, Belorussian, Korean, Persian Intermediate, Serbian/Croatian, Spanish, Thai, and Ukrainian. Graphics also worked on the DLI Journals

and various PIC courses. Especially noteworthy is a seven-foot-high hand-painted color representation of the DLI Crest that adorns the stage used for Language Day and other outdoor activities.

D. Reimbursable Projects

Course Development

Dr. Martha Herzog coordinated with the Center for the Advancement of Language Learning (CALL) to plan joint agency projects for easily portable sustainment packages for less commonly taught languages. The CALL Executive Committee approved DLIFLC development in Arabic, Persian, Russian, and Serbian/Croatian as well as a Basic Course for Ukrainian.

Ms. Rutsche reviewed a CALL-funded video-based course designed to teach Syrian dialect, listening comprehension, and culture. There are ten Modules, each consisting of four or five video scenes, audiotapes, and complete tapescripts in Arabic and English. The materials, which cover 200 instructional hours, include a Student Workbook, a Resource Book with a glossary and sections on transcription, culture, grammar, and a Teacher's Guide, and will be available in June 1996.

Dr. Stanchfield reviewed CALL's Basic courses in the following languages: Turkmen, Serbian, Persian, and Ukrainian. Dr. Stanchfield also served as team leader for the revision of the Basic Persian course. DCI-C also continued to review CALL-contracted materials in Armenian, Chinese (Cantonese), and Georgian. When completed, these materials will be used by all government schools for resident and/or nonresident training.

The Czech PIC CAS project was completed in late March. Quality control was performed by Kyril Boyadjieff of DCI-TI preparatory to pressing and duplicating CD-ROMs for the field. The learning concepts of this project will serve as a model for future PIC projects.

E. Copyright Issues

The DLIFLC's ability to use authentic materials in textbook and CAS development depends on obtaining copyright permission from original sources. In order to determine the need for copyright requests, Dr. Stanchfield devised a system for evaluating the use of authentic materials in DLIFLC Russian courses. Dr. Stanchfield also worked to obtain copyright permission for materials used in DLIFLC courses on the following languages: Belorussian, Persian, Portuguese, Russian, Serbian/Croatian, Spanish, and Ukrainian. The DLIFLC now maintains a database of permissions obtained in each language.

F. Video Teletraining (VTT) and Mobile Training Teams (MTTs)

From November 14 to 18, FS provided a teacher development course to 8 Serbian and Croatian teachers in Washington, DC, via VTT.

The DLIFLC conducted many hours of training via MTTs in 1995. From January 3 to 13 at the Washington office, Solfried Johansen and SSGT Don Weber of FS conducted the Instructor Certification Course (ICC) for 7 Haitian Creole instructors slated to teach at the

Presidio of Monterey. From 23 January to 3 February, Kaz Gonet and Steve Koppany of FS-TT conducted a 40-hour intermediate computer authoring workshop for civilian instructors at the Foreign Language Training Facility, I Corps, Fort Lewis, WA. From February 13 to 24, Koppany and Brigitta Ludgate of FS-TT conducted an 80-hour computer authoring workshop for seven military personnel and one civilian instructor at the 470th Military Intelligence Battalion in Corozal, Panama. Barbara Darrah of the European and Latin American School (SWL) and Solfried Johansen conducted the 80-hour ICC for new contract instructors at JFKSWCS at Fort Bragg from March 6 to 17. FS sent another MTT to Fort Bragg to teach the ICC again from September 4 through 15. As a follow-up to the Serbian/Croatian VTT of November 14-18, FS sent one MTT to Washington, DC, for two days (November 20-21) to provide additional training and monitor the participants' progress. Another Serbian/Croatian MTT from FS spent December 4-15 in Washington conducting a teacher development course for 13 participants.

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 testing of Final Learning Objectives (FLO) subskills, defined by the DLIFLC's user agencies. Below is an overview of significant activities of the directorate during calendar year 1995, followed by highlights from each of the three divisions.

B. Directorate Activities

ES initiated bi-monthly VTT sessions between the DLIFLC Assistant Commandant and the Goodfellow Technical Training Center Commandant plus their respective key staff members to discuss testing and student management issues.

Following the development of the latest group of FLO subskill tests, ES embarked on a project to develop specifications and objectives for the Content and Ancillary FLOs, which will initially be developed by the schools.

DLI adopted a new, simpler Automated Student Questionnaire (ASQ). Administration of the new ASQs began on 6 November.

C. Evaluation Division (ESE)

ESE planned its first Training Assistance Visit. This first visit, scheduled for 22-26 January 1996, will focus on European I.

ESE performed a number of Feedforward-Feedback (FF-FB) activities in 1995: An FF-FB system was established with Fort Huachuca; narrative feedback capability was established for the FF-FB system at Goodfellow AFB; FLO Subskill testing was begun at Goodfellow and at Fort Huachuca; and the Graduate Field Survey, for graduates of non-intelligence occupational

specialty skills, was implemented.

ESE developed a new Automated Student Questionnaire (ASQ) delivery and reporting program. An exportable ASQ was distributed to the DLIELC, Goodfellow AFB, the Australian Defence Language School, Lackland Technical Training Center, and Fort Bragg's John F. Kennedy Special Warfare Center and School (JFKSWCS). An External Student Questionnaire (ESQ) for VTT and MTT course participants was developed, and almost 600 of these were processed by the end of FY 95. ESE staff also developed and implemented the Command Language Program Manager's Course Questionnaire.

By the end of FY 95, ESE's Test Management Branch had conducted 16 DLABs, 1,563 DLPTs (Listening and Reading), 1,134 Oral Proficiency Interviews (OPIs), 29 Screen-to-Screen tests, and 157 telephonic tests, and had evaluated 50 job applicant packets from the Civilian Personnel Office. In addition, the Branch had conducted 32 hours of reimbursable testing (15 hours for the U.S. Secret Service and 17 hours for the U.S. Postal Inspection Service).

D. Research and Analysis Division (ESR)

ESR conducted three interagency projects sponsored by the Foreign Language Committee:

- 1) a study to assess the requirements, expectations, and benefits of cross-training between different languages;
- 2) an analysis of the benefits of different forms of immersion training in language learning; and
- 3) the development of the Language Awareness Course for delivery via CD-ROM to prepare students for language study. A contract was awarded in late September 1995 for research and development. A substantial number of deliverables are expected at the end of September 1996.

ESP staff prepared the *Special Operations Forces (SOF) Commanders' Guide: Selecting and Training Special Forces Soldiers in Foreign Languages*.

Due to the age and limited scope of the original Language Skill Change Project (LSCP) Final Report Series, distributed in September 1994, and the dramatic changes at the DLIFLC and throughout the DFLP in the last decade, the Office of the Secretary of Defense (OSD C3I) endorsed the LSCP Relook, intended to replicate and expand the examination of language skill change in the months immediately following completion of DLIFLC training. Data collection began in June and August 1995 at two follow-on sites. A report will be published near the end of CY 1996. CALL provided partial funding for the Relook.

ESR completed an analysis of remote language proficiency testing in coordination with the U.S. Marine Corps, and is currently writing the report. ESR also evaluated the Korean Immersion Program. See **Asian II** below for more information.

An aggressive advertising campaign to promote the Technology Transfer (T2) Program was undertaken in CY 1995. Advertisements were placed in the journal of the Software Publishers Association and in the Annual Meeting Program of the American Council on the Teaching of Foreign Languages (ACTFL). A full-time Technology Transfer Officer, a captain in the U.S. Air Force, was recruited and assigned in September of 1995.

At the request of the Naval Postgraduate School (NPS), a new liaison program was inaugurated between the DLIFLC and NPS. During the last six weeks of CY 1995, ESR hosted the NPS "Experience Tour" for three master's candidates in the field of Operations Research Analysis. Each candidate identified a research topic that addressed a real-world informational need of the DLIFLC and was acceptable to NPS faculty as a master's thesis topic.

ESR proposed and secured funding for the Proficiency Evaluation Project (PEP), designed to assess the proficiency levels being attained by language majors and other advanced students in colleges and universities across the United States. Student proficiency will be measured by the DLPT and expressed in terms of Interagency Language Roundtable (ILR) levels. Project design and coordination will occur during 1996; main study data collection is slated for 1997.

In addition to all the above activities, ESR continued to provide consultative, coordination, outreach, and other professional services to DLIFLC staff and to outside entities both governmental and non-governmental. Examples include the coordination of a research visit for the U.S. Air Force Armstrong Laboratories, reviewing manuscripts for several professional journals, and chairing the Research Special Interest Group (SIG) with ACTFL.

E. Testing Division (EST)

During 1995, EST certified Oral Proficiency Testers in Arabic, English, and Vietnamese. One-on-one Oral Test Reviews were conducted in Arabic, Chinese, Hebrew, Norwegian, Persian, Polish, Russian, Spanish, and Vietnamese.

FLO tests were completed for Arabic, Chinese, Filipino, and Persian; Czech, Greek, Thai, and Ukrainian FLOs were nearing completion at the end of CY 95. The Ukrainian DLPT IV was completed; completion of the German (Forms C and D), Persian (Forms C and D), Serbian/Croatian, and Vietnamese DLPT IV is slated for early CY 96.

IV. Language Schools

A. Asian I (ATFL-SAA)

A total of five civilian instructors joined the staff of Asian I in 1995: Japanese and Chinese A added two faculty members each, and Chinese B added one. Vietnamese welcomed one Military Language Instructor (MLI). Asian I saw the retirement of eleven civilian faculty members, the reassignment of one civilian instructor to Asian II, and the departure of five members of the military staff. The faculty of Asian I boasted awards and promotions too numerous to mention.

Asian I had the pleasure of hosting a number of distinguished visitors: In January, Steve Dawson, Assistant for International Affairs to the Army Chief of Staff, presented a lecture to the students and faculty of the Japanese Department. In April, the Thai Department received guests from Thailand, including LTG Putananon Patana, MG Intrawuth Pipop, and MG Onsuwan Sangar. In June, COL José M. Calimlim, Military and Police Attaché from the Philippine Embassy, visited the Filipino Department, and Dr. Ron Walton of the University of Maryland visited Chinese A. In December, the Honorable Kiyohiko Nanao, Consul General of Japan, visited Asian I and the Japanese Department.

Academic achievements also abounded in 1995. In February, Japanese Class 50194 attained proficiency results of 78.6 percent, the highest since the implementation of DLPT IV. In May, Japanese classes began the "Total Environment/Total Immersion" program. Chinese B class CM494 attained an 80 percent rate on 2/2/2 results of their Defense Language Proficiency Test (DLPT). New Chinese FLO tests were completed and implemented. Vietnamese classes 0394, 0195, and 0295 validated the Vietnamese DLPT IV in May and June, and in September, plans for a new Vietnamese Course Development Project were announced. Development of standardized module tests for first-semester Chinese was completed, and Module I and II tests were also validated. Class 01VN295 achieved an 80 percent rate of 2/2/2 results on the Vietnamese DLPT III.

A number of faculty members were able to attend conferences and seminars in 1995. In January, Japanese Branch Chief John Onomoto presented a discussion of language proficiency/skill development to the Laurasian Institute. In April, Thai instructors Dr. Nanna Jonsson, Charatpim Youngblood, Dr. Rapipan Trail, and Dr. Jintanan Forinash attended the CALL workshop in Washington, DC. Thai instructors Renu Turner and Charoonsri Hannah visited Thailand to accomplish the "Cobra Gold Mission". Chinese chairpersons Meei-Jin Hurtt and Harry Olsen attended the ADFL Seminar West in Eugene, OR, and the Teacher Supervision Workshop in Virginia. Six instructors from both Chinese departments attended the CALL-sponsored seminar on Chinese Language Instruction in the Washington, DC, area. Patrick Lin of Chinese B presented a paper at a conference on the teaching of Chinese in Guangdong, China. Asian I also conducted a number of in-house workshops for DLIFLC faculty, and led student field trips to centers of Asian culture in San Francisco, San Jose, and Hollister, CA.

The Multi-Language, Thai, and Filipino departments relocated to allow renovation of buildings in the 450 series. A fire in Building 211 did only minor damage.

B. Asian II (ATFL-SAB)

In 1995, SAB conducted a two-phase local Korean Immersion Program (KIP) as part of the Institute's extensive efforts to improve Korean training. Phase 1 of the KIP was two weeks of training conducted at the POM Annex from 12 to 23 June. Nineteen students moved into dormitories and studied, worked, ate, and slept in the Korean language training environment. All initial reports indicated success: student skills increased, teacher training strategies improved, and the program was enjoyable.

Phase 2, consisting of three weeks of training, was conducted from 11 to 29 September. Once again, preliminary results were generally positive: most students felt better able to use Korean in practical situations, and instructors garnered more useful experience in training strategies for both traditional and immersion classrooms. Future immersion training may include a more extensive use of facilitative learning activities. Following analysis of the results, SAB expects to integrate immersion into the Basic Korean curriculum by mid-1996. This training will be conducted in the renovated training / quarters facility on the POM, which will also support increases and surges in training requirements such as the Haitian Creole program conducted by European II (SEB) from January to April of 1995. Completion of the 22-month Basic Korean curriculum development project, which will train the full spectrum of FLOs, is also expected in mid-1996.

C. European I (ATFL-SEA)

In February, SEA completed a 900-page translation of the new 97L interrogation course materials. Also in February, SEA started providing interpretation services to the U.S. Secret Service. This tasking took several instructors to former Eastern Bloc countries to assist Secret Service agents while they taught anti-crime initiatives to foreign police and other responsible government agencies. This mission supports President Clinton's pledge to assist emerging governments in combating crime and corruption.

In June, the Multi-Language Department of European School II (SEB) was reassigned to SEA; in September, this department was merged with SEA's existing Multi-Language Department. The resulting department now teaches Belorussian, Czech, Polish, Serbian/Croatian, Slovak, and Ukrainian.

During July, SEA was linked to the Facility Area Network (FAN), making computer communication between SEA's administrative staff and the rest of the DLIFLC possible. The capability to send forms and memoranda to the appropriate offices through the FAN line will help reduce paperwork and routing time.

SEA had a high-profile interpretation task in August, when four Ukrainian generals paid a visit to the California Air National Guard (CAANG). The visit came at the invitation of the CAANG and served to inform the generals on how the Guard operates with respect to civil defense and on its role in the total force concept.

SEA began another series of Serbian/Croatian conversion courses in October. The courses are being conducted to meet linguist requirements due to events in the former Yugoslavia. The school also made its jump into cyberspace in October with the installation of an Internet-capable computer. This machine will enable computer-literate users to widen the school's search for authentic materials and communicate with people around the world.

D. European II (ATFL-SEB)

At the beginning of CY 95, the school was organized into four departments: three Russian departments (providing follow-on training in the Le Fox and On-Site Inspection Agency [OSIA] programs as well as basic Russian training) and a Multi-Language Department (providing training in Czech, Serbian/Croatian, and Slovak). In the second quarter of 1995, Multi-Language was reassigned to European School I (SEA) and was moved into buildings in the 200 series. Around the same time, the Persian department was reassigned to SEB from Middle East School II (SMB) and was moved into Building 848.

On January 26, the Haitian Creole Conversion Course began. Twenty-six students from diverse backgrounds, Military Occupation Specialties (MOSs), and locations began training. All students had speaking proficiency in French, although only about half of them had attended prior DLI language training. Seven contract instructors and SSG Cassandra Woel (a student in the Thai course who happened to possess native proficiency in Haitian Creole) served as the instruction team.

SEB had its first Student Council meeting on 21 March. The Council, which will meet monthly, is comprised of representatives from each section attending classes in SEB. The purpose of the Council is to address student issues and to encourage direct interaction between the students and the Dean.

A Serbian/Croatian Mobile Training Team (MTT) from SEB's Multi-Language Department spent the period of 3 January to 28 March at Fort Richardson, AK. The Team, comprised of Dimitrije Milinovich and Amalija Cvitanic, taught the Serbian/Croatian Conversion Course to soldiers of the 6th Military Intelligence (MI) Company. Nineteen students attended the training, which was conducted to provide global language skills weighted toward a military perspective. The core topics were geography, history, the military, and ecology. Also in the first quarter of 1995, Dr. Anna Orlenko provided two-week Russian refresher courses at Fort Bliss, TX, and Fort Huachuca, AZ. In the second quarter, MTTs were sent to Spain's NSGA (Serbian/Croatian), Fort Drum's 110th Mountain Division (Serbian/Croatian), Fort Bliss's 66th MI Co (Russian), and Fort Huachuca's 11 MI Battalion (Czech and Russian). In the third quarter, Russian MTTs were sent to HQ, 4th RFIS, Fort McCoy, WI and HQ, 1st RFIS, Fort Meade and Fort Devens, MA.

VTT personnel delivered 294 hours of instruction to the following sites: Fort Riley, KS; Fort Huachuca, CA; Camp Lejeune, NC; Fort Meade, MD; Dryden Site at Edwards AFB, CA; and OSIA (Washington). The SEB Special Requirements Team provided 642 hours of Russian and Persian (Farsi) VTT to OSIA, Arlington, VA; NASA; the 748th MI Company, Fort Irwin, CA; and other locations in the United States.

SEB staff had the following Temporary Duty assignments: Washington, DC (OSIA), and Germany, for Russian Oral Proficiency Testing; USAINTS, for 97 Lima training at Fort Huachuca; CALL, Washington, DC, for Oral Proficiency training; Vandenberg AFB, CA, for interpretation for the Strategic Rocket Forces Russia; Finland, for duties for the State Department.

In March, the Czech Proficiency Improvement Course (PIC) project concluded. The purpose of the project was to provide PIC on computers at proficiency level 2 and above to individuals and organizations wishing to refresh or enhance their language skills. All topics are focused on the FLOs and use authentic listening and reading materials. Graphics and scanned authentic images are used throughout the core topics (geography, economy, ecology, and the military) to increase user motivation. Once completed, the program may be used as a stand-alone training system to provide language refresher training on-site. In the second quarter of 1995, the Czech PIC was pressed on CD-ROM for future mass production.

SEB was again proud of the performance of its students in 1995. The percentage of students attaining the coveted 2/2/2 proficiency goal rose by 12 points (from 73 in 1994 to 85 in 1995), while academic attrition rose only 3 percentage points (from 13 to 16) for the same time period.

E. European and Latin American School (ATFL-SWL)

A new third-semester German curriculum was completed in the first quarter of 1995. The Spanish Department began development of an entirely new curriculum in January.

SWL supported the relief efforts of the Red Cross by sending MLIs to work as translators/interpreters for victims of the floods of 1995. Volunteers worked at the Red Cross center in Salinas, CA, from 27 to 31 March.

All Spanish MLIs participated in the Worldwide Language Olympics, which were held 15 through 19 May 1995.

F. Middle East I (ATFL-SMA)

Middle East School I (SMA) consists of three Arabic Departments and one Multi-Language Department, which is made up of the Greek, Hebrew, and Turkish Branches. The School's instructional staff consists of 91 civilian teachers and 8 MLIs. During the course of Calendar Year (CY) 1995, six new instructors were hired, two departed, and five GS-09s were promoted to temporary GS-11 coordinator positions.

During 1995, SMA graduated a total of 246 students (204 in Arabic Basic, plus 5 intermediate and 6 advanced students; and 31 in Hebrew and Turkish).

The school offered Arabic and Hebrew refresher training to Fort Meade, MD, and other installations via the VTT medium. This included a new Sinai Familiarization Course in Arabic taught via satellite linkup. A new six-week Arabic Civil Affairs Course, developed by SMA faculty, was conducted at Fort Bragg via Mobile Training Team (MTT).

All incoming students received four orientation workshops (seven hours total) from the Academic Coordinator, Ms. Sabine Atwell, in skill level descriptions, reading strategies, listening strategies, study skills, learning styles and strategies, and in the DLPT and FLO testing systems.

Approximately one-third of the faculty attended a 30-hour course entitled "Helping Students Through Meaningful Feedback and Counseling". All new faculty, full-time and intermittent, completed the required Instructor Certification Course (ICC), including the Pre-Certification Course. Many faculty and staff members attended in-house and off-post training in computer use and other subjects.

External FLO subskill tests were developed in Arabic and Greek. SMA conducted an Arabic curriculum study at the beginning of the year. The result was a detailed Arabic Course Outline with clear instructional objectives. This outline was distributed to all faculty and students. The outline was also used as the basis for a major Arabic test project. The first 14 Arabic tests (given every three weeks) were developed, emphasizing FLO subskills and the use of authentic materials early on. This effort was coordinated with SMB. All teams using the new tests were briefed on the instructional focus of the new tests. The Turkish Branch made some revisions and corrections to its modular tests.

Survival Kits were translated into Greek, Hebrew, and Turkish. SMA developed in-house Arabic Test Feedback program to improve student evaluation and counseling.

G. Middle East II (ATFL-SMB)

Calendar year 1995 was a time of change for Middle East School II (SMB). In the spring, the Persian department split off from SMB and became part of European II. While this move reduced the instructor population from 103 to 89 and the student load from 460 to 350 by year's end, the Arabic program continued to grow, making SMB responsible for conducting half of the DLIFLC's largest language training program.

Under the management of Dean Luba Grant, SMB graduating Arabic students once again achieved record DLPT results during 1995. The percentage of students attaining the 2/2/2 goal rose from 51 to 62. This record proficiency was achieved while keeping academic attrition at a low 10 percent. In addition to the hard work performed by SMB students, faculty, and staff, a

number of factors contributed to the School's success: emphasis on high academic standards, split-section training, increased learner-focused instruction, and earlier identification and assessment of student learning deficiencies. Dr. Giselle Yonekura, SMB Academic Coordinator, devised and executed a comprehensive instructor training program for SMB faculty throughout the year. Her efforts were expected to reap considerable future dividends.

A concerted effort was initiated near the end of the year to revamp course tests and grading scales, in order to better measure student achievement of language proficiencies being taught in the course and identify student weaknesses. Final Learning Objectives (FLO) subskills were also implemented throughout the course, so that every hour taught would contribute to meeting one or more of the 33 subskills.

The year also saw a turnover of certain key personnel. Major Michael Markovitch, USAF, arrived from Fort Meade, MD, to become SMB's Associate Dean in August, upon the retirement of Major Richard Donovan, USA. Sergeant First Class Glenn Miller, USA, Deputy Associate Dean, retired in October, and was replaced by Master Sergeant Roger Swift, USAF, a former SMB Military Language Instructor.

SMB faculty garnered honors during 1995. Mohammed Al-Haise was selected the Institute's Civilian Instructor of the Year, and was subsequently nominated for TRADOC Civilian Instructor of the Year.

H. 1995 Proficiency Results

Language	2/2/2 or better	2/2/1 or better	Comments
Arabic	57	66	
Belorussian	71	71	
Chinese	55	92	
Czech	62	69	
Dutch	58	100	
Filipino	50	90	
French	90	90	
German	67	70	
Greek	0	0	No graduates in FY 95
Hebrew	74	84	
Italian	52	63	
Japanese	55	65	
Korean	23	33	
Persian Farsi	77	83	
Polish	77	91	
Portuguese	85	85	
Russian	87	96	
Spanish	77	86	
Thai	44	56	
Turkish	100	100	
Ukrainian	100	100	
Vietnamese	30	32	

Defense Language Institute

Washington

I. Overview

The Washington office of the DLIFLC (DLI-W) is located in Arlington (Crystal City), Virginia. The ten-member office has three primary functions: to manage the Contract Foreign Language Training Program (CFLTP); to train and certify Russian translators for the Moscow-Washington Direct Communications Link and the White House Communications Agency; and to represent the DLIFLC in the National Capital Area.

II. Contract Foreign Language Training Program

The DLIFLC uses the CFLTP to teach foreign languages not provided at the Presidio of Monterey. DLI-W employs five civilian contract schools and two federal government language programs to provide basic, intermediate, and advanced training in low-density foreign languages. DLI-W also provides training in commonly-taught languages, primarily to meet the needs of the U.S. Defense Attaché System (USDAS) and to support military contingency operations. Although USDAS training of attaché-designees is the major component of the CFLTP, DLI-W also provides foreign language training to a variety of military members preparing for representational assignments. These include flag/general officers en route to overseas duty, personnel slated for security assistance missions, foreign area officers, and officers selected to attend foreign military schools. To support the operational and intelligence requirements of military contingencies, the DLIFLC uses the CFLTP for refresher and conversion training. In recent years, this effort has included Serbian and Croatian training in support of Operation Joint Endeavor and Haitian-Creole training in support of Operation Restore Democracy. In the past year, CFLTP has met the foreign language training needs of nearly 700 students in more than 40 languages.

III. Russian Translation/Interpretation

DLI-W's second major mission is to provide language training and certification of Russian translators for the Moscow-Washington Direct Communications Link (MOLINK) and the White House Communications Agency. DLI-W has two permanent instructors to discharge these responsibilities and to provide the Department of Defense (DoD) with translation and interpretation services. Despite the end of the Cold War era and the advent of other communication systems, the MOLINK remains a vital means of efficient defense-related communication. The need to provide translation and interpretation services to support DoD's security initiatives with Russia has led the DLIFLC to establish a third Russian translator position at DLI-W for staffing in 1996.

IV. Representation

The final mission of DLI-W is to represent the DLIFLC in the nation's capital. This is accomplished primarily through three organizations. The first is the Federal Interagency Language Roundtable, which coordinates language issues throughout the federal government.

The second is the Director of the Central Intelligence Foreign Language Committee, which provides similar coordination for the intelligence community. Finally, DLI-W represents DLIFLC on matters concerning the Defense Foreign Language Program (DFLP), which coordinates language issues for the Department of Defense. DLI-W hosts the monthly meeting of the DFLP Requirements and Resources Coordinating Panel, a body of military service and defense agency foreign language program managers that identifies foreign language training issues of joint concern. Under the auspices of the Office of the Assistant Secretary of Defense for Command, Control, Communications and Intelligence, this panel provides coordinated recommendations to the high-level DFLP Policy Committee on ways to maximize the effectiveness of the DFLP.

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)

The DLIELC consists of the Resident English Language Program conducted at Lackland Air Force Base, Texas; the Nonresident English Language Program, which provides instruction for United States military personnel as well as for nonnative speakers of English employed by DoD; and the host-country English language programs, which are supported by the United States Security Assistance Training Program. In addition to the programs described above, the 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

International military students attend the DLIELC for language training prior to their entry into US technical and professional military training.

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 for professions that are highly technical or hazardous in nature require an English Comprehension Level of 80 or 85. Prerequisites for less technical courses are 65, 70, or 75 ECL. For training requiring a high level of ability in speaking English, there may also be an Oral Proficiency Interview rating requirement. These ratings are expressed in terms of Listening/Speaking, for example 2/2.

The international military student is given an 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 as a course prerequisite, is programmed for language training at the DLIELC.

The curriculum used at the DLIELC is the American Language Course. The American Language Course is proficiency-based and variable in duration. It includes General and Specialized English materials. Upon entry to the DLIELC, the international student is placed at the appropriate proficiency level in the American Language Course and receives six hours of General English instruction daily until he/she attains the required ECL score. During the last nine weeks of scheduled training at the DLIELC, provided that the minimum ECL score has been achieved, the international student studies specialized technical terminology and study skills appropriate for the scheduled follow-on training program.

The specialized English Training Phase of the American Language Course is a fixed nine-week course and is provided to those students who have achieved the ECL required for entry into follow-on technical or professional military 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.

In addition, the 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 Training; one to three weeks of Observer/Professional Training tailored to cover the administration of an English Language Training Program; and the Test of English as a Foreign Language Preparatory Course, a 16-week course.

Two special programs are conducted for U.S. military personnel: a sixteen-week U.S. Army Officers' program that concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills; and a basic English as a Second Language program for U.S. Army recruits.

III. Off-Campus English Language Programs

During 1995, the DLIELC continued to monitor all approved U.S. military Nonresident English Language Programs in the United States and overseas and to provide American Language Course materials to U.S. military personnel and to DoD employees and family members who are not native speakers of English. 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. The DLIELC also provided the Chair and curriculum support for the new English Department at the George C. Marshall Center for Security Studies in Garmisch, Germany.

In addition to these programs in support of U.S. military requirements, the DLIELC provided assistance to several other countries under Security Assistance Training Programs. These countries included Saudi Arabia, the Czech Republic, Morocco, Taiwan, Hungary, and several others.

IV. Curriculum Development Update

Field testing of Interactive Courseware lessons for Books 19-24 of the American Language Course has been completed and the materials are 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.

The DLIELC is continuing the trend in the materials toward a weapons-specific focus, with modules of instruction on the Apache helicopter, the M1A2 Abrams tank, the T-37B, and the T-38A aircraft. Interactive Courseware supplements are also being developed for weapons-specific specialized English modules in a new F-16 aircraft program.

The English Comprehension Level test, used in almost 400 locations worldwide to evaluate English language proficiency, is now developed using an Item Response Theory approach, which better assures the equivalence of all the forms of the test. Additional new forms of the American Language Course Placement Test, similar to the English Comprehension Level Test

but more widely available, are being developed. A few of the new American Language Course Placement Test forms are restricted to use by United States Government and NATO agencies only, in order to better insure test security; the others (50 forms presently) are available for use in military/government English language training programs worldwide. The American Language Course Placement Test is a one-hour test that assesses listening and reading comprehension in an easily-administered and easily-scored format.

An increased emphasis on testing performance, in addition to standardized testing, is reflected not only in performance tests for all levels of the American Language Course, but also in increased use of the Oral Proficiency Interview. Oral Proficiency Interviews are required at the DLIELC for international military students who are instructor trainees, for United States Army personnel who are not native speakers of English, and for students going to flight training.

V. STUDY GROUP REPORTS

Study Group Report 1

Instructor Selection, Training and Development

Facilitator:	Dr Faith Wotton Cartwright	United States
Members:	Ms Huguette Neron	Canada
	Colonel Christian Escoffier	France
	Brigadier General Raffaello Graziani	Italy
	Dr. Rui Curica	Portugal
	Dr. Mustafa Canpolat	Turkey
	Lieutenant Colonel Halit Y. Uysal	Turkey
	Wing Commander Shawn Gracie	United Kingdom
	Dr. Ray Clifford	United States

Instructor Selection

The selection process for language instructors is influenced by a number of environmental factors: civil and military laws and regulations, the target population from which the instructors are drawn, the length of time available for the process of selection, and the kinds of positions (seasonal, yearly, permanent, etc.) to be filled. Countries and schools have adapted their selection process, and in some cases their criteria, to fit these factors.

Some agencies are staffed by career military linguists/language teachers. One such agency supplements its military staff with civilian "short termers" when needed. Most, however, hire exclusively civilian personnel. The best hiring conditions allow organizations to advertise widely for applicants and then have large blocks of time to evaluate the candidates. Some could take as long as six months to check resumes, do security checks, interview, and even test candidates. Testing usually consists of an oral and written assessment of the applicant's language ability, but might also include classroom role playing (during an interview) and even teaching a class currently enrolled at the institute. One institute has a limited amount of time to advertise and select so only a review of the resume and an interview is possible. After candidates are rated/ranked, job offers are made; and in most cases highly qualified candidates who are not needed at this time are placed in a retention pool to be contacted at a later date as positions open up. For these organizations, acceptance of applicants is usually on-going. However, one organization is required to dismiss all nonselected candidates and start the process from the beginning each time an opening comes up.

Contracts with civilian employees vary. Some are short term (employee is hired to teach a particular course). A pool of such teachers is built up from those who prove themselves; and they can be offered similar employment later as the need arises. The members who use such an arrangement feel that they get highly qualified and motivated instructors; obviously this plan works best when recruiting for a small number of teachers who are within easy distance of the school. Another plan is to hire one-year term employees, whose contracts are renewable at the end of each year. Managers who use this plan feel the yearly renewal aspect of the contract keeps the employees motivated and at the same time allows management to remove "not so good" employees easily. In fact, the employees who work out usually end up staying at these institutions for years. One organization has switched from term to on-call permanent

positions where the instructors are guaranteed a minimum of six months work each calendar year (in most cases employees are actually employed the full year, with the least qualified being put into non-pay status during low student loads). These employees can be moved to full time status on the basis of merit. And a number of members hire full time personnel who, after a period of assessment, have permanent positions with the institute or school. Only rarely does an organization contract with a university to supply teachers for exotic or low flow courses.

Instructor Training and Development

Although all members agree that training and development are vital, some schools simply have to leave it to the individual employees to keep up on their own. Like selection, instructor training and development are influenced by forces such as budget, time and even, in one case, by law. For example, as might be expected, there is little or no training/development for instructors brought in to teach for short periods of time (for a surge in the student load or special classes). Here, it is assumed that the instructors walk through the door with the necessary skills. The only schools which invest heavily in development and training programs for their instructors are those who hire employees for the long term. These schools almost always have a strong in-house training plan, but co-operative programs with universities or other military units, contracting, subject matter experts, attendance at conferences are all used to enhance teachers' performance. The types of training are usually of a pedagogical or subject matter (military, technical, etc.) nature, but also include cultural, computer and administrative offerings. In terms of the broader-based concept of development, management uses evaluation/assessment feedback (although some members expressed concern that too much evaluation can be counter-productive), temporary promotions, movement of instructors in and out of different positions within the organization, and financial assistance for attaining advanced degrees. One school even went so far as to give one-year paid sabbaticals for superior instructors to attend universities.

Conclusion

Obviously, no one system for instructor selection or for instructor training and development is the best. Countries and school have developed strategies in terms of their confines and their requirements; and all seem to be working. Just as obviously, by viewing the various stratagems, each of us can borrow or adapt elements from other schools for improvement and fine-tuning of our own instructor programs. All members agreed that the need for continuous improvement was inherent in the realization that a school's success depends on the quality of its teachers and the quality of its teachers depends on selection, training and development.

Study Group Report 2

Supporting NACC/PfP Partner Nations

Facilitator:	Mr. Herbert Walinsky	Germany
Members:	Lieutenant Colonel André Michaud	Canada
	Mr. Keith Wert	USA
	Major Steen Rode-Moeller	Denmark
	Colonel Rosario Alderisi	Italy
	Lieutenant Colonel Frank Richter	NATO PCC
	Major Alf Gervin	Norway
	Flight Lieutenant Graham Blackburn	United Kingdom
	Brigadier Fritz Liebhard	Austria
	Squadron Leader Nigel Hunt	USA

1. Assistance Requirements

The Partnership Co-ordination Cell (PCC) in preparation for the BILC Conference issued a questionnaire on 15 March 1996 to all PfP Partner Nations asking for English / French Language Training Assistance requirements (course participation, instructor training, material and consultation; Annex A). Furthermore PfP Partner Nations were encouraged to provide in their response also a status report on their progress with regard to the establishment of national military language training programs.

Five PfP Partner Nations have to date responded (Czech Republic, Poland, Romania, Slovakia and Slovenia).

The PCC Representative briefed the Study Group about the requirements as stated in the responses. The original responses are enclosed to this Study Group Report.

All BILC Nations were requested to investigate their ability to provide on a bilateral basis to PfP-Partners any specific assistance as requested in those nations' responses to the PfP questionnaire, keeping the PCC informed. If required the PCC is ready to facilitate initial contacts via its Partner Liaison Teams.

In addition the PCC Representative informed the Conference about specific English / French training offers handled via the PCC (AUT, IT, LU, Malta and US) and about recent ad-hoc assistance (DA, ROM, TU).

2. Discussion

The United States informed the study group that English language infrastructure support options are currently under investigation. The United States and the United Kingdom have established bilateral contacts in order to inform each other on national language training assistance provided to PfP Partner Nations.

Referring to the recent work of the NACC/PfP Working Group on Peacekeeping Training Denmark and Canada proposed that BILC recommends SLPs for Peacekeeping personnel at various levels and functions. This proposal could be discussed at the upcoming meeting of that Working Group in December 1996.

Denmark and Norway identified the need to state entry SLPs for the various peacekeeping related courses listed in the "Peacekeeping Training Handbook" for which Denmark's holds the clearing-house function.

3. Recommendations

The Study Group proposes the following recommendations for the Steering Committee's approval:

a. Purpose of the 1996 BILC PfP Seminar in Budapest

- Various nations expressed their concern about a waste of resources (both for customer and provider nations) resulting from sending either un- or overqualified students to language training activities. Stating concrete examples student pre-screening is considered to be an appropriate way to counter this matter. Therefore the BILC 1996 PfP Seminar will focus on the compatibility of language testing tools employed by NATO and PfP Nations and on the correlation of national language proficiency certification. This can best be achieved by a workshop within the Seminar. It is therefore imperative that national delegations include language professionals responsible too or involved in language testing. An ad-hoc working group consisting of volunteer BILC members will be established to prepare the workshop. The following topics will also be dealt with:

- (1) Update by PfP Partner Nations
- (2) Matching Language Training Assistance requirements and offers
- (3) NATO nations' approach towards translation or non-translation of STANAGs, Allied Publications and other NATO documents

b. SHAPE Language Testing Center

- The SHAPE Language Testing Center could play an important role by providing language testing expertise and assistance to Partner Nations, e. g. in the form of expert visits or on-the-job training of PfP Partner nations' language testing personnel. Consequently the SHAPE Language Testing Center is invited to re-establish close working relation with the BILC and asked to examine the scope of assistance that could be provided to PfP Partner Nations. It would be welcomed if the SHAPE Language Testing Center could already participate in the preparation phase of the 1996 BILC PfP Seminar.

c. NATO "authentic" material for teaching purposes

- In response to repeated requests by PfP Partner Nations for authentic material, such as STANAGs, Allied Publications, glossaries and other, the Steering Committee

draws the attention of PfP Partner Nations' Language Training Institutions to the fact that such material has already in a significant size been distributed to national MoDs or Defence / General Staffs.

PfP UNCLASSIFIED

Questionnaire

- 1) What are your most urgent English / French Basic Language training requirements for which you are still seeking a corresponding language training offer?
- 2) What are your most urgent English / French Advanced Language training requirements for which you are still seeking a corresponding language training offer? Note that basic knowledge is a prerequisite for participation in any advanced courses.
- 3) What are your most urgent English / French Special / Operational Language training requirements for which you are still seeking a corresponding language training offer?

Please identify military target group (incl. Civil Defence / Civil Emergency Preparedness personnel), e. g. air crews, peace keeping personnel, logisticians, staff officers earmarked for duties in multinational HQ or respective liaison duties, language trainers etc. Note that basic knowledge of English / French language is a prerequisite for participation in any English / French for Special Purpose courses.

- 4) What are your requirements with regard to material?
- 5) What are your requirements with regard to professional and/or managerial consultation for language training?

Study Group Report 3

Designing Crash Courses and Contingency Packages

Facilitator:	Maj (Retd) Carl Pearce	UK
Members:	Ms Nina Valenzuela	Canada
	Mr Patrick Rami	Italy
	Ms Carol McBrides	Italy (Lead Sub-group 1)
	Dr Gerard Seinhorst	Holland
	Mr Erik Gram	Denmark
	Mr Mike Zollo	UK (Lead Sub-group 3)
	Mr Tom Molloy	USA (Lead Sub-group 2)
	Mr Leslie Johnson	USA
	LtCol Serge Sohet	France
	Mr Ola-Johan Berntsen	Norway

1. Definitions:

- a. Crash Course. A language course for Service personnel set up at short notice to meet an immediate operational requirement.
- b. Contingency Package: Language resource material for Service personnel to meet the needs of short notice operations.

2. Problems: The problems associated with the setting up of a Crash Course are well documented but may be summarised as:

a. Time

- short notice of requirement
- no time for language needs analysis
- lack of training time
- lack of time for materials development
- last minute change of plan

b. Objectives

- mission details not known
- reliance on non-language specialists specifying need
- specific subject areas not known
- levels of skill & detailed tasking not known
- details of actual language(s) required

- c. Teachers
 - not always available on staff
 - difficult to recruit
 - no training time
 - maybe required in large numbers

- d. Materials
 - lack of teaching materials
 - lack of reference materials
 - no contingency packages

- e. Assets
 - Service trained speakers?
 - funding problems.

3. Whilst the solution to these problems are evident the following should be considered:
 - a. pre-empt situations with contingency packs at all levels utilising different media
 - b. involve the language trainer as early as possible
 - c. provide language trainers with objectives as soon as possible
 - d. maintain register of speakers/teachers

4. The study group considered that the crucial element in the provision of training for short notice operations was to produce contingency packs. It was thought the ideas from DLI/FLI be emulated in the production of:
 - a. Language information cards. These would be for issue to all personnel. Such cards would contain basic information in the form of lexical sets, transliteration if necessary, and phonetic pronunciation in the most essential situations. It was thought necessary to provide additional cards that could be used for certain likely specialisations.
 - b. Phrase books. An extension of the card for issue to a limited number of troops/officers.
 - c. Crash Course. A course of 2 weeks duration to meet the general needs of essential personnel.

5. The study group proceeded to work in sub-groups to consider the production of cards, phrase books and a crash course. The basis of the study for the cards and the phrase book was the US productions currently available and explained in detail by Mr Leslie Johnson with examples. (Note: the outline base cards and phrase books referred to are currently available on the Internet).

6. Sub-Group 1. Language Cards - General Card Clusters.

(The *Command and Control* cards in Russian, Serbo-Croatian and Ukrainian prepared by the Defense Language Institute Foreign Language Center were used as a model.)

- a. The cards should be, insofar as is possible, user-friendly and adapted to the nationalities of target country (and user). They should be plasticized/laminated and measure around 20 cm x 10 cm and able to be folded in half to allow for ease of storage. The print on the cards should be black Times New Roman and differentiated by colour for each country for which a card is produced (for languages such as Arabic, the print should be larger.)
- b. The categories on the front of the card could stand as they are on the Defense Language Institute card with the addition of a *Warnings* category. Thus, *Hostiles*, *Friendlys*, *Warnings*, *Direction*, *Greetings* on the front.

c. Card Front

Hostiles: can stand as at present

Friendlys: add *We are friends*
Can I help...?
Would you like...?

Warnings: this should be suited to the country, for example

Don't cross this line!
Attention mines!
Be careful of snakes!
Water drinkable/not drinkable.
Danger!
Stop/Halt!
Drop your weapons!

Direction: can stand as at present with the addition of

Are there mines in this area?
Is ... near?

Greetings: stands as at present with the addition of

Good bye.
See you later.

d. Back of card

This as well should be adapted to the target country insofar as is possible.

Mines should be added to the list in every language.

Beans should be substituted with the principal starch of the target country.

The numbers section could include from 1-10 only in order to create more space for the grouping of the vocabulary into categories of kind, e.g. directions (*north, south, east, west*), weapons, food, etc. with spacing between each group.

- e. Reinforcement could be offered by briefing the user on pronunciation of the terms on the card. If time permits, they could be practiced orally with role-play.
- f. Specialist Card (for Medics/ Doctors)

The front of the specialist card should cover most of the same expressions as the general card. Both the *Friendlys* and *Hostiles* categories could be eliminated and substituted with *Assistance*. *Greetings* would remain.

(1) Front of card

Greetings: add

I am a doctor.
I am here to help
Don't be afraid.

Assistance: for example:

Lie down
Where does it hurt?
We're going to the hospital
I'll give you an injection.

(2) Back of card.

This should contain specialised medical vocabulary grouped according to, for example, parts of the body, instructions to the patient (*lie down, open your mouth, raise your ...*, etc.), and so forth. Once again, Numbers might be limited to 1-10 to make more space for grouping the words into kind.

7. Sub-Group 2. Language Phrase Book.

(The sub-group utilised the "Surviving in" series as produced by the DLI FLC.)

The sub group considered that any such Phrase Book should contain the following chapters.

a. Table of Contents

b. Introduction.

- (1) Instructions for Using Guide
- (2) Notes on Pronunciation
- (3) Country/Area Map
- (4) Comments on Body Gestures

c. Topical Language

- (1) Greetings/Common Expressions
- (2) Commands
- (3) Warnings
- (4) Personal Information/Identification

- (a) Occupations
- (b) Relatives

(5) Geographical Information

- (a) Directions
- (b) Terrain
- (c) Weather
- (d) Distance

(6) Medical

(7) Military

- (a) Weapons
- (b) Ranks
- (c) Interrogation

(8) Needs

- (a) Food
- (b) Drink
- (c) Shelter

(9) Numbers/Time

(10) Calendar

- (a) Time Days of Week
- (b) Days of the Week
- (c) Months of the Year

(11) Transport

d. Glossary: Alphabetical list of native language vocabulary items referenced to page numbers on which items appear.

8. Portability/Utility. The following aspects should be considered in the production of the Phrase Book:

- a. Limit on Number of Pages
- b. Size of Print
- c. Contrast (color of print vis-à-vis color of paper)
- d. Durability of Paper and Binding

9. Sub-Group 3. Crash Courses in FL.

a. Introduction What follows is NOT a specification for a short course, rather a menu from which items could be selected and prioritized according to the requirements of the specific situation. The order of topics is prioritized as appropriate to a general situation: it will probably be the case that certain items would need to be amplified and others covered only briefly or ignored completely.

b. Phase 1 (possibly 1 day)

(1) Familiarization: country, language, culture (including important behavioral features)

(2) Capitalizing, wherever possible, on any knowledge/experience students may already have, even if only of a similar language and environment.

(3) Motivation to learn some of the language: stress student's existing language ability and learning experience; perhaps some knowledge of FL via borrowings, cognates - even if only via a third language (e.g. most languages have borrowings from English)

(4) Introduction to the language: perhaps 5 - 10 carefully selected short phrases and 2 phase conversations (1 question with answer) presented by video-clips if possible, to allow for repetition, otherwise by 1/2 native speakers if available) leading to:

(5) Inferred knowledge: invite students to observe and identify sounds and patterns of FL, and to interpret non-verbal communication; i.e. they begin to observe and understand for themselves the main characteristics of the language.

(6) Structured introduction to the language, covering alphabet (including spelling aloud name etc) pronunciation, intonation and stress patterns, using language of item 4 for demonstration and practice; move on to study of formulaic language for specific functions: introductions, courtesies, language of conciliation and persuasion

c. Phase 2 (possibly 8 days)

(1) Topics:

- (a) Numbers
- (b) Greetings
- (c) Personal information / identification
- (d) Warnings
- (e) Geographical information / identification
- (f) Needs - food / drink / construction material / basic essential logistics
- (g) Country specific terminology
- (h) Medical - parts of the body / 1st echelon medical care
- (j) Transport

d. Phase 3 (possibly 1 day)

(1) Consolidation and practice of language learnt

(2) Strategies for future learning to enable students to continue the learning process in situ via receptive skills; e.g. pointing out some examples of word-building on the basis of derivatives.

CONCLUSIONS AND RECOMMENDATIONS.

10. The study group concluded that insufficient time was allowed to do justice to such an important and valuable topic. Despite the attempt to master the time factor by working in sub-groups it became clear that each group could do no more than provide outline suggestions to each of the selected topics.
11. It also became clear that the deliberations were viewed from a "teacher" viewpoint and that few in the group had any experience of an actual operation on the ground nor had had the opportunity to carry out the vital detailed linguistic needs analysis.
12. Given the vital role that language plays in the current operational role of our armed forces the group recommended:
 - a. this topic be continued at the next conference (and could in fact be the subject of a practitioners' seminar).
 - b. (future) study group members should
 - (1) have obtained copies of materials already being used in their country for group appraisal.
 - (2) have consulted with forces personnel who have been faced with the "linguistic" problem - a distance needs analysis.
 - c. the following areas be considered by future groups
 - (1) the design of a non-practitioners simple language needs questionnaire that could provide the trainers with essential information to assist with course planning.
 - (2) use of multi-media in provision of training.
 - d. all member countries provide BILC with current materials to enable a register to be circulated.

Study Group Report 4

Educational Technology

Facilitator:	Dr. Martha Herzog	USA
Members:	Lieutenant Colonel Ken Brownrigg	Australia
	Lieutenant Colonel Paolo Medda	Italy
	Lieutenant Colonel Marcello Pinotti	Italy
	Major Sotero Timon Araujo	Spain
	Flight Lieutenant Graham Blackburn	United Kingdom
	Ms. Linda Chambers	USA
	Lieutenant Colonel Serge Sohet (with partial participation)	France
	Colonel Mustafa Kucukcakir	Turkey

At the final meeting, the study group decided upon the following objectives for this portion of the conference:

1. To share information about available materials, including traditional texts, hardware, software, courseware; about projects; and about costs.
2. To discuss the appropriate use of electronic technology.
3. To discuss the current limits of technology as well as when it should stand alone and when it should support a larger program.
4. To examine the use of electronic technology in testing and evaluation.

It should be pointed out that not all BILC nations were represented in this study group. Therefore, many projects and good ideas may not be included.

At the suggestion of Colonel Kucukcakir, the group developed a matrix to show those aspects of foreign language programs in which each medium is used across the nations represented. A copy of this matrix is attached.

The group conducted discussions of use of three major forms of educational technology - videotape, video teletraining/satellite training, and computer-assisted language training.

We found that videotape is widely used with language learners. France employs videotapes of the news for at least an hour a day. They find captioned news (i. e. captioned as well as spoken in the target language) especially effective. Italy and the UK find that students are motivated by video. In some cases, students' target language presentations are taped for evaluation and review.

To some extent, videotape is used for teacher training. For example, France uses videos of expected classroom performance with their university-trained draftee teachers to prepare them to teach the intensive two-week English course. DLIELC, USA uses tapes demonstrating learning activities to support teacher training - especially for those teachers who will teach the American Language Course abroad. The US and others tape new teachers' classroom performance for purposes of feedback and self-evaluation. Videotape has not been widely used for testing or evaluation purposes.

Videoteletraining has been used by the US and Australia. DLIFLC, USA has had considerable experience using this technology with learners, particularly for refresher/maintenance purposes. Australia also conducts refresher training by desk-top video; they have skills maintenance packages, including translation and interpretation. They feel limited only by the cost of higher quality systems. DLIELC, USA uses this medium to connect students and instructors with subject matter experts at the follow-on training sites for purposes of orientation, guidance, and inservice training.

Italy is interested in satellite transmissions of authentic broadcasts that can be used for refresher training.

Turkey is looking into the possibility of a variety of distance learning techniques, including telephone assistance and electronic mail. The UK reminded the group of the role of correspondence courses in providing opportunities for off-duty in other fields.

Some use is made of VTT for teacher-training by DLIFLC. The US and Australia have used remote video for testing; in the case of Australia, this includes interpretation.

The group recognized that technology is expanding rapidly so that within a few years videoteletraining, the Internet, and other technology may offer merged training tools so that training sites some distance apart may assist one another and share ideas productively. There is some skepticism about the role of VTT for beginning language learners as a standalone program; language maintenance, it was concluded, is the best use of VTT in its current form.

The subject of computer-assisted language learning was the most difficult one to generalize about. Highly advanced simulation technology, as well as a variety of skill building programs, was demonstrated by DLIELC, USA. Australia and Italy demonstrated courseware at the conference. DLIFLC has a variety of courseware for most of its language programs. Others are in the earlier stages of analysis, review and planning. In some cases caution was urged in suggesting teachers' skills can be replaced by computers. It was agreed that computer exercises are particularly useful for lower level activities, such as introductions to the alphabet and sound system, and also for specialized, job-related terminology. Australia pointed out that they will be trying out their Indonesian material later this year and the results of the trial will be available.

The group agreed that it would be useful to share information about completed, current, and proposed technology activities on a regular basis. This kind of information should be shared more frequently - at least three or four times annually. It was proposed that the projects of all BILC nations, and not just those represented in the study group, be included. DLIFLC volunteered to compile the lists if input were furnished regularly by electronic means or by mail. The Australian representative stated that this recommendation would fit with a Steering Committee recommendation concerning electronic home pages on the Internet.

Consequently, the principal outcome of the study group is the recommendation that:

1. DLIFLC develop a format for reporting on projects and send it to interested nations for comment.
2. Following agreement on format, each interested nation submit a periodic update to DLIFLC for consolidation.
3. This updated information or projects be furnished to all BILC nations by electronic, FAX, or mail depending on circumstances.

USES OF TECHNOLOGY IN LANGUAGE TRAINING

	Learner	Teacher Training	Testing	Evaluation	Scheduling / Reporting
Books, etc.	X	X	X	X	X
Tapes					
Audio	X	X	X	X	
Video	X	X	X		
Teletraining, satellite, VTC, etc.	X	X	X	X	
Computers	X	X	X	X	X

VI. CONFERENCE PHOTOGRAPH

**DIELC HEADQUARTERS
AND ACADEMICS DIVISION**



Front Row (from left to right):

Mr Walinsky, Dr Curica, Maj (rtd) Pearce, LtCol Michaud, Ms Valenzuela,
LtCol Brownrigg, Dr Canpolat, Capt Petersen, Mr Molloy, FltLt Blackburn,
Brig Liebhard, Dr Herzog

Second Row (from left to right):

Dr Cartwright, Ms Néron, Ms Goitia Garza, B Gen Graziani, Mr Berntsen,
Maj Gervin, Dr Rami, Col Kucukcakir, LtCol Medda

Third Row (from left to right):

Grp Capt Hounslow, Mr Zollo, Ms McBride, Col Alderisi, Maj Rode-Moller,
Col Harrison, Mr Gram, LtCol Uysal

Fourth Row (from left to right):

Sqd Ldr Hunt, Wg Cdr Gracie, Mr Wert, Col Feeley, Dr Clifford, LtCol Richter,
Col Escoffier, Maj Buzare, Lt Col Sohet