



Bureau for International  
Language Co-ordination

CONFERENCE

REPORT

1997

COPENHAGEN, DENMARK

**BILC Secretariat**

**Chairman:** Dr. Ray T. Clifford

Provost

Defense Language Institute Foreign Language Center

Presidio of Monterey, CA 93944-5006

phone: (408) 242-5291

fax: (408) 242-5611

**Secretary:** Ms. Peggy Goitia Garza

Chief, Curriculum Development Branch

Defense Language Institute English Language Center

2230 Andrews Ave

Lackland AFB, TX 78236-5203

phone: (210) 671-2991

fax: (210) 671-0211

e-mail: goitiagp@smtp.lak.aetc.af.mil

**Secretary for PFP:** Mr. Keith L. Wert

Chief, Operations & Overseas Branch

Defense Language Institute English Language Center

2235 Andrews Ave

Lackland AFB TX 78236-5259

phone: (210) 671-3783

fax: (210) 671-5362

e-mail: wertk@smtp.lak.aetc.af.mil

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

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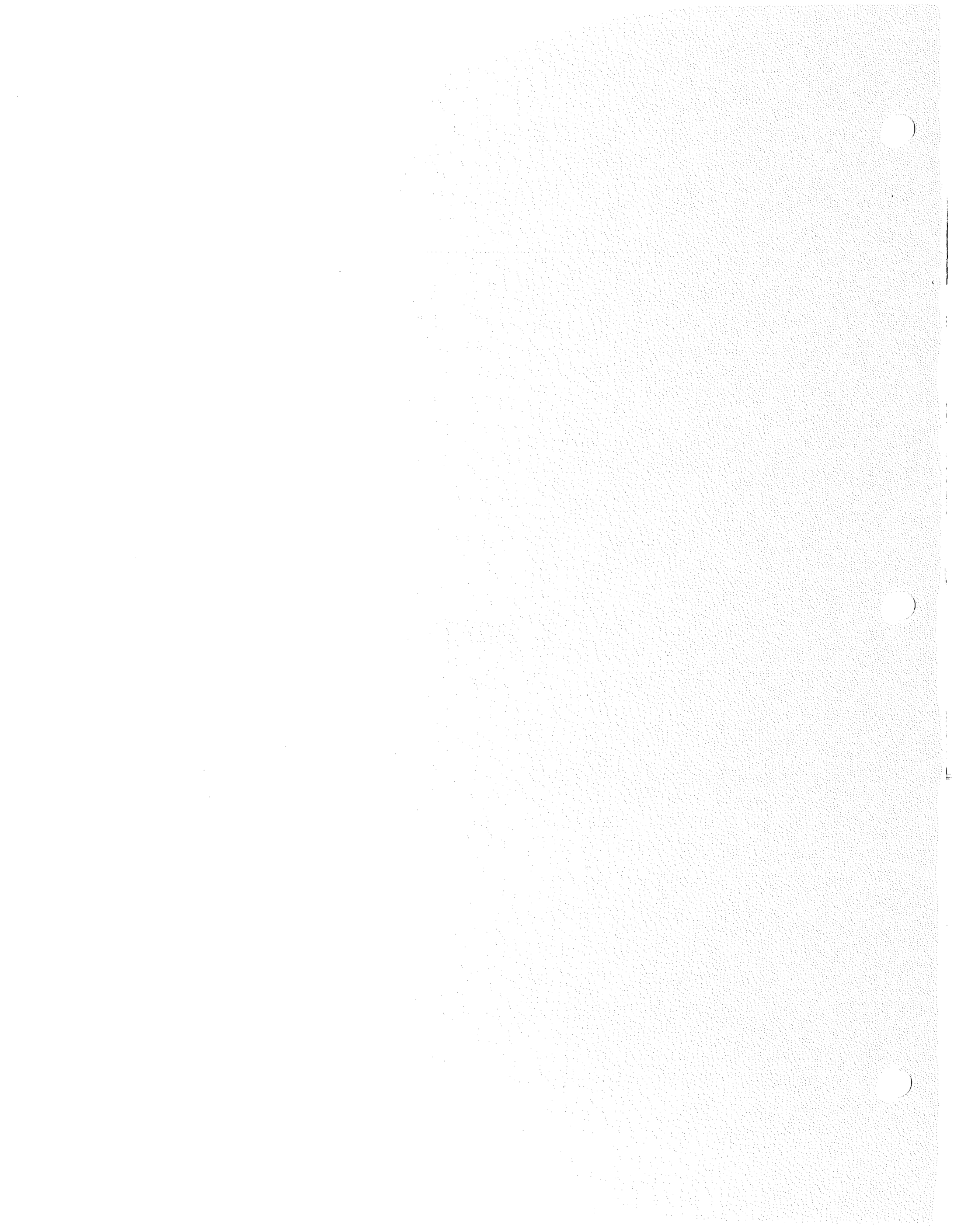
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## **I. PREFACE**



## Preface

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

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

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

## Membership

2. The founding members are France, 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), Hurth. The responsibility for the Secretariat was 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 had 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 to STANAG 6001. In 1982, Canada made these tests available to NATO members and Belgium, Denmark, Italy, Norway, and Portugal have availed themselves of this material.
9. Another important field of activity is the continuous exchanges of information, ideas, materials, personnel, and students among members, which are too numerous to list here.

### 1998 Conference

10. The 1998 Conference (to be held in the UK, 1-5 June 1998) has the following theme:

#### Coordination and Cooperation in the 21<sup>st</sup> Century

- Meeting Language Training Requirements for Multinational Peace Support Operations
- Intensified Sharing of Resources
- Improving Performance through Technology



## **II. CONFERENCE ORGANIZATION**



## **PROGRAM**

### **BILC CONFERENCE 1997**

#### **“FLEXIBLE DELIVERY OPTIONS FOR LANGUAGE TRAINING”**

### **COPENHAGEN, DENMARK**

#### **Sunday June 1**

- 1840 Assembly in the hotel lobby for pickup by Escort Officer
- 1845 Walk from hotel to the Citadel
- 1900 Get-together for participants and spouses hosted by Commander s.g. H. Andersen, Chief of Structure & Training Branch

#### **Monday June 2**

- 0800 Walk from hotel to the Citadel
- 0830 Welcome by Lieutenant Colonel S.C. Volden, Chief of Army Specialists Training School
- 0845 Welcome by BILC Chairman
- 0915 Administrative information
- 0930 Coffee break and conference photo
- 1000 Presentation 1 (Germany)
- 1100 BILC and the Internet, Presentation by the PCC
- 1130 Lunch
- 1300 Tour around the Citadel
- 1400 Study Group Session 1
- 1530 Coffee break
- 1545 Presenting the Army Specialists Training School
- 1615 Open forum/discussion of National Reports (Denmark)

### **Tuesday June 3**

- 0745 Walk from hotel to the Citadel
- 0815 Steering Committee Session 1 (Topografistuen)
- 0915 Presentation 2 (Australia)
- 1015 Coffee break
- 1045 Presentation 3 (UK)
- 1145 Open forum/discussion of National Reports
- 1245 Lunch
- 1345 Presentation 4 (Sweden)
- 1445 Coffee break
- 1500 Study Group Session 2
- 1600 Open forum
- 1630 Walk to hotel. Evening free

### **Wednesday June 4**

- 0745 Walk from hotel to the Citadel
- 0815 Steering Committee Session 2 (Topografistuen)
- 0915 Presentation 5 (Canada)
- 1045 Coffee break
- 1115 Study group
- 1200 Lunch
- 1330 Presentation 6 (France)
- 1430 Presentation 7 (Italy)

- 1500 Coffee break
- 1530 Optional
- 1630 Walk to hotel
- 1830 Departure hotel Osterport for TIVOLI
- 1900 Dinner at Restaurant Groften hosted by Commander s.g. H. Andersen Walk around TIVOLI
- 2230 Coffee at Restaurant Perlen
- 0015 Transportation to hotel Osterport

**Thursday June 5**

- 0745 Walk from hotel to the Citadel
- 0815 Steering Committee Session 3 (Topografistuen)
- 0915 Presentation 8 (US)
- 1000 Study Group Session 4
- 1100 BILC Excursion (Nordsjaelland and Kronborg) Joint departure from the Citadel. Spouses pickup at hotel
- 1200 Lunch at restaurant Mikkelgaard
- 1330 Departure
- 1400 Arrival at Kronborg (Hamlet's Castle) Guided tour
- 1600 Departure
- 1700 Arriving at hotel
- 1845 Bus pick-up for Tojhusmuseet
- 1900 Official BILC dinner (Guest of honour Rear-Admiral Schriver, Deputy Chief of Staff Personnel)
- 2215 Departure for hotel

### **Friday June 6**

- 0745 Bus pick-up at hotel. Departure to the Citadel
- 0815 Finalization of Steering Committee Report and Study Group Reports
- 1000 Coffee break
- 1030 Presentation of Steering Committee Report and Study Group Reports
- 1130 Summation of Conference/Open forum/Closing of Conference by Host Nation
- 1200 Lunch
- 1300 Transportation to airport/hotel

### **Ladies' Program**

### **Monday June 2**

- 0945 Departure hotel Osterport for the Royal Chinaware Factory
- 1000 Guided tour at the Royal Chinaware Factory
- 1115 Departure for the Citadel
- 1130 Lunch at the Citadel together with BILC participants
- 1300 Tour around the Citadel
- 1400 Departure the Citadel for hotel Osterport
- Afternoon at own disposal

### **Tuesday June 3**

- 1030 Departure hotel Osterport for Louisiana
- 1115 Guided tour at Louisiana
- 1230 Lunch
- 1330 Departure Louisiana for hotel Osterport
- Afternoon at own disposal

**Wednesday June 4**

0950 Departure hotel Osterport for Rosenborg Castle

1000 Guided tour at Rosenborg Castle

1100 Walk through the Kings Garden

1300 Guided tour at the canals of Copenhagen

1415 Arrival at hotel Osterport

Evening: following the men's program

**Thursday June 5**

1110 Pick-up at hotel Osterport

Following the men's program

**Friday June 6**

At own disposal





# BILC CONFERENCE 1997

## List of Participants

### CONFERENCE CHAIRMAN

Lieutenant Colonel  
VOLDEN (Svend)

Commandant  
Danish Army Specialist  
Training School  
Copenhagen

### 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

ObstdhmfD Mag.  
HUTTER, (Helmut)

Head, Armed Forces  
Language Institute,  
National Defence Academy  
Vienna

#### CANADA

Head of Delegation

Lieutenant Colonel  
NICHOLSON (Patrick)

Commandant  
Canadian Forces Language  
School  
Ottawa

Members

Major  
KUPECZ (J. T.)

Senior Staff Officer  
Language Training  
Canadian Forces  
Recruiting, Education and  
Training Systems  
Headquarters  
Borden

Ms  
PAKTUNC (Nilgun)

Programme Manager  
Canadian Forces Language  
School  
Ottawa

Mr  
PELLETIER (Richard)

Research & Development  
Canadian Forces School  
of Language  
Canadian Forces Montreal  
Base  
Richelain

**DENMARK**

Head of Delegation

Captain  
PETERSEN (Dorthe)

Structure and Training  
Branch  
Chief of Defence  
Vedbaek

Members

Senior Lecturer  
GRAM (Eric)

Head Language Division,  
Royal Danish Army  
Specialists Training  
School  
Copenhagen

Dr  
SPECHT (Henrik)

Senior Lecturer  
Royal Danish Military  
Academy  
Fredericksberg

Members

Mr NIELSEN (T. Saaby)	Associate Professor Royal Danish Naval Academy
Mr HYLLESTED (Pierre)	Head of the Language Department Royal Danish Military Academy Frederiksberg
Mr PORSILD (P.)	Lecturer Frederiksberg
Ms GUDNASON (U.)	Senior Lecturer Air Force Academy Ballerup
Ms HASSELBALCH (Gunver)	Senior Lecturer Air Force Academy Ballerup
Ms PAASKE (Lis)	Senior Lecturer Air Force Academy Ballerup
LUTZEN (R.D.)	Senior Lecturer
SCHRULLER (F.)	Senior Lecturer

**FRANCE**

Head of Delegation

Colonel ESCOFFIER (Christian)	Commandant, Ecole Interarmees de Renseignement et des Etudes Linguistiques Strasbourg
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Members	Lieutenant Colonel SOHET (Serge)	Ecole Interarmees de Renseignement et des Etudes Linguistiques Strasbourg
	Major MARMOUGET (J. P.)	

## GERMANY

Head of Delegation	Mr WALINSKY (Herbert)	Head, Language Training Bundessprachenamt <b>Outgoing Chairman</b> <b>BILC Secretariat</b>
Member	Mr SCHWARZ (Michael P.)	Bundessprachenamt Hurth

## ITALY

Head of Delegation	Brigadier General GRAZIANI (Raffaello)	Commandant, Italian Army Language School Perugia
Members	Colonel ALDERISI (Rosario)	Commandant Italian Air Force Language School Roma
	Ms CANELLERA (P)	Teacher Italian Air Force Language School Roma
	Captain TABARRINI (G.)	

## NETHERLANDS

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

Member                                      Lieutenant Colonel  
TIMMER (G. H.)                              Chief,  
Russian Language Wing  
School of Intelligence  
Service  
Ede

## NORWAY

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

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

Ms  
ARESVIK (Patricia)                              Senior Lecturer  
Royal Norwegian Air Force  
Academy  
Trondheim

Mr  
SELAND (Johan Olav)                      Senior Lecturer  
Norwegian Defence  
Intelligence and Security  
School  
Oslo

Mr  
MORLAND (Fjell) Senior Lecturer  
Royal Norwegian Naval  
Academy  
Laksevas

## **SPAIN**

Head of Delegation Captain (Navy)  
VALERO, (Eugenio) Director  
Armed Forces Language  
School  
Madrid

Members Colonel  
de Montero y de Simon (J.) Head of Language School  
Madrid

Members Lieutenant Colonel  
REY (Carlos) Head, English Language  
Army Examinations  
Board  
Madrid

Major  
TIMON (Sotero) Head, German Language  
Department  
Armed Forces Language  
School  
Madrid

## **SWEDEN** (Observer)

Head of Delegation Mr  
AKERMARK (John) Foreign Languages  
Coordinator  
National Defence College  
Stockholm

Members Mr  
NYHOLM (Alf) Swedish Defence  
Language Institute  
Uppsala

Lieutenant  
NYGREN (Hannah)

Swedish Defence  
Language Institute  
Uppsala

## **TURKEY**

Head of Delegation

Colonel  
KUCUKCAKIR (Mustafa)

Commandant, Turkish  
Army Language School  
Istanbul

Members

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

Group Captain  
HOUNSLOW (Bob)

Deputy Director Services  
Personnel Policy 2B  
London

Members

Lieutenant Colonel  
MARTIN (Vicky)

Commanding Officer,  
Defence School of  
Languages  
Beaconsfield

Maj (rtd)  
PEARCE (Carl)

Language Advisor - Senior  
Lecturer, Individual  
Language Training Wing  
Defence School of  
Languages  
Beaconsfield

Members

Major  
ROSE (Clifford)

Course Development  
Officer  
Defense School of  
Languages  
Beaconsfield

Major  
RABBIT (A. J.)

Head, Arabic Wing  
Defense School of  
Languages  
Beaconsfield

## UNITED STATES

Head of Delegation

Dr  
CLIFFORD (Ray)

Provost  
Defense Language Institute  
Foreign Language Center  
Monterey CA  
**Incoming BILC Chairman  
of BILC Secretariat**

Members

Mr  
WERT (Keith)

Chief, Operations and  
Overseas Branch  
Defense Language Institute  
English Language Center  
Lackland Air Force Base  
Texas

Mr  
MOLLOY (Thomas)

Head, English Department  
Marshall Center  
Garmisch-Partenkirchen

Members

Ms  
KRAGE (Paula)

Instructor, English  
Department  
Marshall Center  
Garmisch-Partenkirchen

Major  
CURTIS (Arne)

Director  
Defense Language Institute  
Foreign Language Center  
Washington Office



Ms  
GOITIA GARZA (Peggy)

Chief  
Curriculum Development  
Branch  
Defense Language Institute  
English Language Center  
Lackland Air Force Base  
Texas

**NATO PCC**  
(Observer)

Lieutenant Colonel  
RICHTER (Frank)

Staff Officer Plans  
Partnership Coordination  
Cell  
Mons Belgium



### **III. PRESENTATIONS**



## Organizing Learning for Optimal Success

Herbert Walinsky and Michel P. M. Schwarz

BILC Conference, Copenhagen, June, 1997

The increasing participation of the German Armed Forces in multinational operations under NATO or United Nations command has led to a greater demand for foreign language training. The Directive, "Concept for the Foreign Language Instruction of Military Personnel," issued by the Chief of the Federal Armed Forces Staff, states that language instruction will normally be conducted by Bundeswehr language teachers.<sup>1)</sup> The directive goes on to say that language teaching should be based on accepted principles of adult education and should make effective use of modern educational technology and media. As a step toward integrating computer-assisted instruction into more traditional courses, two multi-media self-access labs have been installed in the School for Personnel Earmarked for International Assignment (Schule für Personal in integrierter Verwendung) in Cologne-Longerich, where teachers can experiment with a combination of commercially available language learning programs, Bundeswehr instruction programs and their own teaching materials.

At the same time, traditional language courses at central training institutions are not always a viable means of providing instruction, since many of those who have the greatest need to develop, improve or maintain skills in foreign languages are indispensable at their jobs. In fact, we can almost say that if these people are doing their jobs properly there's no way they can be spared to attend a language course.

In the following presentation we want to look at four different approaches towards language learning. We'll touch on traditional courses and multi-phase combined courses consisting of self-instruction and intensive teaching blocks at a school or other government institution, and then go on to present two new concepts for instruction produced in cooperation with a private company, the IABG (Industrieanlagen-Betriebsgesellschaft mbH), which was tasked by the Ministry of Defense with developing a concept for integrating computer technology into the language training program of the Bundeswehr.<sup>2)</sup>

We hope to meet learning needs **through**

1. **Full courses** (with a complete SLP), **short courses**, (which offer only a partial SLP) and **other courses** (such as two-week seminars for specific purposes),
2. **Multi-phase combined courses** (such as our combi-courses),
3. **Guided learning** and
4. **Autodidactic learning.**

As we deal with these approaches, we will also touch on the role we see for computer-assisted instruction (CAI) in each approach. As part of the IABG study on ways to integrate

computers into our language training program, we have attempted to estimate just how much of a language curriculum could be covered by computer materials at any given proficiency level.

Our **Syllabus** states categorically that :

**"To be taken seriously, language instruction must develop skills which make authentic communication in other languages possible."**<sup>3)</sup>

Even at the lowest levels our full SLP courses are therefore intended to enable the learner to be communicative in all four skills. This graph, taken from the IABG study, is based on a list of subskills that was compiled for each of the four skills; it shows what we **think** CAI can do (figure 1) <sup>4)</sup>

Taking the skills separately, we can see that **listening** objectives can be covered reasonably well on all four SLP levels. The kinds of texts beginners need to understand according to our definition of proficiency level 1 can easily be provided by CAI. Even the kinds of texts the level 4 candidate is expected to understand are available on commercially-produced software.

Obviously, even the most authentic videos cannot provide a genuine communicative situation, however. Although they can encourage the learner to speak in realistic contexts, computers are still far from being able to evaluate free responses. This means that **speaking** can only be taught on the rudimentary level of selecting appropriate words or sentences from the choices offered by the program. Programs claiming to indicate whether the student's pronunciation is correct fail to live up to that promise. On the other hand, audio and video sequences in modern programs can involve the learner in realistic situations in a way that audiocassettes could never do and the student with a good ear for the language will be able to compare his own recording with the patterns provided. Unfortunately, one disappointing result of our studies into the value of commercially available language learning programs was the finding that only a few of the participants in a self-study center actually used the "listen and record" function. We'll have more to say about the results of our pilot projects later in this presentation.

As for **reading**, CAI materials compare favorably with **listening** on levels 1 and 2, but lose their appeal on the higher levels where longer texts come into play. Reading from a computer monitor is tiring, and intermediate and advanced students should be able to work through long, difficult texts with the help of a target language dictionary; they no longer need specially didacticized texts.

**Writing** fares somewhat better than **speaking** in the extent to which curricular objectives can be achieved using CAI. As long as we are content with testing spelling or the use of certain standard phrases, the computer can be a useful resource.

Under ideal circumstances, the motivated learner can definitely make progress in the receptive skills in a self-study program with CAI. However, CAI clearly has major weaknesses when it comes to the productive skills. Taking into account that a busy soldier in a unit is not going to have ideal circumstances for learning a language, we will have to do more than just give

him a CD-ROM and expect him to take it from there. We'll say more later about what we hope to do for learners who can't leave the workplace to attend courses.

Now I'd like to back up a little and say a few words about the first learning approach:

### **1. Full courses, short courses and other courses**

At the Bundessprachenamt the typical full course ending with an SLP-qualification lasts about three months with five hours of classroom instruction and about three hours of self-study time per day. This of course varies depending on the proficiency level and the language in question. To reach NATO level 1 in Slavic languages, our students attend a **six-month** course. In the so-called seldom-taught languages, where courses are conducted in preparation for a specific occupation such as military attaché or to enable the learner to participate in professional level courses at a military academy in another country, a level of approximately 3333 in **Dutch** can be attained in 24 weeks, while a level of 3322 in **Greek** will take 40 weeks and the same skill level in **Chinese** will require 64 weeks or more of instruction.

In our courses for specific purposes the situation is completely different. Participants come to us with the prerequisite professional SLP of 3332, and, for example, take a five-week course in English for helicopter pilots. We also offer courses in English and French for lawyers. These courses consist of two two-week seminars conducted within a year of each other. Again, the entrance SLP for participants is 3332. Particularly worth mentioning is a two-week English course for teachers of geography, history and politics in bilingual schools where English is the language of instruction.

### **CAI in full courses, short courses and other courses**

A common theme in our presentations and reports in the past years has been an increased language training requirement coupled with reduced training resources, also translating into cuts in PC procurement. Fortunately, our basic principle for computer-assisted instruction in connection with traditional teaching is that CAI is only **one learning resource among several**. As was mentioned, a pilot project testing ways of integrating multi-media into SLP-oriented courses is in progress in our school in Cologne-Longerich, and we hope to benefit from the results.

The situation in Longerich is typical of many of the Armed Forces language schools in Germany. While more students are arriving for courses, the teaching staff has not been increased to meet the demand. By making effective use of the two new self-access centers that were installed this year, the school has been able to provide the required hours of instruction with the available staff.

The self-access centers are used in three basic ways:

1. **teachers book the center for their classes and individual classes work on clearly-defined assignments during class time,**
2. **different classes are combined and individuals are divided into groups according to the tasks their teachers select for them to do during class time,**
3. **members of different classes use the self-access center either to work on a particular assignment or with software of their own choice outside of regular school hours.**

All instruction is facilitated by a language teacher. Work in the self-access centers is monitored by a technical adviser.

Since the computer software includes the **Collins Cobuild Dictionary** on CD-ROM and Microsoft **Encarta**, in addition to English and French language programs, students can research topics of interest. Teachers report that both they and their students enjoy using the multi-media center and feel that it is a valuable addition to the language courses.

Many of us know from experience that organizing learning in the framework of traditional courses and school-based self-access centers involves extensive planning and organizing. At the Bundessprachenamt we have to juggle teachers, schedules, classrooms, learning resources and dormitory facilities to meet the needs of around 3,000 learners every year who want to attend seminars or courses lasting from two weeks to fifteen months. These are problems that we're used to handling on a routine basis. In the case of self-access centers, we need cost-effective answers to questions involving opening times, availability of technical advisers and teachers, acquisition and maintenance of hardware and software and modalities for making resources available to students while ensuring that books, cassettes, videos, CDs and equipment are returned. As we look at the second approach to meeting learning needs, the multi-phase course, we'll see that finding a way to organize learning in the sense of instruction and information in response to the client's needs can be as important for learning success as instruction itself or as the production of learning materials.

## **2. Multi-phase courses**

Since the post cold war situation places greater demands on operational interoperability, the need for language training programs which can help personnel develop and maintain language skills without leaving their posts for long periods is rising. For language learners who have no immediate requirement for language training for a specific mission or posting the multi-phase course offers an economical alternative to a full-length course at an Armed Forces Language School. Participants in combi-courses are away from their jobs for only half as long as participants in full-length courses. For this reason, the concept of multi-phase courses has undergone some major changes within the past year. Our new concept will mean that combined courses will last about one year per proficiency level, will consist of three two-week contact phases and three



three-month self-study phases, and will go as high as NATO proficiency level 3 for English and French (figure 2).

In addition to the existing courses offered in Wiesbaden and Coblenz, new courses are being planned in Berlin, Bonn, Hanover, Kiel, Naumburg and Strausberg.

Self-study materials for general language use can be produced in the Bundessprachenamt, and new self-study materials have been completed for each of the three phases on levels one and two for English. Learning modules for specific professions or operational purposes will have to be produced in cooperation with subject matter experts. Commercial contracting with firms that produce multi-media learning packages may prove to be more cost-effective than relying on in-house staff for all aspects of materials production. We'll have more to say about this when we discuss autodidactic learning.

Conducting multi-phase courses on a large scale requires effective organization. We must be as flexible as possible and provide courses for students on several different levels at several different institutions and times. Entrance testing, assigning students to proper phases, proficiency testing, course loading, housing and administration must be properly handled. To facilitate this we will be employing tailor-made software called "Admin" for:

**Developing curricula**

**Planning individual courses**

**Managing courses**

**Handling the administration of participants**

**Conducting statistical evaluations and presenting results**

**Supervising course enrollment**

We're working on a tight schedule gathering data on the numbers and needs of potential participants in multi-phase courses and trying to follow a timetable for setting up the necessary secretariats and course facilities. We hope to have the system in place by January, 1998.

### **CAI in multi-phase courses**

As was the case with traditional courses, CAI will be viewed as **one learning resource among others**. During the contact phase, uses of CAI in a self-access center would resemble the uses we described earlier, with students going into the lab to work on assignments during or after class hours. Due to the short time available for the contact phase--only two weeks per phase-- the emphasis would have to be on optimal use of the instructor's time; we would expect most of the work in the lab to take place after school hours. For the self-study phase we would ideally have either laptops or PCs at the workplace for all learners and a lending library would offer appropriate software.

Our experience with combi-courses has shown that learners who are motivated to learn and who know how to learn can be expected to use the self-study phases in a disciplined way. These students generally have a recognized need for improved language skills. But this can **not** be said for all military personnel. According to a pilot project we conducted in Regensburg from November 1996 to February 1997, of 30 enlisted men who had an opportunity to work with commercially-available language learning programs only 19 actually started the program and only 13 were available for testing in February. Even though only nine of the original 30 candidates spent 20 or more hours in the self-access center between November and February, eight were enthusiastic enough about the learning programs to want to continue working with them. The high rate of attrition in this particular case was due to several factors--distance from workplace to self-access center, a heavy workload, transfer to another post and lack of support on the part of superiors to name a few. Pilot project participants also mentioned that they didn't use the "listen and record" functions in the programs because they didn't want to disturb others in the learning center and because "no one was listening anyway." The technical adviser in the lab was not a trained teacher or learning adviser so there was no one to tell the students where they needed improvement. But these are the kinds of conditions that military personnel face when they are expected to maintain survival skills without knowing whether they will ever need them. Even though the "Concept for the Foreign Language Instruction of Military Personnel" clearly states that enlisted personnel must be given the language instruction they need to carry out their duties, as long as they are not earmarked for a particular assignment requiring language skills they will not be selected for language training.<sup>5)</sup> These are people who are also so busy that most of them couldn't leave the workplace for longer than a week at a time, even if they wanted to.

### 3. Guided Learning

Here we have a clear case of a mountain that the prophet can't go to. But the third approach to meeting learning needs, **Guided Learning at the Workplace**, was designed to solve this problem. For this concept, which we call "Angeleitetes Lernen am Standort," the German acronym **ALSO** was chosen. In German the word "also" can mean something like "get on with it...!" We're really quite pleased with this concept, which was developed in cooperation with a civilian firm. And even though the familiar financial problems mean that we haven't gotten beyond the analysis and design stages of the instructional systems design model Peggy Goitia Garza described two years ago, this concept put a real gleam in its developers' eyes.<sup>6)</sup> No, I didn't put that picture in just to get your attention; it really has something to do with our topic. Because as everyone knows, if the prophet can't go to the mountain, the mountain will have to come to the prophet. So the **ALSO** concept includes self-study at the workplace (figure 3).

Like combi-courses, **ALSO** alternates contact phases with self-study phases, but instead of having the learner come to a school or other institution for instruction, the teacher carries out instruction at or near the learner's workplace (figure 4). Every military administration district in Germany would have its own Guided Self-Access Learning Center with a small staff of teachers, learning advisers, CAI and media specialists, office workers and technical advisers.

**The teachers and learning advisers would:**

- 1. carry out contact phases at or near the learners' workplaces.**
- 2. prepare and distribute learning materials tailored to the learner's needs--this would include not only CAI, but written materials and audio and video cassettes.**
- 3. counsel and advise learners during the self-study phases, by phone, through occasional visits to the workplace, giving homework assignments and correcting, marking and returning papers by mail.**

Our diagram realistically shows a telephone and an envelope as channels for assignments and comments, but e-mail, fax and internet are also part of the overall picture (figure 5).

### **CAI in Guided Learning**

In **Guided Learning**, we might say that CAI would be the **main learning resource among others**, particularly during the self-study phases. We have also looked into the possibility of having students work with laptops. In a system demonstrated by a private British company with a branch in the Netherlands, students send in the results of their work via a modem connected to a central computer. The technology is not as complicated and expensive as it would have been only two years ago, and the Dutch company representative claims that teachers can check the student's work within about 15 minutes per student per week since the computer software keeps track of exercises done and kinds of errors.

A system which would record and categorize the learner's work in the self-study phase and would give progress reports to the teacher or learning adviser would go a long way toward solving the problems of motivation and feedback that DLIELC students mentioned in their brainstorming session two years ago.<sup>7)</sup> And regular, short contact phases, a telephone troubleshooting service and guided learning assignments would help to make up for the lack of course time.

A comparison of the results of two pilot projects we carried out in 1996 and 1997 shows that scheduled study times in the computer learning lab combined with a learning adviser who is available when needed can make a tremendous difference in the learners' attitudes toward work with CAI. In Regensburg, where time in the computer center was not part of the soldier's daily work schedule and no learning advisers were available, most of the responses on a list of twelve adjective pairs were in the middle or on the negative side of a five-point scale. In Longerich 16 enlisted men had a whole month in which they could spend several hours of every morning working with computer language programs. Fifteen of the sixteen filled out the same questionnaire that the enlisted men filled out in Regensburg. After spending an average of three to five hours **per day** in the self-access center, the Longerich participants gave far more positive answers. Learning with computer programs was "uncomplicated, well-structured, easy, useful, effective and enjoyable." In fact, the two pilot projects can't really be compared, since the Regensburg participants went into the learning center in addition to their regular workload, while the Longerich participants had no other duties in the mornings of their self-access center month. But

we can at least conclude that even without a system offering career incentives or bonuses and credits, some people will enjoy learning with computer language programs **under the right conditions**. That is what we want to emphasize here: the right learning conditions are as important as the teaching and learning contents or the teaching methodology.

A diagram of what we call the "ALSO temple" shows that the concept rests on two pillars, self-study phases and contact phases (figure 6). Even in the self-study phases, successful learning never depends entirely on CAI. We are realistic enough to know that we shouldn't put all our eggs in one basket.

#### **4. Autodidactic Learning**

The fourth and last approach to meeting learning needs is **Autodidactic Learning**. This is learning that has to occur without a language teacher, simply because there is no time for foreign language training in the classroom.

The contingency – or emergency crash course package should contain:

1. Intercultural information to help the user avoid possibly fatal faux pas in the area of operations. It might show him how to greet people properly, what to wear (and what **not** to wear) in specific situations, and what to expect if he accidentally insults or injures a member of the local population,
2. Topics from specific fields and for specific missions (for example pictures and videos on how to recognize land mines, what weapons systems conflicting parties are using, how to disarm and transport weapons, uniforms and rank insignia etc.),
3. The vocabulary and language needed to deal with tasks to be carried out, including greetings and simple instructions, requests and commands, such as, "Your passport, please", "Open the trunk/the boot", "Freeze!".

#### **CAI in Autodidactic Learning**

As to the **role of CAI in Autodidactic Learning**, we would say that **CAI is really THE learning resource**. Although small pocket dictionaries and phrase books are also useful, the contingency package would depend almost entirely on multi-media CAI, because this is the only learning resource which can cover all four skills and present materials in communicative contexts. With today's laptops, CAI can be used on the job in preparation for an exercise or mission or even during the exercise or in the actual area of operations.

Plans for deploying German contingents in conflict areas call for preparation before the mission begins with military instructors providing expertise on what to expect. However, since the learner may have very little time with his instructor, the material should consist of short, self-contained learning units with carefully formulated objectives. A program designed to help course developers and military instructors create this kind of material on short notice is the pilot system called **MAPL**, which was produced by the IABG.<sup>8)</sup> The acronym **M-A-P-L** is taken from the

German **Missionsanpaßbares Lehrsystem** or **Mission-Appropriate Packaged Learning** (figures 7 and 8). The **MAPL** system would combine templates for introducing mission-specific topics with data packages that could be called up as needed, for example, information on various types of hand weapons and grenades.

Within the next year the Ministry of Defense plans to set up task forces consisting of military experts, pedagogical advisers from the Bundessprachenamt and multi-media producers from private industry. These teams will be tasked with developing contingency packages to meet clearly defined needs.

In the context of autodidactic materials the biggest organizational problem is in the materials development stage. With the **MAPL** pilot system we would have a valuable resource for solving this problem.

Meeting an increasing training requirement with decreased resources has lead us to consider alternatives to our well-proven full-length, full-time courses. These alternatives are:

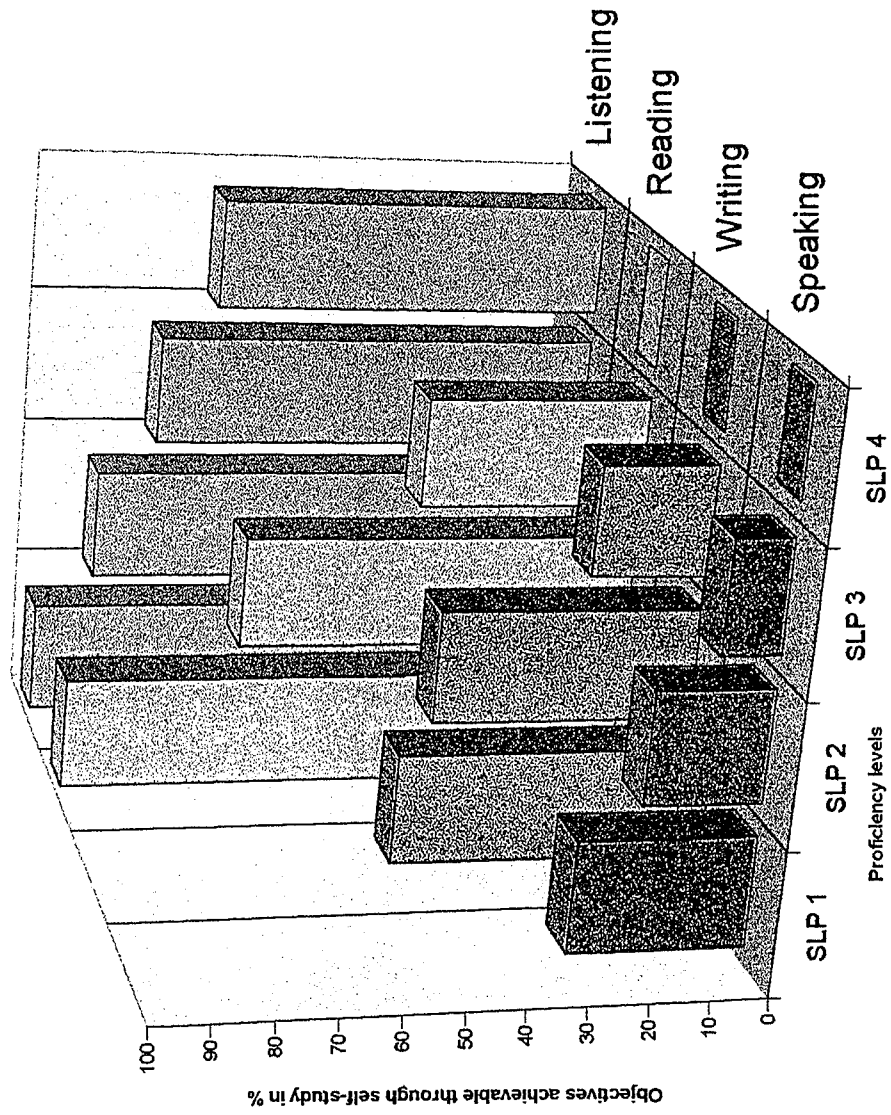
1. Multi-phase courses combining self-study with teacher-based instruction at a school or other government institution,
2. a combination of CAI, self-study and teacher-based instruction at or near the workplace, and
3. autonomous computer-assisted instruction.

#### **Sources**

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- 2) Sommer, Dr. H. and Messelken, Prof. Dr. D., **Feldtest CUA-Sprachlernprogramme: Sprachdidaktische Konzepte für die Integration von CUA in die Sprachausbildungsorganisation der BW**, B-OR 9015/o4 Industrieanlagen-Betriebsgesellschaft mbH, Ottobrunn, December 16, 1996.
- 3) Bundessprachenamt, Abteilung S: **Syllabus - Eine Grundlage für die Unterrichtspraxis**, Hürth, 1987, p.ix.

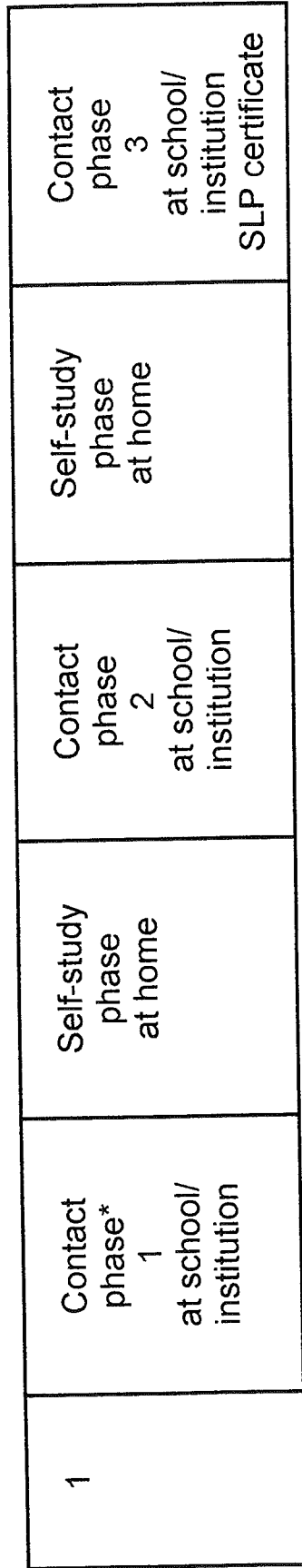
- 4) Sommer and Messelken, p. 13.
- 5) Generalinspekteur der Bundeswehr, p. 4.
- 6) Goitia Garza, Peggy, **Designing Refresher/Sustainment Language Training to Meet the Requirements of the Post-Cold War Era**, BILC Conference Report, Hürth, 1995, p. 49.
- 7) Goitia Garza, p.50.
- 8) Sommer, Dr. H., **Missionsanpaßbares Lehrsystem (MAPL) Lehrmodul, Pilotversion 0.1** Industrieanlagen-Betriebsgesellschaft mbH, Ottobrunn, mit BWB AT II 6, 1996.

Extent to which learning objectives can be achieved through self-study with CAI (qualitative estimates)



# NEW CONCEPT FOR COMBI-COURSES

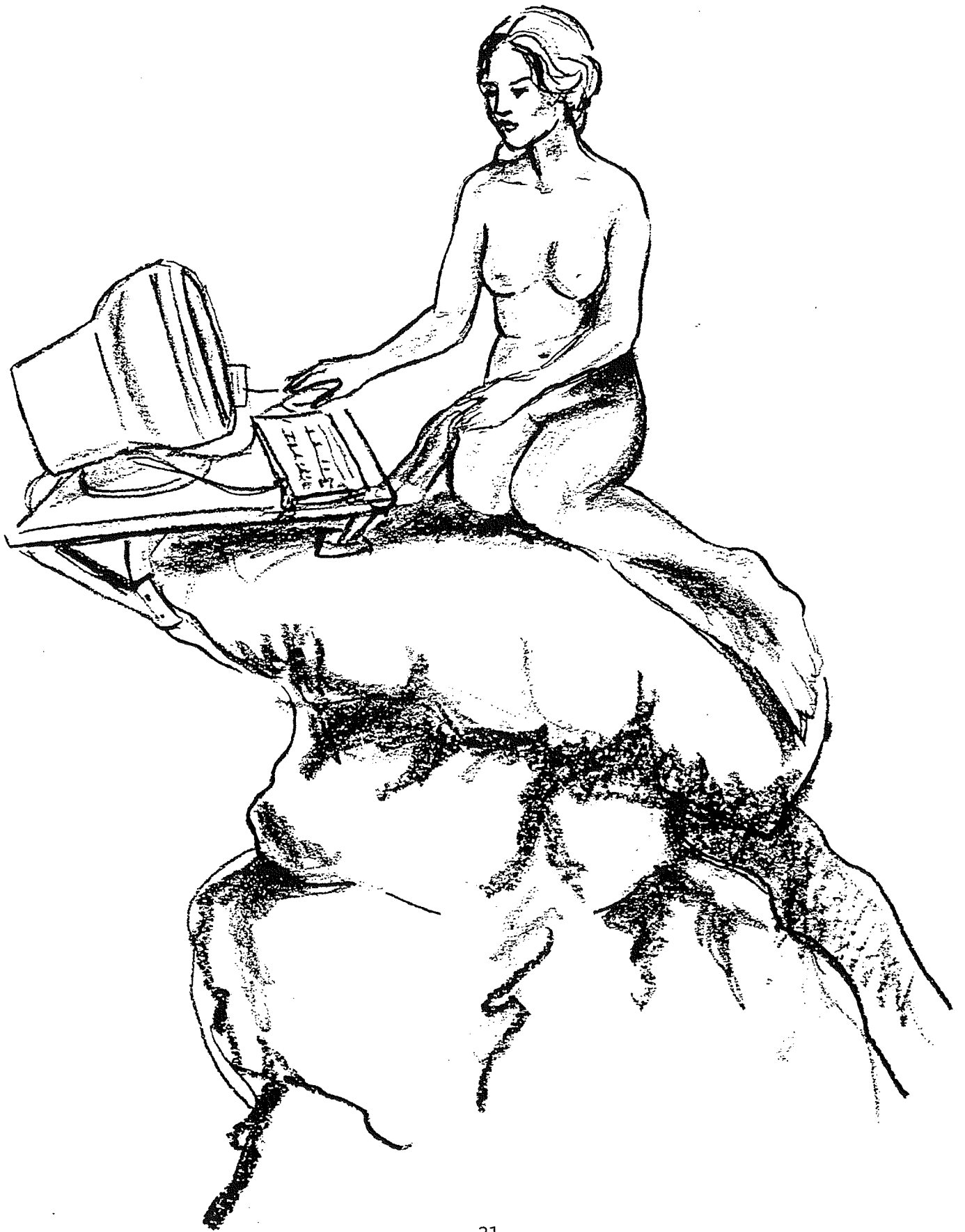
(1997)

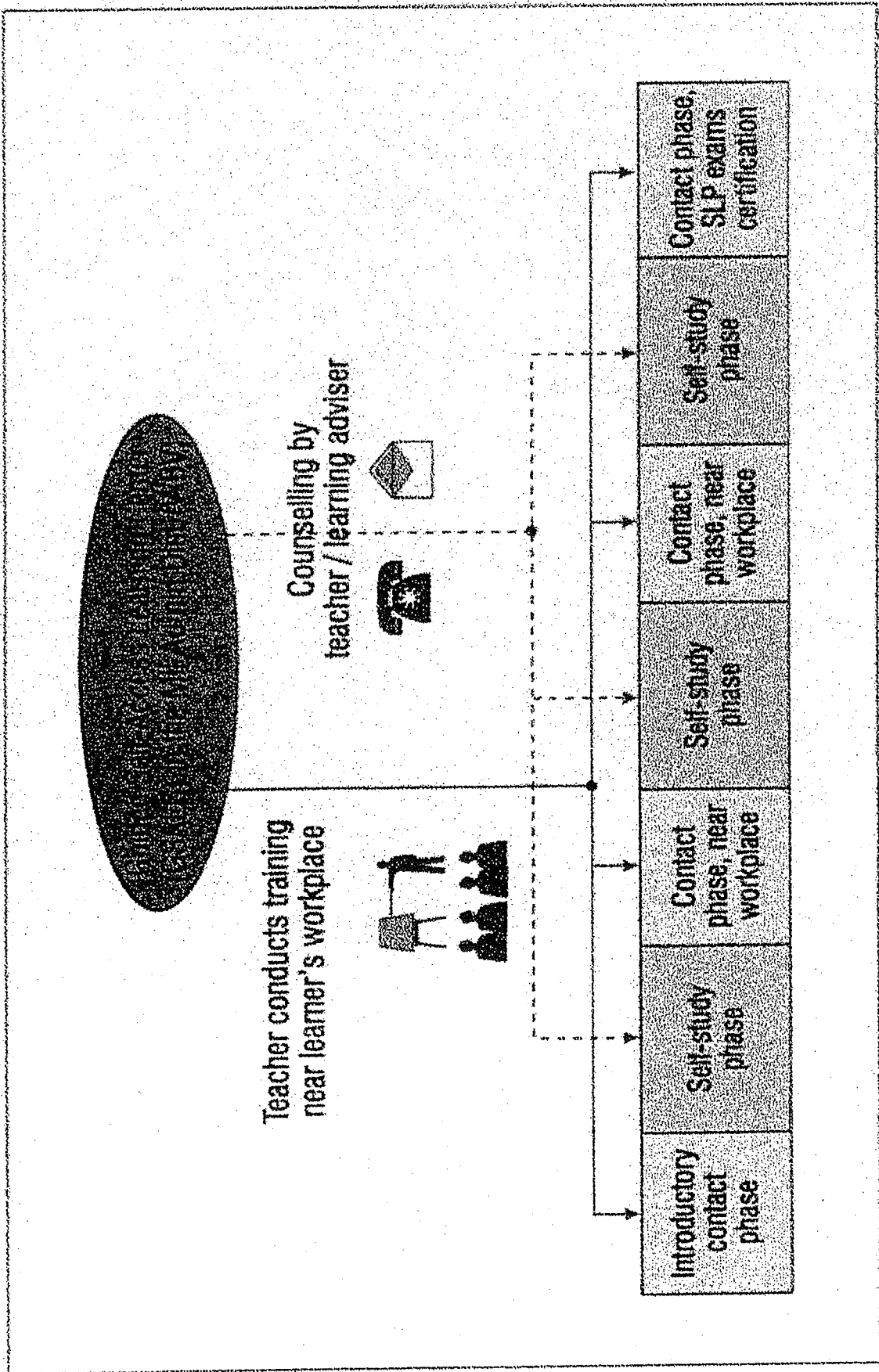


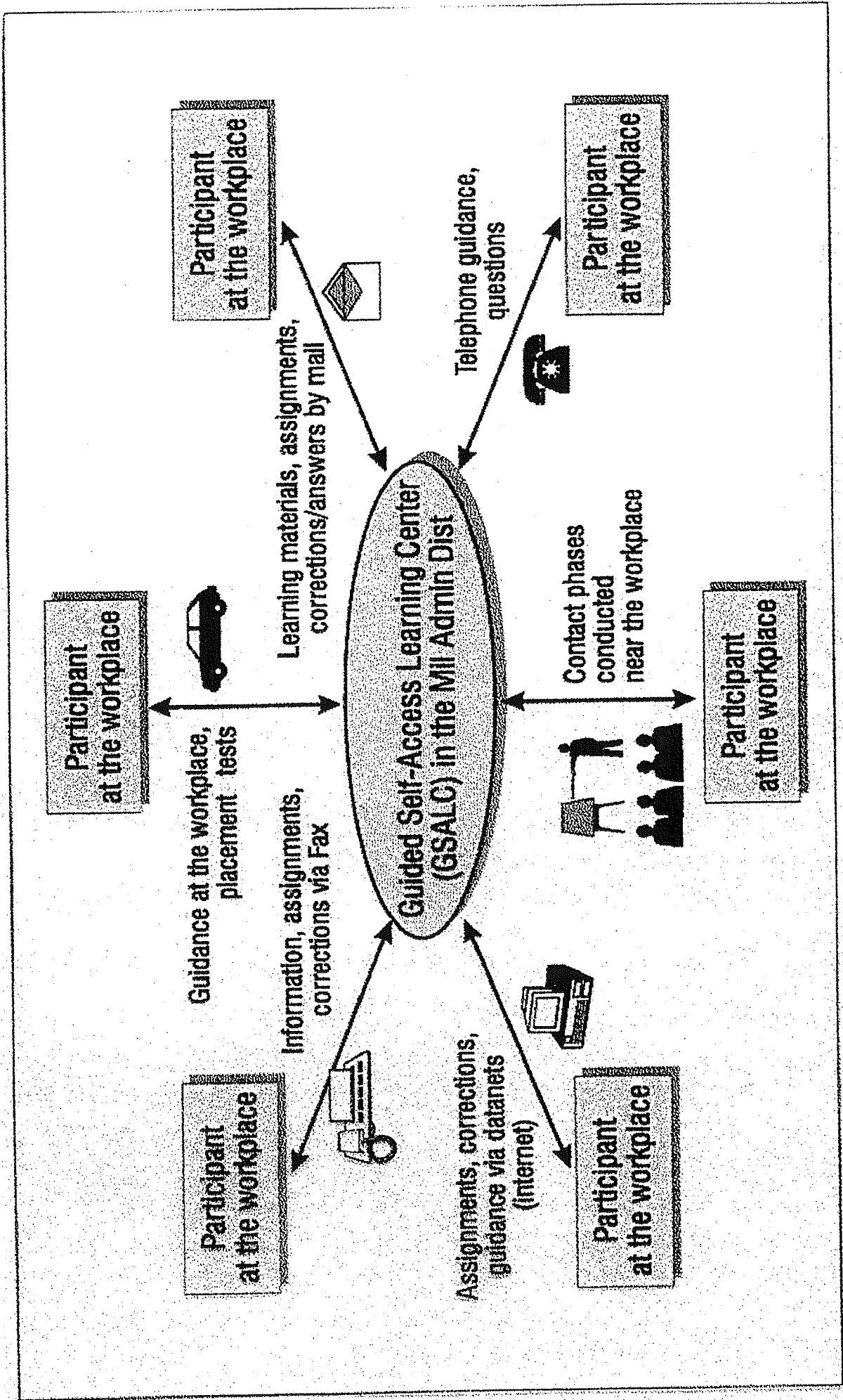
Total length of study  
 ca. 12 months  
 (per proficiency level)

\* For Nato levels 2 + 3 there is an introductory self-study phase before the first contact phase. Self-study learning materials are handed out at the end of the previous level.







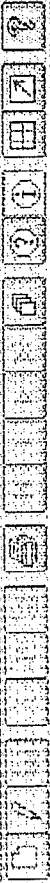


**ALSO**

**Guided Language Learning at the Workplace**

Accompanied by teacher/learning adviser		Guidance at the workplace	
Guidance via telephone or net	Regular assignments by mail (every 2 weeks)	Assignments corrected, marked on a point system and returned	
Audio-cassettes	CAI	Video	
Written learning materials, books	Suggestions and instructions for role-play		
<b>Self-study phases</b>			

Instruction near workplace
Teacher comes to learner
Mobile teaching resources
Placement test, certification SLP exams at workplace
Instruction times coordinated with workplace
<b>Contact phases</b>



## Der Auftrag des deutschen Kontingentes

Der Auftrag des deutschen Kontingentes im Zusammenwirken mit Kontingenten anderer Nationen:

Einsatz GECONIFOR in Kroatien:

Der Einsatzverband GECONIFOR (GERMAN CONTINGENT IMPLEMENTATION FORCES) ist der Beitrag Deutschlands zu den NATO-Kräften, die in Bosnien-Herzegowina den Frieden absichern sollen.

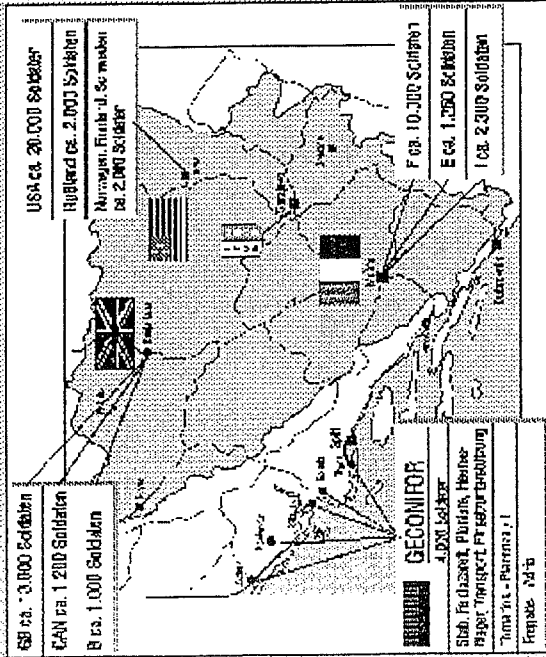
Die deutschen Heereskräfte sind in Kroatien wie folgt diskret:

- TROGIR: Nationaler Befehlshaber im Einsatzland mit Stab und Deutsch-Französisches Feldlazarett
- SIBENIK: Transportbattalion, Einsatzunterstützungsverband
- ZADAR: Heeresfliegertransportabteilung
- BENEKOVAC: Pionierbattalion

Übersichtskarte:



## GECONIFOR (L)



Auf dieser Seite verfügbare Bilder und Videos

Übersichtskarte

Stationierungsorte

Realbild, halbschrag



### Der Auftrag des deutschen Kontingentes

Der Auftrag des deutschen Kontingentes im Zusammenwirken mit Kontingenten anderer Nationen

#### Einsatz GECONIFOR in Kroatien

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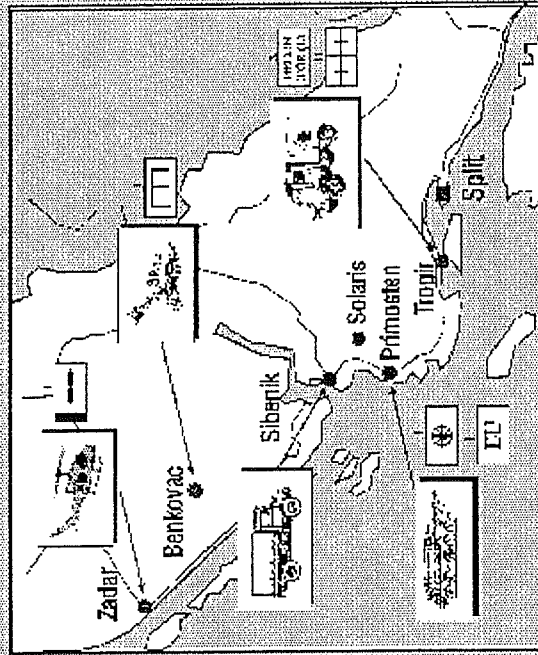
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- BENKOVAC: Pionierbataillon

#### Stationierungsorte

Die Übersichtskarte zeigt die deutschen Stationierungsorte entlang der Küste von Zadar im Norden bis Split im Süden.

### GECONIFOR (L)



Auf dieser Seite verfügbare Bilder und Videos

Übersichtskarte  
Stationierungsorte  
Realbild, halbschrag

**1997 BILC Conference Briefing on  
Language Training at  
The Royal Danish Military Academy (RDMA)  
Dr. Henrik Specht**

The RDMA offers regular courses in **English, German and French**. And latterly also in Danish, in order to redress an alarming increase in student problems in the areas of spelling and general grammatical knowledge and skills.

English and German are compulsory in the common commissioning course, called the **Officers' Basic Course** (lasting appr3 years), with 228 and 168 lessons respectively. The aims of these two courses are to teach good communication skills, and a good level of linguistic correctness and precision in each of the four basic skills of listening, speaking, reading and writing. We also aim to develop good understanding and command of military terminology and usage in the areas of organization, weapons, equipment and tactics, with reference mainly to platoon and company levels.

At the end of the course there's an oral exam in German, and both written and oral exams in English. The levels of proficiency on completion of the course are in German: 3231; and in English 3333.

In the **Officers' Advanced Course**, lasting 19 months and leading to the rank of captain, English is again compulsory, whereas French and German are elective alternatives, one of which has to be taken. Current scope: English, 82 lessons; German/French, 180 lessons. The aims are similar to the Basic Course, only the emphasis is increasingly on battalion and higher levels. The advanced language courses all end with oral exams. The levels of proficiency attained are for French: 3232; for German: 3332; and for English: 3333.

The **teaching materials** used in our courses range from:

- general language textbooks, such as commercially available grammars and collections of general language exercises;
- specialized military language textbooks, such as the British produced Command English, which some of the English lecturers use as a transition from general English to mil Eng;
- excerpts from standard army doctrinal and field manuals in the respective languages;

- non-fictional (and to a small extent fictional) accounts of combat situations, major battles and campaigns;
- instructional and documentary videos on military topics;
- a variety of in-house produced materials, incl translation and summary exercises;
- and, finally, a comprehensive, specialized military dictionary or word-list, which for a number of years has formed an important part of the Department's research and development. The latest edition of this wordlist is due to be published on disc within a fortnight, and will encompass: 5,930 German/Danish, Danish/German entries; 8,303 French/Dan, Dan/French entries; and 13,929 English/Dan, Dan/English entries.

The **methods of instruction** employed in the Language Dept range from:

- traditional grammar and translation exs;
- reading, summarizing and discussion exs;
- the occasional song in the foreign language;
- lecturesses and briefings by cadets and students on a wide variety of military topics;
- stripping and assembling and the naming of parts of various weapons;
- map and sandtable exs in the foreign language;
- and, finally, TEWTs, conducted in the foreign language and practising terrain description and appropriate tactical terminology and usage in the field.

If, in conclusion, I may turn briefly to **current (and recurrent) problems** in rel to language teaching at the RDMA, I should like to point to the following two areas of concern:

First, how to ensure smooth and constant updating and renewal of our instruction materials, in order to keep up with changing practices and ways of thinking in the US, British, German, and French Armies. Hopefully, contacts made at this conference, and future exchange of instruction materials through BILC, may go some way towards solving this problem.

Secondly, how to tailor our language courses to cater for the changing short, medium and long term professional needs of our students - how to establish, in the first place, what those needs are, and then how best to devise and organize courses to meet those demands as fully and responsibly as possible. Also in this respect I look forward to the exchange of viewpoints and experiences through BILC.



Finally, I should like to introduce my colleagues at the RDMA, on whose behalf I have spoken: Mr. Pierre Hyllested, Senior Lecturer in French and Head of the French Department; Mr. Per Porsild, Senior Lecturer in English; and Mr. Fleming Schroller, Senior Lecturer in German.

Dr. Henrik Specht, Senior Lecturer in English  
The Royal Danish Military Academy (RDMA)  
Frederiksberg Palace  
DK-2000 Frederiksberg  
Denmark  
Tel: 36 16 22 44, ext 293  
Fax: 36 44 01 60  
E-mail: [nethop@inet.uni-c.dk](mailto:nethop@inet.uni-c.dk)



**FLEXIBLE DELIVERY OF LANGUAGE TRAINING: A SMALL COUNTRY'S PERSPECTIVE  
(AUSTRALIA'S PRESENTATION NOTES)**

**Lieutenant Colonel Ken Brownrigg**

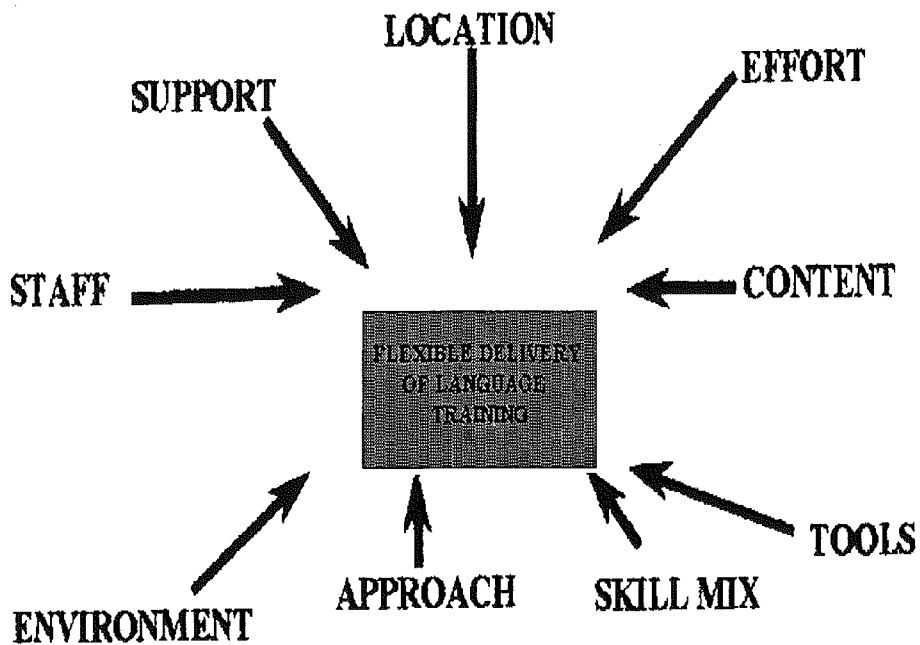
- Australia a small country in terms of:
  - population
  - size of Defence Forces
  - student throughput at the language school
  - amount of funding available for the language training function
- Australia a large country in terms of distances:
  - Perth 4 hours by plane
  - Darwin 4 hours by plane
- Everyone has experience in flexible delivery:
  - Example is DLI FLI video teleconferencing to Korea
  - Frustration is lack of communications infrastructure for small countries
- Other BILC members may be interested in Australia's experiences because:
  - we were forced to change (commercialisation program)
  - we did it backwards (capability for flexible delivery preceded requirement)
- Conclusion of presentation is flexible delivery is good:
  - savings (operating costs of one training day reduced from \$83 11gg21 to \$56 [1gg6], staff salary costs reduced as well)
  - highly effective
- Full time, on site training with an in country component develops proficiency most quickly and reliably
- Aim of presentation: past, present and problems
- School site at Pt Cook in 1g26
- Current site
- Traditional approach consisted of:
  - Long courses (from 5 weeks to one year full time on site)
  - Colloquial courses (10 - 14 weeks on site to get as good as you can)
  - Refresher/requalification courses (2 weeks on site)
- Traditional courses:
  - highly successful
  - 8 contact periods/day
  - up to 3 hours study/day
  - staff:student ratio 1:3
  - School determined content and approach
  - for specialists, follow-on training required
  - staff was military civilian mixture
  - world languages and regional languages
  - mountain to Mohammed approach
- Problems with traditional approach
  - expensive to move students
  - not customer focused
  - proficiency achieved was high anyway

- Imperatives for change:
  - real budget shrank in late 80s
  - Commercial Support Program (CSP) scrutiny in early 90s:
    - if cheaper and better, outsource/commercialise
    - similar programs elsewhere, ie UK's Competing for Quality
  - better articulated requirements from customers
  - promise of technology
  - do it better, faster and cheaper (not possible for all three at once)
  
- Flexible delivery a way out
  
- CSP specifications included:
  - innovative program
  - take account of technology
  - flexible entry/exit standards
  - outcomes measured in terms of proficiency
  - location not important
  - facilities not necessarily Defence owned
  - must realise "considerable savings"
  
- In-house tender addressed specifications and proposed:
  - centralise in Canberra
  - replace uniformed staff with civilians
  - establish vidcon network
  - create modular courses
  - create mobile training teams
  - locally engage staff
  - create Distance Education program
  - retain some high quality, full time on site force fed type courses
  
- In-house proposal accepted except move to Canberra. Concurrently:
  - CD ROM technologies emerging, but not for regional languages
  - School took decision to author multimedia products
  - internet home page established May 96
  - ongoing book and tapes packages
  
- Wider applications of CD ROM seen:
  - on site courses
  - self study students (unsupported)
  - skills maintenance
  - cross cultural awareness
  - advanced listening skills trainer
  
- Overall, CSP caused us to focus on customer requirements better by developing courses based on combinations of variables:
  - location
    - on site
    - off site
    - remotely delivered
    - outsourced
  - student effort
    - full time
    - part time
    - casual

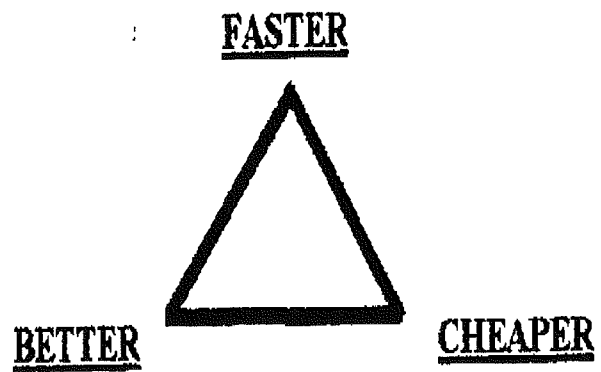
- staff
    - full time
    - part time
    - contract
    - permanent
    - casual
    - locally engaged
    - mobile training teams
    - native or non-native speaker
  - level of support from the School
    - fully
    - partially
    - unsupported
  - skill areas covered
    - R, W, S, L, I, T1, T2
    - others
  - teaching tools
    - CALL
    - vidcon
    - books
    - tapes
    - video
    - other
  - content
    - general
    - military
    - domain specific
  - approach
    - classroom
    - in country
    - self study
    - combination
  - environment
    - controlled
    - uncontrolled
  - other variable
- 
- Possible to combine variables, and components of variables, in different ways to satisfy customer requirements
  - Small amounts of teacher support make a big difference to proficiency acquired
  - Highest proficiency levels achieved by traditional courses, but most don't need it
  - Conclusion is that it works well, but there are limitations:
    - unreal expectations by non-experts
    - work time and own time availability of students for language training overestimated
    - self study motivation questionable for most
    - transition change management a challenge
  - Since CSP, costs are down by 30%, and throughput is up and customers are generally happy, so it is working for us.

ADF School of Languages contact details:

- CO is LTCOL Ken Brownrigg until Jan 98. Replacement probably to be Commander Wayne Mitchell, RAN. Phone: 00 61 3 9256 1770/1766 Fax: 00 61 3 9256 1767 Email: langs@werple.net.au (mark "For CO")
  - Home Page: search on "ADF School of Languages". Address is <http://werple.net.au/~langs/index.html>
- Please send me an email so that we can discuss matters of mutual interest further.



# THE RAY CLIFFORD TRIANGLE





BILC 97 UK PRESENTATION - FLEXIBILITY - THE UK PERSPECTIVE

Group Captain Hounslow  
Lieutenant Colonel Vicky Martin  
Major Cliff Rose  
Major (Retd) Carl Pearce

Introduction by - Gp Capt Hounslow RAF - Head of UK delegation.

**THE THEME - Lt Col Vicky Martin - CO DSL**

Flexibility: The UK perspective

After my introduction, Maj Cliff Rose will speak about our vision of what flexibility is ... And how we attempt to achieve it as part of our inherently less flexible centralized provision ... And Carl Pearce will then speak about the complete flexibility he can achieve but with associated disadvantages through outplayed provision. I shall then draw our thoughts together and make some recommendations.

Before considering flexibility, let me first outline the current position on the delivery of LT at the Defence School of Languages.

DSL In-House provision can be described and summarised as:

Centralised - at Beaconsfield

Fixed length - tried and tested courses

Fixed date - customers have to plan to course dates but can join late and leave early.

Classroom based - methodology varies but primarily in the classroom.

Tutor led - access to tutors and 60% of instructional time in contact with tutors

Non-specialist - military input and tri-service but not attempting to cover areas where specific job-related training is essential to combat or operations.

The advantages in such provision are that it is:

Cost effective - combining students reduces costs and increases student competition and rates of learning.

Centre of excellence - concentrates the minds of the chain of command of the need to communicate in foreign languages.

Reduced staff - staff can be used over several courses and cost following courses introduced.

Dedicated and experienced staff - with loyalty to the organisation and the students and understanding of the requirements.

Standardisation of provision - possible for commanders to know what to expect [or not expect] of personnel who have attended certain courses.

Ease of quality control - all in one place on fixed timetables.

Procedure simple for customers - list of courses published in advance with booking system.

There are some disadvantages to this In-House provision however,

Customer requirements are diluted - to suit all the likely customers attending 1 course.

Course dates unsuitable - not all customers can meet the limited start dates.

Student learning styles - all students differ in preferred learning styles and speeds.

Course capacities - either too full or not full enough.

Limited languages on offer - more exotic languages not cost effective for rate of demand.

DSL is not allowed, in some circumstances, to outpace training which limits our flexibility .....but where Carl can do so we can fill gaps in provision.

## FLEXIBILITY IN CENTRALISED PROVISION

- Maj Cliff Rose - Course Development Officer DSL

As the CO has indicated the centralised provision of language training at DSL could appear inflexible. I therefore wish to point out a number of measures - either taken or under consideration which could increase flexibility.

Language provision in the British Forces is demand lead. Part of our increased flexibility must be in our flexibility of response to the demands from the customer. Until April 96 DSL provision was limited to;

- a. Arabic to SLP 2210 or 4444
- b. German to SLP 2210 (higher Level German being conducted in country)
- c. Russian to SLP 4444
- d. EFL provision as required.

Since last year however, in response to a perceived demand, we have also been providing French, Italian and Spanish to levels 2210, 3333 and 4444. If there is sufficient demand we could provide training in house in other languages e.g. Dutch or Turkish. This would however probably have to be at the expense of existing provision due to the lack of space at Beaconsfield.

DSL has also been involved in training for operational deployment for example in Serbo-Croat to SLP 2210 for UN and NATO operations in former Yugoslavia.

In order to make the existing system of delivery more flexible we could examine each of the disadvantages of the centralised system as listed by the CO and consider how each could be overcome.

- a. Make course objectives more reflective of the customers' requirements. This is an aspect of the application of the Systems Approach to Training espoused throughout the services and particularly within our own agency - the Army Training and Recruiting Agency (ATRA). It will be facilitated from next year by the implementation of an agency wide IT system designed primarily to assist in the application of the systems approach.

In the UK Systems Approach Model the Job Analysis and subsequent formulation of the Training Objectives are conducted, theoretically, by a Training Development Team (TDT) acting for the customer. These are then passed to the Training Organisation itself where the courses are designed and run in order to reflect the training objectives. Internal Validation ensures that the course does achieve its objectives and external validation (again a function of the TDT) ensures that the Training Objectives are indeed valid.

b. Make course dates better suited for the needs of the customers. There are only a limited number of students for whom course dates are critical e.g. those being prepared to attend foreign staff colleges. Once these fixed dates have been identified and the course dates adjusted accordingly it is necessary to educate the posting and other authorities, responsible for supplying suitably trained personnel to post, as to the required lead in times and any adjustments to the traditional entry dates. This has been done in respect of the new coverage but remains to be done for Russian and Arabic where in any case it was less critical.

c. Even if the in house provision is tutor lead there is no reason why it should not be student centred and thus cater more for individual requirements in learning and teaching styles. This is being partly addressed by a programme of INSET to make the more traditional teaching staff at least aware of modern language training methodologies. Simultaneously the school is embracing the use of new technology and will shortly be opening a self access study/ Computer Assisted Language Learning (CALL) suite. By using the suite the students will be able to proceed at their own pace using a greater variety of learning styles and strategies than would normally have been available in the traditional classroom scenario. Individuals requiring remedial instruction can receive it without slowing down the remainder of the group.

d. The present limits on course capacity are partly due to the requirement for a low student to teacher ratio in order to ensure sufficient individual attention. The use of the CALL suite provides for individual interaction between student and teaching programme and the release of staff from some of their previous contact time. One way of exploiting this would therefore be the ability to increase course capacity. Another would be to employ them on the production of additional materials and in the production of specialist modules to supplement core provision thus further enhancing flexibility.

The greater use of technology in the design and provision of courses would also expedite the introduction of additional languages in response to a perceived demand.

Returning to the conference theme and the suggested modes of delivery available for a flexible approach we can see that DSL is not as inflexible as at first appears;

a. Self-study without teacher support will be available to students via the self access and CALL suite during free lessons and in the evenings. Thus enabling them to pursue their own areas of interest and particular requirements.

b. Self study with teacher support will be available through the same media but with the use of control software it will be possible for the teaching staff to give individualised direction and support.

c. Presently all course provision at DSL is full time. Greater use of multi-media etc will enable individual students to attend on a part-time basis whenever they are released from other duties.

d. Theoretically modern technology would enable those off site to access the material available in the Self Access/Computer Centre logging on and off through the Internet. Current MOD policy however expressly forbids the use of any computer connected to the internet from being used for any other purpose. The network on the DSL site will not therefore be accessible from off site. Off site provision therefore is entirely as per that provided by the Individual Language Training Cell (ILTC) run by Carl Pearce primarily for those languages not offered at DSL.

Technology and the multi-media approach are not however a panacea for the problems of flexibility in LT provision. There are a number of problem areas;

a. The cost of materials and equipment. This is exacerbated by the rate of technological development, whenever a piece of hardware is installed it is immediately out dated!

b. Current staff require considerable retraining, which is difficult to deliver while existing language training continues.

c. Provision has to be made for more technical support. In the event of malfunction courses, which have become dependent on the use of Hi-tech equipment are unable to continue in its absence.

d. There will never be sufficient demand for the specialist military vocabulary and registers for it to be commercially viable for the leaders in industry to produce and it will remain too expensive and specialist for in-house development.

In order to overcome these problems to a degree DSL will continue to use a variety of methods of LT delivery, wherever possible matching methodology to the students' needs. It will also be entering into a collaborative project with a leading UK civilian Language Training Provider the results of which will be visible at next year's conference in the UK.

On site flexibility is further enhanced by the outsourcing of students for whom the centralised provision is not an option.

## ALTERNATIVE PROVISION

- Maj (Retd) Carl Pearce - Language Advisor DSL ILTC

Having heard of the flexibility which can be achieved to improve the facilities and the delivery of the centralised provision, there will still be students who cannot meet the attendance requirement - even on a part time basis - or whose needs cannot be catered for at DSL.

These customers would require alternative provision and such a target population might include:

- a. Students for non-centralised languages - currently there is a requirement for 29 languages.
- b. Students not given the requisite pre-employment language training period.
- c. Servicemen requiring maintenance of current ability or for requalification purposes.
- d. Students not released for centralised provision i.e. pilots retaining flying currency.
- e. Individual learners for the pool of linguists and for personal development i.e. non-sponsored students.
- f. Quick reaction operations and short term commitments i.e. exercises.
- g. Spouses.

The means of providing training for these students vary considerably and of needs must be flexible and will need to make use not only of Service facilities but also of facilities offered in the private civilian sector both in UK and abroad.

The alternatives range from outsourcing on a full or part-time basis, the provision of self study packages (with or without tutor support) off-site distance learning schemes, or a mixture. In short - the methods suggested in the conference theme.

This is the province of the Individual Language Training Cell at DSL of which I am the head. Some 300 plus students are managed per year by the cell and advice given to many others as to flexible ways of learning their chosen language.

## THE OUTSOURCED FACILITY

This option utilises facilities of the private sector ranging from a University, specialist private language schools to individual tutors, and involves phases of training being held both in UK and, if possible, an in-country phase.

The problems with the use of the private sector to deliver training are:

- a. Cost and the restraints of a limited budget. This is not a cheap option.
- b. The provider working to SLP requirements (UK does however have national standards which almost parallel the NATO system).
- c. Continuous quality control measures.
- d. The civilian school's ability to provide:
  - (1) Adequate and suitable teaching staff.
  - (2) Guidance for private study to meet the skill areas required.
  - (3) Open access facilities.
  - (4) Study facilities outside of input sessions i.e. rooms.
  - (5) Military input and the preparation for required military examinations at SLP 2,2.5,3 or 4.
- e. Finding suitable provision in a given area in UK or abroad - the location for training.
- f. Distance management with a limited staff (of ONE!).

## SELF STUDY FACILITY

These facilities can be utilised as a stand alone training provision or be used with other facilities on a modular type basis. An idea of the facilities currently available to meet these needs are:

- a. **Self Study packs** - Commercial production that make use of books, work books, tapes, videos and CDs: These are now more readily available in UK for many languages, are not expensive but often make outrageous claims for immediate success. These are often used by ILTC for



pre-course study but in certain instances are the only option.

b. **Multi-media packs.** Similar to Self Study packs and increasing in quantity and quality but limited in languages and level. The material does require access to the hardware and has provision problems due to copyright and licensing laws.

c. **Material provision via TV/Radio.** Excellent materials for both Self Study backed up by radio, TV broadcasts, CDs, audio exercise tapes. These courses often form the basis of local evening classes and are utilised by DSL for training.

d. **Open University.** Distance learning scheme for German and French (shortly Spanish). This involves tutor support and a residential summer school. Supported by tapes, video, books and radio and TV broadcasts.

e. **Open Access Facilities.** Offered at many colleges and Service Education Centres (and at certain work places) using all types of media. Some offer tutor support in planning progress.

f. **Part time Courses.** Offered at local colleges and institutions and certain Service Education Centres. Varied languages, timings etc but not available in all areas.

g. **Extra Mural Service Courses.** Weekend courses offered by Universities of Leeds and Bristol in certain languages. Arranged by the Services.

h. **In-country Facilities.** Most of these facilities offer general language training of a social or part-business orientation but provide a degree of flexibility for customers.

None of the above can be considered to be a 'complete' package nor ideal when compared to a full-time centralised provision. The problems associated with these provisions are similar to those seen with outsourcing. These are, however, the only facilities available for the non-sponsored student but may also be utilised to support other training provision.

## MILITARY INPUT.

Whilst flexible delivery options can be found in the UK, problems exist with the lack of a service specific input. The problem is highlighted when students are required to sit the Service examinations, necessary for quality control of the provision, as the examinations are task based and demand military specific terminology. This subject is too wide for this presentation but could be a possible theme for consideration in future years. Whilst the civilian provider often makes claims to be able to cover all types of specific language, it rarely or ever faces a test of these claims via specific examinations. It is also difficult in many instances to release specific realistic material for security reasons. At present the problems are partly solved with the provision of:

- a. Service specific word lists as presented to BILC in recent years (to cover SLP 2 and 2.5).
- b. Examination briefs, specimen papers and past papers.
- c. Briefings with the provider and the students to give guidance in the training required.
- d. Military materials as available. (limited)

## CONCLUSIONS

It can be seen that flexibility of delivery means are available in UK. They are utilised to the full do not form a complete substitute for the centralised provision. Outsourcing and the use of other delivery means places a great deal of onus on the student in ensuring that the correct training is being provided. It is not easily managed by a small staff and requires a great deal of support from within the centralised facility to provide the Service requirements of both provider and student. In short it is expensive both in cost of provision and in support services. With decreasing defence expenditure and staffing levels within the Services the problems of cost must not be ignored.

It is however clear that flexibility in today's age is vital and all delivery options must be investigated and, if suitable incorporated within the services we provide.

## FINAL CONCLUSIONS AND RECOMMENDATIONS - CO DSL

So what conclusion can we draw from all of this?

1. Keep customer needs/demand led training - the customer has a military need and we must be as flexible as possible in meeting it.
2. Effective course design is required in order to meet those customer needs.
3. Funding and staffing is decreasing - costs of training cannot be ignored - not only to trainers but also to customers. Just another reason why training should be cost effective and delivery suit the customer.
4. Contact time competes with development - material development and design can support self study which in turn frees more development time. At this stage let me stress that any BILC co-operation in providing materials therefore helps in improving the flexibility and cost effectiveness of training programmes
5. In house and outsourced provision both have advantages and the best system must take the best combination of each to meet the customer requirement.

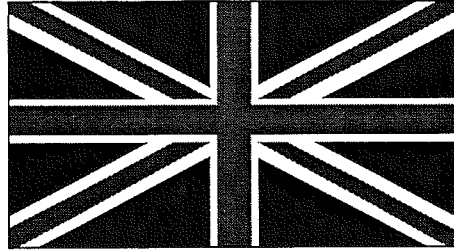
Let me summarise what DSL is doing and what assistance it would like to see from BILC.

In summary we have 2 systems both with limitations.

The provision of materials - even raw materials in the foreign language would assist in-house provision by allowing more development time using military realia and would assist outsourced provision by providing realistic materials to the tutors.

This should not be time consuming for any of us as it is a matter of selection rather than production.

Since our students range from Field Marshal to Private we need material at all three levels: Strategic, Operational and Tactical.



**BILC 97  
UK DELEGATION**

**DEFENCE SCHOOL OF  
LANGUAGES**



# **FLEXIBILITY: THE UK PERSPECTIVE**

## **IN-HOUSE PROVISION**

- Centralised
- Fixed Length
- Fixed Date
- Classroom Based
- Tutor Led
- Non-Specialist

## **IN-HOUSE ADVANTAGES**

- ◆ Cost Effective
- ◆ Centre of Excellence
- ◆ Reduced Staff
- ◆ Dedicated and Experienced Staff
- ◆ Standardisation of Provision
- ◆ Ease of Quality Control
- ◆ Procedure Simple for Customers

## **IN-HOUSE DISADVANTAGES**

- Customer Requirements Diluted
- Course Dates Unsuitable
- Student Learning Styles
- Course Capacities
- Limited Languages

# IN-HOUSE FLEXIBILITY

## CENTRALISED LT AT DSL

### Historic

Arabic	2210		4444
German	2210		
Russian			4444
EFL	2222	3333	or as required

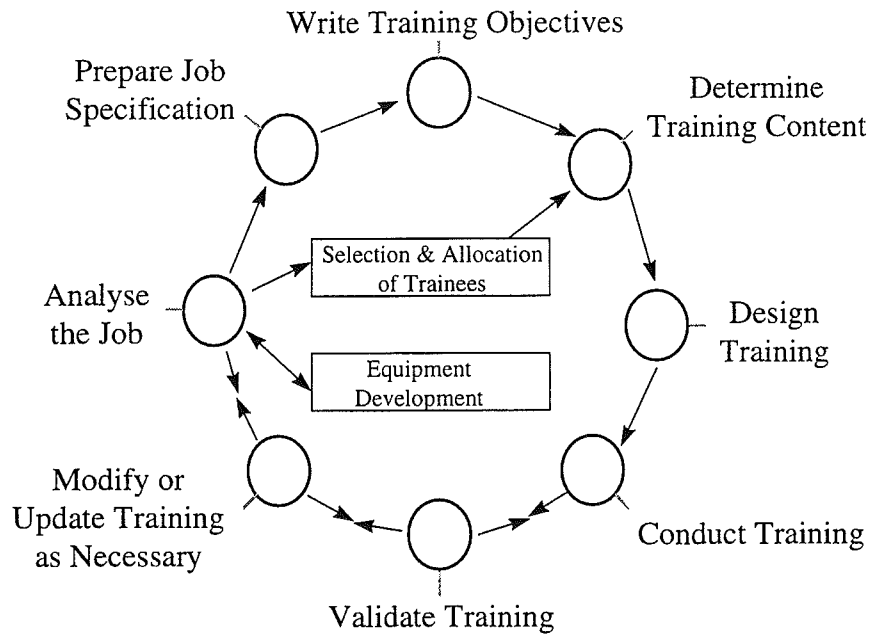
### Since 01 Apr 96

French	2210	333(3)	444(4)
Italian	2210	333(3)	444(4)
Spanish	2210	333(3)	444(4)

### Operational

Serbo-Croat	2210		
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## SYSTEMS APPROACH TO TRAINING



## DISADVANTAGES OF CENTRALISED PROVISION

- ◆ Course objectives do not reflect all customer requirements.
- ◆ Course dates unsuitable for all customers.
- ◆ May not provide for varied learning styles/speeds/abilities.
- ◆ Course capacities are limited.
- ◆ Only a limited number of languages are offered.



## **MODES OF DELIVERY**

- ◆ Self study without tutor support
- ◆ Self study with tutor support
- ◆ Full-time/Part-time
- ◆ On site/off site

## **PROBLEMS ASSOCIATED WITH HI-TECH LT**

- Cost of equipment and materials
- Staff Training
- Technical Support
- Lack of economy of scale

# **OUTSOURCED FLEXIBILITY**

## **ALTERNATIVE PROVISION FOR**

- ◆ NON-CENTRALISED LANGUAGES
- ◆ STUDENTS WITHOUT A PRE-EMPLOYMENT TRAINING PERIOD
- ◆ MAINTENANCE OF ABILITY, REQUALIFICATION
- ◆ STUDENTS NOT MEETING CENTRALISED PROVISION DATES
- ◆ NON-SPONSORED INDIVIDUAL LEARNERS
- ◆ SPOUSES

## **THE OUTSOURCED FACILITY - PROBLEM AREAS**

- ✿ COST
- ✿ SLP REQUIREMENTS
- ✿ QUALITY CONTROL BY THE PROVIDER
- ✿ PROVISION OF:
  - \* SUITABLE TEACHING STAFF
  - \* GUIDANCE FOR PRIVATE STUDY
  - \* OPEN ACCESS FACILITY
  - \* OTHER STUDY FACILITIES
  - \* SERVICE SPECIFIC INPUT
- ✿ LOCATION
- ✿ DISTANCE MANAGEMENT AND QUALITY CONTROL

## **SELF-STUDY FACILITIES**

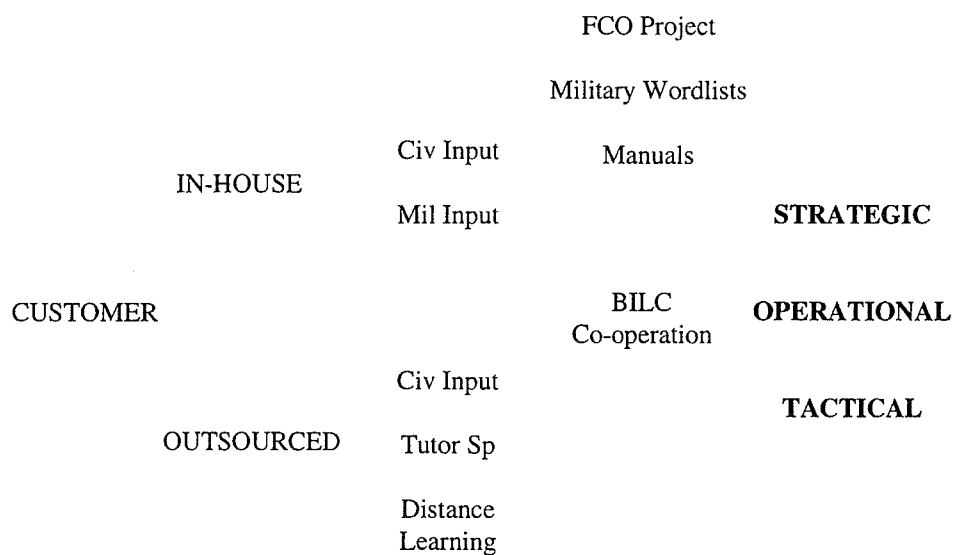
- ◆ COMMERCIAL SELF-STUDY PACKS
- ◆ MULTI-MEDIA PACKS
- ◆ TV/RADIO
- ◆ OPEN UNIVERSITY
- ◆ OPEN ACCESS CENTRES
- ◆ PART-TIME COURSES
- ◆ EXTRA MURAL COURSES

## **SERVICE SPECIFIC INPUT**

- WORD LISTS TO SLP 2 & 2.5
- EXAM BRIEFS, SPECIMEN AND PAST PAPERS
- BRIEFINGS TO PROVIDER/STUDENT
- SERVICE SPECIFIC MATERIALS AS AVAILABLE

## **CONCLUSIONS**

- Training must continue to be demand led
- Effective course design is required to meet customer needs
- Cost effectiveness demands flexibility
- Time is finite: contact time & development time compete
- Greatest flexibility from a combination of centralised and outsourced provision



# DEFENCE SCHOOL OF LANGUAGES







**NATIONAL DEFENCE COLLEGE**  
Stockholm  
Sweden

**June 1997**

**Mr. John Akermark**  
**Lieutenant Hanna Nygren**  
**Mr. Alf Nyholm**

**An outline of Sweden's presentation at the BILC-conference in Copenhagen 2-6 June 1997.**

The presentation aimed at illustrating Sweden's position in a European/global context, at informing generally about language training efforts and plans for a distance learning programme in English for use in the Swedish Armed Forces. The presentation concluded with information on the Armed Forces' Language School in Uppsala, north of Stockholm.

As the presentation was supported by overhead transparencies, the outline below describes content and message on the OHs.

**John Akermark**, Foreign Languages Co-ordinator and lecturer at the National Defence College, Stockholm

**Lieut. Hanna Nygren**, lecturer in English, etc. at the Armed Forces Language School, Uppsala

**Mr. Alf Nyholm**, lecturer in Russian at the Armed Forces Language School, Uppsala

**OH n:o 1:**

The dilemma for the Swedish officer when faced with participation in international operations overseas (UN, IFOR, SFOR, PFP, etc), for example in a staff position at a headquarters. Acronyms and abbreviations are so much a living part of the "military language" that these elements have to be made an important and integral part of English language training in the Swedish Armed Forces. It is not always the acronyms/abbreviations as such that have to be studied, but the concepts behind them, e.g. OPCON and OPCOM.

**OH n:o 2:**

Sweden's participation in international organizations.

Sweden is a full member of the European Union, the OSCE and PFP. The latter entails active participation in military operations together with the armed forces of NATO and other nations.

Like many other nations, and, not least the Scandinavian countries, Sweden has actively participated in UN missions round the world.

Sweden also participates in international naval operations in the Baltic, BALTOPS.

## **OH n:o 2, continued**

Sweden has observer status in the Western European Union, WEU.

Belonging to a number of international bodies implies that the overall aim for the Swedish officer as regards English is:

”to have sufficient language skills for being able to perform and function internationally in the required position”.

## **OH n:o 3:**

The traditional military threat scenario has changed for Sweden since the end of the Cold War and the dissolution of the Soviet Union. Apart from any form of military threat, there are also the following:

- Refugees coming across the sea from Baltic ports
- Smuggling
- International terrorism
- Domestic disasters and crises

Also, the changed ”world order” implies increased participation in international peace-promoting efforts and operations.

## **OH n:o 4:**

A brief outline of Swedish officer training was presented. English language training is an integral part of the curriculum offered at Officer Training College, Military Academy and National Defence College.

The English language training offered is:

- generally de-centralized
- has varying lengths
- uses local teaching staff and can be carried out with the help of a local university, implying that cadets/officer-students can obtain academic credits
- classroom based with practical applications adapted to the military curriculum
- often integrated into so-called international exercises (UN and PFP scenarios, etc)
- based on a communicative approach

Visions for the future are to orient goals, tests and curricula to STANAG 6001, to be able to offer alternative forms of delivery, and to standardize curricula plus teacher training facilities and material production, etc. This work is in progress.



#### **OH n:o 4, continued**

A flexible alternative is needed for maintaining language standards (maintenance) between school steps, i.e. for students who are fulfilling a phase in their officer training, but are currently not in the classroom situation. It also applies to students who have fulfilled one phase and are waiting to proceed into another, e.g. from Officer Training College to Military Academy, etc.

There is a project in progress involving the production of a distance learning programme for the above-mentioned target group. Under the direction of the National Defence College, Lieut. Hanna Nygren of the Armed Forces' Language School in Uppsala is devising such a programme.

#### **OH n:o 5**

At this point it is of interest to note the negative and positive attitudes towards distance learning. First of all, distance learning (DL) has played a minor role in Swedish officer training. Trials have been carried out, but there is no comprehensive evaluation. At the same time, demands are being raised to look into the concept of offering parts of the curriculum in officer training. There is great scope for development in this field at all levels of officer training in Sweden.

The arguments for and against, or pros and cons, are clear from the OH (appendix).

#### **OH n:o 6**

The material currently being elaborated is, in its first phase of development, a conventional package with a text manual, user's guide and cassettes for listening comprehension.

After testing and evaluation, the second phase will involve "dressing it up" with I.T. features, such as for example, computer diskettes, a CDB ROM record, using the video conference equipment, the Internet, etc.

#### **OH n:o 7:**

Prerequisites and format of the material is clear from the OH (Appendix).

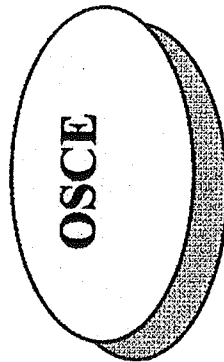
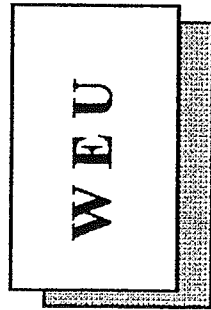
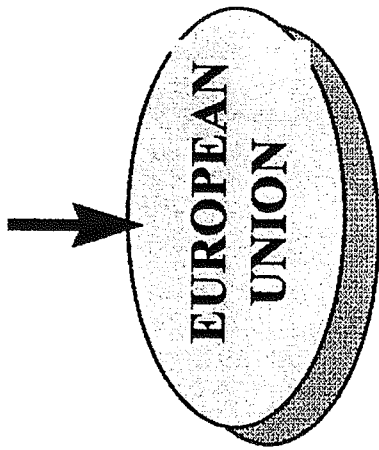
Appendix:

1. OH viewfoils of the presentation
2. a sample of a section in one lesson of the distance learning material in English

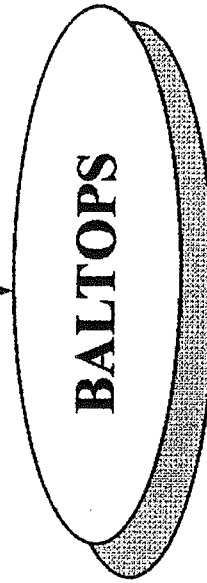
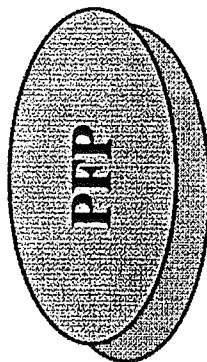
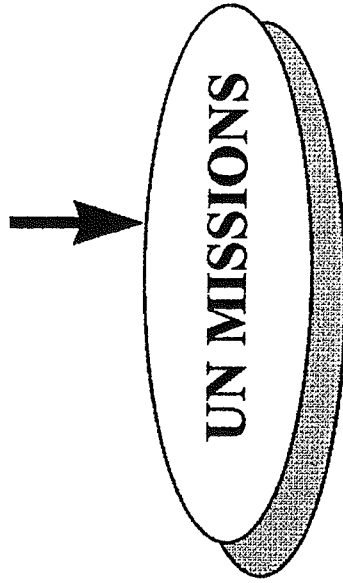
John Åkermark  
Department of Leadership  
National Defence College



**MEMBERSHIP IN: OBSERVER STATUS IN:**



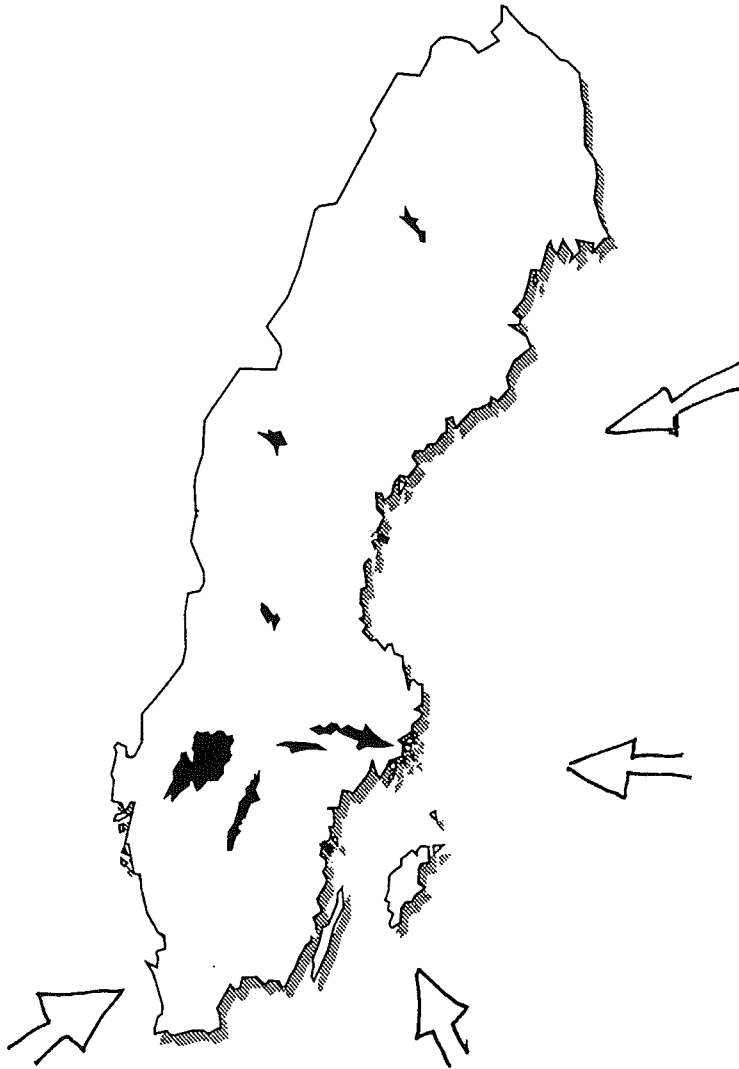
**TAKES PART IN:**



OVERALL FOR. LANGUAGE GOALS FOR THE SWEDISH OFFICER:  
"TO HAVE SUFFICIENT LANGUAGE SKILLS FOR BEING ABLE TO  
FUNCTION INTERNATIONALLY FOR THE POSITION REQUIRED"

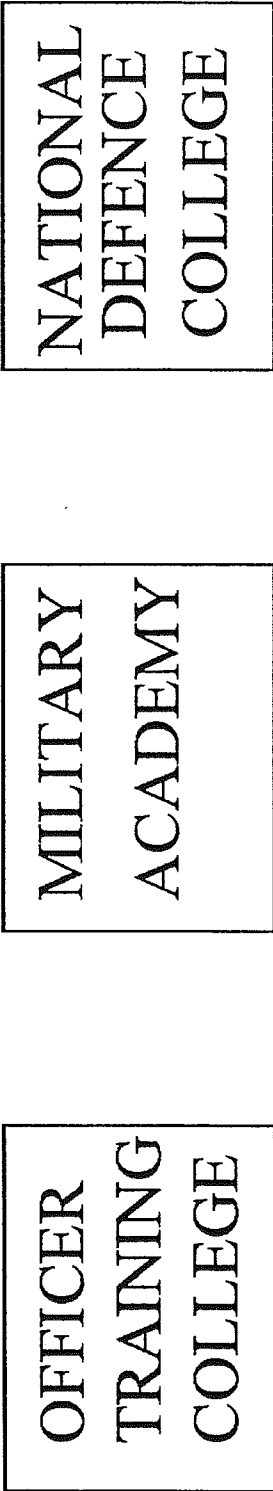


# "THREAT SCENARIOS"



- **MILITARY THREAT**
- **PEACE-PROMOTING AND HUMANITARIAN EFFORTS**
- **REFUGEES IN BOATS**
- **SMUGGLING**
- **TERRORISM**
- **DISASTERS AND CRISES NATIONALLY**
- **ENVIRONMENTAL ACCIDENTS**

# EXAMPLE OF TARGET GROUP



a Flexible Alternative:  
**DISTANCE LEARNING**  
for "filling the gap"  
for maintaining standard  
in preparation for the next step  
knowing "there is something there for me"



# LANGUAGE INSTRUCTION

⊗ DE-CENTRALIZED

⊗ VARYING LENGTH

REGULAR

3-5 WKS INTENSIVE

⊗ LOCAL UNIVERSITY INVOLVEMENT

↳ CREDITS

⊗ CLASSROOM ORIENTED

↳ WITH PRACTICAL APPLICATIONS

⊗ LOCAL TEACHING STAFF

↳ (NATIVE/NON-NATIVE TEACHERS)

⊗ INTEGRATED INTO INTER:L EX:S

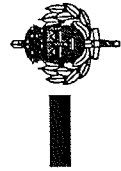
⊗ COMMUNICATIVE APPROACH

# "VISIONS"

- \* STANAG-ORIENTED  
= selling the idea!
- \* ALTERNATIVE DELIVERY
- \* STANDARDIZED CURRICULA
- \* TEACHER TRAINING FACILITIES
- \* MATERIAL DEV. & PRODUCTION

# Distance learning in today's officer's training

- **Role**
  - minor part
  - trials in 1993 and 1994
  - no comprehensive evaluation
- **Scope**
  - variation in extent and application depending on fighting service





# **DISTANCE LEARNING**

## **Arguments for and Against**



- **Difficult to specify target groups and rationale**
- **Needs a lot of initial funding**
- **Needs heavy admin and teacher commitment**
- **Generational barriers/attitudes**
- **Negative acceptance**
- **Risk of teacher "burn-out"**
- **Fear of using I.T.**
- **Low degree of interaction betw. students**



# **DISTANCE LEARNING**

## **Arguments for and Against**

**+**

**Forces definition of clear aims**

**Saves Money in the Long-term**

**Helps Maintain Skills**

**Involves New Technology (multimedia)**

**Positive Acceptance**

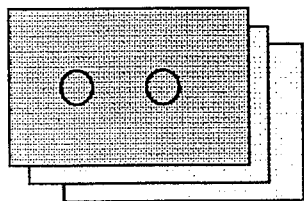
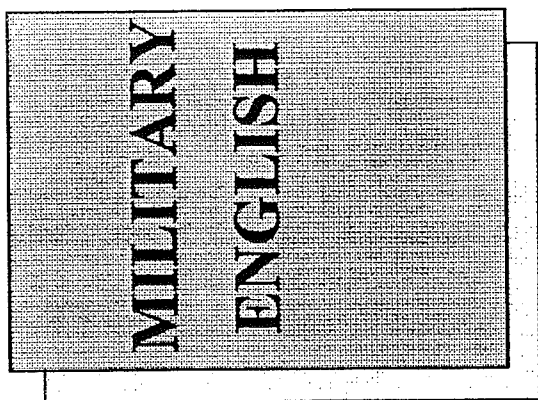
**Challenge**

**Keeps Students Active**

**Accessibility**

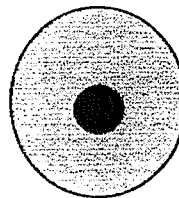


PHASE 1:

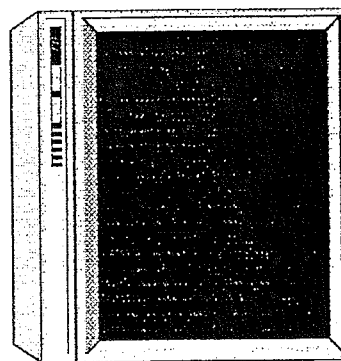


EVALUATION-TESTING

PHASE 2:



CD ROM



intel



NATIONAL DEFENCE COLLEGE

## **DISTANCE LEARNING PACKAGE/English**

### **Prerequisites:**

- Target Group: OTC, MA, NDC
- "Maintenance course"
- "Conventional" with I.T. "Spin-off"
- Testing/evaluation Autumn 1997
- Based on current course with AF
- Influence from other materials
- Units independent of each other
- Self-correcting/tchr supp optional

### **Format:**

- approx. 12 units
- Reading skills: texts/briefings/summaries
- Listening Comprehension (tapes)
- Writing skills: summaries/briefings/reports
- Practical grammar ex:s with key



NATIONAL DEFENCE COLLEGE

## Exercise 1 - translation

Read the text and translate the words with bold letters into Swedish, please.

# Personal Clothing, Equipment and Weaponry

## Personal Clothing

The British soldier can expect to operate in extremes of climatic conditions, from the jungle of Belize to the arctic wastes of Northern Norway. The latest Combat '95 clothing system includes:

- The MK6 combat helmet, which is a light and comfortable helmet with outstanding **ballistic protection**<sup>1</sup>, with recesses for radio headset.
- Improved **webbing**<sup>2</sup> - the webbing equipment has been completely redesigned to provide a **versatile**<sup>3</sup> carrying system, based on quick release **buckles**<sup>4</sup> and easy to operate **pouches**<sup>5</sup>.
- Layered body protection - starting with a T-shirt, the system includes a light-weight combat shirt; Norwegian pattern roll neck overshirt; camouflaged fleece jacket; a ripstop waterproof combat jacket and a fully waterproof goretex outer jacket.
- Combat boots which provide a high level of comfort, **durability**<sup>6</sup> and excellent waterproofing.

## Personal Equipment

The British soldier is better equipped than ever before, with a range of well designed personal equipment designed to make him more **efficient**<sup>7</sup> in a wide variety of conditions and climates. The **equipment**<sup>8</sup> includes a large ergonomically designed **rucksack**<sup>9</sup>, an excellent arctic sleeping bag with waterproof cover, personal **entrenching tool**<sup>10</sup>, warm combat gloves and sleeping mat.

## Personal Weaponry

The SA 80 individual weapon is the British Army's Standard combat rifle and fires NATO standard 5.56 ammunition. It has been in service since 1985. It can also be fitted with a CWS (Common Weapon Sight).

- **Weight**<sup>11</sup> 4.98 kg complete with loaded magazine
- **Length**<sup>12</sup> 750 mm
- **Muzzle velocity**<sup>13</sup> 940 m/s
- **Feed** 30 round magazine
- **Effective**<sup>14</sup> range 500 m
- **Cyclic Rate of Fire** 610/770 rounds/min

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

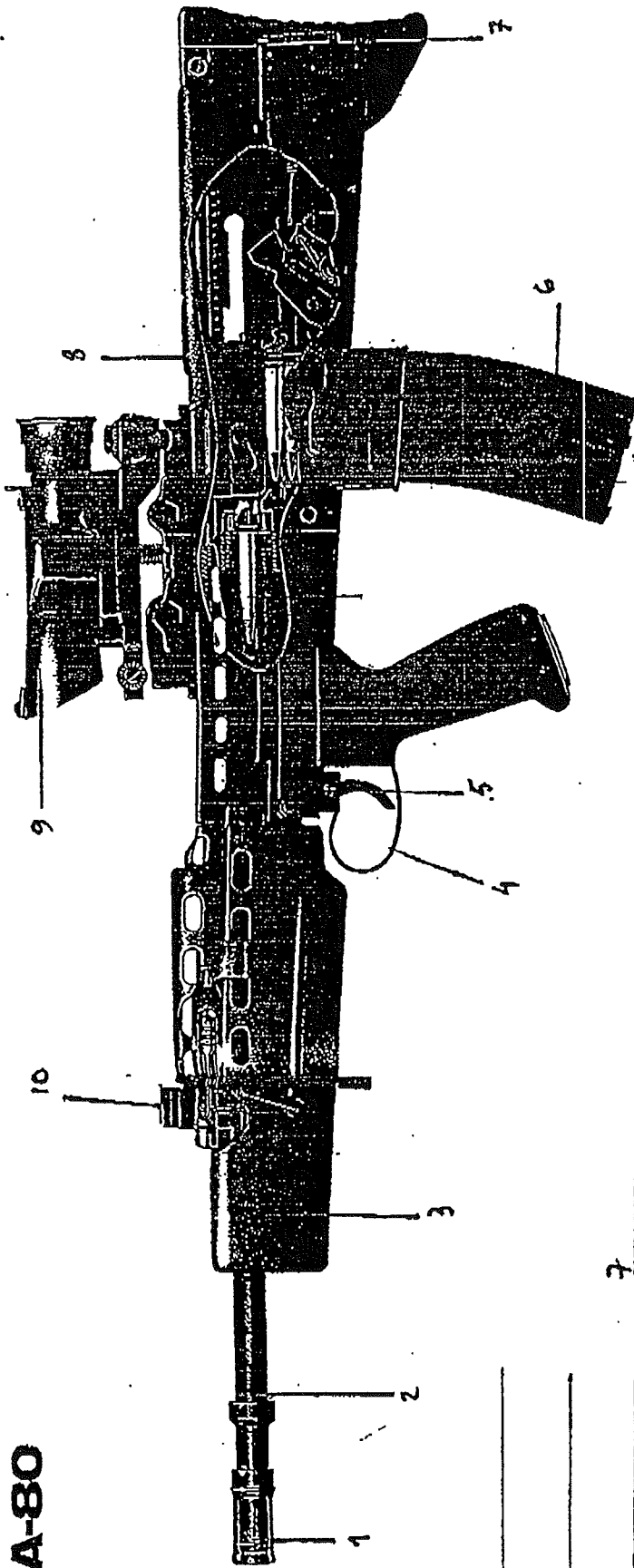
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....

**Exercise 2 - words**

*Next page shows a picture of the British Army's standard combat rifle, the SA 80. Pick words from the list below to name the different parts of the weapon.*

trigger  
SUSAT sight  
butt plate  
plastic foregrip  
flash suppressor  
guard  
magazine  
barrel  
plastic stock  
foresight

# SA-80



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_





(CANADA'S PRESENTATION NOTES)

ALLIES / CFFCP

Richard Pelletier

## 1. Introduction

Tucked away behind the smug criticism of computer-assisted productions is a criticism of our classroom practices. This medium simply forces the teacher to put his or her teaching strategies into an observable format. If the resulting image doesn't please, it's no use blaming the mirror.

It was unfortunate that computer-assisted learning had to go through this necessary purgatory. It is often said that when faced with an element whose potential is yet unknown, man will invariably start by making it a metaphor of something he already knows. This is why cars looked like - and indeed were dubbed - horseless carriages in the early days of their invention. In the same way, the computer was perceived according to the Socratic model as a wise parrot, and the student as a passive disciple of this parrot.

As a computer-assisted language learning (CALL) program designed for the teaching of French to military personnel, the Curriculum Francais des Forces Canadiennes, programmed version (CFFCP), began as an alternative delivery system to its print-version parent CFFC. The Curriculum Francais des Forces Canadiennes, programmed version CFFCP takes the opposite approach to the Socratic model or to discrete-point exercises:

a) It is a tool. There is no << Press **Enter** to continue >> or << Bravo! Right on, Roger! >>. In general, the modal approach is forbidden, as in any general use application such as word-processing. The student is free to move around within the system without restriction and to leave it when and where he wishes, even in the middle of an activity. The system takes care of the logistics. The student, like the author, doesn't have to worry about saving his work or managing directories.

b) It is an **environment**. The four skills are covered with a definite emphasis on aural comprehension and oral expression. A wide range of learning activity types, about 200 in number with variations, form the backbone of the CFFCP. Grammar exercises, which are still the main focus of most computer-assisted language learning (CALL) software, are in the CFFCP no more than a data bank where the student can work on specific problems. These exercises are designed to give access to another bank, also consultable, containing the rules of grammar.

c) It is an **open system**. The activities, like the peripheral banks, can be edited easily both in terms of sound as well as text. A click of a button is all that's needed. It is quite possible for a teacher to modify 'in the field' the contents of an activity that he considers inappropriate for his needs. In addition, since the display of characters is accessed by calling up a function, it is easy for the programmer to make a system version in another target language.

From this point, we will talk about multimedia environment instead of multimedia program. It is becoming increasingly obvious that computer-based learning will achieve its final mutation over the next five years, - the chrysalis emerging from its cocoon. The constantly increasing information storage capacity, added to significant breakthroughs in ways of managing this information, leads CAL inexorably to replacing the present concept of *tutorial program* by the new concept of *learning environment*, where

' The masculine form is used in the interests of brevity and should not be perceived as discriminatory in any way.

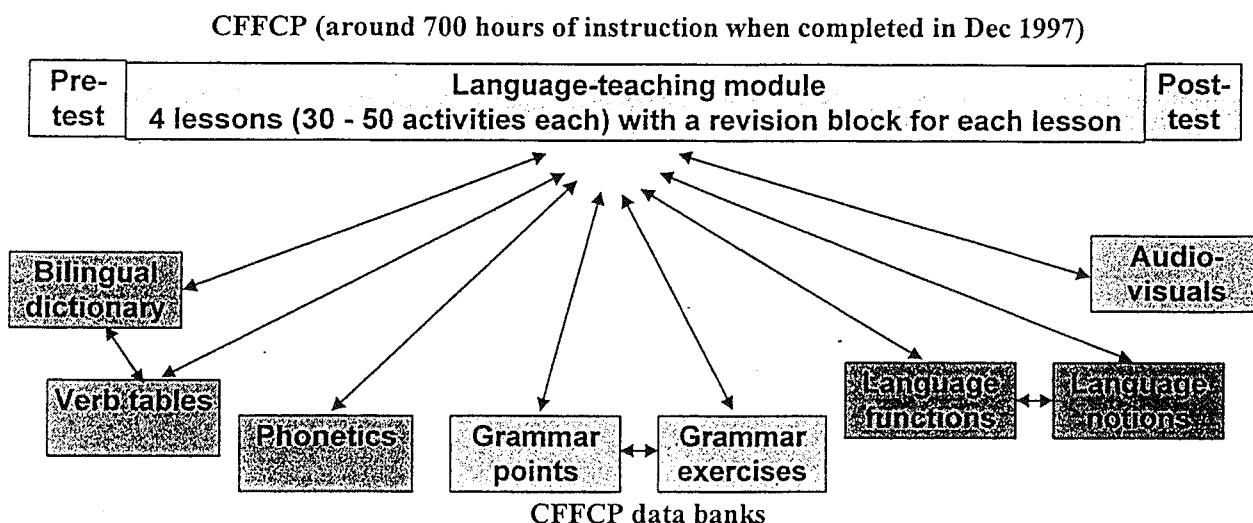
the whole course of study and all the peripheral resources can be brought together and integrated in a compact package.

## II. Description

The CFFCP is an adaptation for the Windows 95/Multimedia Toolbook software environment of the ELMO (Enseignement des langues assisté par micro-ordinateur) prototype, developed initially (around 1987) in DOS text mode. In order to ensure a trouble-free adaptation of the CFFC, the print-based method from which its content is derived, the activities were analysed by type, resulting in the development of about 40 categories of computer-based activities. The authors (a group of six teacher-developers) can select from a total of around 200 variations of these 40 activity-types, covering the four skills.

These activities are encapsulated, meaning that they are ready for use with a code and specific data for each. Most of these activities are self-testing; others are presented in the form of global documents, to be checked by a tutor.

As peripheral devices, some data banks are accessible, either globally, by means of the menu bar, or for specific points, by means of specialized icons within the activities. The learner has access to a *bilingual dictionary* (20,000 entries) accompanied by a *verb conjugation table*, to a structured *grammar* (approximately 200 entries in tabular form), to a bank of *exercises* (over 600) linked to specific points in the grammar, to a bank of *more than 170 phonetic exercises regrouped in 6 chapters*, to a bank of *functions*, to a bank of structured *notions*, to *audio-visual documents* (sound, images/pictures, and MPEG-coded films) on CD-ROM and finally, to a *personal file* in which statistics on completed activities are recorded.



There are four means of getting help or assistance:

a *manual*

an *electronic guide* which accompanies each activity

*contextualized help* displayed as the cursor moves over an object,

and especially, *step-by-step instructions* for both author and student.

The CFFCP has three modes of operation: the « system » mode, for the programmer, the « author » mode and the « student » mode. After the user has identified himself, the CFFCP is accessible by default in *student* mode. The *author* mode is only accessible to users designated as authors. The *system* mode is only accessible to programmers and to authors who have the integral version (and not just the « run time » version) of the **Toolbook** application.

The logical structure of the CFFCP fits very well into that of the programming application, **Toolbook**. The latter uses the book as a metaphor, which makes the concepts easy to grasp. A *book*, in terms of the operating system, constitutes an independent file. This *book* contains *pages*, each one with a *background* and a *foreground*. All objects created in the background remain visible from one page to the next as long as no new background is created. In this way, it is easy to develop each activity within a specific background, each new page within the same background *conserving the same attribute and the same behavior*. Since a book can support many different backgrounds, it is a natural step to assimilate this concept to that of a lesson containing a number of activities on a common model. As Phase 1 of the CFFCP comprises 20 lessons, *user will find 20 books in its environment*.

To have access to the system, the user must identify himself and type in a password. This data is then validated and the user is presented with the opening menu.

For the student, this menu lists the CFFCP modules and their 4 lessons. Each module is accompanied by a **pretest** and a **posttest**. Each lesson can be **accessed** or **revised**. All completed items will appear with a check mark to show the student's progress. All the student has to do is choose a module and a lesson, and press ACCÉDER or RÉVISER

For the author, it is from this menu that the lesson or test books are developed. In student mode, the behaviour of the system is that of the student. In author mode, the user has the opportunity to identify and construct a lesson or a test by selecting from the list of available activities on the system those with which he intends to build the lesson or test. Once the selection is validated, the system generates the lesson book or the test book. The lesson or test can be developed immediately or in a later session.

All activities are provided with a menu bar in the upper part of the screen. The rest of the screen is made available as a work surface. All the controls and indicators are grouped in the form of floating palettes that the user can make appear or disappear as desired.

### III. The platform

If we take into consideration the fact that the system in question will no doubt be used 'in the field', it becomes vital to simplify the work station set-up to the maximum. We cannot take for granted that we will find everywhere the expertise needed to recognise the difference between a 'bug' and a misconnected cable. This is why we must envisage integrating all peripheral devices to the main unit.

With multimedia technology moving in leaps and bounds towards the 'fully digitalized', the favourite medium for the present and immediate future is the CD-ROM because of its compactness. No standard has yet been established for techniques of coding/decoding (CODEC), but the most promising contender, which seems to be gathering most support from manufacturers *and developers as well*, is the MPEG technology. This is the medium we have adopted. The introduction of MPEG decompression 'chips' as standard equipment on computers for the general public is already a fact, and in 1997, we should be

seeing the massive arrival of high-quality MPEG video productions on CD-ROM and, by the end of the year, on DVD (Digital Video Disk) a technology that promises to multiply by 10 the storage capacity of the same 5¼ CDROM dimension factor.

If we consider only the material which is already available at the time of writing, here is the list of essential characteristics that this multimedia platform should have:

- a. a fast 32-bit computer ;
- b. 32 megabytes of RAM (Random Access Memory) and 2 megabytes of video memory (64k colours) ;
- c. a non-reflecting colour monitor with high resolution (1024 x 768) ;
- d. an MPEG decompression card ;
- e. a headset ;
- f. a mouse ;
- g. a graphic interface (GUI) ;
- h. a multitask operating system ;
- i. multimedia programming software with a free 'run time' module.

#### IV. Conclusion

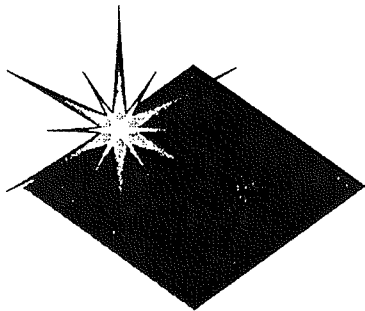
The programming language must necessarily be of a very high level to allow for a quick development of activities, and "object oriented" to ensure easy maintenance. Toolbook (Asymetrics) is an example of this class of tools offering both power and flexibility.

We consider that with the recent arrival on the scene of flat high-resolution XGA colour screens and the increased capacity of rewritable DVD, the availability of a powerful portable multimedia workstation at reasonable cost (less than 5k) is realistic before the end of the decade. In the case of a slow increase of the Internet bandwidth, then DVD will constitute a viable alternative as the multimedia vector of choice.

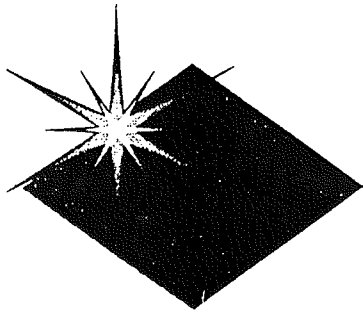
It would be to the advantage of DND to use the rest of this decade for the development and systematic evaluation of the CFFCP.

In the event of a large-scale implementation, *the curriculum* will then have the advantage of having been tried out, and the existence of workstations in the form of laptops will have eliminated the need to create fixed traditional laboratories *in an era of mobile workforce*.

We are also of the opinion that the technological *spin offs* resulting from the development of such a workstation, both multimedia and portable, in such a difficult area as language training, will be incalculable for all training needs in government organisations.



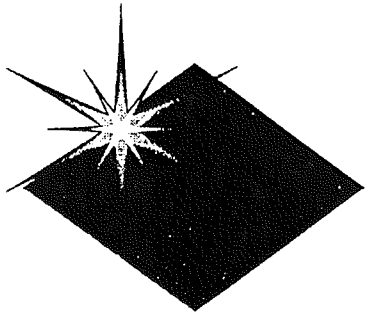
# ALLIÉS <sup>TM</sup> / CFFCP <sup>TM</sup>



## What does ALLIÉS / ALLIES mean ?

- ALLIÉS : Apprentissage d'une Langue en toute Liberté par Interaction avec des Eléments en Synergie
- ALLIES : Autonomous Language Learning by Interaction with Elements in Synergy

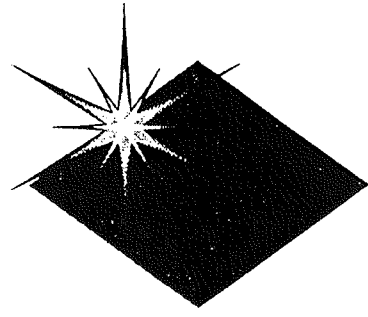
*The tool : ALLIÉS / ALLIES*



What does CFFCP mean ?

- ▶ Curriculum de français  
des Forces canadiennes,  
version programmée
- ▶ Canadian Forces French  
Curriculum, programmed  
version

*The program : CFFCP*

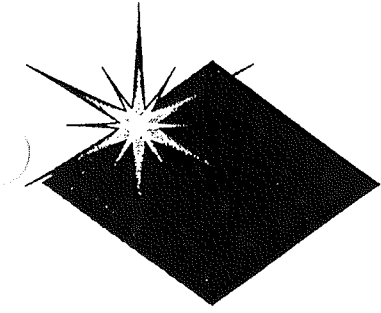


## Who produced ALLIÉS / CFFCP ?

- Designed by a teacher (Richard Pelletier)
- Developed by École de langues des Forces canadiennes Saint-Jean (ELFC Saint-Jean)
- Funded by the Canadian Forces Recruiting, Education & Training Services (CFRETS)

*A proprietary authoring CALL system  
The originators : ELFC / CFRETS*

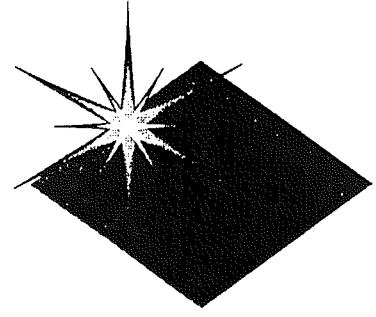




For the methodologist, there are three customers. Their needs sometimes seem incompatible.

- ◆ Institution
  - reduced budget
  - increased productivity
- ◆ Learner
  - individualised instruction
  - timely delivery
- ◆ Teacher/Instructor/Tutor
  - manageable and efficient instruction system
  - manageable and efficient follow up

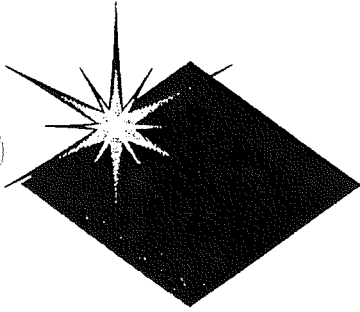
*A solution for customers' contradictory needs*



What potential does CALL have for filling the instructional needs of the modern organisation ?

- Optimised use of instruction time
- Optimised use of personnel resources
- Built-in evaluation
- Full availability
- Immediate availability of instructional resources
- Simulation tool / capability
- Pedagogical testing ground
- Relatively cheap

*A large part of the solution: CALL*



# What is the difference between a **program** and an **environment** ?

Not only activities but comprehensive **data banks**.

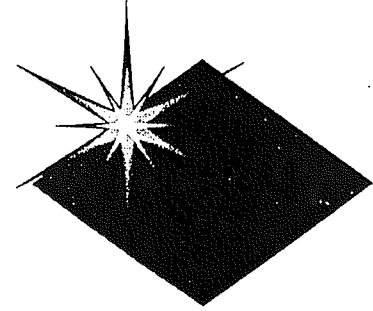
## **Now**

- Dictionary and verb conjugation tables
- Text-to-speech
- Phonetic exercises
- Grammar and exercises
- Functions and notions taxonomies

## **In the future**

- Idiomatic dictionary
- Grammar corrector
- Speech recognition
- Phonetic corrector by visual feedback

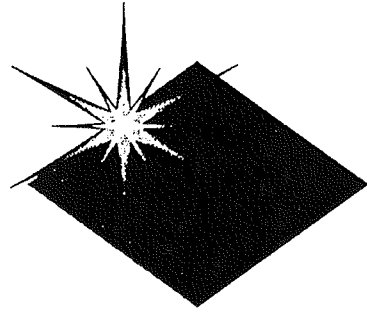
*A comprehensive environment*



How can you avoid having the usual dozen CALL activities that quickly become boring ?

- 40 classes of “performance-oriented” activities
- More than 200 variations to choose from

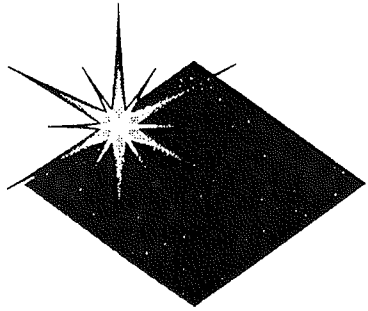
*Numerous built-in activities*



When easy to use, CALL programs are often turnkey software, non-editable or editable but with very few activities. The usual alternative is an authoring system where almost everything has to be built from scratch. Show us how your environment deals with this apparent dilemma?

- Practical, operational taxonomy
- Numerous non-trivial activities
- Lessons built from menu
- Easily filled-in templates

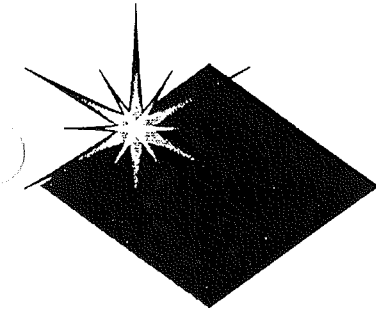
*A non-trivial template-oriented  
authoring system*



Most of the time, the authoring environment is very different from the runtime student mode. This frustrating difference is a source of confusion and a waste of time for the author. What is your solution?

- Instant toggle between student and author mode with a simple click of a button

*A WYSIWYG  
student and author mode*

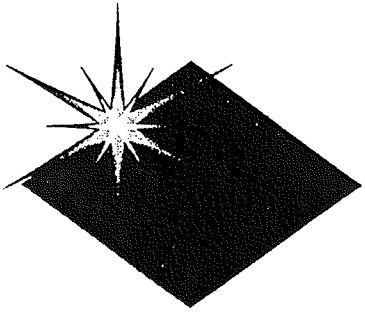


An authoring system with so many types of activities can become very difficult for the student to master.

How do you deal with this diversity?

- Clear step by step explanations
- An intuitive interface
- No “press return to continue”
- Contextual help
- Sound cues and verbal instructions
- No need to save anything
- Ability to pick up where you left off

*A non-modal approach*

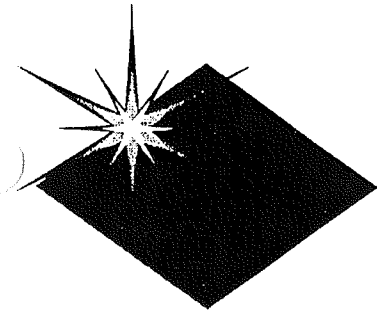


Everybody says “easy to use” and “no programming required”. Show us how easy your authoring environment is for the author?

- ToolBook metaphor
- Click-and-draggable objects
- Editing tools

*An “Object-oriented” system*

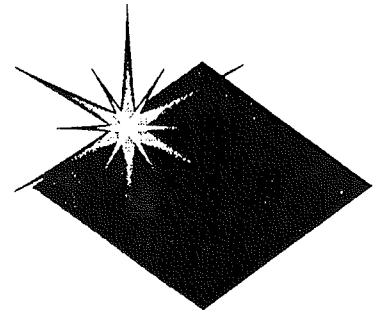




How did you implement the multimedia functions ?

- hypertext (objects in text)
- navigation (bars, floating panels & menus)
- sound recording & editing
- video editing

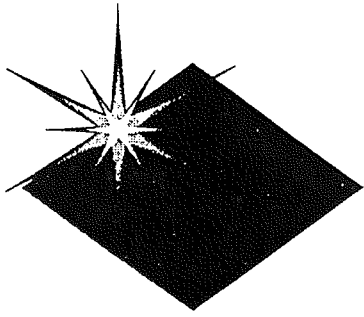
*An ergonomic interface*



## Where did you find your audio-visual content sources ?

- Corel™ collections for illustrations and photographs
- Creation and adaptation by our own graphic artist
- DND authentic sources (photographs & videos)
- In-house audio and video productions by ELFC studio

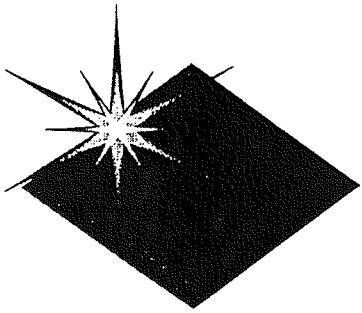
*A rich and varied content*



## How do you do revision and follow-up ?

- Reinitialising of activities
- Correction by the computer
- Auto-correction by the student
- Correction by the tutor (see **next slide**)
- Panels of results
- Personal and group statistics (to be implemented)
- Pre-Test and Post-Test (to be implemented)
- Revision by checklists (to be implemented)
- Testing on computer (to be implemented)

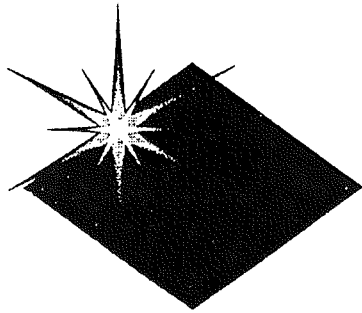
*A systems approach based on DND  
Individual Training System (ITS)*



## What do you mean by TUTOR ?

- The tutor is a supervisor and a counsellor
- Tutoring is a full time job
- Tutoring is a new discipline
- Only experienced teachers should be considered for this job
- Specific tools must be created for this job

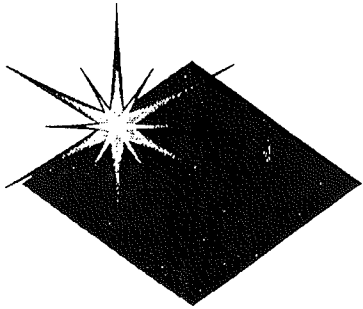
*A new active agent in the learning process : the TUTOR*



Could you describe the task of the tutor ?

- To check the progress of students (check the flags, examine the lessons)
- To fill out standard progress report
- To comment on the work done ( written and oral note, or direct contact)
- To answer direct requests (shared screen)
- To supervise formative tests

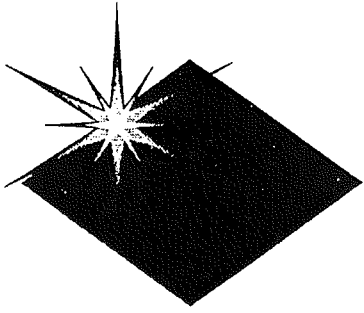
*A virtual classroom*



Will the computer replace the teacher ?

- Beginner (tutor)
- Intermediate (teacher & tutor)
- Advanced (teacher & tutor)
- Maintaining skills (tutor)

*A new distribution of resources*



How will CFFCP be implemented ?

- Short term (6 months) : national deployment on multimedia servers
- Middle term (1 year) : distance tutoring
- Long term (3 to 4 years) : full implementation on internet

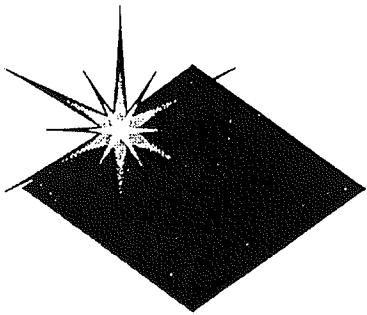
*A long term goal of implementing our programs on the WEB*

Do you plan to develop programs for other languages ?

- Planned : Canadian Forces English Curriculum (CFECP)
- Contemplated : development of other European languages by the Canadian Forces Language School Ottawa (CFLS, Ottawa)

*A multilingual development goal*

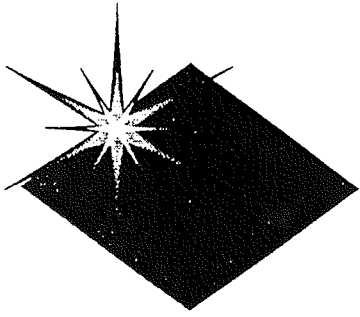




## Results so far ?

- Academic results
- Teacher's reception
- Inquiries

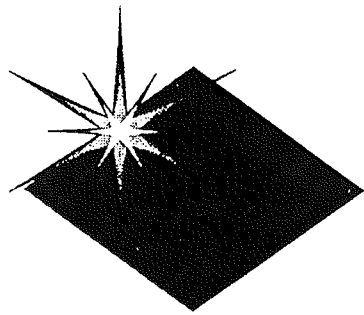
*A warm reception by the students*



## What is your current software platform ?

- Windows NT (server) & Windows 95 (workstation)
- ToolBook Instructor II, Delphi, Visual C (programming environment)
- NETMEETING (distance tutoring)
- ELAN (French text-to-speech)

*An object-oriented software set*



## What is your current hardware platform ?

- ◆ Workstation
  - ▶ Pentium 166 +
  - ▶ 32 Mb RAM
  - ▶ 17 inch monitor
  - ▶ Fast ethernet
  - ▶ Multimedia (MPEG & sound)
  - ▶ Headset
- ◆ Server
  - ▶ HP LXPRO (2 processors)
  - ▶ 256 Mb RAM
  - ▶ 45 Gb HD (raid 5)

*A server-based hardware platform*



# **ESTABLISHING AN ENGLISH LANGUAGE PROGRAM**

## **PERILS AND PITFALLS**

Tom Molloy

- **Define Purpose/Goals of Program**
  - education?
  - training?
    - interpreter, translator, attendance at training in US or UK, NATO assignment?
- **Allocate Resources**
  - train many students to low proficiency level?
  - train few students to functional proficiency level
- **Avoid Wasting Resources**
  - training many students to level of little or no functional proficiency is common practice
  - keep your eye on the goal
- **Screen Entering Students**
  - administer a standardized placement/proficiency test
    - oral proficiency tests expensive and frequently unreliable
    - pencil and paper test practical for most purposes
  - select students with highest scores for training
    - high scores indicate motivation and aptitude

**- Establish Time Requirements**

**-- DLIELC time requirements for students entering with little or no English proficiency (measured by ECL test)**

**--- tech training in US military school      33 weeks**

**--- US PME      43 Weeks**

**--- advanced flight training      53 weeks**

**- Bare Bones Requirement to Establish ESL Program**

**-- Qualified Instructor**

**-- beware of volunteers**

**--- Mother Theresa is one of a kind**

**- Course Materials**

**-- source**

**--- purchased**

**--- produced by institution**

**--- instructor generated**

**-- audio/video tapes**

**--- desirable with native speaking instructor**

**--- sine qua non with non-native speaker**

**-- standardization**

**--- can ensure a level of benign mediocrity in large programs**

**--- can be ruinous in small programs**

**--- necessary if programs are to be compared**

**-- high tech**

**--- not a substitute for a good instructor**

**--- may not be cost-effective**

## **- Program/Student Evaluation**

- frequent standardized achievement tests (every 15 or 30 class hours ?)**
- periodic standardized proficiency tests (every 120 class hours ?)**
- periodic review of student progress vis-a-vis allotted training hours**

## **- Test Security**

- rigorous (ruthless?) security procedures for standardized tests**
- alternate test forms**
  - never the same form twice for any student**
- limited access (few people, limited time)**
  - no access for instructors**
- clear, standardized testing procedures**
- zero tolerance for violations of procedures by testers or students**
- punishment (decapitation?) of violators**



**- Student Motivation**

**-- reason for learning language: "What's in it for me?"**

**--- intrinsic motivation (5% of population?)**

**--- enhanced promotional opportunities?**

**--- increased monthly pay?**

**--- one-time bonus?**

**--- travel?**

**--- desirable job?**

**--- time off?**

**--- other recognition?**

**--- CLEAR, ATTAINABLE GOALS?**

**- Student Accountability**

**-- throw out poor performers, reward good performers**

**--- second chance, but no third chance**

**--- conservation of resources**

**--- seriousness of purpose reminder to students**

**--- non-achievers pollute academic environment**

**--- lack of progress corrodes motivation**

**--- lost motivation generally irretrievable**

**-- lack of attrition signals**

**--- lack of real standards**

**--- demands are too low (weak students are cannibalizing strong students)**

**--- students don't really need the training**

## **- Instructor Motivation**

- high instructor morale essential**
  - happiness/comfort not necessarily important**
- most powerful motivator is motivated student population**
- periodic evaluation of instructor classroom performance by qualified observer**
  - standard evaluation procedures/techniques**
  - delinking of student test scores and instructor ratings unless you can control for variables**
  - rapid feedback**
- adequate pay**
- good Working conditions**
- advancement opportunities**
- training opportunities**
- poor performers erode morale of good performers**

**- Control**

**-- central management of large training Programs desirable**

**--- establishment of priorities**

**--- allocation of resources**

**--- evaluation of results**

**-- standardization of instructional materials and tests**

**-- no standard without means of measuring**

**- Standards vs. Morale**

**-- the lower the standards the lower the morale of Instructors and STUDENTS!**

**-- common misconception that easing standards will raise morale**

**- Failed Language Programs**

**-- the world is littered with failed language training programs**

**-- failed programs cause loss of credibility and loss of resources**

**-- sound planning can prevent failures**

**- Miracles**

**-- no miracles in language training**

**-- no potions, pills, or injections**

**-- time, sweat, and money are required**

**- Caveat**

- using resources to train students to barely functional level**
  - a common, but wasteful practice**
- not worth giving a little training unless you intend to give a lot of training**
- expend resources on those who can and will learn**



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**BUREAU FOR INTERNATIONAL LANGUAGE  
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**PRESENTATION**

**THE ADULT LEARNERS' FOREIGN LANGUAGE LEARNING  
STRATEGIES AND SELF-STUDY HABITS**  
*An assessment of a questionnaire on self - study*

**Hidayet TUNCAY, Ph.D.**  
**Major, Lecturer of English**  
**Army Language School**  
**Küçükyalı-İstanbul**





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**INTRODUCTION**

It is quite significant to cover the language learning and learner strategies in Foreign Language Learning (FLL) in the literature prior to adults' language learning strategies that have been developed by individual learners. In literature, it is said that all learners manifest certain learning strategies which include, strategies coping with Target Language (TL) rules, including such devices as generalization and simplification; strategies for receiving performance, and for producing performance (Dickinson 1987:22). Depending on the conditions, most learners/adult learners still think of language study as a matter of memorization; memorizing vocabulary lists, memorizing the conjugations of verbs and declensions of nouns and adjectives, memorizing various rules of grammar and syntax. To some extent, as a matter of fact, most adults still continue to follow the same strategies above, and so they consider this is the best way of learning a foreign language. In this study two main issues closely related to each other will be discussed : *Adult Learners' FLL Strategies and Self - Study Habits*

**THE ADULT LEARNERS' FLL STRATEGIES**

As we know all language learners form rules of strategies in FLL, whether in the conscious or subconscious system. Besides, one of the things a learner can do to facilitate learning is to pay attention to the formal rules and internalize them in as short a time as possible. So this brings the *interlanguage*<sup>1</sup> closer to TL and student performance comes closer to the performance of a native speaker. What we can infer from this is that whatever strategies the adult learners develop in FLL, this sure will help them improve their input in their interlanguage. However, this might not be considered as satisfactory as to facilitate FLL habits. In general terms, contrary to this opinion, some adult learners might be able to designate their own FLL strategies in accordance with rule formation habits and consequently throughout interaction.

However, Brown and Palinscar (in Werden and Rubin 1987:72) classified general learning strategies as *metacognitive* or *cognitive*. In their view, metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place, and self-evaluation of learning after the learning activities.

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<sup>1</sup> See Larry Selinker "Interlanguage" in Richards, 1974

Metacognitive strategies are more directly related to a specific task and learning objective and may not be applicable to different types of learning tasks. Cognitive strategies involve manipulation or transformation of the material to be learned; in other words, the learner interacts directly with what is to be learned. So these learning strategies in the second language literature can also be classified within these three general categories, that is, metaconitive, cognitive, or social-effective in nature.

As for the foreign language learner, successful second language learners are likely to be those who cannot adopt good strategies for coping with the difficulties of their task. Depending on this definition of successful learner, successful strategy is also a matter of consciously adopting certain habits in approaching the learning task. So a most important strategy to adopt is that of always attempting to convert passive knowledge into active, productive knowledge. Another important strategy is to use constantly one's knowledge in a live communication situation, even if the situation is imaginary (Burt, et al. 1977:4-6). And the successful language learner tries to go inside that internal logic and understand the special strategies that native speakers have for communicating their ideas and feelings.

Dealing with the strategies and successful language learners, Stern (1983:411) hypothesis that good learners are likely to exhibit four basic sets of strategies as follows:

***An active planning strategy.*** *Good language learners have the ability to select goals and sub-goals and recognize stages and developmental sequences.*

***An academic (explicit) learning strategy.*** *Good language learners are able to view a language as a formal system with rules and regular relationships between language forms and meanings. They analyse the language and develop the necessary techniques of practice and memorisation. They monitor their own performance and revise it in order to progress towards an improved second language command.*

***A social learning strategy.*** *Good language learners recognise that in the early stages of learning they will have a dependent status in the target language, and they are able to accept the resultant role as a linguistic infant. They seek communicative contact with target language users and the target language community; they develop techniques of coping with difficulties in the language. They become actively involved as participants in authentic language use.*

***An effective strategy.*** *Good language learners cope effectively with the emotional and motivational problems of language learning. In spite of the difficulties of language and culture shock, they cultivate positive attitudes towards themselves as language learners, towards language and language learning in general, and towards the target language, its society and culture.*

As for the current language acquisition strategies, we also need to cover the following strategies which are **exposure**, **practice**, **teaching aid**, and **correspondence**. These strategies give us how foreign languages are acquired and used by language learners (Module 760. DLI. 1983)

**Exposure.** Regardless of the methodology being used, the students who get more chances to use the TL will learn more and will have the greatest increase in communicative competence.

**Practice.** Related to the idea of exposure is that of practice we may regard practice as repeated, usually organized, exposure to these language events. Practice with fluent non-native speaker can be very productive; but if the goal is communicative competence, it needs involvement in authentic language events.

**Teaching aids.** There are many channels by which learners may gain practice with the language in terms of aural-oral experiences.

**Correspondence.** Another kind of exposure to the TL is often neglected by the learner, yet it can be an excellent source of real communication.

Besides, Richards (1990:44) gives us six strategies used by successful language learners (Cohen, 1985) as follows:

1. *Attention-enhancing strategies, such as responding silently to tasks of other students in class.*
2. *Use of a variety of background sources, including knowledge of the world, knowledge of the given topic, awareness of stress and tone of voice of the speaker, perception of the speaker's body language, and cues from earlier parts of the conversation in the effort to decode communicative meaning.*
3. *Oral production skills, such as avoiding unfamiliar topics, paraphrasing, and asking for help.*
4. *Vocabulary learning techniques, such as making associations, attending to the meaning of parts of the word, noting the structure of the word, placing the word in a topical group with similar words, visualizing or contextualizing it, linking it to the situation in which it appears, creating a mental image of it, and associating some physical sensation to it.*
5. *Reading or text-processing strategies, such as clarifying the communicative purpose of the text, distinguishing important points from trivia, skipping around to get an overall conceptual picture, using substantive and linguistic background knowledge, reading in broad phrases rather than word for word, relying on contextual clues, making ongoing summaries, and looking for emphasis and cohesion markers in the text.*
6. *Writing techniques such as focusing or simply getting ideas down on paper instead of trying for perfection right away; purposefully using parallel structures and other means of enhancing cohesion; and writing multiple drafts.*

In the light of these learner and learning strategies, it is better to find out how the adults develop their own foreign language learning strategies. The adults are apt to develop their own strategies in accordance with the Method manipulated. As mentioned earlier, most of the adults try to memorize the vocabulary lists and the other components of the grammatical items. They also set up their own study rules and begin to work out their own internal rules for the elements of TL. Besides, they are able to develop their FLL rules which they think they would be useful for them to overcome the difficulties in learning and help them ease their understanding of the TL. Most learners always develop different strategies for four language skills depending on their foreign language background and mother tongue. So, concerning the military adult language learners, Oxford, Nyikos and Crookall (1987)<sup>2</sup> have done a detailed investigation of language learning strategies and expressed the following five major factors: *The Practice, Speaking and Communicating Meaning, Studying or Practicing Independently and Mnemonic Devices*. As commonly agreed, these can be accepted as independent strategies developed by the military adult learners which are also common with other adult learners. Moreover, they use their mother tongue background positively so that it could help them in the acquisition of the TL linguistic rules.

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<sup>2</sup> See Robert C. Gardner, in *Applied Language Learning*, 1991 pp 11-14

However, the strategies they developed mostly help them learn/acquire the TL, increase their motivation, intelligence, language, personality characteristics, aptitude and attitude as well.<sup>3</sup> Besides, their self-instruction helps them develop their active planning and academic (explicit) learning strategy. What is more, the receptive skills the adults acquire need to have more distinctive strategy in regard to young learners' language learning/acquisition strategies. As a matter of fact, the adults' tendency to analyse and apply conscious thought to the learning experience may obstruct some of the natural processing mechanisms through which the new language is internalized (Littlewood, 1987:66). As for the active learning strategies, successful language learners employ a wide variety of strategies which demonstrate their active involvement in learning. This active involvement may be seen in child learners more than in adult learners. Even though the adults have a high rate of motivation for learning a foreign language, they may not participate in active learning process as much as possible (Tuncay, 1993). Depending on some circumstances, a few of adult learners may develop their active learning strategies, but a lot of them may fail due to many reasons such as aptitude, attitude, self-assessment, self-study (which is our subsequent topic in this study), and so on.

Besides, the learners are expected to take opportunities to discuss the lesson materials with other students. Outside of teaching environment, they exploit every opportunity to see the language as a means of communication, that is, to employ active learning strategies, by listening to radio or TV, seeking personal contacts with native speakers, reading authentic materials and benefiting from every opportunity to foster their language input and use their interlanguage. In fact, most adults are highly self-motivated to increase the level of their interlanguage and pay more attention to learning a foreign language components rather than manipulating them. In other words, their desire to learn the grammatical components of a foreign language is higher than mastering and acquiring its necessary linguistic features.

## **SELF - STUDY HABITS BY ADULT LEARNERS**

### *An assessment of a questionnaire*

There seems to be a very close relationship among self-study, self-instruction, motivation FLL strategies and more importantly FLL aptitude. In the first part of this study, learner strategies have been discussed on a theoretical basis. This, however, is not quite satisfactory to have a correlation between self-study and learner strategies, but it might direct us to how the adult learners utilize their FLL strategies through out their self-study with or without teacher support. Self-instruction may said to be a part of this three dimensional issue as self-study, self-instruction and FLL strategies.

What we infer from the learner strategies is that their learning strategies may affect their self-study habits negatively or positively at times. However, we can add that self study is a time-consuming activity presumably at the very beginning of FLL.

In self-study activities, self instruction is another aspect and is of vast significance as well. Dickinson (1987:24) puts forth the following with an emphasis on the importance of self-instruction and regardingly self-direction and points out the learners' (namely her) responsibilities in four areas as follows:

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<sup>3</sup> A few of other components can be developed by learners in FLL too

- The self-directed learner retains responsibility for the aims and objectives of the course, ...
- She monitors the development of the course and its continuing relevance to her own objectives, ...
- The self-directed learner assesses herself. This entails, as a minimum, that she is aware of how well she achieves learning tasks, and has a reasonable idea of her level of proficiency.
- The self-directed learner takes an active role in learning , ...

Here, the self-directed learner is considered to be one who is in classroom setting and assessed according to class instruction. The self-directed learner has the opportunity to monitor his/her progress rather than the learner who is following self-study procedure. On the theoretical basis, self-instruction can be monitored by a teacher and this may be regarded as the part of the self-study habits for the learner directed and helped by the language teacher.

Presumably, self-study activities can also be considered as autonomous language learning habits with or without teacher support. In fact, there have been several issues affecting this autonomous learning habits, attitude, self-governing and motivation in FLL, but due to the theoretical basis of this study, we will not be able to cover those issues above.

*Self-study questionnaire assessment-* The questionnaire has been conducted at the Army Language School (ALS) and given to Educated Military Adults (EMA) 67.5 % of whom are between 25-35 of age, 21.6 % of whom are between 36-45 of age and 8.2 % of whom are less than 25. The total number of subjects is 194 but 5 is missing.

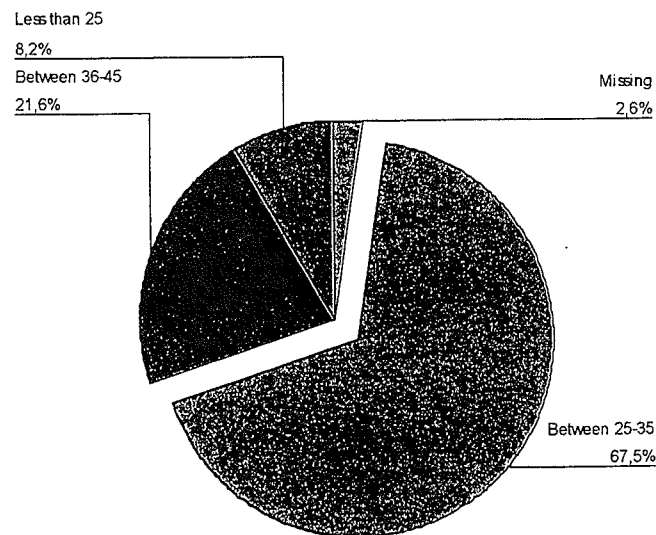


Figure 1: Age Distribution of the Subjects

The questionnaire<sup>4</sup> is made up of nineteen questions. The results of the questionnaire and an assessment will be given through graphics as follows:

The first three questions are about the subjects names, ranks and ages. The names were chosen optional, so we will start with question number four:

<sup>4</sup> see the questionnaire in the appendix A

*Q. Four : Course level*

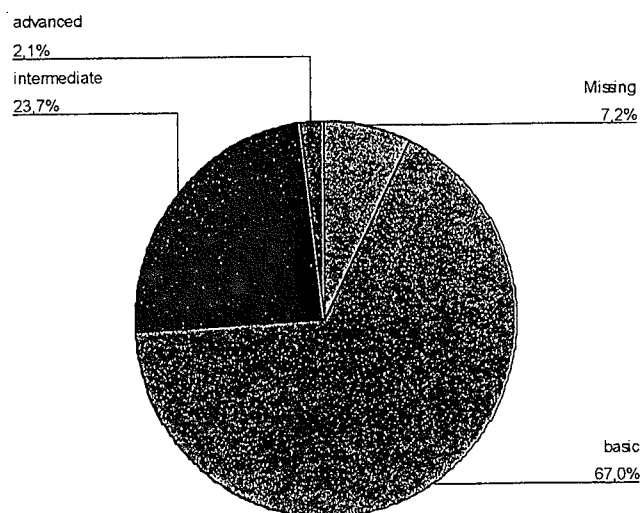


Figure 2: Course<sup>5</sup> Level of the Subjects

According to this chart 67 % of the subjects are basic, 23.7 % of them intermediate, and 2.1 % are advanced, 7.2 % is missing case.

*Q. Five : Present Language Level*

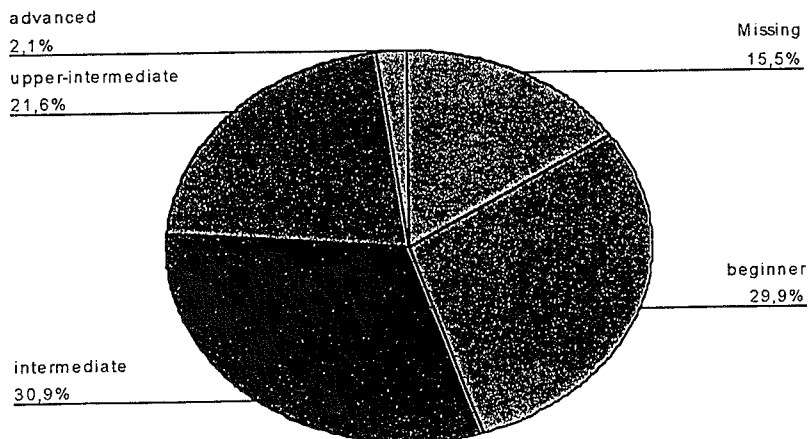


Figure 3: Present Language Level of the Subjects

29.9 % are beginner, 30.9 % are intermediate, 21.6 % are upper-intermediate and 2.1 % are advanced. 15.5 % are missing cases. The purpose of this question is to find out on what level they consider themselves to be. The figures here show us their level of language in

<sup>5</sup> American Language Course (ALC) Books are the medium of instruction at the ALS

regard to their language learning, so this is an in-course evaluation of their level. Question six was not consistent with the rest of the questionnaire, and therefore skipped.

*Q. Seven : Did you have Self-study activities before attending this course?*

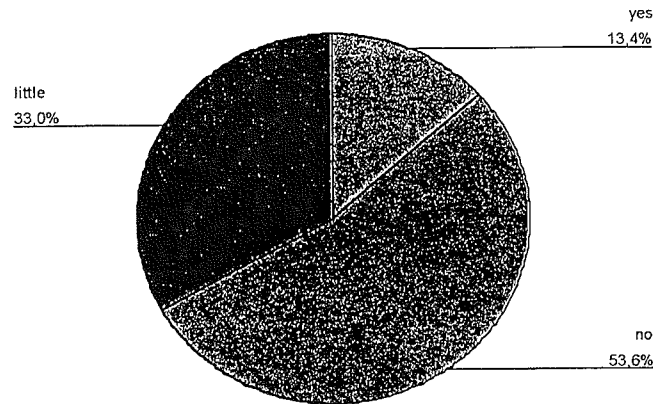
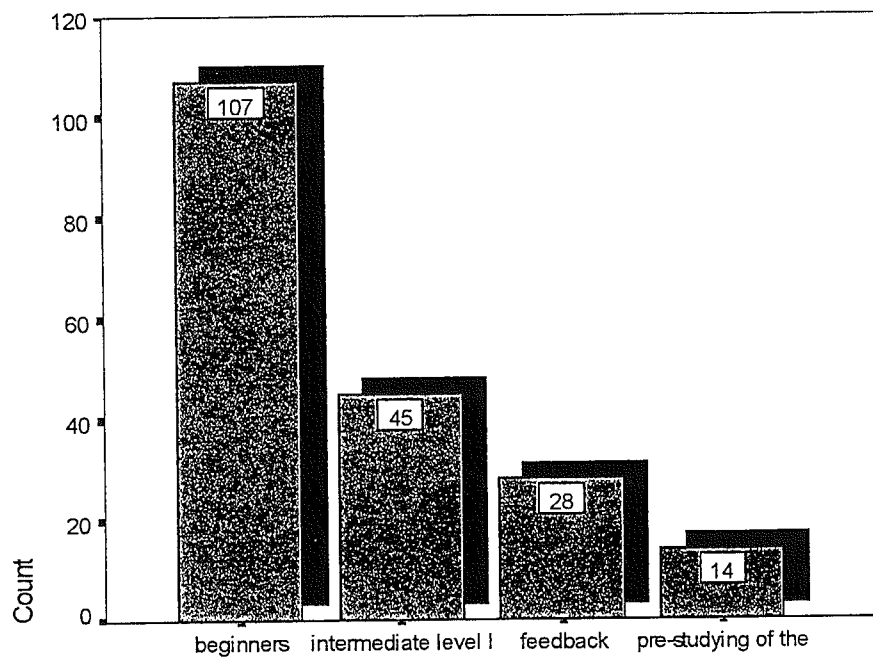


Figure 4: Self-study Activities prior to Taking Present Course

As seen in the figure above, majority of the subjects (53.6%) had no such activities. So this means that most of them are not familiar with the self-study techniques of a foreign language yet.

*Q. Eight : Self-study is a time consuming activity for*



K008

Figure 5: For What is self-study a time consuming activity ?

55.2 % of the subjects claim that it is time-consuming for the beginners. This shows us that most learners do not take into account that self-study is useful before starting a language learning and this may also be considered as an assumption in terms of their evaluation.

*Q. Nine : On what level do you think self-study in foreign language learning is more useful?*

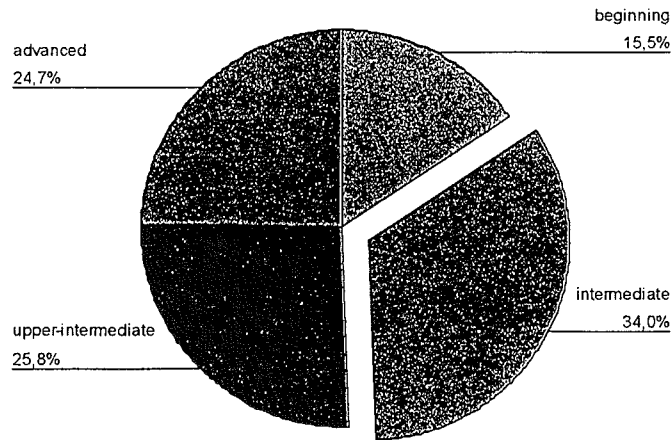
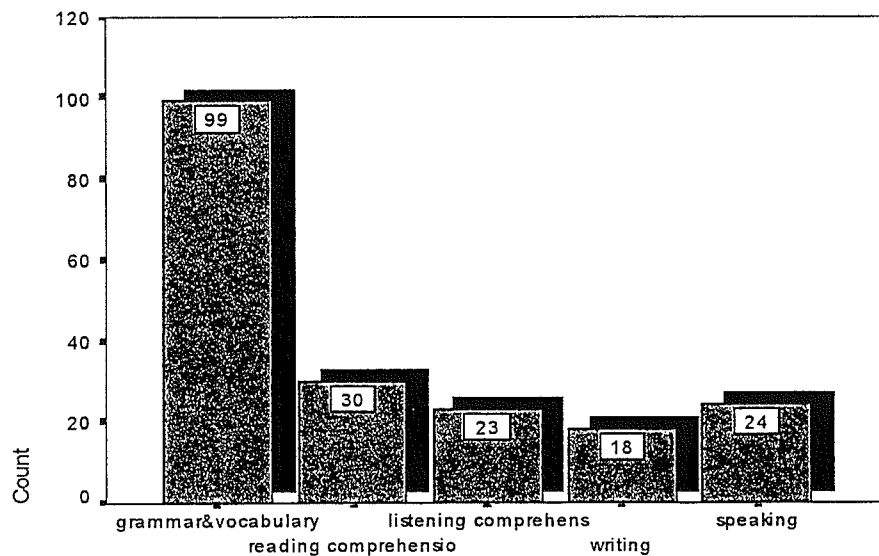


Figure 6 : The use of self-study activities on different levels

Only the 34 % of the subjects claim that it is more useful on the intermediate level. So this gives the idea that there is a close connection between course level of the subjects and their self study habits. Most of them do not agree that it is useful at the very beginning of a course either

*Q. Ten : On which of the skills are you able to improve your language through self-study ?*



K010

Figure 7 : Skills they improve through self-study



As expected, 51 % of the subjects claimed that it is *Grammar and Vocabulary*. Only 15.5 % claimed *Reading Comprehension*. In fact, this not a surprising result because the performative skills (*Speaking & Writing*) are not easy to improve through self-study without the help of a teacher. So it seems easy to improve receptive skills to a certain extent.  
*Q. Eleven : Level of my motivation affects my self-study ...*

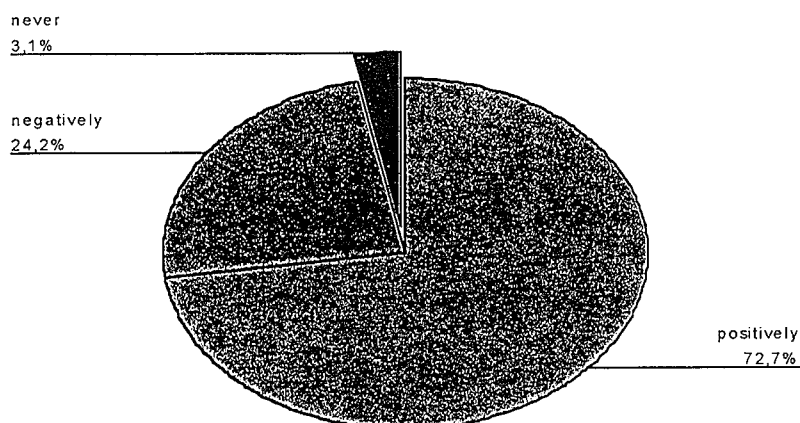
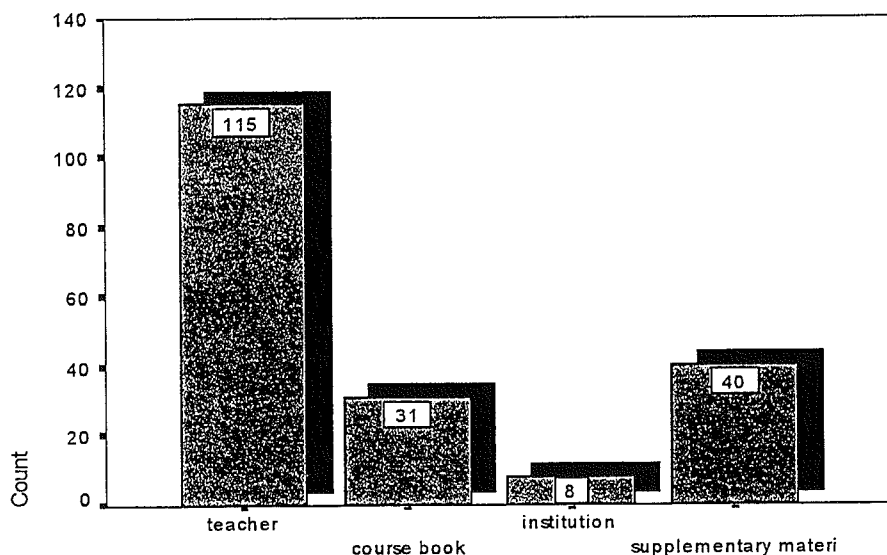


Figure 8 : Motivation level and its effect on self-study

72.7 % of the subjects agree that their motivation level affects their self-study habits positively. This question might be considered as vague but the result is promising in terms of their self-study activities.

*Q. Twelve: Self-study in language learning may also be improved with the help of a(n)...*



K012

Figure 9: The components improving self-study activities

The answer to this item is quite clear that 59.3 % of the subjects are in favor of having a teacher while they are having self-study activities in and out of course period. However, 20.6 % consider having supplementary materials useful as well.

*Q. Thirteen : Self-study is a useful activity if carried out upon studying the language in class ...*

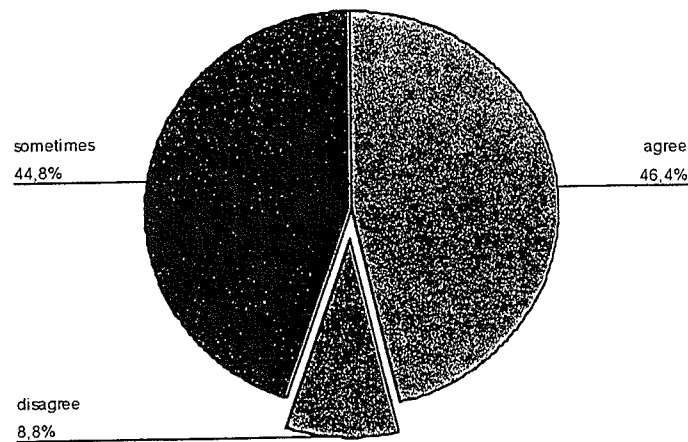


Figure 10 : Self-study upon studying language in class

8.8 % of the subjects disagree with this item but majority of them (46.4%) agree and 44.8 % claim that it is sometimes useful. We infer from these results that they mostly agree that self-study should be done as a supplementary supporting activity as well.

*Q. Fourteen : Self-study could be done as a feedback to language study in an institution ...*

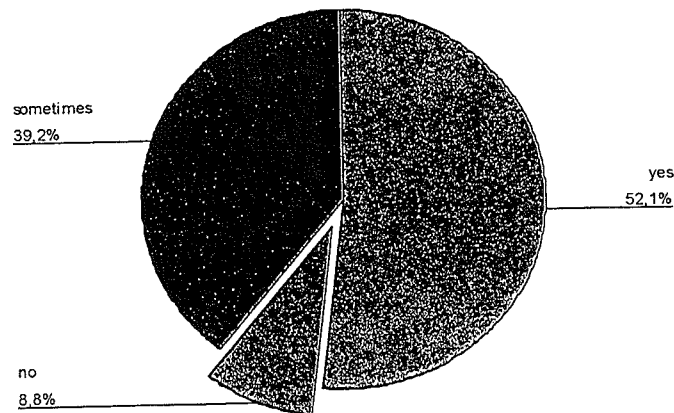


Figure 11 : Self-study as a feedback to language study

More than half of the subjects agree that it should be a feedback activity to language study in an institution. Thus it can be said that it is considered as a review or repetition activity by adult learners. This item should also be considered with other items in the questionnaire.

*Q. Fifteen : Do you need a teacher support when you have self-study activities ?*

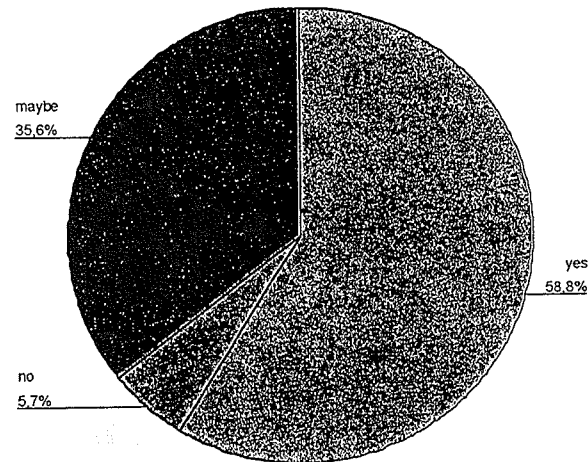


Figure 12 : The need for teacher support in self-study activities

The general tendency is to have teacher support in self-study activities, because 58.8 % are in need of the teacher support and 35.6 % think they may need this support at times. The following item should be considered with this item above, and that will help us figure out if self-study may direct the learner to a success in FLL as well.

*Q. Sixteen : Do you agree with that self-study is better done with teacher support ?*

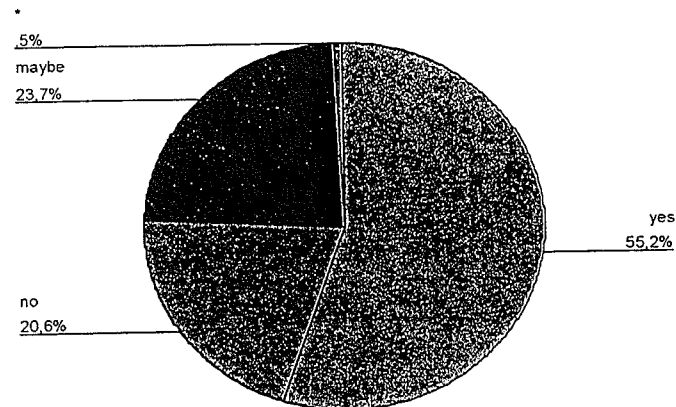
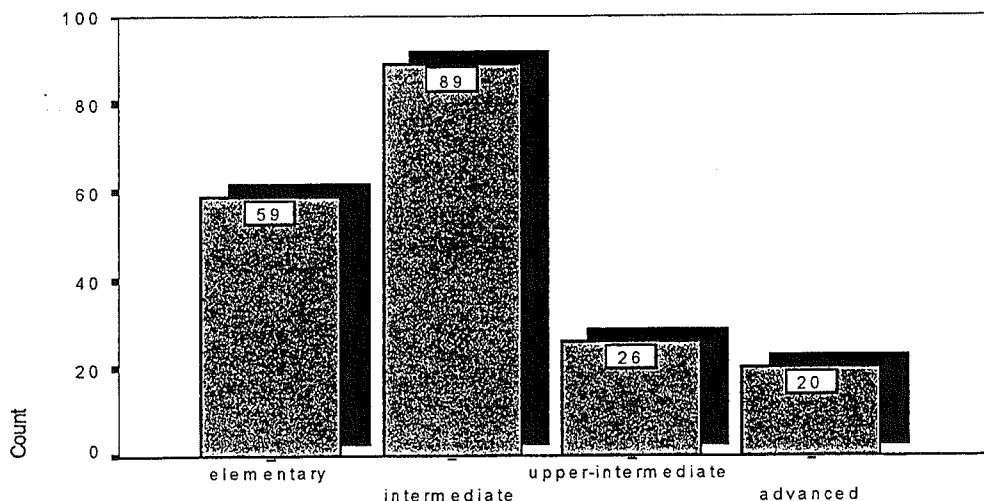


Figure 13 : Self-study and teacher support

52.2 % accept the teacher support will help them better their language learning and self-study habits. The answer to this item correlates with item fifteen and also gives an idea about the adults consideration of the self-study activity with or without teacher support.

*Q. Seventeen : To what level do you think you can learn a language through self-study without teacher support ?*

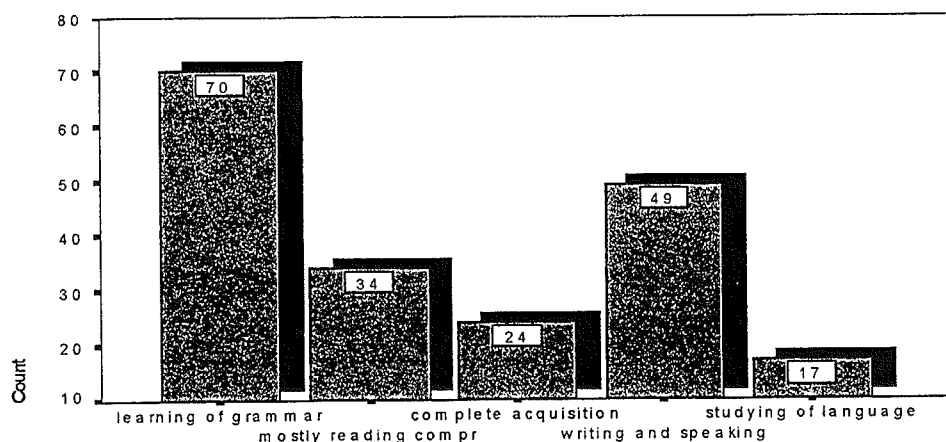


K017

Figure 14 : Learning through self-study without teacher support

45.9 % claim that they can learn a language up to intermediate level and 30.4 % claim that can be achieved up to elementary level without teacher support. This result can also be verified through linguistic application of the language teaching to adults and the results should be compared in a subsequent study.

*Q. My self-study strategies are based on ...*



K018

Figure 14 : Components of language that self-study strategies based on

As seen in item ten, their language learning strategies are based on rule-governing that is, learning the grammatical components of the TL. So this answer is very significant to this study because we never claim that they can acquire performative skills through self-study activities. There sure are some exceptions to this rule as always.

*Q. Nineteen : Do you consider self-study activities as a feedback to what you have learned in class ?*

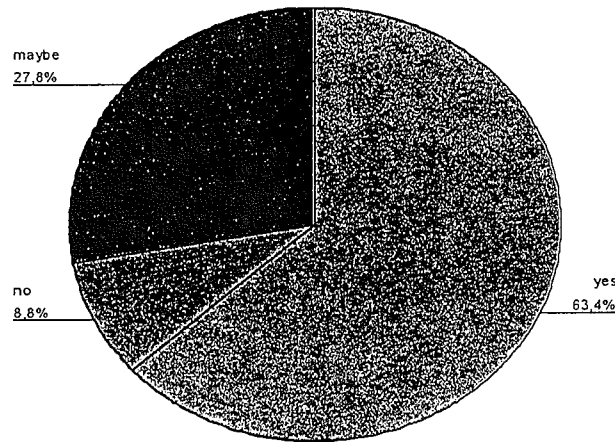


Figure 15 : Self-study activities as a feedback to what learned in class

This item closely correlates with item 14 and it should be considered with its results. So as in item ten, most of the learners consider this activity as a feedback to what they have learned in class. Regardingly, self-study is considered as a review of what they have learned either in or out of class. What is more, self-study, in general, is thought to be as part of class instruction in most cases.

In this part of the questionnaire assessment, we will cover the crosstabulation of item 4 with 15,16 and 19. In the chart below 58.5 % of the subjects whose level is basic agree that teacher support is needed throughout self-study activities; 63 % of the subjects whose level is intermediate share the same idea; and 75 % of the subjects in advanced level accept the teacher support as well.

	% of K004	58,5%	6,2%	35,4%	100,0%
	% of K015	70,4%	80,0%	74,2%	72,2%
	% of Total	42,2%	4,4%	25,6%	72,2%
intermediate	Count	29	2	15	46
	% of K004	63,0%	4,3%	32,6%	100,0%
	% of K015	26,9%	20,0%	24,2%	25,6%
	% of Total	16,1%	1,1%	8,3%	25,6%
advanced	Count	3		1	4
	% of K004	75,0%		25,0%	100,0%
	% of K015	2,8%		1,6%	2,2%
	% of Total	1,7%		,6%	2,2%
Total	Count	108	10	62	180
	% of K004	60,0%	5,6%	34,4%	100,0%
	% of K015	100,0%	100,0%	100,0%	100,0%
	% of Total	60,0%	5,6%	34,4%	100,0%

Figure 16 : Crosstabulation of item 4 with item 15

In the exemplification of item 4 and 16, we understand that 58,5 % of the basic learners agree self-study is done better with teacher support; 45,7 % of the intermediate learners accept it useful and 75 % of the advanced learners think it is helpful as regards.

K004 \* K016 Crosstabulation

			K016				Total
			yes	no	maybe	21	
K004	basic	Count	76	23	31		130
		% of K004	58,5%	17,7%	23,8%		100,0%
		% of K016	76,0%	59,0%	77,5%		72,2%
		% of Total	42,2%	12,8%	17,2%		72,2%
	intermediate	Count	21	16	8	1	46
		% of K004	45,7%	34,8%	17,4%	2,2%	100,0%
		% of K016	21,0%	41,0%	20,0%	100,0%	25,6%
		% of Total	11,7%	8,9%	4,4%	,6%	25,6%
	advanced	Count	3		1		4
		% of K004	75,0%		25,0%		100,0%
		% of K016	3,0%		2,5%		2,2%
		% of Total	1,7%		,6%		2,2%
Total	Count	100	39	40	1	180	
	% of K004	55,6%	21,7%	22,2%	,6%	100,0%	
	% of K016	100,0%	100,0%	100,0%	100,0%	100,0%	
	% of Total	55,6%	21,7%	22,2%	,6%	100,0%	

Figure 17 : Cross tabulation of item 4 with item 16

In the following crosstabulation, 66,9 % of the subjects whose level is basic consider self-study activities as feedback; and 60,9 % intermediate learners and 75 % advanced learners have the same idea, as well. In fact, most learners are quite convinced about self-study in each level basic, intermediate or advanced. A few of the subjects do not accept self-study as a feed back to what they have learned.

## SELF-STUDY QUESTIONNAIRE

The purpose of this questionnaire is to find out what strategies adult trainees are apt to have while studying a foreign language. Besides, it aims at investigating on what level those trainees are able to improve their self-study habits. As commonly known, self-study can be taken into consideration in both aspects: in-course self-study activities and out-course self-study activities. So this questionnaire covers both of them.

*NOTE: Please read the questions carefully and answer them individually as required. Mark only ONE item for each question below.*

*Thanks for your contribution.*

Hidayet TUNCAY, Ph.D.  
Major, Lecturer of English  
Army Language School

1. Name : .....
2. Rank : .....
3. Age : .....
4. Course Level : a. Basic ( ) b. Intermediate ( ) c. Advanced ( )
5. Present Language Level : a. Beginner ( ) b. Intermediate ( ) c. Upper-intermediate ( )  
d. Advanced ( )
6. Total Period of Language Study : .....

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7. Did you have self - study activities before attending this course ?  
a. Yes ( ) b. No ( ) c. Little ( )
8. Self-study is a time-consuming activity for ...  
a. Beginners ( ) b. Intermediate level learners ( ) c. Feedback ( ) d. Pre-studying of the textbook ( )
9. On what level do you think self-study in foreign language learning is more useful ?  
a. Beginning ( ) b. Intermediate ( ) c. Upper-intermediate ( ) d. Advanced ( )
10. On which of these skills are you able to improve your language through self-study ?  
a. Grammar & Vocabulary ( ) b. Reading Comprehension ( ) c. Listening Comprehension ( )  
d. Writing ( ) e. Speaking ( )
11. Level of my motivation affects my self - study...  
a. Positively ( ) b. Negatively ( ) c. Never ( )
12. Self-study in language learning may also be improved with the help of a(n) ...  
a. teacher ( ) b. Course book ( ) c. Institution ( ) d. Supplementary material ( )
13. Self-study is a useful activity if carried out upon studying the language in class...  
a. Agree ( ) b. Disagree ( ) c. Sometimes ( )
14. Self-study should be done as a feedback to language study in an institution...  
a. Yes ( ) b. No ( ) c. Sometimes ( )
15. Do you need a teacher support when you have self-study activities ?  
a. Yes ( ) b. No ( ) c. Maybe ( )
16. Do you agree with that self-study is better done with teacher support ?  
a. Yes ( ) b. No ( ) c. Maybe ( )
17. To what level do you think you can learn a language through self-study without teacher support ?  
a. Elementary ( ) b. Intermediate ( ) c. Upper-intermediate ( ) d. Advanced ( )
18. My self-study strategies are based on ...  
a. Learning of grammar rules ( ) b. Mostly reading comprehension ( )  
c. Complete acquisition of language ( ) d. Writing and speaking practice ( )  
e. Studying of language without teacher support ( )
19. Do you consider self-study activities as a feedback to what you have learned in class ?  
a. Yes ( ) b. No ( ) c. Maybe ( )



K004	basic	Count	87	10	33	130
		% of K004	66,9%	7,7%	25,4%	100,0%
		% of K019	73,7%	71,4%	68,8%	72,2%
		% of Total	48,3%	5,6%	18,3%	72,2%
	intermediate	Count	28	3	15	46
		% of K004	60,9%	6,5%	32,6%	100,0%
		% of K019	23,7%	21,4%	31,3%	25,6%
		% of Total	15,6%	1,7%	8,3%	25,6%
	advanced	Count	3	1		4
		% of K004	75,0%	25,0%		100,0%
		% of K019	2,5%	7,1%		2,2%
		% of Total	1,7%	,6%		2,2%
Total	Count	118	14	48	180	
	% of K004	65,6%	7,8%	26,7%	100,0%	
	% of K019	100,0%	100,0%	100,0%	100,0%	
	% of Total	65,6%	7,8%	26,7%	100,0%	

Figure 18 : Crosstabulation of item 4 with item 19

As a conclusion to this study, we can add that most adult learners accept self-study activities useful throughout both in-course and out-course period of language learning. However, most learners (item 8) are beginners, and it is clear that they did not have necessary self-study habits yet. In fact, there is one point that should be born in mind that the learners FLL strategies might not coincide with their self-study activities. So in this case, the problem is how they will be able to combine their learning habits with their strategies. As a final remark, considering these two issues: *FLL strategies* and *self-study*, in a subsequent study they can be assessed through learner motivation, aptitude and attitude as well.

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## **IV. NATIONAL REPORTS**



## 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 1996/97. 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 French and English in order to meet Canada's international commitments.

### **Second Language Training Programmes**

The CF provides SLT programmes for its members at 5 Language Training Centres and 2 Language Schools, as well as part time training on each Canadian Forces Base. Training is available in various formats: a year-long course, blocks of 10 weeks and part time training that does not interfere with regular duties.

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 expenditures, and must submit regular reports to Treasury Board on second language training. DRET also represents the CF in language training matters with other governments, national and international agencies, and inter-departmental 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 3 Commands (Maritime Command, Land Forces 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 National Headquarters and preparing Business Plans.

Management of SLT with a country-wide automatic data processing (ADP) system, the Individual Training Management Information System (ITMIS), is being introduced along with changes in the curriculum and testing to allow seamless integration of the various training programmes. This will result in more cost effective use of the training resources and less time spent by the students in achieving bilingualism.

## Certification Testing

In addition to testing the curriculum to follow the progress of the students, the Canadian Forces has a system of certification testing to establish the linguistic ability of its members. This testing is contracted to an outside agency which provides tests in Reading, Writing and Oral Interaction. There is no separate listening comprehension test and this ability is measured during the Oral Interaction test. The levels are: A- basic, B - working knowledge, C - fluent, and E - fully fluent and exempt from further testing.

## **Foreign Languages**

During the past year, the Foreign Language Section of Canadian Forces Language School Ottawa (CFLS Ottawa) continued to pursue a varied range of activities, from Attaché courses to curriculum development of Aide-mémoires for peacekeeping operations. In this report the main areas of development will be indicated with the emphasis on special courses.

### Russian Refresher Course

The purpose is to re-qualify personnel who already have some knowledge of the Russian language. The Refresher courses have already started to replace Basic Courses where students had no prior knowledge of Russian or any other Slavic languages. Prior to the course commencement, the candidates are screened through the proficiency tests from the Defense Language Institute - Foreign Language Section (DLI-FLC) Monterey, as well as an oral proficiency test to form a homogenous group. The duration is set at six months, in order to bring the students from level 1+ to level 3 in all language skills including transcription and translation. These language programmes are designed to be eclectic, i.e. we use DLI-FLC Basic courses as a core programme, but supplement it with daily SCOLA news (24 hour satellite TV) and newspaper reading, as well as multimedia software which have proven to be very effective tools to broaden student vocabulary as well as improve listening and reading comprehension skills.

### Russian Arms Verification Courses (AVC)

CFLS Ottawa continues to conduct Russian AVC, which started in the early 90's. We have 6 students who have 6 hours of instruction weekly for maintenance purposes, as well as an Arms Verification officer who is attending the course full time. The feedback we received from AVC officers who have been in Russia on several business trips has been very positive. The latest language teaching techniques and technology used at CFLS Ottawa have proven to be very effective in their mission.

### Chinese Mandarin Basic

CFLS Ottawa started teaching the Mandarin language for the Communications Research group for the first time and, until now, it is a total success. The course duration is 440 days and students are expected to reach level 3 in all language skills except speaking, for which the requirement is to reach level 2. Translation and transcription are also evaluated as final learning objectives. Since this was the first time around, we prepared a course training plan before the commencement of the course. Along with the DLI-FLC Basic course, we have integrated into the curriculum the CFLS Ottawa Attaché course, the Canadian Foreign Institute's programme, other available commercial courseware and software, and SCOLA broadcasting to enrich the course. At this point students have reached their level 2 on schedule and are progressing through level 3 objectives.

### Spanish Basic

We have been teaching Spanish to the Communications Research group for the past 6 years. The Spanish Basic programme which was developed at CFLS Ottawa has proven to be very effective in teaching these clients. It is built on task related objectives and activities. We supplement the course with commercial software integrated into the lesson objectives.

### Canadian Forces Attaché (CFA) / Canadian Forces Administrative Assistants (CFAA) courses

During the past year, CFLS Ottawa provided Attaché training in 11 languages to Attaché designates and their assistants. Students who graduated from Russian and Chinese-Mandarin Attaché courses which run for a two year period obtained excellent results.

### Exchange Officer courses

CFLS Ottawa continued to train exchange officers in German, Italian and Norwegian languages. These courses run for a 10 month period and the students are expected to reach level 3 in all four skills.

### Peacekeeping Operations (PKO)/ Special courses

In January 97, CFLS Ottawa received the mandate to deliver language training to officers designated for peacekeeping missions in Guatemala. A total of seven officers joined the course to improve their Spanish language knowledge. The course duration was about 3 weeks.

In March 97, CFLS Ottawa was also tasked to conduct language training in various languages and for various duration as part of the peacekeeping Operation Advance Course.

The Haitian Creole Introduction Course was developed as a result of recent deployment of Canadian military personnel as United Nations (UN) peacekeepers. The rationale for this course lies in the fact that most members of the mission, especially the liaison officers, find themselves in situations in which a basic knowledge of the language becomes necessary. The ability to exchange the most basic messages not only makes communication between the peacekeepers and the local representatives possible, but is also a symbol of goodwill, a display of friendly intentions and sign of readiness to help. The course was created to last a total of 15 training days, which in our opinion is the minimum time a student should spend on course to successfully meet all the objectives. However, we understand that in some circumstances it may be impossible to fully integrate this course into the overall pre-deployment training. With this in mind, we developed the outline of a course designed to fit the course for 5, 10 or 15 training days (see Annex A).

Along the same line, the deployment of UN Peacekeeping forces in the territories of former Yugoslavia has created a need for the introduction of a fifteen-day course in Serbo-Croatian. The rationale is the same as in the case of Haitian Creole course and the linguistic aim of this course is to enable the students to function, using a limited vocabulary, within different social situations. Please find the course objectives for this and the Haitian Creole courses in Annex B.

Immediately after the 15 day courses, we were tasked to develop and teach half-day courses in the Creole, Serbo-Croatian, Hebrew, Syrian and Egyptian languages as part of the peacekeeping operation Basic courses. Aide-mémoires which was developed and recorded at CFLS Ottawa are produced in order to provide candidates with very basic survival skills. The survival topics covered are: operations, medical and miscellaneous

Although all Aide-mémoires have the same content and form, there are some slight variations to provide the candidates with key expressions used depending on the political and cultural background of each country or area. The recordings on cassettes are both from English and French to target language on one side, and from the target language to English and French on the other side. The main advantage in the design of these kits is that they can be carried easily and used readily as a self learning tool. The half day courses in the above languages are given on a monthly basis, off-campus, at Canadian Forces Base (CFB) Kingston. We have enclosed a sample aide-mémoire at Annex C.

### Curriculum Development

Apart from the above mentioned Aide-mémoires and 5/10/15 day special courses, we have completed level 3 workbooks for the Serbo-Croatian Basic Course. We will put more energy in completely finishing this course by August 97. The Turkish Attaché Course was revised up to Module 3 (60% of level 1), and work will continue to revise the course at least up-to level 1 during the next months. Also, we developed a software package for the Turkish language.



## Testing

We continue to test our students with our own Achievement Tests (ATs) and Performance Checks (PCs), as well as the development of some new tests and the revision of some others. The Achievement Tests are designed to verify if the students have mastered the material taught. The Performance checks are used to measure if the course objectives have been attained. For certification purposes we use DLPT4 tests, where available and only to certify listening and reading skills.

## **Military Training Assistance Programme (MTAP)**

Language training in English or French for Partners for Peace (PfP) countries has become as important as ever in Canada. For some time, we have trained selected PfP personnel with excellent results. However, it has been noted that the most productive strategy to achieve PfP language requirement objectives is through the linguistic and methodical training of their own language teachers.

## French as a Foreign Language (FFL)

FFL is provided at Canadian Forces Base St-Jean by the École de langues des Forces canadiennes. This year, they are conducting one 5-month course for 30 students. Next year, they plan to double capacity by conducting 2 such courses. The students are integrated with Canadian Forces members on their French course.

## English as a Foreign Language (EFL)

CFLS Ottawa, Borden Detachment, runs 2 yearly cycles of 20-weeks English as a Foreign Language (EFL) courses which also offer PfP students exposure to the Canadian military culture and traditions. There are 60 places on each course offered to 9 PfP countries. They anticipate that an additional 10 places will be added in the very near future. In addition to those 2 20-week courses, the school offers twice a year an intensive 10-week course to 10 PfP nations. The latter courses are usually for generals and senior executives. This short course features concentrated speaking and comprehension. There are 20 graduates a year. In short, the Borden school, as well as responding to special cases, graduates 140 students a year, all certified according to NATO standards.

CFLS Ottawa was tasked in January 1996 to provide PfP teachers with 6 months English language training as well as linguistic and methodology teaching techniques required to train their own personnel in their respective country. The teachers who came from Czech Republic, Hungary, Lithuania, Poland and Ukraine were housed with Canadian families with the objective of providing an immersion setting and help them understand better the Canadian way of life. The candidates had a two week Total Quality and Management training which exposed them to terminology related to the North-American way of doing business. A basic computer course which covered basic computer terminology, word processing and Internet surfing provided the students with latest Information techniques.

After the students' arrival, it was apparent that their level of language was higher than required for the beginning of the course. Therefore every student was tasked with an individual curriculum development project. The project required the students to prepare course objectives according to the needs of their institutions and develop lesson plans in line with communicative language teaching principles. This challenging project kept students very busy searching for complementary authentic materials and allowed them to share their newly developed activities among each other.

At the end of the course, each student made presentations defending their project. This was assessed by a panel consisting of 5 members from various backgrounds. All students reached or exceeded the course objectives and successfully defended their assigned work. The students took home not only their own project but also copies of the other 11 participants.

CFLS Ottawa is tasked to teach another round of English as a Foreign Language to personnel from PfP countries starting in May 97. The duration of the course is six months. This course consists of two phases: a 6 month phase and a 3 month phase. Each phase has its own course objectives and project assignments. The students are again hosted by local families and will have many pedagogical outings which will enrich their exposure to the language and cultural aspects.

### **The future**

This last year has been very productive and challenging for the CFLS Ottawa Foreign Language Section. Our goal is to continue providing quality service and we constantly search for more advanced teaching methods and technology in order to expand our customer base and become the Institution of choice for foreign language teaching to the Department of National Defence and other federal departments and corporations.

**FORWARD**

The Haitian Creole Introduction Course was developed as a result of recent deployment of Canadian military personnel as UN Peacekeepers. The rationale of this course lies in the fact that most members of such missions, especially liaison officers, find themselves in situations in which a basic knowledge of the language becomes a necessity. The ability to exchange the most basic messages not only makes communication between the peacekeeper and the local community possible, but is also a symbol of goodwill, a display of friendly intentions and readiness to help.

The course was created to last a total of 15 training days, which in our opinion is the minimum time a student should spend on course to successfully meet all of the objectives. However, we understand that in some circumstances it may be impossible to fully integrate this course into the overall pre-deployment training. With this in mind, you will find below our recommendations with respect to course outline on a 5, 10 or 15 day course.

The Canadian Forces Language School is confident that the full 15 day course will address the basic linguistic needs of the peacekeeper. In addition, the language training is delivered in such a way as to address the basic customs, culture, history and government structure of Haiti.

	<b><u>15 Day Course</u></b>	<b><u>10 Day Course</u></b>	<b><u>5 Day Course</u></b>
<b>Module 1</b>	2 days	2 days	1 day
<b>Module 2</b>	2 days	2 days	½ day
<b>Module 3</b>	2 days	1 day	½ day
<b>Module 4</b>	2 days	1 day	½ day
<b>Module 5</b>	2 days	1 day	½ day
<b>Module 6</b>	2 days	1 day	½ day
<b>Module 7</b>	2 days	1 day	½ day
<b>Module 8</b>	1 day	1 day	1 day

The description of the Modules and the associated grammar points are listed in the table of contents.

## **TABLE OF CONTENTS**

Based on the teaching experience (a five-day crash course at CFLS(O)) and the course critique and feedback provided by the students, the school has developed the following curriculum:

### **MODULE 1**

- Introduction to the Creole pronunciation system and alphabet
- Greetings and introduction of oneself
- Introduction of a third person
- What days is it today
- Seasons and months of the year

### **MODULE 2**

- Review of the structures and material previously covered
- Numbers
- What time is it?
- Asking for and giving directions

### **MODULE 3**

- Review of the structures and material previously covered
- Ask and give personal info: name, age, marital status, family make-up

### **MODULE 4**

- Review of the structures and material previously covered
- Ask and produce: document, ID card, passport, driver's licence
- Ask to spell and repeat

### **MODULE 5**

- Review of the structure and material previously covered
- Ask question regarding: schedule, distance, duration

## **MODULE 6**

- Review of the structures and material previously covered
- State of health
- Medical aid

## **MODULE 7**

- Review of the structures and material previously covered
- Military Commands
- Checkpoint
- Transportation of humanitarian aid

## **MODULE 8**

- Review of the structures and material previously covered
- Food
- Culture, a brief historical overview

## SERBO-CROATIAN Introduction Course

### The Course Rationale

The deployment of the UN peacekeeping/UNPROFOR/NATO/IFOR/SIFOR/SFOR forces in the territories of former Yugoslavia has created a need for the introduction of a fifteen-day course in Serbo-Croatian. The rationale for this course lies in the fact that most members of the mission, especially the liaison officers, find themselves in situations in which a basic knowledge of the language becomes a necessity. The ability to exchange the most basic messages not only makes communication between the peacekeepers and the local representatives possible, but is also a symbol of goodwill, a display of friendly intentions and readiness to help.

After recent events that resulted in the separation of Croatia and Bosnia from former Yugoslavia, the Serbo-Croatian (SC) language received different names: Croatian in Croatia, Bosnian in Muslim populated areas of Bosnia and Serbian in Serbia, Montenegro and Serbian parts of Bosnia. Despite some new words and phrases that appeared in these "new" languages, the standard SC language given in this course is understood and spoken by people of all ethnic groups.

The linguistic aim of this course is to enable the students to function, using a limited vocabulary scope, within different social situations. The specific objectives are as follows:

- Knowledge**
- the students will be acquainted with the basic pronunciation system
  - the students will learn the conjugation of the verbs TO BE, TO HAVE
  - the students will acquire a general knowledge of personal, interrogative and demonstrative pronouns
  - the students will learn the past tense of the verbs
  - the students will learn the future tense of the verbs
  - the students will assimilate a limited vocabulary referring to general, military, medical, political and geographical terms.

- Performance**
- The students will be able to:
    - introduce themselves, state where they come from and what their rank is, and exchange basic social courtesies
    - introduce a third person
    - ask for the time and give the time
    - ask for, understand and give simple directions
    - simulate, through role-play, different real-life situations

# CREOLE

## Introduction Course

### The Course Rationale

The deployment of the UN peacekeeping forces in Haiti has created a need for the introduction of five-day courses in Creole. The rationale for this course lies in the fact that most members of the mission, especially the liaison officers, find themselves in situations in which a basic knowledge of the language becomes a necessity. The ability to exchange the most basic messages not only makes communications between the peacekeepers and the local representatives possible, but is also a symbol of goodwill, a display of friendly intentions and readiness to help.

The linguistic aim of this course is to enable the students to function, using a limited vocabulary scope, within different social situations. The specific objectives are as follows:

- Knowledge**
- the students will be acquainted with the basic pronunciation system
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  - the students will acquire a general knowledge of personal, interrogative and demonstrative pronouns
  - the students will learn the past tense of the verbs
  - the students will learn the future tense of the verbs
  - the students will assimilate a limited vocabulary referring to general, military, medical, political and geographical terms.
- Performance**
- The students will be able to:
    - introduce themselves, state where they come from and what their rank is, and exchange basic social courtesies
    - introduce a third person
    - ask for the time and give the time
    - ask for, understand and give simple directions
    - simulate, through role-play, different real-life situations

SERBO-CROATIAN AIDE-MEMOIRE  
AIDE-MÉMOIRE SERBO-CROATE

English	Français	Latin Alphabet	Cyrillic alphabet	Pronunciation - pronunciation
OPERATIONS OPÉRATIONS				
Stop!	Stop!	Stoj!	Стој!	sthohy
Stop or I will shoot.	N'avancez pas sinon je tire.	Stoj ili pucam!	Стој или пуцај!	sthohy eelee pootsahm
I will shoot you!	Je vais vous abattre!	Pucaću!	Пуцаћу!	pootsahtyoo
I will kill you!	Je vais vous tuer!	Ubiću te!	Убићу те!	oobeetyoo theh
Surrender!	Rendez-vous!	Predaj se!	Предај се!	prehdahy seh
Surrender your weapons.	Rendez vos armes!	Predaj oružje!	Предај оружје!	prehdahy ohroozhyeh
Put your hands above your head.	Mettez les mains sur la tête.	Ruke avisi!	Руке авис!	rookeh oovees
Put your weapons on the ground.	Déposez vos armes à terre.	Odlóži oružje na zemlju!	Одложи оружје на земљу!	ohdhlözhee ohroozhyeh na zehmlyoo
Run!	Courez!	Beži!	Бежи!	behzhee
Wait here!	Attendez ici!	Čekaj ovde!	Чекај овде!	chekahy ovdheh
Go forward!	Avancez!	Napredi!	Напред!	nahprehdh
Come quickly!	Venez vite!	Dodji brzo!	Дођи брзо!	dohdyee brzoh
Come with me.	Venez avec moi	Podji sa mnom.	Пођи са мном!	pohdyee sahmnohm
Get up!	Debout!	Ustaj!	Устај!	ustahy
Lie down!	Couchez-vous!	Lezi dole!	Лежи доле!	lehzee dohleh
Keep quiet!	Taisez-vous!	Tišina!	Тишина!	teesheenah
Don't shoot!	Ne tirez pas!	Ne pucaj!	Не пуцај!	neh pootsahy
Don't worry!	Ne vous inquiétez pas!	Ne brini!	Не брину!	neh breenee



English	Français	Latin Alphabet	Cyrillic alphabet	Pronunciation - pronunciation
Do not move	Ne bougez pas	Ne mrdaj!	He mrdaj!	neh mrdhahy
Do not interfere!	Ne vous en mêlez pas!	Ne smetaj! (Ne mešaj se)	He smetaj! (ne menaj se)	neh smeththay
Don't stay here!	Ne restez pas là!	Nemoj da stojš ovdje.	Nemoj la stojš ovije!	nehmohty dhah stihoyeesh ohvdhyeh
Show me your I.D.	Montrez-moi vos papiers.	Pokaži mi dokumente!	Покажи ми документе!	pochkahzhee mee dhohkoomehntheh
May I see your paper?	Puis-je voir vos papier?	Mogu li da vidim papir?	Могу ли да видам папир?	mohgoo lee dhah veedheem pahpeer
Get out of the truck.	Sortez du camion!	Izađji iz kamiona!	Изађи из камиона!	eezahdyee eez kahmeesoh
May I search your car?	Puis-je fouiller votre voiture?	Mogu li da pretražim kola?	Могу ли да претражим кола?	mohgoo lee dhah prethtrahzheem kohlah
We are going to search your vehicle.	Nous allons fouiller votre voiture.	Mi ćemo da pretražimo tvoj auto!	Ми ћемо да претражимо твој ауто!	mee tyehmoh dhah prethtrahzheemoh ahoctho
Open your trunk!	Ouvrez votre coffre!	Otvori prtljžnik!	Отвори пртљажник!	ohthvohfrees prtyazhneek
Why are you here?	Que faites-vous ici?	Zašto si ovdje?	Зашто си овдје?	zashtoh see ohvdhyeh
Leave the area immediately	Sortez d'ici immédiatement.	Napustite ovo mjesto odmah!	Напустите ово мјесто одмах!	nahpoostheetheh ohvoh myehstoh ohdmah
This is a restricted area. You may not enter.	C'est une zone interdite. Vous ne pouvez pas entrer.	Ovo je zona ograničenog kretanja! Zabranjen ulaz!	Ово је зона ограниченог кретања. Забранен улаз!	ohvoh yeh zohnah ohgrahneechehnohg krehthahnyah zahbrahnyehm oolahz
This road is closed.	Cette route est fermée.	Ovaj put je zatvoren!	Овај пут је затворен!	ohvahy pooth yeh zahthvohrehn
No entry!	N'entrez pas!	Ne ulazi!	Не улази!	neh oolahzee
Where are you going?	Où allez-vous?	Gde ides?	Где идиш?	gdheh eedhesh
North	Nord	Sever	Север	sehvehr
South	Sud	Jug	Југ	yooog
East	Est	Istok	Исток	eesthohk
West	Ouest	Zapad	Запад	zahpahdh
Dangerous.	Dangeroux.	Opasno!	Опасно!	ohpahsnoh

English	Français	Latin Alphabet	Cyrillic alphabet	Pronunciation - pronunciation
Danger.	Danger.	Opasnost!	Опасност!	ohpahnstoh
There is a bomb.	Il y a une bombe.	Tamo je bomba.	Тамо је бомба!	thamoh yeh bohmbah
There is panic!	Il y a panique!	Panika je!	Паника је!	pannikah yeh
There is trouble!	Il y a des troubles!	Nevolja! (problem)	Невоља! (проблем)	nehvojlah
He is a prisoner.	Il est un prisonnier.	On je zarobljenik.	Он је заробљеник!	ohn yeh zahroblyehneek
You are a prisoner!	Vous êtes prisonnier!	Ti si zarobljenik.	Ти си заробљеник!	thee see zahroblyehneek
They are hostages.	Ils sont des otages	Oni su taoци.	Они су таоци!	ohnee su thaotsee
How many are they?	Combien sont-ils?	Koliko ih ima?	Кoliko их има?	kohleekoh eeh eemah
Who is in command?	Qui commande ici?	Ko komanduje?	Ко командује?	koh kohmahndhooyeh
We are here to help you!	Nous sommes ici pour vous aider!	Mi smo ovdje da ti pomognemo.	Ми смо овдје да ти помогнемо.	mee smoh ovdheh dhah thee pohmoghnehmoh
Have you observed any troops in this area?	Avez-vous vu des troupes dans cette région?	Da li ste primetili neke trupe u okolini?	Да ли сте приметили неке трупе у околини?	dhah lee steh preemehtheeleh nehkeh throopeh oo ohkohleeneh
What type of military vehicles have you seen in this area?	Quel genre de véhicules militaire avez-vous remarquer dans cette zone?	Kakva vojna vozila ste videli u okolini?	Какава војна возила сте видели у околини?	kahkvah voynah vohzeelah steh veedehele oo ohkohleeneh
Have you seen any tanks?	Avez-vous vu des chars?	Da li ste vidjeli neke tenkove?	Да ли сте видјели неке тенкове?	dhah lee steh veedjehelee nehkeh thehnhkohveh
Have you seen any aircraft?	Avez-vous vu des avions?	Da li ste videli neki avion?	Да ли сте видели неки авион?	dhah lee steh veedehelee nehkee ahveeohn
Can you use a map?	Pouvez-vous vous servir d'une carte?	Možes li da koristis kartu (mapu)?	Можеш ли да користиш карту (мапу)?	mohzhesh lee dhah kohreestheesh kahrtsoo - mahpoo
Pistol	Pistolet	Pištolj	Пиштољ	peesthohty
Rifle	Fusil	Puška	Пушка	pooshkah
Sniper	Franc tireur	Snajper	Снајпер	snahypehr
Village	Village	Selo	Село	sehloh

English	Français	Latin Alphabet	Cyrillic alphabet	Pronunciation - pronunciation
<b>MEDICAL</b> <b>MÉDICAL</b>				
Get a doctor!	Allez chercher un médecin!	Dovedi doktora!	Доведи доктора!	dhohvehdhee dohtohbrah
I need a doctor!	J'ai besoin d'un médecin!	Treba mi ljekar!	Треба ми лекар!	trehba mee luehkahr
Call an ambulance.	Appelez une ambulance.	Zovi hitnu pomoć!	Зови хитну помоћ!	zohvee heethnoo pohmohty
Help!	Au secours!	У помоћ!	У помоћ!	oopohmoty
We are carrying injured people.	Nous transportons des blessés.	Nosimo ranjenike!	Носимо ранјенике!	nohseemoh ranvehneekkeh
Where is the hospital?	Où se trouve l'hôpital?	Gdje je bolnica?	Гдје је болница?	gdhyeh yeh bolneetsah
He is wounded.	Il est blessé	On je ranjen.	Он је ранјен.	ohn yeh rannehn
Are you injured?	Êtes-vous blessé?	Da li si povređen?	Да ли си повређен?	dhah lee see pohvrehdyehin
Where are you injured?	Où êtes-vous blessé?	Gdje si povrijeđen?	Гдје си повријеђен?	gdkeh see pohvreeedyehin
Don't be afraid.	N'ayez pas peur	Ne boj se!	Не бој се!	neh bohy seh
I don't feel good!	Je ne me sens pas bien!	Ja se ne osjećam dobro.	Ја се не осјећам добро.	yah seh neh ohsyehyahim dohbroh
I am sick.	Je suis malade.	Bolestan sam.	Болестан сам.	bohlehstahhn sahm
<b>MISCELLANEOUS</b> <b>DIVERS</b>				
Yes	Oui	Da	Да	dhah
No	Non	Ne	Не	neh
I don't understand!	Je ne comprends pas!	Ne razmem.	Не разумем.	neh rahzoomehm
Repeat please!	Répétez pour moi s'il vous plaît!	Ponovi to, molim te!	Понови то, молим те!	pohnohvee toh, mohleem teh
I am lost.	Je suis perdu.	Ja sam se izgubio.	Ја сам се изгубио.	yah sahm seh ee/zoobeeoh
What is this area called?	Comment se nomme cette région?	Kako se zove ovaj dio ovdje?	Како се зове овај дио овдје?	kahkoh seh zohveh ohvahy deeooh ohvdhyeh
I'm Canadian.	Je suis canadien.	Ja sam Kanadjanin.	Ја сам Канађанин.	yah sham Kahnahdyahneen

English	Français	Latin Alphabet	Cyrillic alphabet	Pronunciation - pronunciation
I'm a Canadian peacekeeper.	Je suis un gardien de la paix canadien.	Ja sam član kanadskih mirovnih trupa.	Ja sam član kanadskih mirovnih trupa.	yah sham chlahn kahnahdhskeeh troopah
Who are you?	Qui êtes-vous?	Ko si ti?	Ко си ти?	koh see tee
What time is it?	Quelle heure est-il?	Koliko je sati?	Кoliko je сати?	kohleekoh yeh sahtee
What do you want?	Que voulez-vous?	Šta hoćes?	Шта хоћеш?	shtah hohityehsh
I am thirsty!	J'ai soif!	Žedan sam.	Жедан сам.	zhedahm sahm
Don't drink this water!	Ne buvez pas cette eau!	Nemoj da piješ ovu vodu.	Немој да пијеш ову воду.	nehmohy dah peeyesh ohvoo vohdhooh
I am hungry!	J'ai faim!	Gladan sam.	Гладан сам.	glahdhan sahm
What do you want to eat?	Que désirez-vous manger?	Šta hoćes da jedeš?	Шта хоћеш да једеш?	shtah hohityehsh dhah yehdehsh
There is no more food.	Il n'y a plus de nourriture.	Nema više hrane.	Нема више хране.	nehmah veesheh hrahneh
How much does this cost?	Combien coûte ceci?	Koliko to košta?	Кoliko то кошта?	kohleekoh thoh kohshthah
Good morning!	Bonjour!	Dobro jutro!	Добро јутро!	dohbroh yoothroh
Thank you!	Merci!	Hvala!	Хвала!	hvahlah
Please!	S'il vous plaît!	Molim!	Молим!	mohleem
Goodbye!	Au revoir!	Do vidjenja! Bog!	До виђења! Бог!	dhoh veedyenyah bohg
We will see each other next week!	Nous nous verrons la semaine prochaine!	Videćemo se sledeće sedmice!	Видећемо се следеће седмице.	veedhityehmoh seh slehdhchtye sehdmheetse

# NATIONAL REPORT - GERMANY

## A. Language Training

### 1. English

The importance of general English courses of various lengths and shorter English for Special Purposes courses for Bundeswehr personnel was highlighted last year by the first comprehensive Foreign Language Training Directive issued by the Chief of Federal Armed Forces Staff. The directive states an SLP requirement of 3332 for all officers.

The demand for English language training continues to be high with a considerable increase in the training of future general staff officers and Aviation English for future navy helicopter pilots.

### 2. Romance Languages

French is the only language besides English which is explicitly mentioned in the Chief of Federal Armed Forces Staff Directive. The demand for French has stabilized on a high level. Language training in the other Romance languages continues to vary considerably concerning SLP requirements, training time available and class size. A new 15-month Spanish course for army personnel is scheduled for Fall 1997.

### 3. German as a Foreign Language

Instruction in German as a Foreign Language has intensified, in that it is being implemented in a growing number of countries. The field of activities of the German branch changed decisively in 1996, when it was officially tasked with providing expertise and material support for German instruction in foreign armed forces. As the result of the decision to transfer elementary instruction, for the most part, to the native countries of the participants, a knowledge of German on the levels of NATO 1 or 2 is a prerequisite for training of one to three months at the Bundesprachenamt. After that, participants proceed to training in their special fields.

Thus language consulting and logistics activities are now required, in addition to giving language instruction.

### 4. Slavic Languages

Russian instruction has levelled out, with continuing demand for training in direct communication for arms control and other forms of cooperation.

The Federal Border Guard requires special training in Polish and Czech, and members of the army are receiving instruction in Serbian and Croatian for employment with SFOR. Attaché training in all Slavic languages, including Bulgarian, Ukrainian and Slovak continues to play a major role.

## 5. Seldom-taught Languages

Due to the initiation of new courses in Arabic for special purposes, it has become necessary to increase the permanent and temporary teaching staff. Lengthening courses up to 15 months in the more difficult languages is proving to be a useful measure, especially for Chinese, Japanese, Korean, Thai, Turkish, Latvian and Georgian.

## 6. CALL

Two pilot projects were carried out. The first project, at the Army Officers' School in Hanover, devoted 10 hours at the beginning of a 60-hour English course to work with commercially available language-learning programs. Although teachers and learners alike felt that the CALL materials should have been integrated into the course rather than being presented as a block at the beginning, 75% of the participants would prefer a course which combines classroom instruction with self-study to classroom instruction alone. According to participants' responses on the post-project questionnaire their overall reactions to CALL were either neutral or slightly positive.

At the Airmobile Forces Headquarters in Regensburg nearly 50 students were examined in **listening, reading and grammar/vocabulary skills** in November '96 and 30 with level 1 or less in English were invited to use commercially available English CALL materials in a Self Access Centre. Unfortunately, there was a high attrition rate due to external service factors. The test results showed significant improvements in listening and reading but not on the grammar/vocabulary test. On the questionnaire, again 75% indicated a desire to learn in a course which combines classroom instruction with self-study. The others preferred working alone.

Our conclusion from both studies has to be that **more research is necessary and that our research concept must be applied more strictly** than was possible in the two projects conducted thus far.

Obviously, good commercial CALL materials can motivate some learners to work and progress on their own. But without carefully controlled parameters, such as well-defined goals, progress tests, mandatory attendance in the Self Access Centre, incentives for successfully completing the program and easy access to skilled learning facilitators, many learners will not improve.

Rather than simply buying state-of-the-art hardware and software and expecting the learner to take it from there, we are therefore developing a new concept for facilitated Self-Access Learning which we call **ALS<sup>2</sup>O** from the German "Angeleitete Sprachausbildung am Standort". This concept is discussed in detail in our presentation "Organizing Learning for Optimal Success."

## **B. Materials Development**

A major effort has been made to develop self-study materials for level 1 and 2 students of English and French who are not able to attend regular three- to six-month courses. The materials are designed for self-study phases between a maximum of three two-week courses ("contact phases") which aim at leading the student to the required SLP level within one year.

Teaching modules for beginning Russian instruction will soon be available. They are to be used for intensive courses lasting 4 weeks.

The material developers for German as a Foreign Language have set their top priority on providing tests in all skills on levels 1 and 2 for use in preparatory German instruction in foreign military institutions training students for courses in the Bundeswehr.







# SCUOLA LINGUE ESTERE DELL'ESERCITO - ITALIAN ARMY LANGUAGE SCHOOL -

## 1997 BILC Conference

### NATIONAL REPORT (ARMY)

#### 1. Implementation of STANAG 6001 - AMPLIFIED.

Consideration has been given to RANGE, CONDITIONS, and STANDARDS set for every skill level in the amplification agreed in 1996. This was turned into tests (called "progress tests") tailored to assess each level. That is, level 1 progress tests are intended to assess whether students have reached level 1 in the four skills. If so, they can proceed their language training. If not, following a short period allowed to try and catch up, they must be dismissed from language training.

Progress tests have been - and are still being - prepared for the following languages : English, French, German, Russian, Arabic, Serbo-Croat, Slovene, Spanish, Albanian.

At the beginning of each cycle teachers get a version of the progress test for the level that students should achieve by the end of the cycle. This provides teachers with implicit guidance as to the language objectives their students should achieve.

Implementation of the progress test system is at its initial stage. Results are good. There is a lot of improvement that can be introduced.

IT Army Language School is willing to share experience and cooperate in this field.

#### 2. Database build-up.

The IT Army Language School does not intend to train (in languages) "happy tourists". We train professionals to use professional language in a professional context. Professional language involves specialized terminology. A project to build up a terminology database through computer based procedure is going on. To do so, 2 different software for word count of memorized texts are used. This has enabled us to interrogate thousands of pages of authentic documents and begin to identify the essential words and expressions (level 1), the necessary ones (level 2), the common use ones (level 3), those that are worth knowing (level 4). We are applying these procedures not only to the benefit of our military personnel but also in assistance to universities (particularly for librarians, computer science students, medicine students and doctors).

Sharing our experience and/or undertaking joint projects, in this field, with our partners is within our policy.

Two particular problems : is anybody aware of RELIABLE software as to :

- OCR : currently we spend lots of time to clean texts memorized through our scanners. We are looking for the OCR software in order to optimize our scanning, and
- interrogation of texts printed in NON-Latin alphabets ?

In addition to this, we have been collecting pictures and videos that can be used to prepare interactive material. Open to any contribution if anybody wishes to get into this.

#### 3. Interactive language training aids

The School is leading the experimental utilization of a CD ROM based English Language interactive Course. This is a course called ENGLISH DISCOVERIES. We have distributed it to the various Army organizations. The course acquired is the "tutorial" version. Experimentation will be concluded by the end

of this month (June 1997). Outlook is extremely positive as long as you may rely on qualified and well trained C.A.L.L.<sup>1</sup> tutors (a new role for language teachers).

In addition to English, the School has also procured CD ROM based interactive courses for German , French, basic Russian, basic Arabic. Basic Arabic is fairly good but just basic. Interactive courses for German and French are well done but not so good as ENGLISH DISCOVERIES and far more expensive.

Any recommendation on new products ?

#### 4. Handbooks

In San Antonio last year our British colleagues showed us an interesting handbook (English - Ukrainian, if I recall it correctly). We tried to follow their example - particularly in terms of simplicity - and prepared so far 4 handbooks :

- Italian - Serbo Croat,
- Italian - English - Russian,
- Italian - French - English - Swahili,
- Italian - French - English - Albanian.

By next July we shall complete an Italian - Slovene - Hungarian - German handbook.

All our handbooks consist of hard copy and recorded audiocassette for the pronunciation.

Our view : an interesting field for cooperation, exchange, joint projects.

#### 5. Additional short term projects :

- a. Prepare our own CD ROM-based professional language training aids,
- b. Start an experiment in distant learning,
- c. Begin intensive course for Pharsi and Swahili and language improvement courses for Russian and Arabic,
- d. Complete an ad hoc English language course for Demining Trainers and Operators acting in the framework of peace-keeping (or similar) operations, and
- e. (still tentative) start an Italian language course for foreign Officers earmarked for employment in Italy.

We have taken with us a few samples of our progress tests, mostly on diskettes and some in hard copy and of our handbooks. Those who are interested can pick them up immediately. Should additional copies be required we will be glad to send them to you.

As of 29 May 1997 we too activated our Internet link and E-mail. Additional users in our School are going to be linked shortly. I expect an increase in useful exchange of information and cooperation.

Thank you for your endurance. Any questions ?

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<sup>1</sup> C.A.L.L. : Computer Assisted Language Learning.

# NATIONAL REPORT - NETHERLANDS

## 1. Introduction

The first six months of this year have been characterized by substantial cuts in budgets for the Dutch Armed Forces, which have slowed down reorganizations and innovations in the field of military language training.

## 2. Language Coordination Centre

As mentioned in the Dutch National Report of last year, it was intended to establish a Language Coordination Centre (LCC) for the Army by January 1997. Although the creation as such of the LCC has been approved of by the policy makers, its implementation is being hampered at the moment by a general halt to the filling of vacancies in the Army. So far less than half of the needed 5 staff members have been appointed, and as yet there is no indication when the halt will be lifted. For the time being, many of the originally planned tasks of LCC can therefore not be carried out.

In the first few months of its existence LCC has been concentrating on centralizing requests for language courses from all over the Army, in order to get a more accurate insight into the needs and the total expenses with respect to language training. Since military units up to a considerably low level are entitled to make independently agreements with commercial language institutes, cost-effectiveness and quality-control are less than optimal. For this reason, policy makers have been advised to give LCC full responsibility for all aspects, including financial control, of language training for the entire Army.

Towards the end of this year LCC expects to administer for the first time a new Open Level Test of English and French, which at the moment is being developed by the National Institute for Educational Measurement. It is a fully automated adaptive test that can be independently run on computers at any given number of locations. The test will be used primarily to determine whether or not additional language training for a candidate is required.

## 3. Language Wing

The planned reduction of the teaching staff of the Language Wing from 9 to 4 full-time instructors as from March 1997 has been accomplished accordingly.

In the past year two major projects have been completed:

- an entirely new Russian Basic Course, consisting of 40 lessons, each with ample exercises for speaking and listening comprehension. With a duration of 32 weeks, the course aims at a final SLP of 2/2/2/-.
- an Exercise Book of Oral Fluency in Russian at STANAG 6001 level 2-3, consisting of 3 volumes, approx. 120 pages each. It covers a vast range of subjects connected with daily life and culture of Russia.

- Training Programme
  - The new Russian Basic Course was used for the first time in November 1996 for the training of a new group of CFE-inspectors; at the end of the training programme in June of this year the course will be evaluated by the students and the teaching staff and where necessary be adjusted;
  - The next Russian Verification Course (31 weeks) will start in January 1998;
  - The Maintenance Programme (1 week) will be run in 1997 16 times for CFE-inspectors and Foreign Area Specialists;
  - For 1997 6 Refresher Courses of 1 week are planned for reserve personnel.
  - The Russian Interpreter's Course has been conducted this year from February till June. The Descriptors for Interpreting and Translating, as provided by the Australian Defense Language School, have been exceptionally helpful in improving our teaching and testing materials.
  
- Projects 1997-98
 

In collaboration with LCC, Language Wing will conduct in the second half of 1997 a limited number of English pilot courses at STANAG 6001 level 2 and 3. Main purpose of the pilot courses is to find new ways to enhance the cost-effectiveness without making any concessions with regard to quality and flexibility. The results and experiences gained with these courses will be reported in the National Report of 1998.

#### 4. Conclusion

Despite significant reductions in budgets and teaching staff, there is an unremitting willingness of everybody involved in military language training to continuously improve the efficiency, cost-effectiveness and quality of the educational programme. However, with resources so utterly stretched to the limit, intensive cooperation within BILC is bound to lose its non-committal character and to become more and more a strict necessity.

## **NORWAY: NATIONAL REPORT 1997**

### **1. ENGLISH**

The Norwegian military academies are divided into two courses, Course I and Course II, each of two years' duration. Cadets at all academies have up to 12 years of formal English training behind them on admission, and are already at NATO STANAG level 2. Our ambition is to raise their proficiency to STANAG level 3 in Course I and to STANAG level 4 in Course II.

Our experience is that there has been improvement in oral skills while written language still requires attention. At the three academies the language teachers have considerable freedom in organising their teaching material. We try to integrate English into leadership training, tactics, war studies and sea/air power etc. by using English texts within these areas. Although there have not been any formal studies done in this field, we feel that our cadets compare favourably with university students in terms of practical proficiency.

### **2. TESTING**

Norway has stayed loyal to the STANAG 6001 testing system as developed at the SHAPE English Language Testing Centre. Testing was started two years ago after the Norwegian testing teams had had a number of seminars with personnel from SHAPE ELTC. So far we have three operational testing teams in Norway. To date some 150 Norwegian officers have been tested prior to taking up posts abroad, or at Senior Staff College.

The teams are continuously involved in revising the existing tests and developing new testing material. We have, for instance, recently developed and piloted a new listening test, and our aim is to renew our entire test battery every second year. One of the reasons why this is possible is precisely the fact that we have made use of the STANAG 6001 testing system as developed at the SHAPE Language Testing Centre, so that we test all levels of proficiency with one and the same test battery. In our opinion there is no need for more than one test for all levels, and this system has proven both effective and economical.

It seems possible that within a year or two all three academies will introduce the STANAG 6001 test at the end of Course II.

### **3. FRENCH AND GERMAN**

At the Air Force Academy, French and German are still offered as electives. At the Army Academy and the Naval Academy, however, these languages are no longer taught in formal classes.

#### 4. RUSSIAN

Russian has been taught at the Defence Intelligence and Security School since 1954. Two courses are being taught at present:

- a) An 18-month course, which is a combined Russian language and reserve officers' training course (for interpreters and interrogation personnel). 80-90 % of the students are young people doing National Service (today about 20 % of the students are women), but officers with a basic knowledge of Russian are also admitted, and (exceptionally) police, diplomats and others. Approximately 45 weeks are devoted to language training and the course concludes with an oral exam recognised by all universities in Norway. The course aims at a parallel development of all four skills, with particular emphasis on translation, conversation skills and interpretation. The level of proficiency is approximately 3. A class of 22 was admitted in July 1996, and will graduate in December 1997.
- b) A six-month basic course (Russian language only). This course is well suited also for older students. Students are military officers, police, custom personnel and other civil servants; occasionally students from outside the government sector are also admitted. 10-12 complete the course every two years.

Graduates of both courses are invited to refresher courses every other year. The most highly qualified graduates of the 18-month course that have completed further studies in Russian or have had extended stays in Russia, have been trained as Arms Control inspectors and interpreters (under the CFE treaty).

#### 5. SERBO-CROATIAN

In 1996 and 1997, courses have been taught to give personnel with a knowledge of Russian a working proficiency in Serbo-Croatian for work in NATO units in the former Republic of Yugoslavia.

#### 6. CONCLUDING REMARKS

In the future Norway will continue to work along the lines laid down by the STANAG 6001, and to develop the test material.

# NATIONAL REPORT - SPAIN

## EMID (Central Military Language School)

### Introduction

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

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

### Activities during the year 1996

During the year 1996, the EMID has accomplished the following activities:

1. 10 months German, Russian and Arabic courses to military personnel without any initial level in these languages with the objective of reaching level SLP 2.2.2.2. or higher in the final test. These courses began in September of 1996 and will end in July of 1997:

- One German course with 14 students
- One Russian course with 16 students
- One Arabic course with 16 students

2. Three months English and French courses:

- English, basic level: one course with 16 students
- English intermediate level: one course with 16 students
- French basic level: one course with 16 students
- French, intermediate level: one course with 16 students

## NATIONAL REPORT - SPAIN

3. Examinations to Spanish military in: English, French, German, Russian, Arabic, Italian and Portuguese.
4. Coordination meetings to establish the procedures for the accomplishment of language exams to the Spanish soldiers.



## **AIR FORCE LANGUAGE SCHOOL**

### **MISSIONS:**

1. English and French crash courses of initial and intermediate level.
2. Technical support to other air force Schools .
3. Examination in English and French of Air Force personnel.
4. Support to the selection of the personnel who will occupy posts or accomplish courses abroad.
5. English and French courses for military personnel and their relatives.

### **ACTIVITIES DURING 1996:**

- \* FIVE English crash courses of six weeks duration with four level,each one for 242 students (Officers and NCOs)
- \* FOUR French crash courses of six weeks duration with two levels, each one for 51 Students.
- \* ONE course for Air Traffic Controllers of 12 week duration for 8 NCOs from the Army and 6 from the Navy.
- \* English, French and German Courses for military personal and relatives from October 1995 until May 1996.
- \* Testing of Air Force personnel in French and English:
  - English: 745
  - French: 121

### **ACTIVITIES PROGRAMMED FOR THE-YEAR 1997:**

- \* FOUR English crash courses for the total number of 192 students.
- \* THREE French crash courses for 60 students.
- \* ONE course for Air Traffic Controllers with 6 students from the Army and 4 from the Navy.

For the English courses, the school has 2 permanent teachers and 3 contingent teachers, specially contracted for these courses. For the French courses, there are 2 contingent teachers.

- \* English, French and German Course for military personnel and relatives that will begin October 1997 and end May 1998.
- \* For these courses, the school will contract 5 English, 2 French and 1 German teacher.
- \* English and French test for S.L P. evaluation of the Air Force personnel.

During this year the aim is to install a multimedia class with 20 computer working stations.

**REPORT ON THE SPANISH NATIONAL EXAMINATIONS BOARD OF  
THE ARMY (THE BOARD)**

**Introduction**

The composition and the goals of this unit are designed for the unique mission of testing knowledge in English and French inside the Army. There are two other bodies with the same function, in the Navy and the Air Force, but while the Army Board concentrates itself on examinations exclusively, these bodies function as a school as well as an examination board. Nevertheless, the Board has a parallel commitment of programming and coordinating the teaching of English and French for the Army Staff College, being responsible for the fulfillment of training in languages within the requirements of the final aims of the general programs of the College. In this way we are not only responsible for examining the Army personnel's language profile, we are also acquainted with the difficulties they encounter in the training process. Therefore we understand the necessary cost and time for our proposed goals.

**Activities of The Board:**

As explained above, the Board functions as the National tester for language levels in the Army, including students from general Army training schools. The levels given by the Board are the only ones officially recognised by STANAG 6001 in the Army, and they are given according to the standard set by STANAG 6001.

The descriptions of the Board's job is as follows:

- \* Collecting and studying material for the production of tests.
- \* Working on this material to adapt it according to the different levels of difficulty required by STANAG 6001.
- \* Adapting the materials according to the feedback obtained from previous use of these materials.
- \* Utilizing the material to test more than one and a half thousand examinees a year on average.
- \* Being the advisory body in language for the General Director of Studies in the Army.

In reference to its commitment to the General Staff College, the Board is responsible for:

- \* Issuing the demands for the profile required of the native teachers.
- \* Coordinating the team of native teachers.
- \* Programming the courses together with the native teachers.
- \* Following the progress of the students and introducing the required variations from the program in case the practical results are seen to differ from the objectives.

## NATIONAL REPORT - SPAIN

The senior native teacher for the General Staff College is at the same time the permanent native English or French component of the Board for national testing and for working in the preparation of the material.

### **CONCLUSION:**

At the moment, the Board is concentrating its efforts on being capable of testing a dramatically increasing demand and on the production of a new type of listening test.

## NATIONAL REPORT - SPAIN

### NAVY REPORT ON FOREIGN LANGUAGE TEACHING

#### GENERALITIES:

The Navy has five language schools located in Madrid and in its four main Naval bases, to provide its personnel adequate means to learn or make improvements in the official NATO languages: English and French.

At present, all the study plans in the Naval Academy, NCO schools and rating schools include English as a compulsory subject and French as an option. On the other hand, the Navy encourages its personnel to learn any other language which could be of professional interest. Some officers and petty officers are now studying German, Russian and Arabic of the Defense Language School of Madrid. Other kinds of help is given to those who want to learn Italian, Portuguese, etc.; such as scholarships in private schools and means for self-learning or long distance courses.

#### TRAINING AIDS:

During 1996, language labs have been installed in those schools which lacked them. New and more modern methods have been adopted. Multi-media systems for language teaching are under experimentation, not only as an aid, but also as a flexible and useful tool for self-learning.

#### ACTIVITIES DURING 1996:

Last year several foreign language courses of different levels, were given, as indicated:

##### English:

Officers.....	582
NCOs.....	384
Ratings.....	20
Civilians.....	40

##### French:

Officers.....	60
NCOs.....	48
Ratings.....	8
Civilians.....	15

During this period the following personnel took language courses in private schools in France and in the UK:

United Kingdom .....	31
France.....	6

**Projects for the course 1997/98**

1. Accomplishment of an intermediate course of 10 months duration of Arabic, Russian and German languages with 16 students each with the objective of reaching the level SLP 3.3.3.3. or higher.
2. Basic and intermediate 3 months English and French courses.
3. Evaluate the proficiency level of English, French, German, Russian, Arabic, Italian and Portuguese or Spanish military personnel
4. One 6 month Spanish course with 22 foreign military students.

Other languages (German, Arabic, Russian, Italian, Portuguese, etc.):

An estimate of.....40

**EXAMS:**

They take place twice a year with the following results:

English:

Applicants.....436  
SLP 4.4.4.4.....6  
" 3.3.3.3.....194  
" 2.2.2.2.....157  
Below SLP 2.2.2.2.....19

French:

Applicants.....436  
SLP 4.4.4.4.....6  
" 3.3.3.3.....194  
" 2.2.2.2.....157  
Below SLP 2.2.2.2.....19

**PROJECTS**

- To increase the number of scholarships in private schools of the UK and France.
- To continue our study about the usefulness of multimedia systems and adapt them where applicable.
- To look for means of sending our students abroad to practice.



**1997 BILC CONFERENCE**  
**02 - 06 JUNE , 1997**  
**COPENHAG - DENMARK**  
**NATIONAL REPORT - TURKEY**

**GENERAL**

At the beginning of 1996 - 1997 academic year, several projects were initiated at the Turkish Army Language School to prepare so as to efficiently meet general and specialized language teaching needs of the Army in 2000's and make it a leading institution in the field.

Realization of these projects will offer more modern and effective language learning environment to the trainees.

A series of project studies under the common name "Language School Modernization Project" was initiated and proceeded as planned by means of the funds allocated by the Army Headquarters and completed earlier than estimated date. The completed activities and the studies which are yet in the project phase are as follows:

**A. COMPLETED ACTIVITIES**

- Classrooms have been designed as to meet the requirements that are essential for up-to-date language teaching methods and technics. For this purpose, each classroom has been equipped with a VCR, a TV set, and a tape recorder. In addition to these, satellite broadcast is available in eight languages in order to develop the authentic listening skills.
- A classroom with multimedia and interactive features has been established. "WinSchool" system is being used in this classroom. Computer software for teaching English and Turkish and software introducing Turkey and Turkish History are available in this classroom.
- A barco device has been purchased to be used in the "four-skill developing" classroom which is planned to be activated in the near future. All the efforts have been made to enrich the course materials which will be utilized in this classroom. It is aimed that the classroom will be actively used by October 1998.
- Twenty four-hour satellite broadcast is available in eight languages.
- Activities to enrich and develop question archives in the languages taught are constantly carried out. Below is the list of published educational materials:
  - Turkish - Albanian Military Terminology Book
  - Turkish - Macedonian Military Terminology Book
  - Turkish Comprehension Level Exam Set
  - ALC Summary Book

## **B. PLANNED ACTIVITIES**

- Training the instructors for the “interactive multimedia” and “four-skill developing” classrooms, obtaining and programming of additional computer software, installing of audio-visual teaching materials to the computers. Making computer assisted language teaching available for all the other languages taught.
- Obtaining computer software for all the languages other than English from local and foreign sources. Developing interactive language teaching programs using multimedia features.
- Subscribing to the Internet for up-to-date information flow.  
Designing a web page in order to introduce the Army Language School to the foreign military personnel who will attend the Turkish language courses.
- Supplementary educational materials to be completed in 1997:
  - Turkish - Azarbaijanian Turkish Army Terminology Dictionary
  - Turkish Comprehension Level Exam Set

## **C. NATO/BILC DOCUMENT “WORLD LANGUAGES”**

Probably due to the misguidance by the sources used, the NATO/BILC document “World Languages” is incomplete and causes misunderstanding. One obvious indication leading to this conclusion is that no reliable and scientific publications such as “Philologiae Turcicae Fundamenta” (by UNESCO) has been referred to in the “guide”. Actually this guide, in its present contents, seems to be neither satisfactory nor scientific. To achieve a study scientifically indisputable and satisfactory for all, errors regarding Turkish and other languages should be revised by impartial expert linguists.

Turkey insists that the NATO/BILC document contain incomplete and misleading information especially in the section regarding Turkish Language.



## BILC NATIONAL REPORT - UNITED KINGDOM

1. The last year has been one of positive developments and unforeseen delays. At the policy level, a Military Language Policy paper was promulgated by the Defence Commitments staff in MOD. This gives clear guidance on the requirement for language training. In contrast, producing the resultant training policy has proved more difficult due to the diversity of training establishments, chains of command and methodologies. Work is now well underway and the training policy is to be produced by Oct 97.

2. The MOD policy cell, under Gp Capt Bob Hounslow as chairman of the Defence Language Training Committee [DLTC], is now actively determining the overall defence requirements. It is also arbitrating between differing requirements from all 3 Services. The DLTC decision to centralise training in French, Italian and Spanish has been implemented and has been monitored over the year by the Language Adviser, Maj (Retd) Carl Pearce. The quality of training is high and the hours intense. There is some loss of flexibility since sponsors are now required to plan well ahead to ensure that selection takes place before the now limited sets of start dates for courses. Such planning is not always possible.

3. The new Commanding Officer of DSL is Lt Col Vicky Martin who arrived in Sep 96. DSL is still awaiting the outcome of a rationalisation study which could involve its relocation or the addition of other military units to the Beaconsfield site. Answers to this question will be available to BILC members when they are welcomed to the BILC Conference 1998! Adding uncertainty, DSL is then to be subjected to a Competing for Quality programme which will offer its non-military business to commercial tender. Despite all of this, the staff soldier on.

4. On the examinations front, DSL is designing the new Operational Level examination at SLP 2.5,2.5,2.0,2.0 and the first trial took place in May 97 in Italian. Another trial is shortly to take place in Arabic and Russian. The UK delegation will have the descriptors for the SLP and sample copies of the examination available and for use within the relevant study groups. The mechanics of operating the examinations system and the costings for it are yet to be resolved at a higher level.

5. Training for Partnership for Peace has continued at a slightly slower pace since the retirement from the RAF of Sqn Ldr Marion Yates in late 1996 and as training implemented within Eastern Europe develops. The new Officer Commanding English Language Wing has already visited Slovenia but attention is concentrated more on developing the DSL based English Language for Central and Eastern Europe [ELCEE] courses and military materials. In the last year DSL has provided training for 135 students from the partnership for peace nations ranging in rank from officer cadet to major general. The constant mixture of nationalities is always a pleasure to see within the classrooms and the messes.



# BILC CONFERENCE

**DLIFLC**

**DLI - W**

**DLIELC**

**ANNUAL REPORT**

**1997**



**DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER**



**Bureau for International Language Coordination  
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**DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER**

**COMMAND GROUP**

**OVERALL CHANGES**

**PROVOST AND SCHOOLS**

**OPERATIONS, PLANS AND PROGRAMS**

**EVALUATION, RESEARCH, AND TESTING**

**WASHINGTON OFFICE**

**ENGLISH LANGUAGE CENTER**

# Defense Language Institute Foreign Language Center

## I. COMMAND GROUP

The Defense Language Institute Foreign Language Center (DLIFLC) is under the command of COL Daniel D. Devlin, USA. COL Devlin assumed command on 26 February 96 from the Interim Commandant, COL Ila Mettee-McCutchon, 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. Eugene F. Beauvais, USAF, who arrived on 24 July 1996, taking over for Col. Robert Busch II, USAF. COL David F. Gross, USA, serves as Garrison Commander and is charged with providing Base Operations Support to all activities and personnel on the Presidio of Monterey (POM). COL Mettee-McCutchon heads the BRAC/Environment Agency. LTC Jack J. Isler, who arrived on 10 June 96, serves as Installation Executive Officer. Thomas J. Bugary served as Installation Command Sergeant Major from 26 August 93 until 2 April 97. The current Command Sergeant Major is Debra E. Smith, who arrived at the DLIFLC on 2 May 97.

## II. OVERALL CHANGES

### A. Faculty Personnel System (FPS)

The new Faculty Personnel System, planned and discussed for over a decade, finally became reality in 1996. On 30 September 1996, a Faculty Personnel System Administrator position was created as part of the Office of the Provost. The new Administrator reported on 30 September 1996. On 15 November 1996, authorization to implement the new System was received from the Department of Defense.

Negotiations on the FPS between DLI management and the National Federation of Federal Employees (NFFE) Local 1263 were accomplished in the space of four days (21-24 November 1996). On 26 November, a videotaped commemorative signing of the FPS Handbook by both negotiation teams and by the Commandant, COL Daniel D. Devlin, took place.

The month of December 1996 constituted the FPS Open Season. The Civilian Personnel Office (CPO) offered one-on-one counseling for all FPS-eligible employees. Dr. Ray Clifford, Provost, and Mr. Alfie Khalil, President of Local 1263 and chief spokesperson for the NFFE negotiation team, conducted a presentation on the FPS for each school and academic staff office. In addition, they also conducted two Institute-wide question-and-answer sessions.

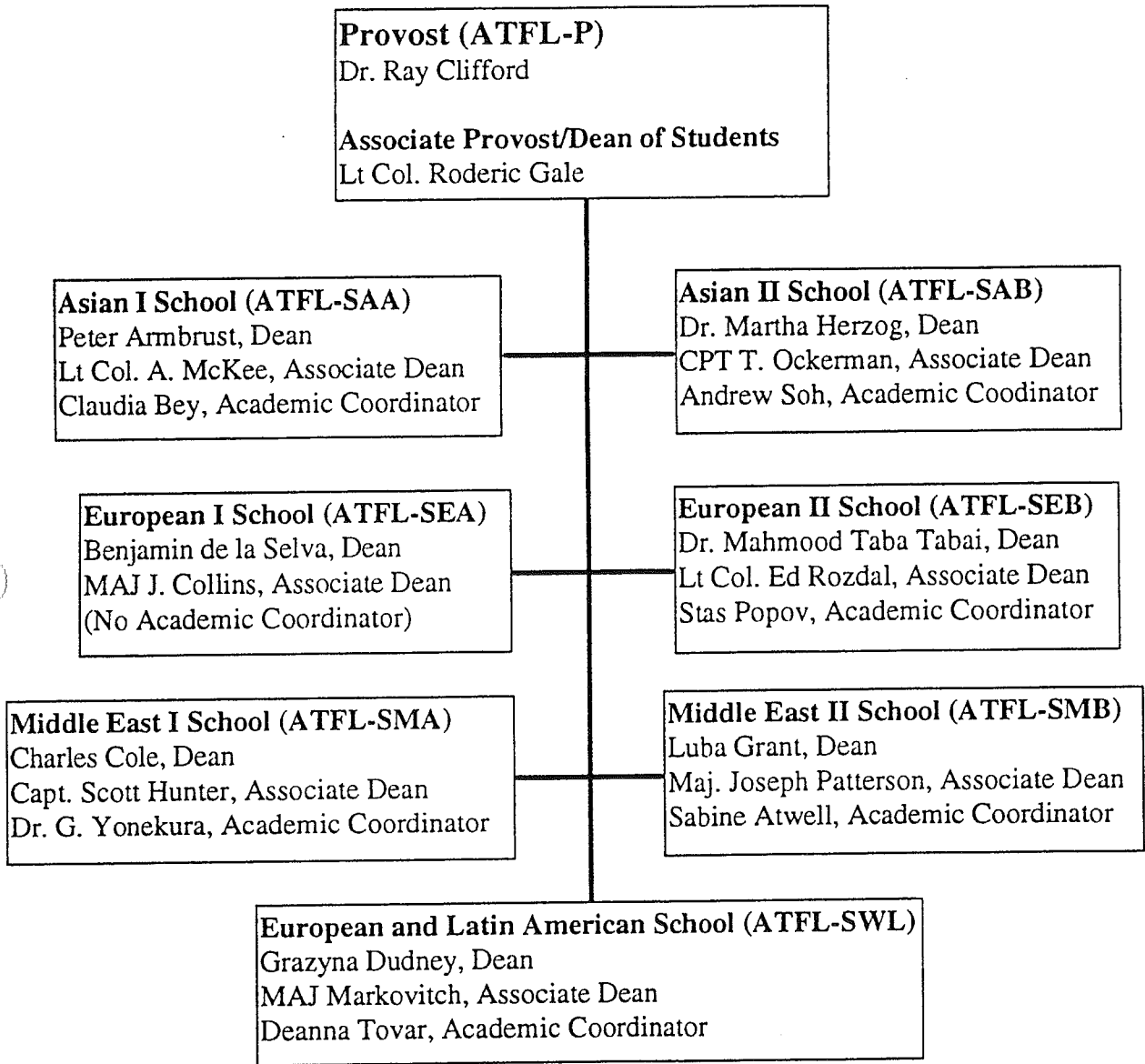
Of the 789 FPS-eligible employees, 500 took advantage of the CPO counseling, and 610 voluntarily joined the FPS.

### B. Personnel Changes

Many DLIFLC organizations experienced a change in top management personnel in 1996. Details will be found in the individual listings for those organizations.

### III. PROVOST AND SCHOOLS

#### A. Organization



## B. 1996 Proficiency Results by Language

Language	% meeting L2/R2/S2 proficiency goal
Arabic	74
Chinese (Mandarin)	64
Czech	87
Dutch	64
Filipino	78
French	90
German	79
Greek	60
Hebrew	81
Italian	50
Japanese	24
Korean	24
Persian Farsi	70
Polish	64
Portuguese	88
Russian	44
Spanish	82
Thai	48
Turkish	88
Ukrainian	50
Vietnamese	56

## C. Major Changes by School

### 1. Asian I

Asian School I (SAA) provides instruction in Chinese (Mandarin), Filipino, Japanese, Thai, and Vietnamese.

In the first quarter of FY96, the Chinese faculty completed the Survival Kit for Chinese Mandarin and new departmental Module Tests 1-5. In the second quarter, new departmental Module Reading Tests were completed.

In March 1996, the Japanese Branch replaced manual grading procedures with automated grade recording. Validation of the C and D forms of the Japanese DLPT IV began, and the school welcomed its first paying student.

The Vietnamese Branch completed homework exercises for Semester II of the Basic Course and began translating and recording the Rosetta Stone Language Project.



## **2. Asian II**

Dr. Martha Herzog assumed responsibility for the Korean program as well as Curriculum and Instruction, and Dr. Neil Granoien was assigned full time to complete Semesters I and II of the new Basic Course. In 1996, the School's population grew by approximately 100, and, thanks to increased faculty training and hiring, the School also experienced a 20 percent increase in the number of students achieving the proficiency standard of 2/2/2.

In August 1996, Mr. Andy Soh was appointed Academic Coordinator for Asian School II (SAB) to lead the curriculum development team charged with producing Semester III of the course. The new course was implemented in September.

## **3. European I**

European School I (SEA) provides instruction in Czech, Polish, Russian, Serbian-Croatian, and Ukrainian. SEA experienced a change of management personnel on 5 August 1996. The dean, Charles Cole, moved to SMA and was replaced by Benjamin De la Selva.

In January 1996, SEA began providing Internet access so that faculty members could use authentic materials in class.

The first iteration of Russian instruction using the commercial *Golosa* texts began in February. The first Serbian-Croatian Basic Course began on 27 June. Two joint contractor-civil service instructor teams were formed for classes preparing Army students for assignment in Bosnia: one for a resident class of 40 students; the other for an MTT (Mobile Training Team) to Fort Hood, TX, for a class of nine.

SEA provided interpreters to Moscow, Ukraine, Fort Levenworth, and Newark Air Force Base, and sent Mobile Training Teams to Fort Lewis and Fort Devons.

## **4. European II**

In August of 1996, Dr. Mahmood Taba Tabai became Dean of European School II (SEB). European II conducts basic language training in Russian and Persian Farsi, and provides two follow-on courses in Russian: the 20-week LeFox program and the 33-week OSIA (On Site Inspection Agency) program. By the end of CY96, OSIA agreed to have a minimum of ten instructors at all times.

SEB's Russian department has put greater emphasis on the speaking skill. OSIA has developed a Grammar Review and Enrichment course book that includes terms related to the Intermediate-Range Nuclear Forces (INF) Treaty, START (Strategic Arms Reduction Treaty) and START II, the Threshold Test Ban Treaty (TTBT), Cooperative Threat Reduction (CTR), Chemical Weapons (CW) Agreements, the Conventional Armed Forces in Europe (CFE) Treaty, and the Open Skies Treaty.

OSIA sent two faculty members to Washington, DC, to collect materials for curriculum development.

## **5. European and Latin American**

European and Latin American (SWL) provides training in French, German, Italian, Portuguese, and Spanish. Mrs. Grazyna Dudney was named Dean in February, replacing Dr. Alex Vorobiov.

During 1996, the German Department was reduced to a Branch in the Multilanguage Department and the Dutch Branch was closed.

Development proceeded throughout the year on the new Spanish Basic Course and on the Spanish Interactive Videodisk Project. By year's end, the faculty had reviewed the first three exams for the new Basic Course and provided input for the final stage of development of the Videodisk Project.

The entire battery of French tests was examined and development of a new test was planned. In December, a series of four cultural tests was developed. The Italian Branch began using a commercial textbook entitled *Crescendo*. The European Portuguese Interim Tests were revised and fifty European Portuguese lessons were taped. A unit on the environment was produced for German and is now ready for use in classroom instruction.

## **6. Middle East I**

Middle East School I (SMA) provides training in Arabic, Greek, Hebrew, and Turkish. SMA experienced changes in management personnel in August 1996: Dr. Mahmood Taba Tabai left SMA to become Dean of European School II. Charles E. Cole took over as Dean of SMA. Capt. Scott Hunter, USAF, took over the position of Associate Dean from Lt Col. Alan McKee, USAF, who transferred to Asian School I. Academic Coordinator Sabine Atwell transferred to Middle East School II and was replaced by Dr. Giselle Yonekura.

The Semester III Arabic Curriculum was reorganized and a team completed materials development for a new 16-week Refresher Maintenance Course. Students for the course, the first of its kind at DLI for Arabic, arrived on 30 May 96. An Arabic Curriculum Task Force and DCI personnel discussed various proposals for a new Arabic curriculum and submitted them to the Provost. By the end of 1996, the Arabic test development project, which had been underway since 1995, was nearing completion. The test development process was streamlined to ensure all tests would be complete by March 97. In addition, the new *Sound and Script* introduction to the Basic Course was implemented.

The new Greek Basic Course development project was revived by obtaining the services of a new contractor. The Chair and the Academic Coordinator collaborated in developing FLO subskill content themes for each of the 10 modules of Term II. The Hebrew Branch developed bi-weekly tests.

Calendar year 1996 saw a push to integrate technology in SMA. In September the Department Chairs were placed on remote e-mail. In October the installation of wiring to hook up the LAN on the first floors of Buildings 619, 621, and 623 began. Efforts are underway to increase e-mail connectivity for each of the teaching teams.

## **7. Middle East II**

Middle East School II (SMB) provides training in Arabic. SMB staff members were affected by the restructuring of management positions in 1996. Maj. Joseph Patterson, USAF, replaced MAJ Markovitch, USA, as Associate Dean. Dr. Giselle Yonekura served as Academic Coordinator until August, when she transferred to Middle East I and was replaced by Sabine Atwell.

Several course development efforts were completed in CY96. A computer-assisted study project consisting of 200 hours of Area Studies instruction with listening and reading exercises was completed in October. The project will be available on CD-ROM as soon validation is complete. Both Middle East Schools continued to revise the in-program Arabic tests. Only a few remained to be completed at year's end.

Most of the Arabic oral testers received "Back to Basics" training from ES. Most were recertified and began using the new system with graduating classes in October 96.

#### **D. Curriculum Division (ATFL-DCI)**

The Curriculum Division (DCI-C) guided the development of a number of course materials in CY96, including the Russian *Golosa* texts; Thai lessons on the subjects of time and the geography of Thailand; the Spanish Basic Course; 25 second-semester Vietnamese lessons; and the Ukrainian Basic Course for interagency use.

DCI-C assisted the Arabic Curriculum Task Force in obtaining commercial materials for use in restructuring the Arabic Basic Course. DCI-C coordinated reproduction and distribution of Georgetown University's government-sponsored Syrian Arabic video-based course. DCI-C Curriculum Specialists assisted in the preparation of Material Fairs in several languages to facilitate the comparison and exchange of instructional materials among government language schools.

Curriculum staff also updated the *Defense Language Institute General Catalog* and supervised the production of the two DLI academic journals, *Applied Language Learning* and *Dialog on Language Instruction*.

#### **E. Technology Integration (ATFL-DCI-TI)**

The Technology Integration Division completed an impressive list of Computer Assisted Study (CAS) projects in 1996: the Serbian-Croatian Conversion Course; the Spanish Panama Headstart Modules; CAS Exercises in Arabic, Russian, and Spanish; Sustainment Courses in Arabic, Persian, and Serbian-Croatian; and the Spanish Costa Rica Videodisk Software.

#### **F. Faculty and Staff Development (ATFL-DCI-FS)**

The Instructor Certification Course (ICC) underwent a revision with focus on teaching skills and skills integration, including use of a new textbook and bringing in actual DLI students for practice teaching. A comprehensive collection of handouts and supplementary materials for the ICC was published as a resource manual. In addition, new ICC certification procedures were implemented.

FS continued to support the Schools with in-school consultation and training. In particular, FS worked with the Korean faculty on the implementation of a new textbook and with the Serbian-Croatian faculty on the implementation of a new Basic Course.

The Technology Training Branch offered a new course in the use of the Internet for language teaching.

### **IV. OPERATIONS, PLANS AND PROGRAMS (ATFL-OPP)**

#### **A. Overview**

The Directorate of Operations, Plans and Programs is responsible for policy and pronency 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; non-resident materials distribution; and marketing of DLI products and services.

## **B. Command Language Program**

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 military services, both active and reserve components.

DLIFLC initiatives to improve CLP support include (1) a quarterly CLP Managers' (CLPM) course at DLIFLC or at customers' sites; (2) CLP Seminars, held twice a year, bringing together over 100 top-level CLPMs to review language programs and discuss problem areas; (3) Field Assistance Visits (FAVs) to assess programs and offer help; (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, and 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 DLI. (The Fifth Annual WLO was held 6-10 May 96 and staged six events in six languages).

## **C. 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 to DLIFLC. OPP is expanding VTT connectivity and acquiring new systems that will enable DLIFLC to offer training to units heretofore unable to benefit from distance learning, including Reserve Component units and units at overseas locations.

VTT is the integration of digitized video, audio, and data with advanced satellite and terrestrial telecommunications technology that allows 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 FY95. Users pay \$29.44 per instructional hour for each session. VTT system costs are centrally funded by TRADOC. DLI 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 (ASM) and fiber optics technology that will improve both the audio and video quality of transmission and provide access to an "electronic superhighway" capable of supporting myriad technology-based defense language 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 DLIFLC to offer training and conferencing to overseas locations.

In calendar year 1996, OPP provided 7935.3 hours of VTT instruction. Of these hours, 3159.1 were in Russian, 1844.8 were in Arabic, and 1014.3 were in Spanish.

## **D. Operation Joint Endeavor (JE)—Bosnia-Herzegovina**

DLIFLC provided extensive support to Operation Joint Endeavor. DLIFLC and the Washington Office have conducted Basic, Refresher, Sustainment, and Cross-training in Serbian-Croatian for hundreds of students. Materials developed in CY96 include the Hungarian Language Survival Kit, the Serbian-Croatian Mine Recognition/Clearing Phase Card, and a 48-minute VHS tape entitled "Serbian-Croatian Survival Level Language Tape," produced in response to a special request by the 1st Infantry Division in Germany. The DLIFLC also provided translation support, Oral Proficiency Testing (194 Serbian-Croatian tests as of 28 June 96), and Serbian-Croatian Instructor Training Workshops.

## **V. EVALUATION, RESEARCH, AND TESTING (ATFL-ES)**

### **A. Test Development**

#### **1. Defense Language Proficiency Test (DLPT) IV**

The Testing Division (EST) completed the Serbian-Croatian DLPT IV battery; the first operational administration of the Serbian-Croatian DLPT IV was for class 00196.

EST completed the update of DLPT batteries in German and Persian. Each of these update batteries includes two listening, two reading, and four tape- and booklet-mediated speaking test forms.

Later in the year, EST completed DLPT IV initial batteries in Vietnamese, Arabic, and Thai, and started development of DLPT IV update batteries in Hebrew and Turkish. Validation testing of DLPT IV batteries in Czech, Japanese, Polish, and Filipino is underway; completion is expected in 1997. The Hebrew and Turkish projects have an estimated completion date of 1998.

#### **2. FLO Tests**

During the second half of CY96, EST completed a full-scale review and revision of the FLO test batteries in 13 languages. In this review, new instruction and screen graphics were incorporated in the tests in order to facilitate the test-taking process for the examinees. The Czech, Greek, Ukrainian, and Thai tests were revised in 1996. Russian, Korean, Polish, Spanish, and Vietnamese were revised in 1994; and Arabic, Chinese, Filipino, and Persian were completed in 1995.

### **B. Current and Completed Research Projects**

The Research and Analysis Division (ESR) coordinated and published an interim report on the Language Skill Change Project Relook.

ESR hosted the initial planning conference for the Proficiency Evaluation Project during the period 29-30 August 1996 at the Center for the Advancement of Language Learning (CALL) in Washington, DC. The project will test the foreign language proficiency of college and university students using the Defense Language Proficiency Test. In November 1996, ESR presented a briefing on the Proficiency Evaluation Project at the annual meeting of the American Council on the Teaching of Foreign Languages.

ESR played a major role in organizing the CALL Colloquium on Conversion Training into Related Languages, which was held in Arlington, VA, 16-19 September 1996. In this colloquium,

several government agencies worked toward identifying common principles for curriculum development, encouraging learner strategies, and teacher training when conducting training in a language with students who already have a strong background in a related language.

ESR presented a paper entitled "Exploring the Role of Learner Variables in Second Language Learning: Aptitude," at the Seventy-Eighth Annual Meeting of the American Association of Teachers of Spanish and Portuguese.

### **C. Evaluation Division (ESE)**

ESE's Program Analysis Branch (PA) focused on Training Assistance Visits (TAVs). These are short visits by small teams of DLI subject-matter experts to the individual DLI Schools or training support Directorates. Their purpose is to help school Deans and organizational Directors set their priorities in addressing teaching and learning issues. The TAV team examines a limited number of predetermined teaching and learning issues relating to one or more of the three overall DLI mission elements. Through observation and discussions with organizational personnel, the TAV team assesses how management policies, procedures, and operations affect accomplishment of these elements. Following DLI management approval, the organization visited implements its action plan. TAV assessments about how management policy is working can identify root causes for trends and issues reported in other evaluations such as the Automated Student Questionnaires, the Feedforward-Feedback system, and Curriculum Reviews.

During 1996, TAVs were conducted to European II, Asian I, Middle East I, European and Latin American, European I, and Middle East II. Finally, after making several changes in procedure to accommodate the organization and mission of a support operation, PA conducted a TAV to ES. The ES TAV resulted in useful lessons learned that will aid in the planning of future non-school TAVs.

In coordination with the Test Management Division (ESM), ESE initiated plans for a temporary (nine-month) administration of an additional interim automated student questionnaire (ISQ) for Category III and IV languages. The ASQ continues to be administered at the end of the course. The intent of the ISQ-ASQ experiment is to see whether an early questionnaire administration will enable corrective actions that can affect the same students who noted the problems on their questionnaire. DLIFLC will also be able to see what differences there are between students' ISQ and end-of-course ASQ inputs.

**Bureau for International Language Coordination  
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**Defense Language Institute Washington**

**OVERVIEW**

**CONTRACT FOREIGN LANGUAGE TRAINING PROGRAM**

**RUSSIAN TRANSLATION/INTERPRETATION**

**REPRESENTATION**

# Defense Language Institute Washington

## I. OVERVIEW

The DLIFLC Washington Office (DLI-Washington) is located in Arlington, VA. The 10-member office has three primary functions: to manage the Contract Foreign Language Training Program; 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 Contract Foreign Language Training Program (CFLTP) to teach languages not provided at the Presidio of Monterey. DLI-Washington employs five civilian contractors and two federal government language schools to provide basic, intermediate, and advanced training in low-density foreign languages. DLI-Washington 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-Washington also provides foreign language training to a variety of military members preparing for representational assignments. These include flag/general officers en route to overseas postings, 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 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, the CFLTP has met the foreign language training needs of nearly 700 students in more than 40 languages.

## III. RUSSIAN TRANSLATION/INTERPRETATION

DLI-Washington's second mission is to provide language training and certification of Russian translators for the Moscow-Washington Direct Communications Link (MOLINK) and for the White House Communications Agency. DLI-Washington has three permanent instructors to meet these responsibilities and to provide the Department of Defense (DoD) with translation and interpretation services. Despite the end of the Cold War and the advent of other communications systems, the MOLINK remains a vital means of efficient defense-related communication.

## IV. REPRESENTATION

The third mission of DLI-W is representation of DLIFLC in the nation's capital. This is accomplished primarily through three organizations. The first is the Federal Interagency Language



Roundtable, established to coordinate language issues throughout the federal government. The second is the Director of Central Intelligence's Foreign Language Committee, which provides similar coordination for the intelligence community. Finally, DLI-Washington represents DLIFLC on matters concerning the Defense Foreign Language Program (DFLP), which coordinates language issues for the Department of Defense. DLI-Washington 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 DFLP Policy Committee on ways to maximize the effectiveness of the DFLP.

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**Defense Language Institute English Language Center**

**INTRODUCTION**

**RESIDENT ENGLISH LANGUAGE PROGRAM**

**OFF-CAMPUS ENGLISH LANGUAGE PROGRAMS**

**CURRICULUM DEVELOPMENT UPDATE**

# Defense Language Institute English Language Center

## I. INTRODUCTION

The Department of Defense (DoD) English Language Program is conducted by the Defense Language Institute English Language Center (DLIELC).

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 U.S. 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 listening comprehension, speaking,

reading, note taking, task saturation and other cooperative learning tasks; as well as a broad base of specialized vocabulary related to the student's military or 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.

The DLIELC conducts a six-week Language Laboratory Maintenance Training course; one to three weeks of Observer/Professional Training tailored to cover the administration of an English Language Training Program; the 16-week Test of English as a Foreign Language Preparatory Course; and the Advanced English Language Proficiency Course for U.S. Army officers and international students, another 16-week course, which concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills.

Finally, the DLIELC conducts a basic English as a Second Language program for U.S. Army recruits.

### **III. OFF-CAMPUS ENGLISH LANGUAGE PROGRAMS**

During 1996, 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 in support of the DLIELC Language Training Detachment (LTD) on the island. An LTD was also assigned to the U.S. Navy Ship Repair Facility at Yokosuka, Japan.

In support of U.S. international affairs, the DLIELC also provided the Chair and curriculum support for the English Department at the George C. Marshall Center for Security Studies in Garmisch, Germany. The DLIELC provided extended assistance in the form of Language Training Detachments to Hungary; Saudi Arabia; and Pensacola, FL. Temporary personnel were also deployed to Austria, Chile, Croatia, the Czech Republic, Germany, Japan, Jordan, Latvia, Malaysia, Mexico, Morocco, Paraguay, Peru, Slovakia, Slovenia, Taiwan, and Thailand.

### **IV. CURRICULUM DEVELOPMENT UPDATE**

#### **A. General English**

During 1996, the DLIELC began the development of a Nonintensive American Language Course, designed to be used in four-year military academies. The course consists of four volumes, each of which is to be taught in two 15-week semesters.

#### **B. Specialized English Training**

In the Specialized English Training curriculum there are 45 professional/technical areas comprised of 81 one- and two-week modules. In 1996, six new modules were implemented. In 1997, fifteen additional modules will have been revised in the areas of electronics, logistics, aviation, and professional military education. The revisions have included updating technical

content and incorporating the latest English for Special Purposes methodologies. The Oral Proficiency Skills for Aviation Students (OPSAV) program created and implemented in 1995 is presently undergoing post-validation revisions. The purpose of OPSAV is to increase the speaking and comprehension proficiency skills that international aviation students have to achieve before entering the Specialized English Training (SET) curriculum.

### **C. Interactive Courseware (ICW)**

Lessons for Books 19-24 of the American Language Course are now available for nonresident use, both on laserdisk and CD-ROM. Videos to accompany Books 13-18 are now underway, with an estimated completion date of September 1997 for the entire level; segments of these videos are being incorporated into ICW lessons as well. They will be distributed on CD-ROM only. Planning has begun for the videos to accompany Books 7-12, which will also be incorporated into the ICW. Completion dates are still to be determined.

A special project is underway to convert the existing audiotapes from Books 1-6 to a multimedia format—incorporating what is now on cassette and in workbook form into the ICW. All six books should be completed and in resident use by December 1997.

In addition to the general English videos and ICW lessons, the DLIELC is involved in creating ICW for a number of Specialized English Training Modules—specifically aviation, maintenance, and electronics. These lessons include graphics, still photographs, and animation—with video planned for future efforts. A rudimentary speech recognition component is included for radio communications at this time, and we are involved in a joint project with Armstrong Laboratories at Brooks AFB, TX, to move forward in that area.

### **D. Special Projects**

A small recently-created Special Curriculum Projects Section has been tasked with the development of courses of special interest to NATO/Partnership for Peace countries' English Language Training Programs. This section is currently working on the Materials Development Seminar, a resident course, designed to teach nonnative English language specialists how to develop their own training materials; the English Skills for Staff Officers in Multinational Operations Course, a nonresident package, which includes self-instruction and classroom materials; and the American Military English Course, also a nonresident package, which deals with military terminology, functions, and language skills specific to military situations.

### **E. Testing**

The DLIELC has a comprehensive system of testing. Achievement of course objectives is evaluated by means of standardized tests or performance evaluations, or combinations of both, for each block of instruction. In addition, skills development is assessed by performance tests at the first five levels of the General English course, which cover the six books with that level. Overall English language proficiency is evaluated with the English Comprehension Level (ECL) test, which tests reading and listening comprehension. Used by U.S. Test Control Officers in almost 400 locations worldwide, it is now developed using an Item Response Theory approach, which better assures the equivalence of all forms of the test. The American Language Course Placement Test, a reading/listening proficiency test similar to the English Comprehension Level Test, is available for countries to use in their own English language training programs; presently 54

equated forms are available and more are planned. 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.

The DLIELC is also presently developing a "new" type of English test, a Defense Language Proficiency Test similar to those used at the Defense Language Institute Foreign Language Center for languages other than English. These tests assess reading, listening, and speaking proficiency. They will be scored on the 0-5 scale used by the Interagency Language Roundtable, which readers may be familiar with as the U.S. Government's Oral Proficiency Interview rating scale. This scale parallels the rating scale used in the NATO STANAG 6001 Amplifications.

An increased emphasis on evaluating performance is reflected in increased use of the Oral Proficiency Interview (OPI). OPIs 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, public affairs, and JAG courses.

## **V. STUDY GROUP REPORTS**





## BILC CONFERENCE 1997

### REPORT OF STUDY GROUP 1 FLEXIBLE DELIVERY OPTIONS FOR LANGUAGE TRAINING

#### Participants

Mr Ackermerk, Sweden  
Ms Cancellera, Italy  
Colonel De Montoto Y De Simon, Spain  
Ms Gudnason, Denmark  
Ms Hasselbatch, Denmark  
Major Marmouget, France  
Mr Molloy, US  
Mr Morland, Norway  
Lieutenant Nygren, Sweden  
Mr Pelletier, Canada  
Major Rabbit, UK  
Mr Schwartz, Germany  
Lieutenant Colonel Timmers, Netherlands  
Lieutenant Colonel Volden, Denmark

Facilitator: Ms Peggy Goitia Garza

#### 1. Reasons for Considering Flexible Delivery of Language Training

- Change in policy
- Limited resources
- Need to find cost savings
- Distance of students
- Time constraints---students not available for traditional instruction
- Increasing numbers of students needing training in diverse languages
- Need to provide language training on short notice

#### 2. Possible Consequences/Issues to Be Aware of When Considering Flexible Delivery Options

- Upfront cost or investment of both time and money
- More planning is required
- Fear ---- loss of jobs  
    technophobia
- Student motivation problems
- Re-engineering of instructional design and management of instruction
- Retraining of teachers
- Different costs-----maintenance of equipment  
    updates and enhancements to courseware
- Dealing with rapidly changing technologies
- Computer security
- Ergonomics
- Ray Clifford Triangle—faster, better, cheaper. (As you increase one of those variables, at least one of the other two variables will decrease.)

### 3. When Planning for Flexible Delivery of Instruction, Consider the Brownrigg Factors

- Location
- Student effort
- Staff
- Level of support from management
- Language skills to be covered
- Teaching tools/media
- Content
- Approach
- Environment

**4. E-mail and the Internet.** The study group exchanged ideas on the use of technology for effective language training, particularly the use of e-mail and the Internet. Participants pointed out that e-mail exchanges either on an individual basis with a specific person or through a chat room provide excellent opportunities for students to practice the language with native speakers. Writing skills and vocabulary can be improved and a better understanding of the culture can be developed. Samples of authentic language, both in text and audio forms are available on the Internet. Teachers can use these authentic materials as the basis for their language lessons. Two participants described assigning students research projects and requiring them to surf the Internet to obtain their research. Both e-mail and the Internet can be used to promote collaborative learning.

**5. Exchange of Information and Lessons Learned.** Participants discussed their experiences with flexible delivery options. One important point raised was that not all aspects of language training can be delivered effectively via technology. Computer-based instruction is an ideal medium for time-consuming drill and practice activities, thus permitting the teacher to spend classroom time on communicative activities. The Canadians follow this approach, supported by live tutors who provide students with feedback on their computer lessons either by phone or a message on the computer. A Swedish pilot project to deliver language training through videoteleconferencing was described and some of the advantages and limitations of the approach were mentioned. Security problems with the use of the Internet were brought up and the participants from the UK, Norway, and Spain addressed how they handled these challenges in their respective countries. In Germany, student motivation problems in a self-instruction program were dealt with by implementing a guided instructional approach.

BILC CONFERENCE 1997

REPORT OF STUDY GROUP 2  
DESIGNING CRASH COURSES AND CONTINGENCY PACKAGES

Facilitator	-	Dr H Walinsky	Germany
Secretary	-	Maj (Retd) C Pearce	UK
Members	-	Lt Col S Sohet	France
	-	Maj Curtis	USA
	-	Col R Alderisi	Italy
	-	Mr E Gram	Denmark
	-	Mrs PL Krage	USA
	-	Mrs L Paaske	Denmark
	-	Mrs N Paktunc	Canada
	-	Mr P Porsild	Denmark
	-	Lt Col C Rey	Spain
	-	Mr H Specht	Denmark
	-	Capt G Tabarrini	Italy

Reference:- Study Group Report 3 from BILC 96.

1. Background

The group took as their starting point the findings of Study Group 3 at the BILC 96 Conference and Seminar. In summary the 96 working group advocated the production of the following to meet the needs of short notice language commitments:

- a. Language cards. To provide immediate support for all troops. Based upon the Command and Control cards of DLI FLC the cards should contain general care language with the reverse dealing with operation specific vocabulary.
- b. Language Phrase books. For limited distribution to troops and based on the American 'Survive in.....' series.
- c. Crash Course in FL. The group reviewed the contents of possible topics for inclusion in a 1 week course to be delivered to selected troops prior to a short-time commitment.

2. The contents of each of these productions were noted and the Reference should be considered together with this study group report.

3. Language Needs Questionnaire.

The group considered in detail the first recommendation of the BILC 96 report which advocated the production of a simple language needs questionnaire that could provide the trainers with essential information to assist in materials or course production. Such a questionnaire was not

to replace a needs analysis completed by language trainers but to be completed by a non-specialist as early as possible before (or soonest after) deployment. The results of the questionnaire would serve to highlight the specific areas of care and specialist material that would be needed to support the troops engaged in the operation.

The proforma is attached at Annex A and as can be seen requests information on:

- a. the operation and a possible time scale to identify what can be achieved,
  - b. specific tasking areas to allow for the production of relevant materials, and
  - c. details of possible use of language to allow for concentration on particular skill areas.
4. The questionnaire is not seen as a complete answer to the solution to designing crash courses and contingency packages. A full needs analysis would need to be conducted if the operation was to continue and further troops deployed on a set time-scale.
5. The group considered the questionnaire had relevance to other customer demands and might serve as an initial survey for a needs analysis for course or materials tasking given a longer preparatory period (but in course design a relatively short period).
6. Materials.

Following the design of the provisional language needs questionnaire, the group considered the question of available materials and the need to “prevent inventing the wheel”. The conference itself, with its theme of flexibility, the materials presented and brought to the conference by member nations highlighted an “information gap” - the trainers themselves were unaware of what was generally available within BILC.

To reduce this gap the group designed a further questionnaire that could obtain the information and further enhance and simplify the trainers task.

A copy of this proforma is attached at Annex B and it is recommended that member nations completed the proforma for consolidation by the BILC Secretariat.

## CONCLUSIONS AND RECOMMENDATIONS

7. It was apparent at the initial deliberations of the group that many were unaware that the study group topic was a continuation from the BILC 96 Conference and Seminar and that preparations for the study group prior to BILC 97 were necessary by participants. This should be made clear in future instructions for continuing study groups.

The group recommends that:

- a. refinements to the provisional needs questionnaire should be made by individual nations and passed to BILC after any use or further consideration.

- b. the internet page for BILC should contain this questionnaire.
  - c. member countries complete the materials questionnaire and that the BILC secretariat consolidate the list for information to all member countries (and PFP if required). The means of distribution may be the Internet or an information circular.
8. The group considered that this topic had been fully completed and did not recommend any further conference work on this subject.
9. Contact expected with:
- a. local population
    - (1) civilians
    - (2) authorities
    - (3) para-military forces
    - (4) refugees
    - (5) others (specify)
  - b. local regular forces hostile/friendly/uncertain.
  - c. co-operating forces
    - (1) nationality
    - (2) liaison personnel required at \_\_\_\_\_ level.
10. Please give any other facts that may assist.

11. Provision. Requirements are provisionally:

- a. pocket cards quantity
  - b. phrase books quantity
  - c. military vocabulary (reference) quantity
  - d. short course of \_\_\_\_\_ hours/days/weeks for \_\_\_\_\_ soldiers/officers.
  - e. other (specify)
- 

Completed by:

Rank \_\_\_\_\_ Name \_\_\_\_\_ Branch \_\_\_\_\_

Contact number: tel \_\_\_\_\_

fax \_\_\_\_\_

E mail \_\_\_\_\_ @ \_\_\_\_\_

**PROVISIONAL LANGUAGE NEEDS QUESTIONNAIRE**

The form is designed to be completed by staff officers, advance party members and handed to the language provider. It will assist in the early provision/development of language materials/courses to meet the needs of an operation.

Please tick or delete categories as necessary and specify where required.

1. Operation type Peace keeping, peace enforcement, humanitarian, observation, other:

.....

2. Area of operation

3. Languages required Area \_\_\_\_\_, Co-operating forces \_\_\_\_\_

4. Length of operation (if known) \_\_\_\_\_

5. Time before deployment of:

a. advance party \_\_\_\_\_ b. main force \_\_\_\_\_ c. others \_\_\_\_\_

6. Size of force deploying

team of \_\_\_\_\_, platoon, company, battalion/regiment, brigade speciality  
\_\_\_\_\_.

7. Specific known or likely tasks:

- |                              |                     |                      |
|------------------------------|---------------------|----------------------|
| a. key point defence         | j. CIMIC            | s. recovery          |
| b. mobile patrol             | k. policing         | t. damage assessment |
| c. communications            | l. fire fighting    | u. observation       |
| d. liaison                   | m. escort role      | v. refugee control   |
| e. engineer tasks (specify)  | n. stop & search    | w. evacuation        |
| _____                        | o. EOD.             | x. legal             |
| _____                        | p. riot control     | y. mine clearance    |
| _____                        | q. NBC              | z. others (specify)  |
| f. medical provision         | r. logistic support | _____                |
| g. check point operation     | - water             | _____                |
| h. monitoring                | - food              | _____                |
| i. transport tasks (specify) | - POL               | _____                |
| _____                        |                     |                      |
| _____                        |                     |                      |

Annex B to Study Group 1 report

**CRASH COURSES AND CONTINGENCY PACKAGES - BILC**

Countries are requested to complete the following proforma and return to the BILC Secretary.

COUNTRY \_\_\_\_\_ POC \_\_\_\_\_ Tel/Fax/E Mail \_\_\_\_\_

LANGUAGE(S)	GEN	CARDS SPECIFIC (specify)	PHRASE BOOK Age?	CRASH COURSE			BRIEF DESCRIPTION incl language of instruction and cos (if any)
				COURSE LENGTH	DELIVERY MEANS MEDIA	LEVEL Start Finish	



**BILC CONFERENCE 1997**  
**REPORT OF STUDY GROUP 3**  
**INTENSIFIED CO-OPERATION WITHIN BILC**

Co chairs: PCC and USA

Participants: Canada, Denmark, France, Italy, Netherlands, Norway, Spain, Turkey,  
United Kingdom

Purpose: To explore ways to increase communication and co-operation within BILC.

**1. BILC Home Page**

It was agreed that the offer by the United States to develop a BILC Home Page on the Internet would be of utility to those members who currently possess Internet capability or to those who will connect in the future. Since the page is not active yet, it will be incumbent upon the BILC secretariat to disseminate requests for members' Internet addresses at the appropriate time.

**2. Points of Contact (POC) List**

At the BILC 1996 PFP Seminar, Study Group 3, which concerned itself with issues of co-operation between BILC members and PFP participants, recommended that a Points of Contact list be developed and eventually maintained in a data base format. The information which was to be included was:

- The BILC representative (for BILC member nations)
- BILC POC for PFP nations and NATO institutions
- Heads of military or defense sponsored language training institutions
- Language training specialists, e.g. test and course designers,  
Senior/supervisory lecturers and instructors

As very few submissions were received, this study group resolved to recycle the same suggestion. The BILC secretariat will write directly to BILC members and to PFP participants through the PCC requesting the same information that will then be compiled for distribution. A suspense date will be assigned for submission. This information may also be included in a data base project being worked on by Working Group 3, which is mentioned in number four below.

### **3. BILC Secretariat focal point for co-operative requests**

Study group members recommended that the BILC Secretariat serve as a focal point for requests by BILC members for assistance with various topics and projects. The BILC Secretariat would place a cover letter on the request and disseminate the request to all or specified BILC members for consideration. PfP participants could be added to the dissemination list via the PCC as specified by the original requesting country. The objectives are to improve the speed and scope of communication between members. It is presumed that also will raise the profile of BILC within NATO and the PfP nations.

### **4. Inventory of national military language training capability**

The study group agreed to embark on the development of a simple database of national military language training capabilities and materials. This database would be invaluable as a quick reference for countries that are suddenly required to develop training in languages for which they do not possess any capacity. The group agreed that a couple of conditions governing the development of the database were required:

- Submission of data by countries would have to be in the agreed format, most probably Microsoft Access
- Only releasable courses and materials should be submitted
- The database would be for use by BILC members and PfP participants only
- The database would not be placed on the world wide web, e.g. as a part of the planned BILC Home Page

Canada volunteered to develop the application for this database. This will be forwarded to the BILC secretariat that will distribute diskettes to the BILC members and to the PfP participants via the PCC for collection of the data.

BILC CONFERENCE 1997

REPORT OF STUDY GROUP 4  
AMPLIFICATION OF STANAG 6001, INCLUDING THE ROLE OF INTERPRETING AND  
TRANSLATION

1. Participants of Group 4 are listed at Annex A to this report. Maj C D Rose (UK) chaired the discussion group.
2. Members of the group agreed that the amplifications to the STANAG, which had previously been presented, and which the steering committee was considering adopting, were a useful aid in the interpretation of the STANAG itself.
3. Three of the countries represented in the working group, viz. UK, USA and Australia have been working on descriptors for the 'interpreting' and 'translating' skills which are not reflected in the STANAG or its amplifications. Although all agreed that qualifications for professional translators and interpreters were separate issues the terms 'interpreting' and 'translating' skills could be used to apply to military linguists for the want of another descriptor.
4. The United Kingdom had used the amplified descriptors as the basis for its language training course training objectives. Consequently these did not therefore include the skills for rendering text - written or oral from L1 to L2 and vice versa. As these are skills required of Liaison and Exchange Officers as well as Attaches and their support staff and therefore a significant proportion of UK language students, additional training objectives were written in respect of these skills to allow for;
  - a. the training required to develop these skills
  - b. the legitimisation of the use of exercises involving these skills to test proficiency in the 4 language skill areas designated in STANAG 6001 and the associated amplifications.
5. UK low level courses aimed at achieving SLP 2210 did not require these additional training objectives as, at this level, students are not sufficiently advanced in L2 to be required to apply these skills. A new examination is currently being trialled at SLP 2.5, 2.5, 2, 2. At this level it was deemed appropriate to include low level 'interpreting' between L1 and L2. A fifth training objective was therefore produced. An example of the training objectives for this level of training is at

Annex B to this report for information. Additional training objectives have also been produced to reflect a requirement for 'interpreting' and 'translating' at SLP levels 3333 and 4444 but have yet to be formally adopted at DSL.

6. Dr Clifford revealed that some work was being done in the US by the Inter agency Language Round table (ILR), currently concentrating on definitions for the translating skills. He was also keen to point out that in testing such skills it is important to differentiate between performance and proficiency testing. Consequently the limitation on domains indicated in the Australian and UK descriptors pointed towards performance rather than proficiency testing. This was not universally agreed.

7. Australia has similar tasks for its 'linguists' as does the UK. The Australian Defence Force School of Languages has produced descriptors for 'interpreting' and 'translating' for each of the Australian Defence Language Proficiency Rating Scales. A copy is at Annex C to this report. Whilst differing in format and detail to the UK training objectives the descriptors fulfil the same purpose.

8. Those countries, who wish their students to operate solely in an L2 environment, have no requirement for descriptors for either 'interpreting' or 'translating' skills. The working group agreed that although such descriptors were interesting and for some desirable their adoption and application should remain a matter of national preference. It would be inappropriate to include them in any amplification of the descriptors for the 4 skills as laid down in Stanag 6001 and that any move toward a profile consisting of 6 or 7 digits and indicating a level of proficiency in these 2 areas in addition to the Listening, Speaking, Reading and Writing skills would be counter productive.

9. In conclusion;

a. when elements of language proficiency testing include the use of 'interpreting' and 'translating' then training in those skills is also required in order to avoid a skewed result.

b. If a country wishes its military linguists to employ these skills then although it will use the standard descriptors to describe language proficiency it may well design its testing of those skills in such a way that success includes an implicit recognition of 'interpreting' and 'translating' skills or it may well decide to test them entirely separately.

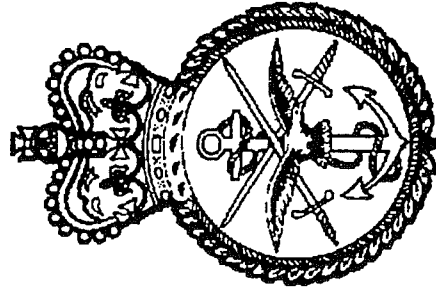
Annexes:

- A. List of participants
- B. UK Training Objectives
- C. ADLPRS Descriptors

ANNEX A TO  
STUDY GP 4 REPORT

Rank	Initials	Name	Country
Mrs	P.L.	Aresvik	Norway
Mr	O.-J.	Bernsten	Norway
Lieutenant	K.	Brownrigg	Australia
Colonel			
Dr	R.	Clifford	USA
Colonel	H.	Hutter	Austria
Major	J.T.	Kupecz	Canada
Senior	R.D.	Lützen	Denmark
Lecturer			
Mr	T.S.	Nielsen	Denmark
Major	C.D.	Rose	UK
Senior	F.	Schroller	Denmark
Lecturer			
Mr	J.-O.	Seland	Norway
Major	S.	Timón Araújo	Spain

**SERVICE LANGUAGE TRAINING  
TO SLP 2.5, 2.5, 2, 2 (OPERATIONAL)**



**TRAINING OBJECTIVES**

**FEB 97**

**DSL**

SERVICE FOREIGN LANGUAGE TRAINING - LEVEL 2.5(OPERATIONAL)

LISTENING

TERMINAL OBJECTIVE - CONDITIONS & STANDARDS

OBJ	PERFORMANCE	CONDITIONS	STANDARDS	REMARKS
<u>LISTENING</u> <u>T1</u>	Show an understanding of spoken.....	<ol style="list-style-type: none"> <li>1. When:               <ol style="list-style-type: none"> <li>a. listening to announcements and briefings</li> <li>b. conducting transactions</li> </ol> </li> <li>2. Subject matter from known fields in military and socio- military contexts.</li> <li>3. Announcements and briefings no longer than five minutes duration.</li> <li>4. No more than 5 subject areas in each text.</li> <li>5. Normal rates of utterance.</li> <li>6. Normal speech structures and formal language in all texts.</li> <li>7. Normal density of information.</li> <li>8. Limited amounts of interference.</li> </ol>	<p>1. To a standard between NATO STANAG 6001 Language Proficiency Levels 2 and 3 (<b>Listening</b>) as fol:</p> <ul style="list-style-type: none"> <li>- accurately comprehends all conversation when a participant</li> <li>- may have occasional difficulty following conversations as an onlooker.</li> <li>- may occasionally request rephrasing or repetition in face-to-face scenarios, especially when regional and dialect forms occur.</li> <li>- comprehends gist of texts conveyed via disembodied media, though comprehension may be incomplete in the presence of interference.</li> <li>- comprehends all key elements of announcements and briefings although acquisition may be incomplete in the presence of interference.</li> <li>- using the target language, may occasionally seek clarification from native speakers of individual points of announcements &amp; briefings.</li> </ul>	



SERVICES FOREIGN LANGUAGE TRAINING - SLP2.5(OPERATIONAL)

SPEAKING

TERMINAL OBJECTIVE - CONDITIONS & STANDARDS

OBJ	PERFORMANCE	CONDITIONS	STANDARDS	REMARKS
<u>SPEAKING</u> T2	Speak.....	<p>1. In military and socio- military situations</p> <p>2. When carrying out routine operational transactions as set out in individual Service Enabling Objectives.</p>	<p>1. To a standard between NATO STANAG 6001 Language Proficiency Levels 2 and 3 (<b>Speaking</b>) as fol:</p> <ul style="list-style-type: none"> <li>- vocabulary adequate for routine job needs within known subject-matter fields</li> <li>- expresses meaning accurately</li> <li>- uses simple grammatical structures and simple sentences without error</li> <li>- uses complex grammatical structures with frequent error</li> <li>- often uses circumlocution to avoid complex grammatical structures</li> <li>- pronunciation sounds foreign but this does not usually interfere with intelligibility</li> <li>- fluency is sometimes impaired by hesitation &amp; groping for words</li> <li>- language socially acceptable and contextually appropriate.</li> </ul>	

SERVICES FOREIGN LANGUAGE TRAINING - SLP2.5(OPERATIONAL)

**READING**

TERMINAL OBJECTIVE - CONDITIONS & STANDARDS

OBJ	PERFORMANCE	CONDITIONS	STANDARDS	REMARKS
<u>READING</u> T3	Show an understanding of written.....	<ol style="list-style-type: none"> <li>1. Both printed and hand written forms.</li> <li>2. Texts to include:               <ol style="list-style-type: none"> <li>a. simple military articles including those of a non-detailed technical nature</li> <li>b. short news items</li> </ol> </li> <li>3. Articles and news items to be no longer than 250 words in length.</li> <li>4. Texts to be of medium density of information.</li> <li>5. Texts to be written primarily in the standard education form of the language using, wherever possible, simple grammatical structures.</li> <li>6. Any colloquial language to be commonly occurring forms only.</li> <li>7. Jargon and detailed technical language used only where unavoidable.</li> </ol>	<ol style="list-style-type: none"> <li>1. To a standard between NATO STANAG 6001 Language Proficiency Levels 2 (Reading) as fol:               <ul style="list-style-type: none"> <li>- requires use of dictionary to read articles and news items although, <u>within reasonable time limits</u> correctly states gist and identifies most <u>key information</u></li> <li>- correctly relates major occurrences from reports</li> <li>- may use dictionary in the case of detailed technical terms</li> <li>- frequently needs to translate texts into native tongue to achieve full comprehension</li> </ul> </li> </ol>	

SERVICES FOREIGN LANGUAGE TRAINING - SLP2.5(OPERATIONAL)

WRITING

TERMINAL OBJECTIVE - CONDITIONS & STANDARDS

OBJ	PERFORMANCE	CONDITIONS	STANDARDS	REMARKS
<p><u>WRITING</u> T4</p>	<p>Write.....</p>	<p>1. In military and socio- military situations connected with routine single service operational duties.</p> <p>2. When satisfying routine social and limited professional needs involving:</p> <p>a. writing simple notes and messages on social and work-related matters</p> <p>b. writing routine social letters</p> <p>- containing no more than three pieces of information</p> <p>- no longer than one page(A4) of writing including address and signature block.</p>	<p>1. To a standard between NATO STANAG 6001 Language Proficiency Levels 2 (<b>Writing</b>) as fol:</p> <ul style="list-style-type: none"> <li>- vocabulary limited but adequate to convey meaning.</li> <li>- uses simple grammatical structures</li> <li>- simple sentences</li> <li>- complex grammatical structures not used or not used effectively</li> <li>- often uses circumlocution to avoid complex grammatical structures</li> <li>- frequent errors in spelling, style and writing conventions, but meaning adequately conveyed.</li> <li>- script meaningful, although for idiographic scripts production is limited to a small number of high-frequency characters</li> <li>- work usually requires editing by a more proficient writer</li> </ul>	

SERVICES FOREIGN LANGUAGE TRAINING - SLP2.5(OPERATIONAL)

**INTERPRETING**  
**TERMINAL OBJECTIVE - CONDITIONS AND STANDARDS**

OBJ	PERFORMANCE	CONDITIONS	STANDARDS	REMARKS
<u>INTERPRETING</u> <u>T5</u>	Carry-out liaison interpreting	<ol style="list-style-type: none"> <li>1. Military operational and socio-military situations connected with routine single-service operational duties.</li> <li>2. Sentences/phrases of not more than 20 words to interpret at any one time.</li> <li>3. Subject matter from known fields.</li> <li>4. Normal rates of utterance.</li> <li>5. Standard educated form of the language.</li> <li>6. <u>Normal</u> speech structures.</li> <li>7. Normal density of information.</li> <li>8. Limited amounts of interference.</li> </ol>	<p>To a standard between NATO STANAG 6001 Language Proficiency Levels 2 and 3 as fol:</p> <ul style="list-style-type: none"> <li>- as laid down for Listening SLP 2.5 and Speaking SLP2.5</li> <li>- without marked delay before commencing each section of interpreting</li> <li>- completing each section of interpreting within 45 secs (FL to L1) or 1 min (L1 to FL) after first hearing or after any requested repeat or clarification.</li> </ul>	<p><u>Related Objectives</u> SLP Terminal Objectives T1(Listening) T2(Speaking)</p>



## AUSTRALIAN DEFENCE LANGUAGE PROFICIENCY RATING SCALES

### INTERPRETING DESCRIPTORS

#### Introduction

The accompanying descriptors provide a guide to the characteristics of interpreting at each Australian Defence Language Proficiency Rating Scale (ADLPRS) level. Example tasks are included with the descriptors. The descriptors can be used to evaluate interpreting proficiency after raters have assessed a representative sample of a linguist's performance of interpreting tasks.

#### Language Aide Proficiency - Level One

##### Summary Description

The linguist can complete highly predictable military and social interpreting tasks by transferring simple, concrete information and data, eg. *to determine a time and place for a future meeting* or *to conduct a preliminary interrogation*. The linguist's interpretations are predominantly word for word, but are appropriate to the needs of the interlocutors. Discourse comprises simple standard variety sentences and formulaic utterances on familiar topics. Maximum length of a single utterance is 10 -15 words. Requests for reiteration are rare unless dialogue extends beyond this length of utterance and/or text style.

##### Task Orientation

A linguist with Language Aide proficiency can be expected to complete tasks that relate to:

- facilitating initial interaction in military and civilian environments.
- communicating preliminary information in military and civilian environments.

##### General Description

Australian Defence linguists with Language Aide proficiency in interpreting should demonstrate the following characteristics:

- On familiar military and social topics the linguist appropriately interprets:
  - concrete information or data , eg. *"The mess is next to the car park"*
  - formulaic instructions and utterances, eg. *"Sit over there"*, or *"What is your name?"*.
- The linguist uses phrases, formulaic utterances and simple sentences in the standard variety to convey meaning.

- The linguist has limited lexical and grammatical options from which to select an appropriate interpretation particularly when utterances extend beyond the text styles described above. The linguist tends to interpret word for word and phrase by phrase so that receptor language utterances often resemble the structure of the source language, particularly when interpreting from First Language (L1) to Target Language(TL).
- The linguist may display hesitancy in processing information and often needs to confirm and reiterate, but meaning is successfully conveyed to meet interlocutors' needs within a designated time limit.
- Globally the linguist's interpretation meets the interlocutors' needs. Interpretations of some discrete items may not always be in the most appropriate receptor language form, but transferral of quantitative data is always precise. Embellishments and omissions are uncommon unless the linguist is asked to interpret utterances beyond the topics and text styles described above.
- The linguist can interpret utterances that do not exceed 15 words.
- When required, the linguist can interpret:
  - the most common register shift in the standard variety, (eg in French from *vous êtes* to *tu es*)
  - the most commonly and explicitly expressed tones of voice.
- The linguist supports utterances with paralinguage, however has sufficient cross-cultural awareness to ensure that paralinguage does not cause offence.
- The linguist has note-taking skills required to complete tasks at this level and prefers to take notes in L1.
- The linguist is most comfortable when the medium is face to face dialogue or tele-conferencing with little background noise; less than 50 decibels.
- Use of purely aural mediums like telephone hook-ups or audio-conferencing may be disconcerting.
- The linguist is impartial, unless instructed otherwise.

#### **At a more discrete level:**

- The linguist can use high frequency:
  - conjunctions
  - imperatives
  - interrogatives
  - simple past, present and future tenses or tense markers.
- The linguist can interpret the following:
  - days/months/dates
  - times
  - units of measure and prices
  - military ranks and locations
  - the highest frequency medical terminology (eg first aid items)
- Numbers or quantities of more than eight syllables cause difficulty.
- TL proper nouns comprising five or more syllables often cause difficulty in processing and pronunciation.

- The linguist experiences difficulty recognising and processing regional and cultural variations in phonology.

## Example Tasks

With prior briefing, Australian Defence linguists with Language Aide Proficiency in interpreting should be capable of completing the tasks listed below. The linguist can:

- interpret simple face to face dialogue to ask and give directions (straight ahead, turn right, etc).
- interpret simple face to face dialogue to make a simple purchase.
- interpret brief dialogue during the preliminary questioning of a suspect.
- interpret dialogue to exchange salutations and give a simple welcome to visiting personnel.
- interpret preliminary exchanges with the management of a place of entertainment, hospital staff or restaurant staff.
- interpret the most basic dialogue between a doctor/nurse/medic and patient concerning general symptoms and a suggested treatment.
- interpret succinct and simple instructions concerning the use of common first aid techniques when supported by graphics or practical demonstration.
- interpret succinct, simple instructions concerning the use of a familiar piece of equipment when supported by graphics or practical demonstration.
- interpret dialogue about accommodation rules.
- interpret common questions and answers about basic Mess facilities and rules.
- interpret common questions and answers about dress rules.
- interpret common questions and answers about basic transport arrangements/facilities.

## Operational Proficiency - Level Two

### Summary Description

The linguist can complete military and social interpreting tasks by transferring concrete reports/instructions, transactional information and unembellished opinion eg. *to interpret dialogue to arrange a function* or *to interpret the description of an incident*. Interpretations are recognisably foreign at discrete points but are appropriate to the needs of interlocutors. Discourse comprises isolated paragraphs in the standard variety and high frequency colloquial utterances on familiar topics. Maximum length of a single utterance is 25-35 words. Requests for reiteration are rare unless confirmation of important data is required, utterances extend beyond 35 words, or discourse extends beyond the style described above.

### Task Orientation

A linguist with Operational proficiency can be expected to complete interpreting tasks that require:

- the communication of routine instructions and information to military and civilian personnel.
- the conduct of routine interviews and transactions in military and civilian environments.

## General Description

Australian Defence linguists with Operational proficiency in interpreting should demonstrate the following characteristics:

- On familiar military and social topics, the linguist appropriately interprets:
  - concrete reports, eg. "*The intruder came through the northern entrance*";
  - instructions, eg. "*The letter should be addressed to ....*", or "*Collect the cheques from the Orderly Room*";
  - transactional information eg "*We require twin share accommodation ...*"
  - unembellished reports, eg. "*We have purchased two new systems in the last year...*", or "*The course now comprises several new topics...*"; and
  - sequentially expressed, unembellished opinion, eg. "*I think we could get a better result if we did it this way*", or "*We don't like the old system firstly because it's inefficient and secondly it's unpopular with staff*".
- The linguist can interpret to paragraph level by using simple and common complex sentences in the standard variety and high frequency colloquialisms.
- The linguist is able to select an appropriate interpretation by evaluating common lexical (eg standard variety synonyms) and grammatical options, supported by cultural knowledge and intertextual competence in the text styles described above. Nevertheless the linguist tends to interpret phrase by phrase so that receptor language utterances often resemble the structure of the source language, particularly when interpreting from L1-to-TL.
- Globally the linguist's interpretations meet the needs of both interlocutors. Embellishments and omissions are uncommon unless the linguist is asked to interpret utterances beyond the topics and text styles described above.
- The linguist can interpret dialogue exchanges that comprise individual utterances of up to 25-35 words.
- When required, the linguist can interpret:
  - shifts from the standard variety to high frequency colloquial language.
  - explicitly expressed tones of voice.
- When discourse extends beyond the text styles described above, the linguist supports utterances with paralanguage and circumlocution, but has sufficient cross-cultural awareness to ensure that paralanguage does not cause offence.
- The linguist has note-taking skills required to complete tasks at this level and prefers to take notes in L1.
- The linguist requests confirmation of messages containing quantitative data to precisely meet both interlocutors' needs.
- The linguist can interpret through a number of mediums including face to face, tele-conferencing, and telephone hook-up.



- The linguist experiences difficulty with any background noise, but can cope with interference from one outside voice or mechanical device at no more than 50 decibels.
- The linguist is impartial unless instructed otherwise.

#### **At a more discrete level:**

- The linguist can interpret vocabulary and terminology relating to:
  - general military staff work.
  - general military field work.
- The linguist has limitations interpreting;
  - slang, idiom, proverbs;
  - newly developed vocabulary in both the standard variety and non-standard varieties;
  - military vocabulary from specialist fields; and
  - specialist terminology in other fields.
- Processing of unique names/titles cause difficulty and require requests for reiteration.
- The linguist recognises the most common regional and cultural variations in phonology but cannot convey these subtleties if required.

#### **Example Tasks**

With prior briefing, Australian Defence Linguists with Operational proficiency in interpreting should be capable of completing the tasks listed below. The linguist can:

- interpret dialogue to arrange group travel. The transaction can be completed with a range of mediums, eg. *telephone*.
- interpret dialogue to arrange a formal function, eg. *an evening meal, a function in a Mess*.
- interpret dialogue where the description of an event and/or procedures is required.
- interpret dialogue where the explanation of basic military procedures of a non-technical nature is required eg basic field defences, procedures for a parade, evacuation procedures.
- interpret dialogue at a social meeting between L1 and TL personnel of the same rank.
- interpret dialogue about procedures with the staff at a police station.
- interpret dialogue between a doctor and a patient concerning general symptoms and a range of alternative solutions/treatments.
- interpret dialogue at an investigative interview or interrogation of a suspect.

## Professional Defence Proficiency - Level Three

### Summary Description

The linguist can complete professional military and social interpreting tasks by appropriately transferring sequentially structured abstract discourse, eg. *to interpret dialogue on the discussion of a strategic issue*. Discourse comprises paragraphs of standard variety and common colloquial utterances. Maximum length of a single utterance is 40-45 words. Requests for reiteration are rare unless dialogue extends beyond this length of utterance or text style.

### Task Orientation

A linguist with Professional Defence proficiency can be expected to complete interpreting tasks that require the exchange of opinion with a broad cross-section of the TL military community in formal and informal military settings.

### General Description

Australian Defence linguists with Professional Defence proficiency in interpreting should demonstrate the following characteristics:

- On military and professionally related topics, the linguist appropriately interprets extended conceptual discourse that is sequentially structured such as:
  - the substantiation of an opinion/hypothesis, eg. *"The challenges facing Australia's Armed Forces next century ....."*, or
  - embellished narrative, eg. *"Taking on this challenging role is a personal landmark ..."*
- The linguist interprets by using complex standard variety sentences and common colloquialisms at discourse level.
- The linguist is able to select an appropriate interpretation by evaluating a range of options in vocabulary, grammar and discourse structure, supported by cultural knowledge and intertextual competence in the text styles described above. In such cases, the linguist's interpretation is appropriate at discrete levels and at discourse level.
- The linguist has fewer options when asked to interpret non-standard language at paragraph or discourse level, in particular when interpreting from L1-to-TL.
- Embellishments and omissions are uncommon unless the linguist is asked to interpret utterances beyond the topics and text styles described above.
- The linguist is able to interpret dialogue exchanges that comprise individual utterances of up to 40-45 words.
- Provided the utterances are in professionally related domains the linguist can interpret:
  - subtle shifts in register
  - subtle shifts in tone of voice
  - the nuance of synonyms, expressed in the standard variety, as colloquialisms or as standard variety euphemisms.

- nuance expressed through syntactical subtlety in the standard variety
- predictable turns of thought
- The linguist supports utterances with culturally appropriate paralanguage.
- The linguist has TL and L1 note-taking skills required to complete tasks at this level.
- Requests for repetition are rare and restricted to the confirmation of quantitative data.
- The medium used presents no problems.
- The linguist copes with mechanical and personal background noises of low volume (60-70 decibels). The linguist may experience difficulty if there is background noise from a group of human voices.
- The linguist is impartial unless instructed otherwise.

#### **At a more discrete level:**

- The linguist has broad L1 and TL vocabularies in registers related to the professional domain.
- The linguist interprets common:
  - slang
  - military slang
  - proverbs
  - idiom.
- The linguist has difficulty interpreting:
  - archaic references
  - military argot that is not pertinent to the linguist's own corps
  - unique poetic and literary imagery
  - less common regional variants, and
  - the individuality of some speakers' humour or vocabulary
- The linguist recognises the most common regional and cultural variations in phonology and interprets these subtleties if required.

#### **Example Tasks**

With prior briefing, Australian Defence linguists with Professional Defence proficiency in Interpreting should be capable of completing the tasks listed below. The linguist can:

- interpret at a meeting where planning options are discussed.
- interpret discussion that evaluates the success of a mission or exercise.
- interpret at a military briefing that is delivered across a range of L1 and TL ranks and corps.
- escort and interpret dialogue for visiting TL military officers in formal and informal settings..
- interpret at social meetings between L1 and TL military personnel where a range of opinions will be exchanged on military and social issues.

- interpret at meetings between L1 and TL military personnel and local TL administrators.

## Advanced Proficiency - Level Four

### Summary Description

The linguist can complete specialist military and social interpreting tasks by appropriately transferring uniquely expressed and/or structured discourse, eg. *to interpret dialogue at an international political meeting*. Discourse comprises standard variety/non-standard language and stylistic devices, on military and general topics and in one specialist field. Maximum length of a single utterance is 60 words. Requests for reiteration are improbable. The linguist can make consecutive interpretations of monologue of up to 300-350 words on familiar topics and can interpret simultaneously.

### Task Orientation

A linguist with Advanced proficiency can be expected to complete interpreting tasks that require interaction with a broad cross section of the TL military and civilian communities, particularly in TL cultures where the military has a high profile in everyday life.

### General Description

Australian Defence linguists with Advanced proficiency in interpreting should demonstrate the following characteristics:

- On military and social topics, and in one nominated specialist register, eg. *law*, the linguist appropriately interprets extended conceptual or abstract discourse that is:
  - uniquely structured, eg. *"The current government, headed by the Labor Party, went to elections and emerged with the upper hand-promising to make a serious effort, not merely paying lip service, to achieving peace; to put an end to wars; to try and end 100 years of hostility"*
  - uniquely expressed, eg. *"A rainbow nation at peace with itself and the world.."*, or *"How can grants panels not be drawn to the sociologically winsome and the amusingly communal?"*
- The linguist interprets by using standard and non-standard language at discourse level.
- The linguist is able to select an appropriate interpretation by evaluating a range of options in vocabulary, grammar and discourse structure, supported by cultural knowledge and intertextual competence in the text styles described above. Accordingly, the linguist's interpretation is in an appropriate form at discrete points and at discourse level.
- Embellishments and omissions are rare unless the linguist is asked to interpret utterances beyond the topics and text styles described above.
- The linguist is able to interpret dialogue exchanges comprising utterances of up to 60 words.
- The linguist is able to consecutively interpret discourse of up to 300 - 350 words.
- The linguist is able to interpret simultaneously.

When required, the linguist can recognise and interpret:

- subtle shifts in register
- subtle shifts in the tone of voice
- nuance expressed in standard and non-standard synonyms and standard and non-standard euphemism
- nuance expressed by syntactical subtlety in standard and non-standard grammar.
- interruptions/interjections
- rapid turns in thought.
- The linguist supports utterances with culturally appropriate paralanguage.
- The linguist has TL and L1 note-taking skills required to complete tasks at this level including the requirements of consecutive interpreting.
- The medium used presents no problems.
- The linguist copes with interference from a group of human voices and/or mechanical background noises of no greater than 70 decibels.
- The linguist is impartial unless instructed otherwise.

#### At a more discrete level:

- The linguist's vocabulary is wide-ranging in:
  - the standard variety.
  - non-standard varieties.
  - one other nominated specialist register (*eg law, engineering, medicine*).
- The linguist appropriately interprets slang, idiom, proverbs, double entendre, cliché, metaphor, alliteration and regional variants.
- When required, the linguist understands and appropriately interprets a range of regional and cultural variations in phonology, *eg. urban/rural*,

#### Example Tasks

With prior briefing, Australian Defence linguists with Advanced proficiency in interpreting should be capable of completing the tasks listed below. The linguist can:

- interpret at meetings between military personnel, local administrators and local residents.
- interpret dialogue of utterances up to 60 words per utterance at an international political or military meeting.
- interpret dialogue of utterances up to 60 words at an international conference in one of the following specialist areas: economics, science, law, technology, engineering, education, or medicine.
- interpret consecutively at an international political or military meeting.
- interpret consecutively at an international conference in one of the following specialist areas: economics, science, technology, law, engineering, education, or medicine.
- interpret simultaneously at an international political or military meeting.

- interpret simultaneously at a conference in one of the following specialist areas: economics, science, law, technology, engineering, education, or medicine.

### Expert Proficiency - Level Five

#### Summary Description

The linguist can complete unpredictable military and social interpreting tasks by appropriately transferring eccentrically expressed and/or structured discourse in unique settings, eg. *to interpret at a press conference* or *at the delivery and discussion of a policy paper*. Discourse comprises standard variety/non-standard language and stylistic devices, on diverse topics and in two specialist fields. Maximum length of a single utterance is 60 words. Requests for reiteration are improbable. The linguist can make consecutive interpretations of monologue of up to 300-350 words on familiar topics and can interpret simultaneously.

#### Task Orientation

A linguist with Expert proficiency can be expected to complete interpreting tasks that relate to

- high level negotiation.
- high profile public relations.

#### General Description

Australian Defence linguists with Expert proficiency in interpreting should demonstrate the following characteristics:

- In a wide range of formal and informal registers, and two nominated specialist registers, eg. *law and technology*, the linguist can appropriately interpret:
  - extended conceptual or abstract discourse that is eccentrically structured, or eccentrically expressed, eg. *punning epigrams* and
  - extended conceptual or abstract discourse that is culturally bound.
- The linguist interprets by using standard variety and non-standard language at discourse level.
- The linguist is able to select an appropriate interpretation at discourse level by evaluating a range of options in vocabulary, grammar and discourse structure, supported by cultural knowledge and intertextual competence in any required text style. Accordingly, the linguist's interpretations are in an appropriate form at discrete points and at discourse level.
- The interpretation of all discrete items is grammatically and idiomatically typical of the receptor language even when the grammar has been used creatively or eccentrically eg. *deliberate mixing of metaphors*.
- Embellishments and omissions are rare.
- The linguist is able to interpret dialogue of utterances of up to 60 words.
- The linguist is able to consecutively interpret utterances of up to 300-350 words.
- The linguist is able to interpret simultaneously.

- When required, the linguist can recognise and interpret all subtleties.
- The linguist supports utterances with culturally appropriate paralanguage.
- The linguist has TL and L1 note-taking skills required to complete tasks at this level.
- The linguist's note taking skills are appropriate to the requirements of consecutive interpreting for discourse not exceeding 350 words or for dialogue interpreting of discourse not exceeding 60 words per utterance.
- The medium used presents no problems.
- The linguist copes with interference from a group of human voices and/or mechanical background noises of no greater than 70 decibels eg. *at a press conference*.
- The linguist is impartial unless instructed otherwise.

#### **At a more discrete level:**

- The linguist's vocabulary is wide ranging in standard and non-standard varieties, in military registers and professionally related registers and in two other nominated specialist registers.
- The linguist understands and appropriately interprets a range of regional and cultural variations in phonology where necessary/appropriate.

#### **Example Tasks**

With prior briefing, Australian Defence Linguists with Expert proficiency in interpreting should be capable of completing the tasks listed below. The linguist can:

- interpret at a press conference on an issue in the professional or professionally related domain.
- interpret at the negotiation of a treaty, agreement or pact.
- interpret during a television or radio interview.
- interpret at a trial in a military court or a civilian court.

## TRANSLATING DESCRIPTORS

### Introduction

The accompanying descriptors provide a guide to the characteristics for translating at each Australian Defence Language Proficiency Rating Scale (ADLPRS) level. Example tasks are included at each level. The scale can be used to evaluate translating proficiency after raters have assessed a representative sample of a linguist's performance of translating tasks.

### Language Aide Proficiency - Level One

#### Summary Description

The linguist can complete highly predictable military and social translating tasks by transferring simple concrete data and tabulated information, eg. *to translate an index or a program of events*. Translations are predominantly word for word but in a form appropriate to the needs of the client. Texts comprise collections of words, phrases and simple sentences on familiar topics. The linguist translates into the receptor language at a rate of 100 words (or an equivalent number of ideograms) per hour.

#### Task Orientation

A linguist with Language Aide proficiency can be expected to complete translating tasks that relate to:

- facilitating initial interaction in military and civilian environments.
- communicating preliminary information in military and civilian environments.

#### General Description

Australian Defence linguists with Language Aide proficiency in translating should demonstrate the following characteristics:

- On familiar military and social topics the linguist appropriately translates short texts that deal with tabulated and/or concrete matters, eg. *a wiring diagram or the description of a facility's location*.
- The linguist can use collections of phrases and simple sentences in the standard variety to convey meaning.
- Globally the linguist's translation meets the client's needs. Translations of some discrete items may not always be in the most appropriate receptor language form, but transferral of quantitative data is always precise. Embellishments and omissions are uncommon unless the linguist is asked to translate beyond the topics and text styles described above.
- The linguist has limited lexical and grammatical options from to which to select an appropriate translation, particularly when discourse extends beyond the text styles described above. The linguist transfers meaning



at a lexical and simple sentence level rather than paragraph, or extended discourse level. As a result the linguist's syntax in a receptor text often resembles the syntax of the source text.

- To enhance processing and translating the linguist refers to context if there is simple graphic support, eg. *a photograph, diagram, commonly encountered symbol*.
- The linguist can translate at a rate of up to 100 words (or an equivalent number of ideograms) per hour.
- When required the linguist can process and translate the most common shift in register in the standard variety, (eg in French from the formal to the familiar)
- The linguist encounters difficulty translating any subtlety, tone or nuance.
- The linguist can use bilingual dictionaries and has cross referencing skills, eg. *to determine the most appropriate TL definition of an English word like 'well'*.
- The linguist accurately uses a word processor to enhance speed of translation.

#### **At a more discrete level:**

- The linguist can use high frequency:
  - conjunctives.
  - imperatives.
  - interrogatives.
  - simple past, present and future tenses or tense markers.
- The linguist can translate:
  - military vocabulary that includes rank, rank abbreviations and common facilities, eg. *Colonel, LTCOL, Mess*
  - days/months/dates.
  - times.
  - units of measure and prices.
  - military ranks, locations and facilities.
  - the highest frequency medical terminology (eg first aid items).
  - the highest frequency acronyms and abbreviations, eg. *Mr., St., etc.*
- The linguist translates isolated high frequency, formulaic colloquialisms but experiences difficulty with any:
  - proverbs.
  - cliches.
  - slang.
- The linguist experiences difficulty translating personalised abbreviations.
- The linguist often translates idiom literally.
- The linguist experiences difficulty processing any variations in handwriting and text format.
- The linguist makes errors in graphology that do not prevent the appropriate transferral of essential meaning and/or data.

## Example tasks

Australian Defence linguists with Language Aide proficiency are able to complete translating tasks at the rate of 100 words (or the equivalent number of ideograms) per hour with the assistance of dictionaries and other resources. The following example tasks are indicative of a linguist's level one proficiency. The linguist can:

- translate public timetables, eg. *public transport timetable*.
- translate a simple menu in a restaurant.
- translate a simple warning sign.
- translate simple instructions/signs designed for the public that are supported by graphics, eg. *on a public telephone*.
- translate titles on a guest list, including guests with military rank.
- translate simple, typed or clearly written messages.
- translate a simple, typed or clearly written invoice.
- translate a simple, typed or clearly written public announcement.
- translate an index or table of contents.
- translate a tabled list of events.
- translate an invoice.
- translate a simple agenda.
- translate a military timetable.
- translate transcriptions of formulaic utterances.

## Operational Proficiency - Level Two

### Summary Description

The linguist can complete military and social translating tasks by transferring unembellished reports, eg. *to translate the description of an incident or a message*. Translations are recognisably foreign at discrete points but are appropriate to the needs of the client. Texts comprise paragraphs of the standard variety and the highest frequency colloquial discourse on familiar topics. The linguist translates into the receptor language at a rate of 200-220 words (or an ideogrammatic equivalent) per hour.

### Task Orientation

A linguist with Operational proficiency can be expected to complete translating tasks related to:

- communicating routine instructions in military and civilian environments
- communicating routine information in military and civilian environments.

## General Description

Defence linguists with Operational proficiency in translating should demonstrate the following characteristics:

- The linguist appropriately translates:
  - unembellished narrative in the military domain eg. *a report about a military exercise*
  - unembellished narrative designed for the general public but pertinent to the professional domain, eg. *the report of political unrest*.
- The linguist can translate discourse that comprises simple sentences and common complex sentence in the standard variety, and high frequency colloquialisms
- Globally the linguist's translation meets the client's needs. Embellishments and omissions are uncommon unless the linguist is asked to translate beyond the text styles described above.
- The linguist is able to select an appropriate translation by evaluating common lexical ( eg common synonyms) and grammatical options, supported by cultural knowledge and intertextual competence in the text styles described above. Nevertheless the linguist tends to translate phrase by phrase so that renderings are more appropriate at sentence and paragraph level than at discourse level.
- To select an appropriate translation the linguist prefers to refer to context at sentence and paragraph level only, particularly when required to translate a section of discourse within a time limit. The linguist also refers to the contextual support of photographs, diagrams, captions, and commonly encountered symbols, but cannot process more subtle graphic or written support, eg. *cartoons that insinuate meaning or headlines and titles that play on words or are culturally bound*.
- The linguist can translate at a rate of up to 220 words (or the ideogrammatic equivalent) per hour.
- The linguist can translate differences between the formal and informal registers of the standard variety as well as differences between standard variety and high frequency colloquial language when they occur in separate source texts. The linguist is less confident rendering these differences appropriately when they occur in the one text.
- With adequate reading time, the linguist can detect subtlety in style, tone or nuance in a source text but experiences difficulty translating these in the time limit above.
- The linguist:
  - prefers to use bilingual dictionaries for reference and cross referencing and finds working with monolingual dictionaries time consuming.
  - can use other reference works to enhance translating.
- The linguist accurately uses a word processor to enhance speed of translation.

### At a more discrete level:

- The linguist translates:
  - general military vocabulary and terminology relating to staff work.
  - general military vocabulary and terminology relating to field work.

- high frequency idiom.
- common military abbreviations and acronyms.
- common abbreviations and acronyms.
- standard variety vocabulary common to the current affairs register.
- nuance expressed in high frequency synonyms, eg. *to see, to view, to watch*.
- Translation of tense presents no problem.
- The linguist has limitations translating;
  - slang.
  - low frequency idiom.
  - proverbs.
  - newly developed vocabulary in the standard variety and non-standard varieties.
  - military vocabulary from specialist fields.
  - specialist terminology in other fields.
- Processing of standard handwriting styles in a source text presents no problems.

### Example tasks

Defence linguists with Operational proficiency are able to complete the tasks listed below at a rate of 200-220 words (or appropriate number of ideograms) per hour with the assistance of dictionaries and other resources. The linguist can:

- translate sections from non-technical military manuals, eg *military doctrine*.
- translate a factual report in a general newspaper or military newspaper.
- translate instructions designed for the general reader, eg. *concerning the maintenance of a piece of equipment*.
- translate the transcription of a routine interview.
- translate the transcription of a recorded message.
- translate a formal letter of application or recommendation.
- translate a business or ID card.
- translate common documents, eg. *birth/marriage certificates, invitations*.
- translate a routine order.
- translate a standing order.
- translate a Standard Operating Procedure.
- translate joining instructions.
- translate typed routine correspondence (minutes, signals, e-mail) in the professional domain.

- translate handwritten correspondence (faxes, letters) in the professional domain, when handwriting is in the most commonly used styles.

### Professional Defence Proficiency - Level Three

#### Summary Description

The linguist can complete professional military and social translating tasks by appropriately transferring sequentially structured abstract texts, eg. *to translate the editorial of a newspaper*. Translations are appropriate at discrete and discourse levels. Texts comprise paragraphs of the standard variety, common colloquial discourse, and high frequency stylistic elements (eg. common idiom) on military and generalist topics. The linguist can translate into the receptor language at a rate of 200-250 words (or an equivalent number of ideograms) per hour, and can also complete translating assignments.

#### Task Orientation

A linguist with Professional Defence proficiency can be expected to complete tasks that require the translation of:

- opinion from a broad cross-section of the military community.
- civilian opinion pertinent to the military domain.

#### General Description

Defence linguists with Professional Defence proficiency in translating should demonstrate the following characteristics:

- On military and professionally related topics the linguist appropriately translates texts that hypothesise and sequentially substantiate hypothesis and opinion eg. *an article concerning a strategic issue*.
- The linguist can translate the text style described above by using complex standard variety sentences and common colloquialisms at discourse level.
- Embellishments and omissions are uncommon unless the linguist is asked to translate discourse beyond the text styles described above.
- The linguist is able to select an appropriate translation, by evaluating a range of options in vocabulary, grammar and discourse structure, supported by cultural knowledge and intertextual competence in the text style described above. In such cases, the linguist's translation is in an appropriate form at discrete points and at discourse level.
- The linguist has fewer options when asked to translate non-standard forms at paragraph or discourse level.
- To select an appropriate translation the linguist refers to context at discourse level in order to:
  - fashion the text's discourse structure.
  - cross-reference the appropriateness of discrete items.

- The linguist also refers to the contextual support of photographs, diagrams, captions, cartoons and commonly encountered symbols and can translate them when required. The linguist finds it difficult to translate headlines, titles and supporting graphics that are culturally bound.
- The linguist is most comfortable translating at a rate of up to 250 words (or the ideogrammatic equivalent) per hour.
- The linguist can translate differences between the formal and informal registers of the standard variety as well as differences between standard variety and common colloquial language when they occur in the one text.
- The linguist detects and translates nuance in the source text when expressed through:
  - a range of standard variety and colloquial synonyms or as standard variety euphemisms.
  - subtle and flexible use of standard variety grammar.
  - predictable turns of thought
- The linguist is comfortable consulting bilingual and monolingual dictionaries and general reference works in the L1 and TL.
- The linguist accurately uses a word processor to enhance speed of translation.

#### **At a more discrete level:**

- The linguist's vocabulary is wide-ranging, particularly in the standard variety and in the military register.
- The linguist translates common:
  - slang
  - military slang
  - proverbs
  - idiom.
- The linguist translates technical acronyms and abbreviations pertinent to the linguist's corps.
- The linguist has difficulty translating:
  - archaic references
  - military argot that is not pertinent to the linguist's own corps
  - unique poetic and literary imagery
  - less common regional variants
  - argot
  - double entendre
- The processing and translation of modern handwriting styles (post-war) presents no problems.
- The linguist accurately uses a word processor to enhance speed of translation.

## Example tasks

Defence linguists with Professional Defence proficiency are able to complete the tasks listed below with the assistance of dictionaries and other resources. The following example tasks are indicative of a linguist's Level 3 proficiency: The linguist can:

- translate specialist military texts pertinent to the linguist's corps.
- translate technical military texts pertinent to the linguist's corps.
- translate texts on military theory.
- translate texts on military history.
- translate a personal handwritten letter containing common abbreviations and acronyms.
- translate the editorial from a military journal.
- translate the transcript of a broadcast editorial.
- translate a military brochure.
- translate a range of dialogues taken from works of fiction pertinent to the professional domain.
- translate an article from a military journal.
- translate a military advertisement.
- translate a mission statement.
- subtitle a military documentary.
- translate the minutes of a meeting in the professional domain.
- translate a handwritten diary, provided abbreviations and acronyms are common.

## Advanced Proficiency-Level Four

### Summary Description

The linguist can complete complex military and social translating tasks by transferring uniquely expressed and/or structured texts on abstract issues, eg. *to translate a collection of social critiques*. Translations are appropriate at discrete and discourse levels. Texts cover a range of military and general topics as well as one nominated specialist field and comprise paragraphs of diverse grammars and vocabularies. The linguist can translate at a rate of 250-300 words (or an equivalent number of ideograms) per hour, and can also complete translating assignments.

### Task Orientation

A linguist with Advanced proficiency can be expected to complete translating tasks that required for interaction with a broad cross section of the TL military and civilian communities, particularly in TL cultures where the military assumes a high profile in civilian society.

## General Description

Defence personnel with Advanced proficiency in translating should demonstrate the following characteristics:

- In the professional domain and professionally related domains, the linguist appropriately translates uniquely structured and creatively expressed texts on abstract matters.
- The linguist can also translate the text style described above in one other nominated specialist register.
- The linguist translates by using complex standard variety sentences and non-standard sentences at discourse level. Embellishments and omissions are uncommon unless the linguist is asked to translate discourse beyond the text styles described above.
- The linguist is able to select an appropriate translation, by evaluating a range of options in vocabulary, grammar and discourse structure, and supported by cultural knowledge and intertextual competence in the text styles described above. In such cases, the linguist's translation is in an appropriate form at discrete points and at discourse level. The linguist is less successful in translating eccentrically expressed and culturally bound texts.
- To select an appropriate translation the linguist refers to context at discourse level in order to:
  - fashion the text's discourse structure.
  - cross-reference the appropriateness of discrete items.
- The linguist also refers to the contextual support of photographs, diagrams, captions, cartoons and commonly encountered symbols and can translate them when required. The linguist finds it difficult to translate headlines, titles and supporting graphics that are culturally bound.
- The linguist is most comfortable translating at a rate of up to 250 words (or the ideogrammatic equivalent) per hour.
- The linguist can translate differences between the formal and informal registers of the standard variety as well as differences between standard variety and non-standard language when they occur in the one text.
- The linguist detects and translates nuance in the source text when expressed through a range of standard variety and non-standard vocabularies and the subtle use of standard and non-standard grammar.
- The linguist is comfortable consulting bilingual and monolingual dictionaries and general reference works in the L1 and TL.
- Translating speed increases if the linguist has access to a word processor.
- The linguist accurately uses a word processor to enhance speed of translation.

### At a more discrete level:

- Vocabulary is wide ranging, not only in standard, non-standard, and specialist military registers, but also another nominated, specialist field, eg. *law, economics, science and technology, medicine, computer technology*;
- The linguist translates idiom, slang, colloquialisms, proverbs, double entendre, cliché, metaphor, alliteration, and regional variants;
- The linguist translates acronyms and abbreviations including acronyms and abbreviations in a nominated specialist field;

The linguist may have difficulty translating peculiar and individual vocabularies eg :



- argot.
  - rhyming slang.
  - some archaic forms.
  - lexis unique to an author or other individual.
- Processing of handwriting styles presents no problems.

### Example tasks

With access to dictionaries and other resources, Defence linguists with Advanced proficiency can complete the tasks below at the rate of 250 - 300 words per hour.

- translate a script that does not contain archaic forms.
- translate the transcription of a broadcast in which a range of opinions is expressed.
- translate a brochure aimed at a nominated specialist audience eg. *finance, computer, law, medical*.
- translate and subtitle a film that does not contain archaic forms.
- translate a handwritten diary containing arcane or low frequency abbreviations and acronyms.
- translate a journal from a nominated specialist register.
- translate a manual from a nominated specialist register.
- translate a collection of short stories written by the same author.

## Expert Proficiency - Level Five

### Summary Description

The linguist can complete unpredictable military and social translating tasks by transferring eccentrically expressed and/or structured texts, eg. *to translate philosophic discourse*. Translations mirror the source text. Texts cover a range of military and general topics as well as two nominated specialist fields, and comprise paragraphs of diverse grammars and vocabularies. The linguist can translate at a rate of 250-300 words (or an equivalent number of ideograms) per hour, and can also complete translating assignments.

### Task Orientation

A linguist with Expert proficiency can be expected to complete translating tasks that relate to high level negotiation.

high profile public relations.

### General Description

Defence linguists with Expert proficiency in translating should demonstrate the following characteristics:

- The linguist translates any required source text into an appropriate receptor language form.

- The linguist can translate a range of texts that:
  - are eccentrically structured.
  - contain highly personalised vocabularies and grammar.
  - are culturally bound.
- The linguist's rendering appropriately transfers the meaning of the source text at discourse and discrete levels.
- The linguist translates by using complex standard variety sentences and non-standard sentences at discourse level. Embellishments and omissions are uncommon
- The linguist is able to select an appropriate translation, by evaluating a range of options in vocabulary, grammar and discourse structure, and supported by cultural knowledge and intertextual competence in the text styles described above. In such cases, the linguist's translation is in an appropriate form at discrete points and at discourse level. The linguist uses linguistic elements conventionally and unconventionally to transfer meaning into an appropriate receptor language form.
- To select an appropriate translation the linguist refers to context at discourse level in order to:
  - fashion the text's discourse structure.
  - cross-reference the appropriateness of discrete items.
- The linguist also refers to the contextual support of photographs, diagrams, captions, cartoons and commonly encountered symbols and can translate them when required. The linguist's rendering of the text is enhanced by the most appropriate choice of formatting and graphic support.
- The linguist is most comfortable translating at a rate of 250-300 words (or the ideogrammatic equivalent) per hour.
- The linguist succeeds fully in appropriately transferring the subtleties of any required source text.
- The linguist fully utilises:
  - monolingual and specialist dictionaries, and
  - specialist references.
- The linguist accurately uses a word processor to enhance speed of translation.

#### **At a more discrete level:**

- The linguist translates peculiar and individual vocabularies eg :
  - argot
  - rhyming slang
  - some archaic forms
  - lexis unique to an author or other individual
- Processing of handwriting styles presents no problems.
- Processing of handwriting styles presents no problems.

**Example tasks**

With access to dictionaries and other sources Defence linguists with Expert proficiency can complete the tasks listed below. The linguist can:

- translate any required legal document
- translate any required treaty or pact
- translate any required article
- translate any required diary entries
- translate any required polemic or propaganda
- translate a collection of short stories written by different authors.
- translate a collection of scripts written by different authors.
- translate a novel.
- translate an academic text.
- translate philosophic discourse.
- translate a play in archaic variety.
- translate and subtitle a range of film scripts.



## **VI. CONFERENCE PHOTOGRAPH**



