

Bureau for International

Language Co-ordination

**CONFERENCE**

**REPORT**

1998

**UNITED KINGDOM**



Bureau for International

Language Co-ordination

**CONFERENCE**

**REPORT**

1998

**UNITED KINGDOM**

**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@lackland.af.mil

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

ESL/GSL Program Manager

George C. Marshall Center for Security Studies

Foreign Language Training Center Europe

ATTN: ECMC-CL-FL (Keith Wert, ESL)

UNIT 24502

APO AE 09053

phone: (49)8821-750-804/792

fax: (49)8821-750-670

e-mail: wertk@marshallcenter.org

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

## Table of Contents

	<u>Page</u>
<b>I. Preface</b>	1
<b>II. Conference Organization</b>	
1. Conference Programme	3
2. List of Participants	7
<b>III. Opening Remarks</b> Dr. Ray Clifford	15
<b>IV. Presentations</b>	
1. Co-ordination and Co-operation in the 21 <sup>st</sup> Century Lieutenant Colonel Vicky Martin Role of BILC Major (Retd) Carl Pearce Co-ordination and Co-operation in the 21 <sup>st</sup> Century Major C. D. Rose	23
2. Improving Performance through Technology Martha Herzog	37
3. Learning in a Changing World Herbert Walinsky and Michel P. M. Schwarz	53
4. Meeting Canadian Forces Language Training for Multinational Peace Support Operations Nilgun Paktunc	79
5. Meeting Language Training Requirements for Multinational Peace Support Operations Lieutenant Colonel Gerald Joncheray	87
6. How Do We Train Our Armed Forces for Multinational Co-operation? Ingrida Leimanis and John Akermark	93
7. Survival Language Skills for Peace Keeping Operations Major Alan Cardy	149
8. Italian Army Language School: A Case Study Training a Brigade for Operations in Bosnia Brigadier General Raffaello Graziani	173

9. Greece's Co-operation in all those Activities that Contribute to the Common Good of Humanity Ilias Papadopoulos	191
---	-----

10. Improving Performance through Technology Major Ayhan Akbas	197
---	-----

## **V. National Reports**

1. Australia	201
2. Canada	205
3. Denmark	209
4. Germany	211
5. Greece	213
6. Netherlands	217
7. Norway	219
8. SHAPE	221
9. Spain	223
10. Sweden	229
11. Turkey	231
12. United Kingdom	233
13. USA	235

## **VI. Study Group Reports**

1. Defining and Meeting Language Training Requirements for Multinational Peace Support Operations	253
2. Intensified Sharing of Resources in Testing and Assessment	259
3. Improving Performance through Technology	261
4. The Teacher in the 21 <sup>st</sup> Century	265

<b>VII. Conference Photograph</b>	271
-----------------------------------	-----

# **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 delegate 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 constructive 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 a 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.

### **1999 Conference**

10. The 1999 Conference will be held in the Netherlands during the week of 31 May - 04 June 1999. The Conference theme will be, "Lessons Learned; 33 Years of BILC".

## **II. CONFERENCE ORGANIZATION**



## **PROGRAM**

### **BILC CONFERENCE 1998**

#### **“CO-ORDINATION AND CO-OPERATION IN THE 21<sup>ST</sup> CENTURY”**

**DEFENCE MEDICAL SERVICES  
TRAINING CENTRE  
KEOGH BARRACKS  
MYTCHETT  
HAMPSHIRE  
UNITED KINGDOM**

**Monday June 1**

- 0800 Transport departs hotel for Conference Center
- 0830 Welcome Address by Host Nation - Gp Capt R. J. Hounslow RAF Head of UK Delegation and Introduction to DMSTC by Maj General CG Callow OBE QHP
- 0900 Administration briefing - Lt Col RPM Rendall MBE RLC
- 0910 Conference Opening Address by the BILC Chairman - Dr Ray Clifford
- 0930 Presentation 1 - UK - Co-ordination and Co-operation in the 21<sup>st</sup> Century (The Conference Theme)
- 1030 Coffee/Tea
- 1100 Course photograph
- 1115 Study Group briefing - BILC Chairman
- 1130 Study Groups (1)
- 1230 Lunch (Conference Fee Payment during the lunch break)
- 1400 Theme - Improving Performance through Technology  
Presentation 2 (US)
- 1500 Coffee/Tea
- 1515 Presentation 3 (Germany)
- 1615 Open Forum - discussion on afternoon theme

1630 Transport departs for hotel

1830 - 1930 Bucks Fizz Cocktail Party for all delegates and spouses in the Robart Lounge of the Hotel (Dinner in Hotel if required)

### **Tuesday June 2**

0800 Transport departs hotel for Conference Center

0830 Steering Committee meeting (Remainder - informal meeting)

0930 Theme - Language Training for Multinational Peace Support Operations  
Presentation 4 (Canada)

1010 Presentation 5 (France)

1030 Coffee/Tea

1100 Presentation 6 (Sweden)

1200 Presentation 7 (UK)

1230 Lunch

1400 Presentation 8 (Italy)

1445 Open Forum on theme, lead by Brig Graziani and other presenters

1515 Coffee/Tea

1530 Study Group 2

1630 Transport departs for Hotel

Evening free

### **Wednesday June 3**

0800 Transport departs hotel for Conference Center

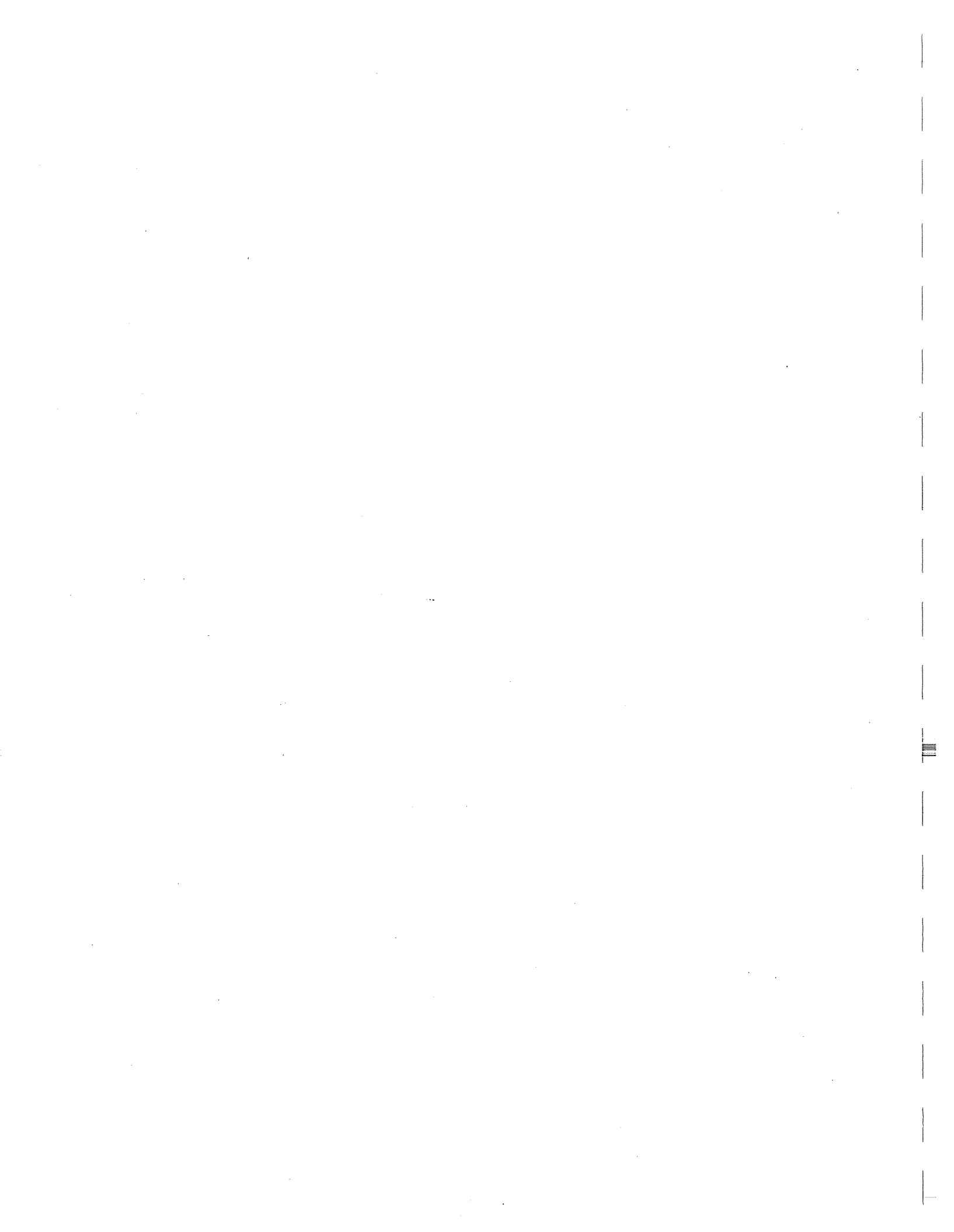
0815 Study Groups 3

0915 Steering Committee meeting (reminder - informal meetings)

- 1030 Coffee/Tea
- 1100 Presentation 9 (Greece)
- 1145 Presentation 10 (Turkey)
- 1215 Brief on visit to London - Lt Col Rendall
- 1230 Lunch
- 1315 Depart Conference Center for London  
Visit to places of interest in London  
(Maps and suggestions for visits and eating places to be provided)
- 2045 RV at Whitehall Place, Central London, and move to Horseguards Parade.
- 2105 Beating Retreat at Horseguards Parade. (It is essential that delegates and their spouses are punctual.)
- 2245 Depart Whitehall Place for Hotel

**Thursday June 4**

- 0830 Transport departs hotel for Conference Center
- 0830 Brief on BILC Seminar in Warsaw - future Seminar provision PFP brief - PCC  
Goitia Garza
- 0900 Steering Committee meeting  
Preparation of Study Group reports
- 1000 Open Forum
- 1030 Coffee/Tea
- 1100 Transport departs Conference Center for Defence School of Language
- 1200 Visit to DSL



## **BILC CONFERENCE 1998**

### List of Participants

#### **CONFERENCE CHAIRMAN**

Group Captain  
HOUNSLOW (Bob)

Deputy Director Services  
Personnel Policy 2B  
London

#### **NATIONAL DELEGATIONS**

##### **AUSTRALIA**

(Observer)  
Head of Delegation

Commander  
MITCHELL (Wayne)

Commanding Officer  
Australian Defence Forces  
School of Languages  
Point Cook

##### **AUSTRIA**

(Observer)  
Head of Delegation

Colonel Mag. (MA)  
HUTTER (Helmut)

Deputy Head of Language  
Division  
National Defence Academy  
Vienna

##### **CANADA**

Head of Delegation

Lieutenant Colonel  
LEFEBVRE (Jean)

Commandant (designate)  
Canadian Forces Language  
School  
Ottawa

Member

Ms  
PAKTUNC (Nilgun)

Program Manager  
Canadian Forces Language  
School  
Ottawa



## DENMARK

Head of Delegation	Lieutenant Colonel VOLDEN (Svend)	Commanding Officer Royal Danish Army Specialist Training School Copenhagen
Members	Mr GRAM (Eric)	Head of Language Division Royal Danish Army Specialist Training School Copenhagen
	Ms HASSELBALCH (Gunner)	Senior Lecturer Royal Danish Air Force Academy Ballerup

## FRANCE

Head of Delegation	Brigadier General ESCOFFIER (Christian)	Commandant Ecole Interarmees de Renseignement et des Etudes Linguistiques (EIREL) Strasbourg
Member	Lieutenant Colonel JONCHERAY (Gerald)	Chief of English Language Department, EIREL Strasbourg

## GERMANY

Head of Delegation	Mr WALINSKY (Herbert)	Head, Language Training Division Bundessprachenamt (BSpA) Hurth
Member	Mr SCHWARZ (Michael)	Head, Principles of Language Instruction BSpA Hurth

## **GREECE**

Head of Delegation	Colonel ROUNGAS (Georgios)	Commander Hellenic Army Language School Athens
Members	Mr KAHRIMANIS (Panagiotis)	English Instructor Hellenic Army Language School Athens
	Mr PAPADOPOULOS (Ilias)	English Teacher Hellenic Navy School of Languages Athens

## **ITALY**

Head of Delegation	Brigadier General GRAZIANI (Raffaello)	Commander Italian Army Language School Perugia
Members	Lieutenant Colonel ANDREANI (Francesco)	Chief of Training Office Italian Army Language School Perugia
	Lieutenant Commander GRASSI (Luigi)	Staff Officer Training Section 3 <sup>rd</sup> Division Rome

## **NETHERLANDS**

Head of Delegation	drs SEINHORST (Gerard)	Head, Language Co-ordination Centre, Kenniscentrum Ede
--------------------	---------------------------	--

## **NORWAY**

Head of Delegation	Major HORNSLIEN (Erling)	Education Officer HQ Defence Command Oslo
--------------------	-----------------------------	---

Members

Mrs  
ARESVIK (Patricia)

Head of International Studies  
Department  
Royal Norwegian Air Force  
Academy  
Trondheim

Mr  
BERNTSEN (Ola-Johan)

Senior Lecturer  
Royal Norwegian Military  
Academy  
Oslo

Mr  
MORLAND (Kjell)

Senior Lecturer  
Royal Norwegian Naval  
Academy  
Laksevas

Mr  
NYGAARD (Aage)

Senior Executive Officer  
HQ Defence  
Command Norway  
Oslo

Associate Professor  
SELAND (Johan)

Head, Russian Language  
Section  
Norwegian Defence  
Intelligence and Security  
School  
Oslo

**SPAIN**

Head of Delegation

Captain (Navy)  
VALERO (Eugenio)

Director  
Spanish Naval Language  
School

Members

Colonel (Air Force)  
de Montero y de Simon (J.)

Director  
Spanish Air Force School of  
Language

Lieutenant Colonel  
REY (Carlos)

Army Language Examination  
Board

Captain  
CARRASCOSA (Carlos)

EMID

**SWEDEN**  
(Observer)

Head of Delegation	Ms LARSSON (Monica)	Senior Administrative Officer Personnel Department HQ Swedish Armed Forces Stockholm
Members	Mr AKERMARK (John)	Head, Foreign Languages Section National Defence College Stockholm
	Ms LEIMANIS (Ingrida)	Language Assistant National Defence College Stockholm

**TURKEY**

Members	Colonel UYSAL (Halit)	Turkish Army Language School Istanbul
	Major AKBAS (Ayhan)	Turkish Army Language School Istanbul

**UNITED KINGDOM**

Head of Delegation	Group Captain HOUNSLOW (Bob)	MOD UK (Conference Chairman)
Members	Lieutenant Colonel MARTIN (Vicky)	Commanding Officer Defence School of Languages Beaconsfield
	Major ROSE (Cliff)	Training Development Officer Defence School of Languages Beaconsfield
	Lieutenant Colonel BEDDING (Damien)	Language Adviser and External Business Manager Defence School of Languages Beaconsfield

Member	Major (rtd) PEARCE (Carl)	UK BILC Secretary
Presenter	Major CARDY (Alan)	Officer Commanding European Languages Wing Defence School of Languages Beaconsfield

**UNITED STATES**

Head of Delegation	Colonel BEAUVAIS (Eugene)	Assistant Commandant Defense Language Institute Foreign Language Center Monterey
Members	Colonel DIPIERO (John)	Commandant Defense Language Institute English Language Center Lackland Air Force Base
	Dr CLIFFORD (Ray)	Provost Defense Language Institute Foreign Language Center Monterey
	Ms GOITIA GARZA (Peggy)	Chief Curriculum Development Defense Language Institute English Language Center Lackland Air Force Base
	Dr HERZOG (Martha)	Dean of Curriculum and Faculty Development Defense Language Institute Foreign Language Center Monterey
	Mr MOLLOY (Tom)	Chairman English Department Marshall Center, Garmisch Germany

**NATO PCC**

Major  
CABRIDENS (Jean)

Staff Officer  
Education and Training Branch  
Mons Belgium

**SHAPE**

Mrs  
STOLTENBERG (Kay)

Language Tester, SHAPE  
Mons Belgium



### **III. OPENING REMARKS**





## Cooperation in BILC

**Dr. Ray Clifford**

The trend is the same world wide. The expansion of electronic technologies is increasing international communication requirements, and this growth is leaving less and less time to accomplish each communication task. At the same time, shrinking national budgets leave fewer funds with which to accomplish the work. "Doing more with less" is the mantra of our generation. However, this lofty goal is often not attainable, and the steady trend of declining resources coupled with increasing demands is moving us into what some are calling "the age of mediocrity."

There are three major steps that we can take to defend quality programs against the rising tide of often ill-conceived, budget-driven shortcuts. First and foremost, we must maintain consistency in measurement of our outcome objectives. Secondly, we must be truthful about our shortcomings. Thirdly, we must understand the nature of second language acquisition and be able to defend good teaching practices.

**Be consistent in the measurement of instructional outcomes.** One axiom of program management is, "If you can't measure it, you can't manage it." Lately, we have clearly seen that "If you can't measure it, you can't get money for it." I've also learned that we must be careful about what we measure, because when an outcome is measured you are sure to get more of it. In instructional settings, students and teachers alike recognize that nothing defines course objectives as clearly as a test.

The language needs of the military are a mix of general proficiency and more narrowly defined performance skills. Either or both types of skills can be selected as valid course objectives. However, if we don't carefully differentiate between proficiency and performance outcomes, we will substantially undermine the validity of the STANAG 6001 proficiency scale. (See Child, Clifford, and Lowe, 1993)

Since proficiency is generally more difficult to achieve than rehearsed performance, there is always the temptation to teach and to test for performance by limiting the domain of a purported general proficiency test to those areas where the test candidates have had plenty of practice. Such a restriction of the tested topical or task domains is clearly justifiable if the purpose is to focus on specific operational skills. However, a restriction of the instructional and testing domains is not an appropriate cost saving strategy because it has the net effect of changing a proficiency test into an achievement or performance test.

To be classified as a proficiency test, the assessment process must meet the following criteria:

- The communication domains to be tested are drawn at random from typical real-world communication tasks, nodes, and topical domains.
- The test items are selected or created without any knowledge of the students' textbook or course content.
- The test is scored based on a hierarchical, non-compensatory, threshold rating system where the test candidates must demonstrate the ability to consistently perform the communication tasks defined, across the range of contexts, with the accuracy specified at each STANAG 6001 level.

For instance, it is inappropriate to say that someone can read engineering articles at proficiency level three, if that person can not read other topics with the same level of understanding. As soon as the topical domains or communication tasks are restricted to a set of rehearsed scenarios, the assessment activity shifts from proficiency to achievement or performance.

That is not to say that only proficiency tests are valid measures of program outcomes. For instance, transcription of spoken texts is a highly valued skill for some military intelligence jobs, and the assessment of those abilities provides valuable information about a linguists' job skills. However, such scores should be reported in addition to or in lieu of proficiency scores. They should not be reported as STANAG results, because that would imply a breadth of ability beyond that which was tested.

**Be willing to recognize shortcomings.** Anyone who has worked with proficiency testing is aware of the intense pressures placed on proficiency rating and reporting systems. These pressures are not only real, they are one-sided, in that they generally favor inflated grades or ratings. The test candidates want to receive high scores; their bosses want them to receive high results; their next assignment likely requires a high proficiency level; and the teachers want the best for their students and for themselves. The easy, low cost response to these pressures is to "go with the flow." However, insuring that managers have an accurate assessment of linguists' capabilities, will require defending the testing system against these pressures by providing ongoing training of testers/raters for the assessment of all skill modalities and the thorough validation of any large-scale receptive skill (listening and reading) tests. It also means, that we must be willing to report the truth even if it is "bad news." If decision makers are to realize that budget cuts are having an impact, we must be ready to admit that the

outcomes of some "short-cut" programs are less than what is needed for mission accomplishment.

**Understand the nature of second language acquisition.** Language is the most complex of human behaviors, and language acquisition is anything but a simple process. The language acquisition process differs in many significant ways from most military training. In the typical training model, there is implied congruence across the instructional domain, the learning objectives, the content of the course, and the final test. In this model, the curriculum sets limits on the scope and breadth of the instructional process. The same assumption of congruence carries over into the testing process where nothing is tested that hasn't been rehearsed in the classroom.

In contrast, proficiency oriented instructional systems recognize that real world communications are broad in scope and unpredictable during crisis situations. Thus, the only congruence expected is that the textbook will contain a sample of the kinds of communications the learner will encounter. The teacher's role is also significantly enhanced in the proficiency instructional model.

As we look for efficiencies in the language instruction process, it would be wise to remember, that nothing is more inefficient than efficiently doing the wrong things.

It would be important then to find innovations that support rather than detract from the interactive nature of second language acquisition. Key questions which must be addressed with each proposed innovation are:

1. What is the goal (proficiency level or specific performance skill) of the instructional program?
2. What is the learner's current skill level?
3. Which step in the FL instructional cycle is being addressed?
4. How will this innovation improve this part of the cycle?
5. Will communicative interactions with the learner be increased or improved?
6. Is the clarity or detail of formative feedback provided the learner improved or enhanced?

**Cooperation is efficient.** Of course, our individual efforts will be even more efficient if we share both our positive and negative experiences with each other. Working as a team, we can learn from each other, avoid repeating the mistakes of others, and capitalize on demonstrated successes. That is the purpose of BILC and that is the reason for this meeting. It is therefore fitting that this year's theme is one of cooperation.

**Indicators of cooperation.** Page 13 of the book *Productivity Teams: Beyond Quality Circles* lists several parameters that may be used as indicators of effective cooperation. I would suggest we use a few of these indicators as progress indicators as we proceed through this week of learning and sharing. Especially with the conference theme of "cooperation", these team work indicators will provide ongoing feedback on our productivity and effectiveness.

#### Comparison Between Effective Teams and Ineffective Groups

<u>Parameter</u>	<u>Effective Teams</u>	<u>Ineffective Groups</u>
Climate:	Open and supportive	Guarded or self-serving communication
Participation:	Distributed among all team members.	Dominated by the supervisor or a strong member of the group
Conflict management:	Criticism is constructive and even supportive in nature	Criticism is embarrassing and tension-producing

My goal for this week is that we will consistently meet the challenging criteria set forth for effective teams. But should we slip from that ideal, I invite any of the participants to tactfully remind us, in the spirit of cooperation, of the opportunity to be better team players.

## Works Cited

Child, James; Clifford, Ray T.; and Pardee Lowe, Jr. "Proficiency and Performance in Language Testing" in *Applied Language Learning*, Vol. 4, pp. 19-54, 1993.

Gmelch, W.H. and Miskin, V.D. *Productivity Teams: Beyond Quality Circles*, Wiley Press, New York, 1984.

Testing Domains

Figure 1

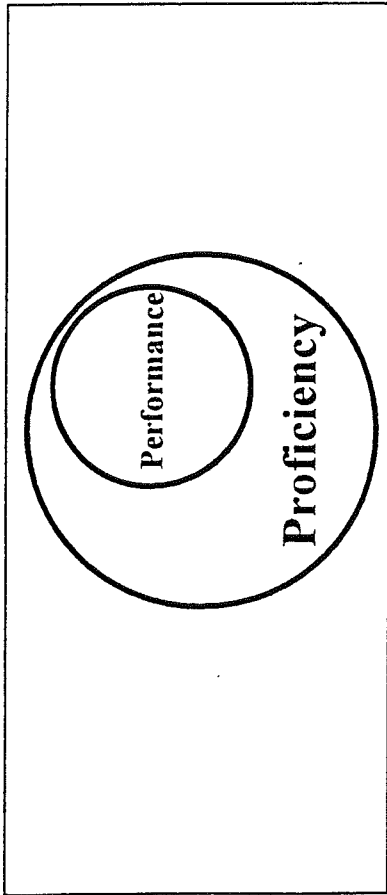


Figure 2

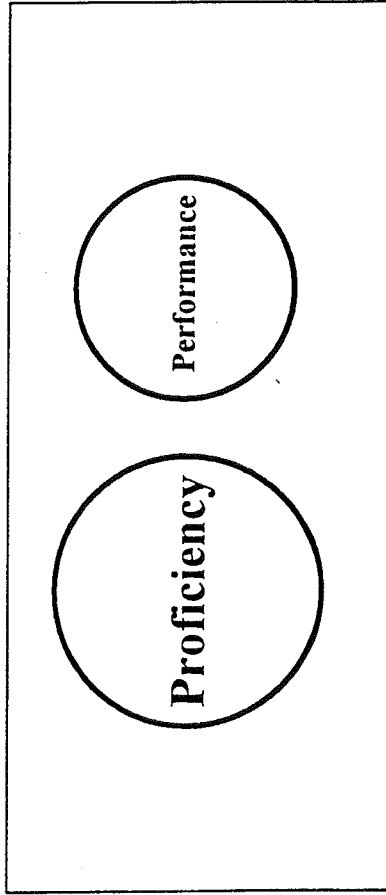
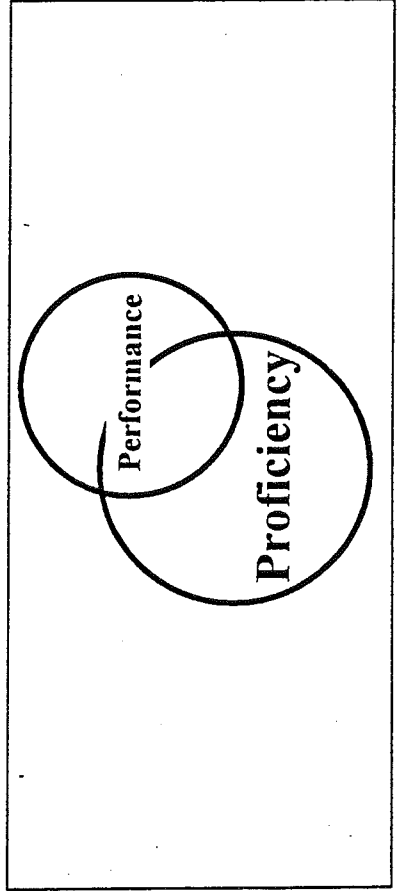
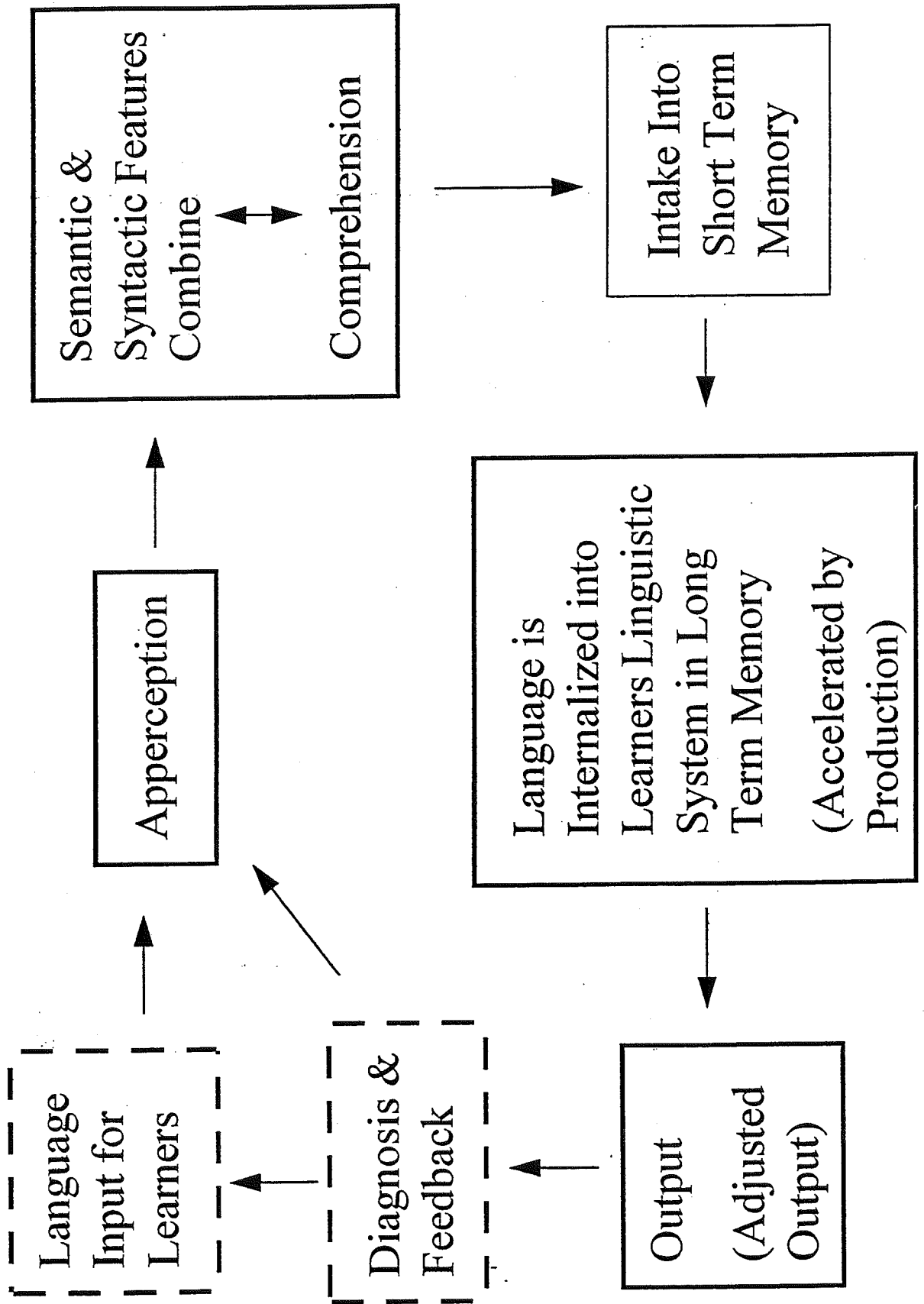


Figure 3



# The Language Acquisition Process







## **IV. PRESENTATIONS**



## Co-ordination and Co-operation in the 21<sup>st</sup> Century

Lt Col Vicky Martin Commanding Officer DSL

BILC Conference, United Kingdom, June, 1998

As Group Captain Hounslow has indicated - the theme is cooperation and coordination in the 21<sup>st</sup> century...

When I spoke to you last in Copenhagen there was so much happening in UK language Training and at DSL - and also so little happening....well, to use the alternative NATO Language - plus CA change!

I believe that all the challenges we are facing are being experienced in some form by all the NATO and observer countries and that we are far from unique.

If you remember I am Station Commander as well as Commanding Officer of the School - so I am dealing with security, property, and welfare as well as management and quality control of Language Training.

Have you noticed the number of visits one receives from senior officers when you ask for more money, or when you claim a greater need for resources than you had before. One of the most difficult battles we have is to identify - or perhaps I should say justify - a significant military input into Language Training delivery. This is because of the overheads and military staff costs and the focusing of military manpower into the front-line and support.

Have you noticed all the European legislation which now affects military working - working hours, employment legislation, working hours for the under 18's, not to mention the impact of Health & Safety on the realistic training environment! Be honest now, is it only Britain following the rules again???

And then there is the tendency to have study upon study and project upon project.....and if we are lucky we change the aim half way through. At DSL we have a Rationalization Study running and we have changed from commercialization, through a 5 year contract, to commercialization through partnering, with a 15 to 25 year contract. We are also embarked on Investors in People - more later over coffee for those who are interested.

I hardly need mention the constantly reducing budgets and increasing demands that we cope with and through the commercialization project some costs should soon be offset by 'Income Generation' and 'Allocation of Risk'.

There are also changes in the way that we are manned. The changes involve the ratio of military to civilian personnel, the ratio of full time to part time personnel, and the ratio of officers from each of the 3 services (Navy, Army, Air Force). In fact take due note that next year I may be replaced by an officer of the Royal Navy....all of this of course is for the good as it represents a step towards a joint and combined approach to Language Training Development and Delivery. So - we all have problems to face. Policy, budgets, legislation, skepticism, bureaucracy etc. Lets concentrate and analyze what we think we are going to have to prepare personnel **for** in the 21<sup>st</sup> century:

### **WHAT TASKS?**

- Another Gulf War i.e. Limited Coalition Warfare
- Continued Ops in Bosnia i.e. International Peace Support Operations
- International and Combined Exercises

- International Headquarters Staff Work
- Collaborative Weapons Projects
- Liaison and Exchange Posts
- Defence Diplomacy

And what do our National Forces requires of us in the delivery to meet such taskings?

Well we are all familiar with senior officer and attache training where the needs are semi diplomatic.

While UK, USA, Canada and Australia have particular interests in 'foreign' [not English!] languages ,the majority of BILC members have been concerned about English. And as the Lingua Franca of NATO [together with French] this has of course been important. But given these taskings, lets not forget the need to operate at the tactical and operational levels, rather than at the strategic and diplomatic. In many of the operational and exercise situations I have mentioned our sailors, soldiers and airmen are dependent on fast low level communication in the so-called frontline. This is an important point to remember as we sit comfortably here we could be talking about junior non-commissioned officers operating in Rwanda, Burundi, Cambodia and on exercises in Poland, Hungary and the Czech Republic.

### **HOW MUCH TRAINING?**

So how do we gauge the requirements for Language Training either nationally or through NATO? Nationally we have a statement of Training Requirements for posts. Should we take a NATO view of resources – could we trust each other to supply language competent personnel when required? On whose Budget?

### **WHICH LANGUAGES**

Who is going to tell us on which languages to focus our efforts? Who are the Joint and Combined Headquarters going to get advice from and how are we going to get them to focus in advance on what is a component of military capability affecting communication.

### **WHAT DELIVERY METHOD?**

Given the bi-lateral cooperation which is so helpful, should we think the unthinkable and extend observer status to, for example, the Russian Federation and Jordan to assist with Russian and Arabic? How should the languages be delivered? Should it be by the military? Should it be all in-country? Should it be intensive before a posting or distance learning with career incentives? In summary, the Conference theme is cooperation and coordination in the 21<sup>st</sup> Century. This really means:

### **WHAT IS BILC FOR?**

We would suggest that BILC's role must be to provide practical and visible solutions to Language Training challenges whether this be at the political, policy, strategic, operational or tactical level.

I shall now ask Carl Pearce and Cliff Rose to develop these ideas. They will be deliberately controversial and be warned! The last section of the presentation time will be a short break while National Delegations consult and then we will ask each other for initial reactions and ideas on the theme.

## Role of BILC

Maj. (Retd) Carl Pearce

You may no doubt recognise the problems facing DSL in this time of change and reduced spending. You possibly face similar problems within your own establishment. The commanding officer outlined our tasks in the field of language training which are probably common to us all.

Our task is a challenging one. In DSL alone we have a requirement to train in 29 languages and the list is increasing as the emerging countries establish or re-establish their individual languages. Prior to the fall of communism the only language requirement for our dealings with the Warsaw Pact countries was Russian - how many languages do we now require for military, diplomatic, and business purposes? The answer is many, many more.

The increase in requirement, the diversity in the use of languages - more face to face dealings as opposed to the passive skills - greater world co-operation in operations etc coupled with a tightening of the purse strings make our role more difficult.

The world of language training at the time of the establishment of BILC in 1966 and its first conference in 1967 was a different place. The millennium of ever increasing technology, new ideas and concepts. It may now therefore be time to review BILC and its role to further assist us in our tasks.

The states purpose of BILC is :

- ◆ The dissemination to members of information in development in the field of language training;
- ◆ The convening of an annual conference which reviews the work done in the co-ordination field and for the study of particular topics;
- ◆ the convening of between-conference seminars to deal with specific issues;
- ◆ the circulation of reports on projects and research within the field.

The Commanding Officer in her presentation suggested that the conference theme really queries the role of BILC. She suggested its duty should be to provide practical and visible solutions to language training whether this be at the political, policy, strategic operational, or tactical levels.

The main forum for our work is the annual conference and it is here where we decide on what is to be, or has to be done. The motto of BILC Seminar Hungary defined a conference as - "a gathering of important people who singly can do nothing, but together can decide that nothing can be done".

It would be unfair and unjust to claim that BILC has done nothing. As non-executive, non-funded organization it has achieved much. Here praise must be due to the countries who have held the chairmanship. I refer here to the sterling work of George Worrall of the UK, Herbert Walinsky and Christopher Hullen of Germany and Dr Ray Clifford and Peggy Goitia Garza of the USA.

If one considers the achievements of BILC since 1966 the list does not appear to be very extensive. We can list:

- ◆ STANAG 60001 and its recent amplification and greater use by the PfP countries;
- ◆ Correlation of language tests by member states - a debatable claim as this remains a national concern;

- ◆ the distribution of a wide range of course materials from a BILC published list of available materials - now old and in need of update on a global front;
- ◆ the arrangement of numerous bilateral and multilateral contacts and exchanges;
- ◆ the gathering of expertise in the fields such as quality control, teacher development, technology etc (the reference guide to the world's languages is an example).

BILC has achieved a great deal more than this brief list would indicate. Since the language requirements of our individual countries are different - but not so different I would suggest - a great deal of BILC work is conducted by bilateral arrangements set up as a direct result of our conferences and seminars. The contacts made outside of planary sessions at our gatherings is vital and essential. I, for one, have gathered so much information and made so many contacts that can only have been of benefit to my work in the field and to the benefit of my students. The seminars we have set up for the PfP countries, and the assistance provided by BILC have been of enormous value and a great credit to it.

Now allow me to just consider a few of the questionable points. I have often been asked by our teachers, both military and civilian, what BILC does to assist them. Is the conference just the opportunity for a chosen few to visit foreign locations and enjoy a week off work? What are the tangible results of our meetings? Do they have any specific value for our practitioners and for their work in delivering language instruction to our students? Many have never seen the conference minutes with the findings of the study groups, which could have been of great assistance in their work both in planning and in the delivering of instruction.

As an example the UK was asked to provide a useable tactical/military word list for level 2 (and 2.5) in English, which could then be translated into further languages for multi purpose use. To date only 6 countries have co-operated in this project. At recent seminars, mention of the list has tended to draw a blank from practitioners - is this a good example of co-operation and co-ordination, or the other vital ingredient - communication?

Playing "Devils Advocate", and in an attempt to stimulate our thoughts and ideas at our annual conference, may I raise the following questions:

Is the current BILC organisation able to meet the demands made on it or required of it?

Does BILC deliver a suitable service to assist our schools, staff and students?

Are our lines of communication deep enough to benefit our customers?

What action is taken in your country after the conference to disseminate the information obtained ?

Are our own countries aware of the existence of BILC and its obvious potential?

We have of course already begun the improvements to our communications with the BILC web site, and our valuable bilateral work continues - maybe more, however, for the benefit of non-members of BILC as to ourselves.

It is time for review and maybe change - so what do we require? I'll now hand over to Major Cliff Rose, our Training Development Advisor, to stimulate further thoughts on BILC and co-ordination and co-operation in the 21st Century and maybe provide some answers to the questions I posed but did not attempt to answer.

BILC 98 - UK PRESENTATION - MAJ C D ROSE AGC(ETS)

CO-OPERATION AND CO-ORDINATION INTO THE 21<sup>ST</sup> CENTURY

Before we consider this year's conference theme in detail, it might be as well to define what we mean by the 2 terms co-operation and co-ordination, as they are by no means synonymous.

According to the Oxford Dictionary CO-OPERATION is 'a working together to the same end', whereas CO-ORDINATION is 'acting in combined order for the production of a particular result'. - VF1

My personal interpretation of the difference is that CO-OPERATION is a joint effort toward a common goal entailing team members, probably in the same location, and CO-ORDINATION involves different groups working on separate elements, which are being harmonised by a central agency, so that the result is achieved most efficiently and effectively. - VF2

We therefore need to consider how we can work together on the development of Language Training and how we can co-ordinate individual national activities to prevent duplication of effort and wasting already sparse resources.

The core of the matter, however, is to determine what the 'END' or 'RESULT' is to be. Until the end is identified and specified, any attempts at co-operative or co-ordinated work toward it would undoubtedly prove nugatory.

Member countries will of course need to retain their own LT Policy Making and Delivery in support of their own national interests. However, at a time when more and more operations are likely to be away from the Central European Theatre, ought we not to have clearer central direction on the languages in which we should be training and the likely scenarios in which our graduates will be employed?

During the Cold War the direction was obvious and the language requirements for NATO primarily ELT for operations and Russian for Intelligence purposes. 'Out of Area' operations since then have demonstrated a requirement for a diversity of languages for G5 as well as G2 and G3 (or in the light of the type of operations should that not be J5 J2 and J3) purposes. Indeed if the trend toward multi-national operations and real interoperability is to continue there will also be a need for language practitioners in the J1 and J4 fields as well.



Additionally Nationalist trends in the former Soviet Union and elsewhere require a greater diversity of languages for Defence Attachés etc. destined for posts in the emergent (or re-emergent) countries. The numbers of trainees required for each of these languages is, however, relatively small and individual country provision must consequently be inefficient.

Here is an obvious possibility for either CO-OPERATION (the establishment of a common school for NATO members requiring training in 'Minority' languages, which would achieve economies of scale and a common product), or for CO-ORDINATION (whereby individual members, who have expertise in a particular language because of their geographical location or historical involvement with speakers of the target language(s), could undertake to train the staff of those members with less expertise in that particular field).

In its present non executive form, BILC with its annual conference and seminar, its multi-national steering committee and its rotational single nation central secretariat appears ill-equipped to give the necessary direction to CO-ORDINATE the efforts of the members and apart from brief efforts at the annual events there is, as Carl has already indicated, precious little co-operation, which can or does occur. I do not wish here to denigrate the valuable efforts of the present or any previous secretariats.

What BILC does provide is the opportunity for LT practitioners to further bilateral contacts and to exchange ideas and experiences with others in the same field - and this should continue.

One solution to the problem of direction of co-ordination would be the establishment of a small permanent cell within NATO's Headquarters. The cell would then be in a position to disseminate the LT requirements connected with operational planning to the LT providers as well as advising the Operational Planners in the Headquarters on the availability and suitability of LT Programmes already in existence among member states. The cell would also be able to co-ordinate individual efforts in order to make best use of known strengths and avoid unnecessary duplication.

Furthermore by transcending individual member states, interests the cell could, if suitably staffed, build on the success of the common levels, described in the amplifications to STANAG 6001, by producing a standardised testing methodology - Thus providing for true international interoperability for NATO language practitioners.

In the interests of even greater flexibility any such permanent cell should maintain links with associate members of BILC as the expertise of such countries (I am thinking here, for example, of the Australians' work in Pacific Rim languages) could also prove invaluable in the event of projected NATO activity further beyond its traditional areas of operation.

The establishment of a centralised cell is fraught with problems, not least of which would be the clout vs. competence dilemma. If the British model is anything to go by, it would be very unusual for a military Language Training 'Expert' to achieve the rank necessary to be taken seriously by the hierarchy. Conversely the teeth arm dominated senior staff officers normally selected for NATO staff appointments are unlikely to have expertise in the area of LT.

An immediate enhancement of our ability to CO-OPERATE and CO-ORDINATE our LT activities would be achieved by reclaiming the practitioners' seminar from its embroilment in the PFP process. Incidentally the degree and speed of development in the LT field of this process is due in no small part to the work of its dedicated cell! The enthusiasm among the PFP countries for assistance in the establishment of ELT programmes in order to facilitate entry to the alliance is understandable, given the use of English as the NATO operational language. The result however has been a focus on ELT at the expense of other LT.

Most existing NATO members have perfectly adequate ELT provision (USA, UK and most of Canada having it as the official language and the others having extensive ELT as either the 1<sup>st</sup> or 2<sup>nd</sup> FL taught in their school systems). Their requirements are therefore more in the training, usually at short notice, in languages, which are likely to be needed for operations or deployments. In this respect we must not neglect the role of French both as the other official NATO language and because of the extent of the francophone world.

We should therefore be more interested in the methodologies of TFLA, (somewhat different to mainstream school based language teaching), in languages for which there is often little available courseware, and in particularly military vocabulary and registers. Furthermore, our customers differ from those of the other major providers of language teaching - universities - ours already have a trade, they are generally older and are often unused to being in a learning environment. Within this narrow niche we are all following our own interests. Actually we have more in common with each other than generally with other LT practitioners in our own countries.

Through increased co-operation and co-ordination of our efforts we could become far more efficient. Without it progress will remain painfully slow and we will be compared unfavourably with mainstream providers on grounds of cost.

To summarise, we think that consideration should be given to the following; - VF 3

- The process for deciding appropriate areas for co-operation and co-ordination
- The establishment of a permanent LT cell in NATO HQ
- The introduction of a standard SLP testing methodology
- A change of focus away from ELT to other LT

CO DSL will now conclude the UK presentation.

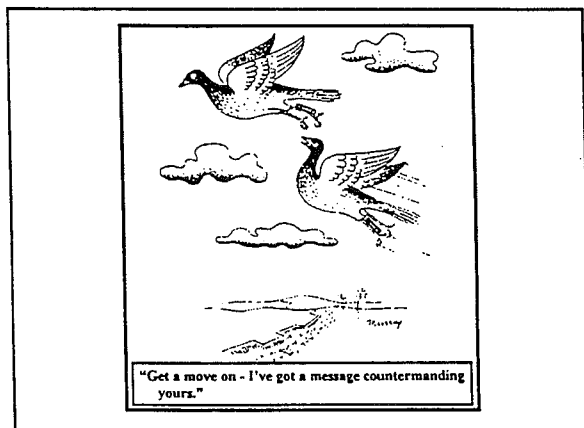
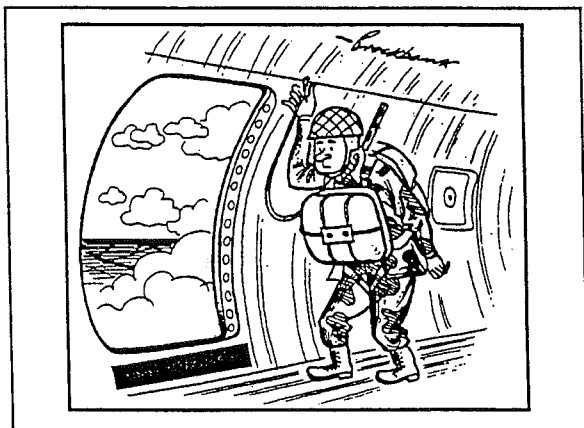
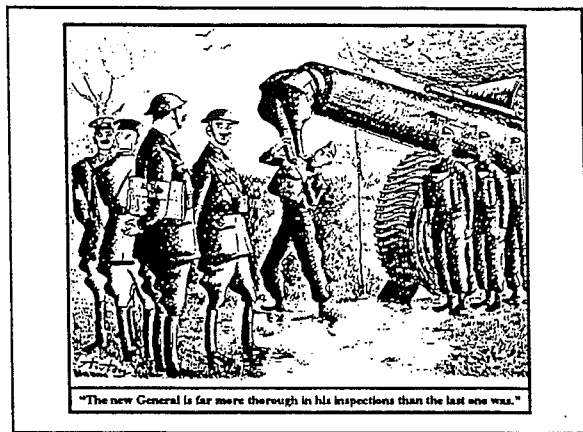
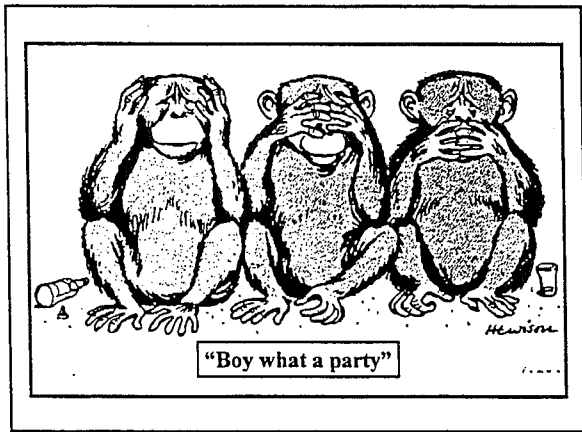
**BILC**  
98-UK

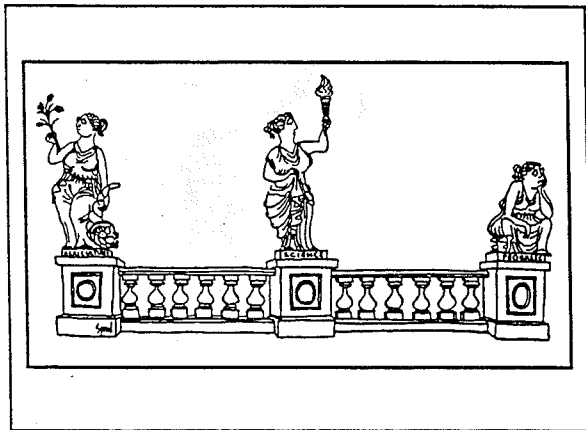
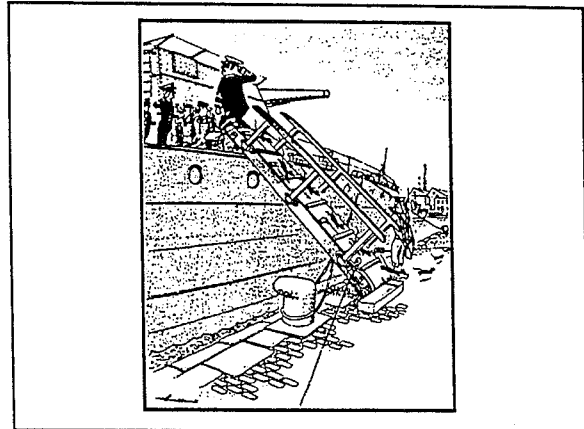
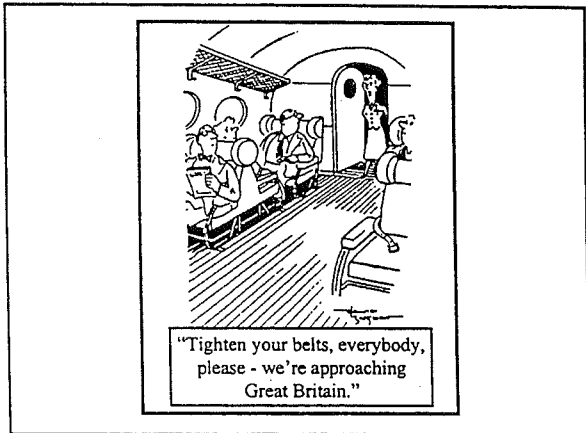
DEFENCE SCHOOL OF LANGUAGES

EXTERNAL BUSINESS MANAGER  
0044 1454 653257  
E-Mail: [helping@bilc98inet.gov.uk](mailto:helping@bilc98inet.gov.uk)

ADJUTANT GENERAL'S CORPS TRAINING GROUP

DEFENCE SCHOOL OF LANGUAGES





**WHAT TASKS ?**

**ANOTHER GULF WAR IE. LIMITED COALITION WARFARE**

**CONTINUED OPS IN BOSNIA IE. INTERNATIONAL PEACE SUPPORT OPERATIONS**

**INTERNATIONAL AND COMBINED EXERCISES**

**COLLABORATIVE WEAPONS PROJECTS**

**LIAISON AND EXCHANGE POSTS**

**DEFENCE DIPLOMACY**

**HOW MUCH TRAINING ?**

**WHICH  
LANGUAGES ?**

**WHAT  
TRAINING  
METHOD ?**

**WHAT IS  
BILC FOR ?**



**PURPOSE OF BILC**

---

- a. Dissemination to members of information on developments in the field of language training.
- b. Convening of annual conference to review work done in co-ordination field.
- c. Convening of seminars to deal with specific issues.
- d. Circulation of reports on projects and research.

**BILC OF THE FUTURE**

---

**Provide practical and visible  
solutions to language training  
at the political, policy, strategic,  
operational or tactical level.**

## MOTTO

“A conference is a gathering of important people who singly can do nothing, but together can decide that nothing can be done.”

## BILC ACHIEVEMENTS

- a. STANAG.
- b. TEST CORRELATION - SHAPE.
- c. MATERIALS LISTS.
- d. MULTILATERAL AND BILATERAL CONTACTS AND EXCHANGES.
- e. GATHERING OF EXPERTISE IN LANGUAGE FIELD.

## What of BILC in the 21st Century?

## QUESTIONS ?

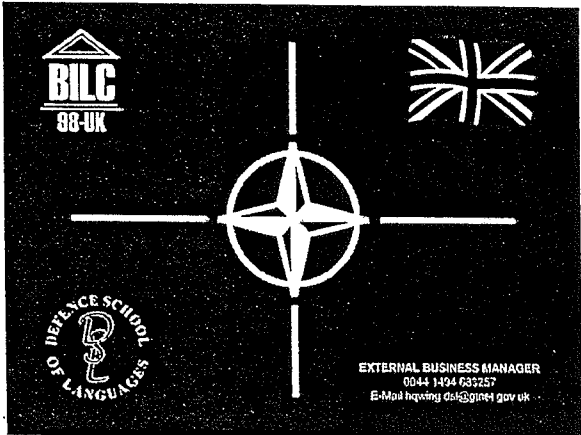
1. Current organisation
2. Service to schools, staff, students.
3. Communication depth.
4. Post-conference action.
5. Awareness.

## DEFINITIONS

- CO-OPERATION - a working together to the same end
- CO-ORDINATION - acting in combined order for the production of a particular result

## SUMMARY

- The process for deciding appropriate areas for co-operation and co-ordination
- The establishment of a permanent LT cell in NATO HQ
- The establishment of a standard SLP testing methodology
- A change of focus away from ELT to other LT







## IMPROVING PERFORMANCE THROUGH TECHNOLOGY

**Martha Herzog, DLIFLC**

My presentation includes a twenty-minute videotape that focuses on the principles that underlie the development and implementation of technology at the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California.

At DLIFLC, we primarily use the following high technology: Video Teletraining (or VTT); Computer-Assisted Study (CAS), which includes multimedia CD-ROMs and the Internet; and Lingnet, which is an Internet site. We use these technologies in the following ways:

VTT is used for refresher training of students at remote sites and for on-going training of teachers at these sites. CAS is integrated into the initial training in the resident program, and it is also used for refresher training for the field. The Internet is a source of authentic materials for our teachers and course developers to incorporate into the program. It can also serve as the basis of student projects; for example, they may be asked to find, print, and broadcast material on the same subject and compare and contrast the content.

With this general introduction to DLIFLC's use of technology, I would like to present a videotape that elaborates on that use. The script of that videotape follows:

In addition to over 577,000 hours of classroom instruction in the resident program annually and in addition to development of textbooks and audio tapes, DLIFLC delivers foreign language instruction through:

Video teletraining (VTT) to remote sites for refresher training.

Multimedia CD-ROMs for both resident and nonresident courses.

Lingnet, a language-oriented site on Internet, focusing on operational linguists.

DLIFLC also has a formal program to train language teachers to use VTT effectively. We use VTT to help train language teachers at remote sites. In addition, we train teachers to develop multimedia CD-ROMs and to use the Internet for preparation for classroom.

Because VTT, CD-ROMs, Lingnet and the Internet have become an integral part of our program, DLIFLC has articulated the principles for technology development and implementation. We believe that, without principled development, the use of technology can become unfocused and overly random. That will lead to resistance by those responsible for learning outcomes.

The foundation of technology implementation at DLIFLC consists of:

- Good teaching methodology.
- Meaningful feedback.
- Teams of teachers and programmers.
- Customizing learning.
- Good project management.
- Review and quality control.
- Reaching out to the learner.

Let's examine these principles more fully.

Technology products must be based on good teaching methodology. Good teaching requires: (1) activities at the appropriate level for the intended audience; (2) giving the students language tasks to perform; (3) deriving the tasks from authentic texts or situations; (4) continually challenging the student to build his/her language skills.

Technology-delivered activities must provide meaningful feedback to the students. That means, the developers must anticipate student weaknesses, problems, and errors. They must use that knowledge to develop a system of "helps" (such as a reference grammar), tips or clues, and concrete information about how to improve in the area of weakness. Students should get the kind of feedback they would receive from a teacher in a classroom.

Technology-delivered activities must be developed by a team. That team must include at least one experienced classroom teacher as well as a programmer.

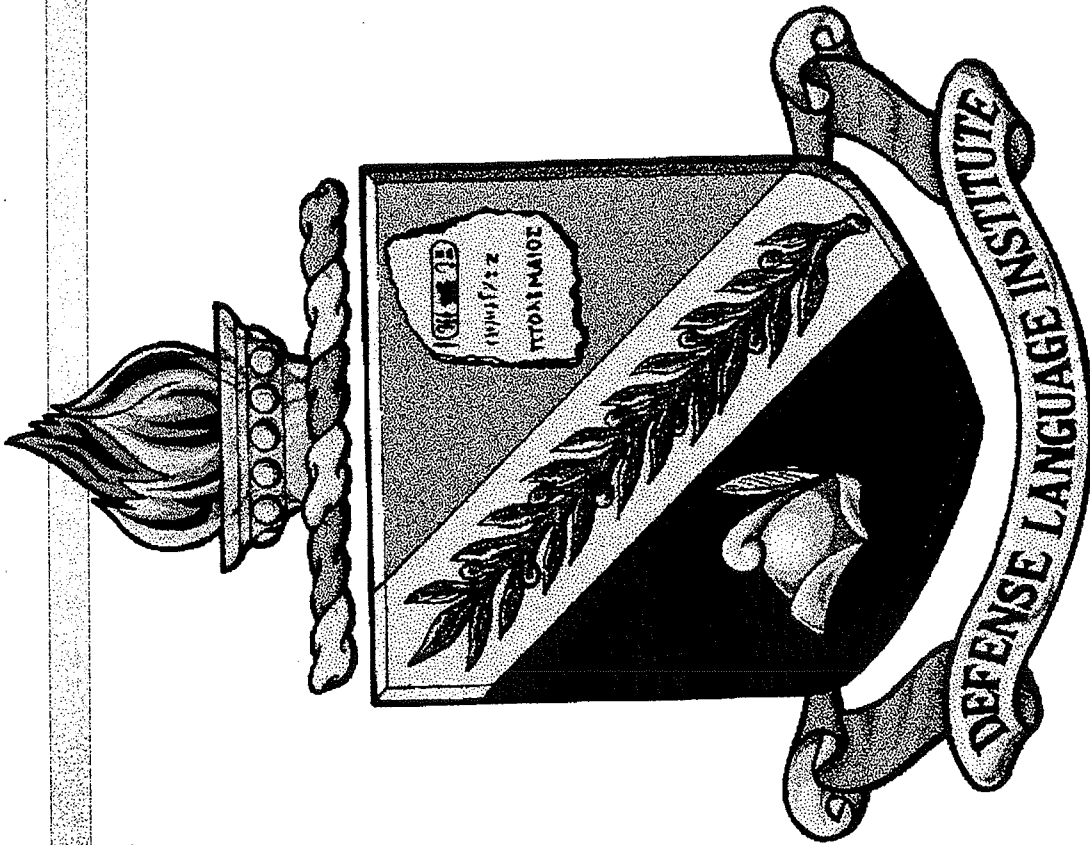
The technology product must be customized for the intended learner. The development team must know as much as possible about the intended learners. Is this product part of an acquisition program? Or do the learners need refresher training? The development team must conduct a needs analysis to answer such questions.

A successful project also requires good management. The needs analysis is used to prepare objectives and a work plan with milestones. The work plan becomes a road map used by the developers to reach the objectives. Quality control is essential for any technology project. All texts and activities must be reviewed by an independent team on an incremental basis. When the development phase is complete, there must be another independent test of the computer programming.

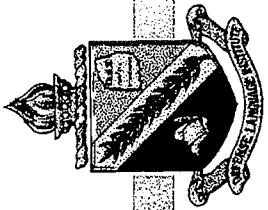
Finally, technology should be used to reach out to remote sites and bring learners closer to a classroom learning situation. This allows schools like DLIFLC to stay in touch with our graduates and contribute to their continued growth as military linguists. It also allows us to help teachers at remote sites continue their professional development. In summary, we consider it important to stress human contact through technology, not technology alone.

We at DLIFLC are convinced that technology can be used to improve learner and linguist performance. We are equally convinced that we must follow these principles if the technology is to do that job.

- Good teaching methodology.
- Meaningful feedback.
- Teams of teachers and programmers.
- Customizing learning.
- Good project management.
- Review and quality control.
- Reaching out to the learner.



**IMPROVING  
PERFORMANCE  
THROUGH  
TECHNOLOGY**



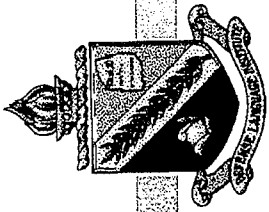
# TECHNOLOGIES DLIFLC USES:

Video Teletraining (VTT)

Computer-Assisted Study (CAS)

- Multi-media CD-ROMs
- Internet

Lingnet -- An Internet Site



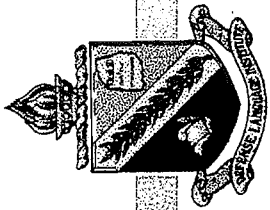
# HOW DLIFLC USES THESE TECHNOLOGIES:

## VTT

- Refresher training of students at remote sites.
- On-going training of teachers at remote sites.

## CAS

- Updates teachers at remote sites.
- Refresher training of students at remote sites.



# HOW DLIFLC USES THESE TECHNOLOGIES:

## INTERNET

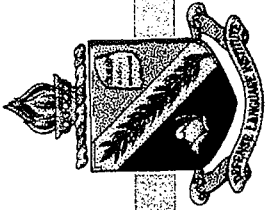
- A source for authentic materials
- The basis of student projects.

## LINGNET

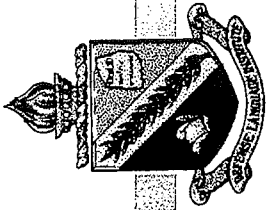
- Information about training materials.
- Updates teachers at remote sites.



# PRINCIPLES OF TECHNOLOGY DEVELOPMENT AND USE

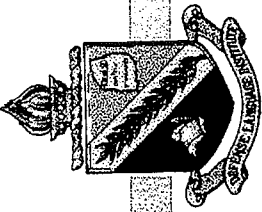


- Good teaching methodology.
- Meaningful feedback.
- Teams of teachers and programmers.
- Customizing learning.
- Good project management.
- Review and quality control.
- Reaching out to the learner.



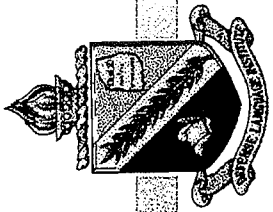
# GOOD TEACHING METHODOLOGY

- Create activities at the right level for students.
- Give the students language tasks to perform.
- Derive the tasks from authentic texts and situations.
- Continually challenge the student.



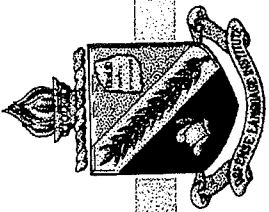
# MEANINGFUL FEEDBACK

- Anticipate student problems and errors.
- Provide useful information related to errors.
- Add on-line helps and references.
- Give constructive feedback.  
"Say what an effective teacher would say."



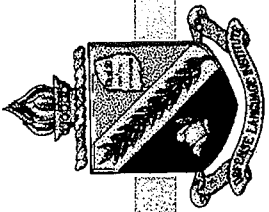
# DEVELOP IN A TEAM

- Include at least one experienced classroom teacher.
- Programmer
- Reviewer
- Project manager



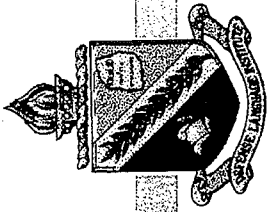
# CUSTOMIZED LEARNING

- Conduct a needs analysis.
- Find out about the students.
- Determine expected objectives.



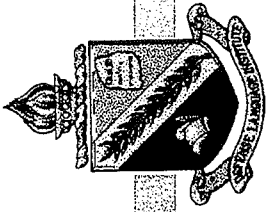
# GOOD PROJECT MANAGEMENT

- Use the needs analysis to design the program.
- Prepare a work plan with milestones.
- Use the work plan as a map to reach the objectives.



# QUALITY CONTROL

- Assign independent reviewers.
- Review the target language.
- Review the teaching methodology and feedback.
- Review the technology.



# REACHING OUT TO THE LEARNER

- Take the classroom to remote sites.
- Keep in touch with graduates and their teachers.
- Help the learner improve in the language.
- Help teachers improve instruction through on-going faculty development.
- Stress human contact through technology.





# Learning in a Changing World

Herbert Walinsky and Michel P.-M. Schwarz  
BILC Conference, United Kingdom, June 1998

## 1. Learning

As we all know, technology has advanced at a breathtaking pace in the past decade. This obviously affects the learning environment and we as language trainers must effectively utilize this technology to meet the learners' needs in a changed world (figure 1). How does technology affect learning? Here there are three schools of thought: First, there's the standard, "Plus ça change, plus c'est la même chose." Computers are just another tool for teachers and students to use. Learning doesn't change, but instruction has to be organized to include students spending time in the computer lab. The second view is that modern technology changes **everything**. And the third view is a cautious, "It depends." In this presentation we'll look at what we mean by "learning," then at the type of technology available, the ways technology can help us meet the needs of students, teachers and employers, and finally, at some of the ways in which developments in technology will affect our work.

First we'll turn to learning. We've got the abbreviations CBT for computer-based **training**, and CAI for computer-assisted **instruction**, but looking at it from the learner's point of view, we'll be using **CALL** for computer-assisted language **learning**. Psychologists have defined learning as "a lasting modification in knowledge, skills, behavior or potential behavior based on experience."<sup>1</sup> Traditionally, teaching consisted in trying to impart to the learner a certain body of knowledge. Since the subject to be taught was thought to exist objectively, this teaching model can be called "objectivistic."<sup>2</sup> The good instructor structured his lessons in a systematic way so that the student could absorb and retain the material, reproduce it for exams, and possibly base his own life's work on facts and ideas learned early in life. The following list was translated from a report on the use of multimedia in German schools published by a study group which represented several government ministries:

Traditional instruction meant:

- learning facts
- individual achievement
- passing exams
- attaining a degree
- a limited area of expertise
- receiving information
- technology was used in isolation<sup>3</sup>.

In a satire in the 17<sup>th</sup> century a German writer came up with the idea of the so-called "Nuremberg funnel" to be used for pouring knowledge into the student's head; and many teachers would probably have used the Nuremberg funnel if it had been available (figure 2). Is today's technology a new kind of tool for funneling facts -- or a foreign language -- into the learner's brain? Can learning change just because we have computers? And should it change?

Actually, learning has already changed and will continue to do so--**not** only because we now have computers and multimedia learning programs, but because the world is changing so rapidly that teaching and learning have to adjust accordingly (figure 3). According to Jürgen Guttman of the Siemens company, the transformation of society from a **production** to an **information** society is radically changing the way companies function, and the way employees work.<sup>4</sup> To compete in the global market, companies need small, flexible teams to replace the traditional, slow hierarchy. Rather than working only in a narrow special field, employees work holistically, making decisions and taking responsibility in several areas, while remaining in touch with their colleagues and with developments around the world. Since the global market means that companies need to produce new products at a very rapid rate, they also need to develop new production processes and new ways of increasing productivity. In doing this, companies see **knowledge** as a production factor like capital, labor and property. The successful employee of the future will be the person who knows the right things at the right time. Where he actually works won't matter.

In the military the demands of the information age are different, but just as critical. Soldiers need to understand highly complex weapons systems and must be able to work within interconnected command structures, for example on exercises with other NATO or PfP partners or on multinational operations. These tasks require a high degree of knowledge, flexibility and communicative competence.<sup>5</sup>

Technology has changed the world in which we live and learn while at the same time giving us tools for learning in a changing world.

What kinds of learning are important in the information age? Phrases that are often used include: **life-long learning**, **holistic learning**, and **learning on demand**, or **learning just in time**, referring to the ability to learn whatever the situation requires.

The inter-ministry study group mentioned earlier lists the following elements:

- problem-solving
- teamwork
- learning to learn
- continuous learning
- interdisciplinary knowledge
- interactive learning
- technology is integrated

Learning will demand individual initiative, will be active, autonomous, self-directed, constructive, situationally-oriented, creative and part of a social process, with the learner deciding what he needs to know in a given situation and interacting with others who can provide answers to his questions and suggest directions for his research to take.

In contrast to "objectivistic learning," which involves learning a clearly defined body of knowledge, the constructivistic approach means that the learner will play an active role, experimenting with ways of finding and learning the things he wants to know. Since constructivists believe that reality is always the result of individual, subjective mental constructs:

Learning is the process of working with, producing and organizing data in such a way that the interaction between previous knowledge and new information produces new knowledge. While this process increases the learner's competence and knowledge, it also provides experience in the actual process of learning, thereby teaching learning itself ( Rüschoff, p. 4, our translation).

Comparing this statement with our first definition of learning, we can say that the emphasis is no longer on a **lasting modification** of knowledge, but on learning as an **on-going process**, as in the following diagram, where the arrows represent the kinds of learning that should be taught and practiced, while the boxes give the contents and objectives of each category (figure 4).

What role will teachers play in the learning process?

Jürgen Guttman from Siemens:

Instead of having seminars with trainers delivering lectures, we now plan workshops centered on the participants, where the trainer acts as a coach (p.8). Besides putting learning modules together the main job will be to prepare learning materials in a didactically meaningful way. For this we'll always need people. But I think the job of the trainer will change significantly. In addition to teaching experience he'll need new kinds of abilities." ( p.10)

According to the **forum 2000** study group, learners will become increasingly independent. **However,**

It is questionable to what extent learners will be able to decide what contents they should master in a given situation. Even in the future it will be almost impossible to imagine how learning could take place entirely without teachers. Another question which remains to be answered is the problem of how autodidactic learning can be evaluated and certified to give the learner's qualifications a market value. (AG 4, p. 7)

And this brings us to the question of motivation. **Intrinsic** motivation is no problem; if the learner really needs to learn about a particular topic, he'll find a way to do it. But what will the situation be if his motivation is **extrinsic**? If his main reason for studying a certain subject, or in our case a certain language, is to get college credit, certification, a promotion or a bonus, how effective will computer-assisted learning be? What incentives are we willing --and able-- to provide? We'll come back to this question when we report on the CALL pilot projects we've carried out within the last two years.

Now let's take a closer look at how today's technology can contribute to learning.

## 2. Technology

Before we get into a description of the wonders of modern technology and the ways it can be used in teaching and learning languages, we have a nice, anti-hype cartoon by Scott Adams just to remind us that technology is only as good as the ways we use it <sup>6</sup> (figure 5).

Now, in a more optimistic vein we have a nice genealogy of the media, study aids or "teaching tools" that have been used through the ages.

In this genealogy of teaching tools, the teacher-pupil dialog preceded all other developments <sup>7</sup> (figure 6). But teachers quickly learned to write things on stone tablets or blackboards and to use actions and objects to demonstrate a point. With the invention of mass printing processes, education took a quantum leap; books, maps, drawings, charts and diagrams became available on a large scale and schools became established as purveyors of knowledge to the masses. The 20<sup>th</sup> century saw the introduction into schools of slides, transparencies, films and tape recorders. Language laboratories (known in some circles as "drill and kill"), with their strong behavioristic orientation and emphasis on repetitive drill, peaked in the late 60's and early 70's, but were relatively unpopular in Germany by the 1980's when old-fashioned grammar and vocabulary drills were abandoned in the rush to make language instruction communicative. If computer-assisted language learning hadn't come along, with more life-like situations, pictures and the promise of interactive learning, "programmed instruction" would have died a natural death. Instead, CALL provided a home for some rather behavioristic stimulus-response drills, which are gradually being replaced by more communicative learning materials.

Another innovation which has already died was the so-called "intelligent tutorial system". Although technology has made tremendous advances and language recognition programs are becoming more and more accurate, there are still no clearly defined parameters of teacher and learner behaviors on which to base a really flexible computer model of tutor-pupil interactions. Computers can not be programmed to teach.

However, even without the intelligent tutorial component, computers can do a number of things which make them highly useful additions to the language program. With their ability to store and retrieve vast amounts of information, to simulate complex

situations, and to graphically represent possible consequences of various actions or events, computers are a "mature" teaching tool. If programs include carefully planned branching and genuinely multimedia audiovisual elements, CALL can achieve results in some areas that not even a student-teacher dialog can match. We need only think of the thousands of entries in a dictionary or encyclopedia on CD-ROM (for example, **Collins**, **Encarta** or our **Lexis**) to realize that no teacher could possibly compete in storage and rapid retrieval of relevant data.

Unfortunately, even software which includes branching and multimedia elements tends to be somewhat inflexible. This is due to the fact that interactive programs can include only as many options as the programmer is willing and able to provide. The time and effort involved in programming as many questions, problems, branches and correct responses as the teacher can imagine limits the scope of language learning programs. And complex language which goes beyond short, pre-formulated sentences can't be evaluated by today's software.

One offshoot of CALL which manages to overcome some of these difficulties is the simulation or learning environment which offers options for experimenting and discovery learning. Many of us are familiar with simulation games like "Sim City," and the armed forces of several BILC member nations use simulation systems which can provide stimulating, realistic learning situations.

As software becomes more imaginative and hardware gets faster, and with faster CD-ROM drives and better use of multimedia, CALL will continue to improve, but some of the problems involved, such as the limitation of programmed materials to pre-defined interactions and the differences among learners in ability, knowledge and experience will remain.

A real quality leap in media-assisted learning will occur when the data nets which are now available come into general use. Learning "in the net" will mean that the teacher-pupil dialog, which can't be replaced by computers, can be combined with the numerous possibilities of CALL.

Three ways of using multimedia and the Internet that are discussed in the **forum info 2000** study group report are: **tele-teaching or tele-learning, distance teaching or learning, and tele-tutoring** (AG 4, p.22). These terms, which incidentally appear in

English in the original German paper, are defined as follows:

- **tele-teaching / learning**

The main emphasis here is on knowledge imparted to students by an instructor. Learners who are not in the same place as the instructor receive information. They can ask questions and participate in discussions, however. Typically, tele-teaching involves broadcasting a university lecture, talk or conference to a distant university or the seminar room of a company.

- **distance teaching**

Often refers to the use of structured, multimedia information data banks for "learning on demand" at or near the workplace. Though the learning units are not moderated by an instructor, there should be an instructor or tutor who can be reached via a mailbox system if help is needed.

- **tele-tutoring**

Tele-tutoring puts more emphasis on the learner's active role than on the role of instruction. Using various media possibilities, and guided by a teacher or subject expert who acts as a moderator, learners work online (or off-line) on topics of interest. Unlike traditional tele-learning programs, tele-tutoring enables learners to communicate directly among themselves and to form learning teams.

With all of these developments in mind, how can technology meet our needs as teachers, learners and employers?

### **3. Relating modern technology to learning needs**

A glance at our charts shows that CALL seems to provide technology and software for almost any need except the need for genuine personal contact between teachers and students and the students among themselves. We have compiled lists of language learning software available on the German market and we have a small library of CD-ROM programs for English, French, German as a foreign language, Italian, Spanish and Russian as well as several reference works. We have also evaluated enough software to know that some of it really does provide valuable language practice and/or useful models for language use in authentic situations.(figures 7, 8 and 9)



## Relating Learning Needs to CALL

(Figure 7)

Learner's needs:	CALL can provide:	Examples:
Practice in listening, speaking, reading and writing the language	Vocabulary, grammar, pronunciation, spelling, and comprehension exercises	Most multimedia programs, e.g. <b>English Express</b>
Knowledge about the grammar of the language	Realistic examples and explanations of correct use	<b>Language Trainer English</b> (Bertelsmann)
Models of authentic language use in the target culture and experience using language in realistic situations, such as research and correspondence	video sequences of real or simulated situations, news on internet, periodicals, e-mail correspondence, reference works on CD-ROM, encyclopedias, dictionaries, internet addresses, websites	<b>Encarta</b> (encyclopedia) simulation software (e.g. <b>CAB</b> for business administration, <b>Tower Simulator</b> for air traffic control, <b>Flight Simulator</b> from Microsoft) websites e.g. CNN Headlines: <a href="http://www.cnn.com">http://www.cnn.com</a> London info: <a href="http://www.uktravel.com/london/londonmap.html">http://www.uktravel.com/london/londonmap.html</a> <sup>8</sup>
Feedback, reinforcement of progress made, certification	instant evaluation of results, printout	

(Figure 8)

<b>Teacher's needs</b>	<b>CALL can provide:</b>	<b>Examples:</b>
Tools for preparing instructional materials	Framework for producing and integrating exercises, videos, pictures and illustrations, tests and quizzes	templates, program generators ( <b>MMTools</b> ), <b>Toolbook</b>
Tools for assessing progress, evaluating test results	complete records of student's work, statistics on test results, correlations, etc.	<b>SPSS</b> , progress reports ( <b>dla</b> ).
Ideas for planning and carrying out group work/ team projects, ways of teaching <u>learning</u> and helping learners to become competent multi-media users	e-mail / Internet access, project ideas, inter- and intranet	websites from TESOL; teachers who work with the web, e.g. <a href="http://www.mfeldman@bu.edu">http://www.mfeldman@bu.edu</a> <sup>9</sup>

(Figure 9)

<b>Needs of institution/ employer</b>	<b>CALL can provide:</b>	<b>Examples: s. above</b>
<u>Means of training:</u> <ul style="list-style-type: none"> <li>• larger numbers of learners than can be trained in standard courses,</li> <li>• learners who are unable to attend courses (economic, distance constraints, lack of time)</li> <li>• learners who need to keep up with developments in their fields</li> </ul> <p>Valid tests / evaluation procedures for large numbers of learners</p>	<p>Software for producing learning materials, tests, questionnaires, schedules, statistical analyses of course results, needs</p> <p>Tele-teaching, distance teaching, tele-tutoring</p> <p>Internet access to current developments, etc.</p>	<b>Toolbook, Admin, SPSS</b>

#### 4. Implications for our work

Turning now to our own work at the Federal Language Office let me mention some of the implications that the technologically enriched learning environment has for us. During the past year we have concentrated on ways in which commercially available language learning programs might be used within the German Armed Forces. In our steps toward introducing a CALL program we started by asking ourselves what we as language teachers expect good language learning software to provide, particularly in the context of use as an addition to regular classroom instruction; this chart sums up some of the most basic requirements:

(Figure 10)

<b>Good Language Learning Software</b>	
<b>Requirement</b>	<b>Example</b>
Carefully designed lessons	learner knows objectives of the lesson he is in and level reached; program suggests how to proceed
Interactive	learner has ample feedback and can influence the course of his learning activities; course design includes branching
Sensitivity to errors, but variety of solutions accepted; tolerance of spelling errors	Program recognizes synonyms, comments on possible answers explaining why learner's choice is incorrect; correct answers credited in spite of typing mistakes
Help and support	clear explanations of options, icons, symbols used, unfamiliar vocabulary (e.g., dictionary in user's language )
Progress evaluation	tests, quizzes and "records" presented regularly
Multimedia	audio recording and playback functions, video sequences
Authenticity	language samples from materials produced by and for native speakers

Some of these requirements, like "Carefully designed lessons," and "Authenticity" could easily be followed by a whole book on what we mean. We haven't written any books on the subject, but we do have a detailed questionnaire for software evaluation which was designed to help evaluators rate software on its value as a teaching tool. Questions on the technical prerequisites for using the software were therefore not included. Instead, there are questions on the way the material is presented, on the kind of language presented, i.e. asking whether it's authentic, correct and worth teaching, on the types of exercises and items and on the program's suitability for use.

You'll notice that our software evaluations do not yet cover distance learning or any of the options available to Internet users; the Federal Language Office is still in the process of getting access to the Net, and our proposal for a fully interactive online "Classroom 2010" is making its way through channels. Nevertheless, we were able to carry out pilot projects on the use of commercially available CALL-software in self-study programs in the German Armed Forces.

Since our last national report we have completed three such projects, and an analysis of the results tells us something about the effects of modern technology on learning in the **real world**. First, there was a small, but highly motivated group of officers who worked with intermediate and advanced CALL programs from Interactive Language Teaching (**English Express**) and Bertelsmann (**Language Trainer English**) in the library of the Army Officers' School in Hanover. Unlike the participants in last year's Hanover project, who gave up 10 hours of a 60-hour course for an introduction to CALL, these five men worked entirely voluntarily and after office hours. Not surprisingly, they gave CALL the highest possible ratings (figure 11, s. following page). Three of the five said they would like a combination of classroom instruction and self-study and two (or **40%** of the sample!) claimed they would prefer to learn English on their own with CALL. If this had been a representative study, we might conclude that the answer to our question about technology's influence on learning would be, "It changes everything!" These officers knew what they wanted to learn and they believed that the programs they

worked with were giving them the right things. Based on their experiences we might logically conclude that we could save a lot of money by reducing our course offerings and giving people access to well-stocked CALL libraries.

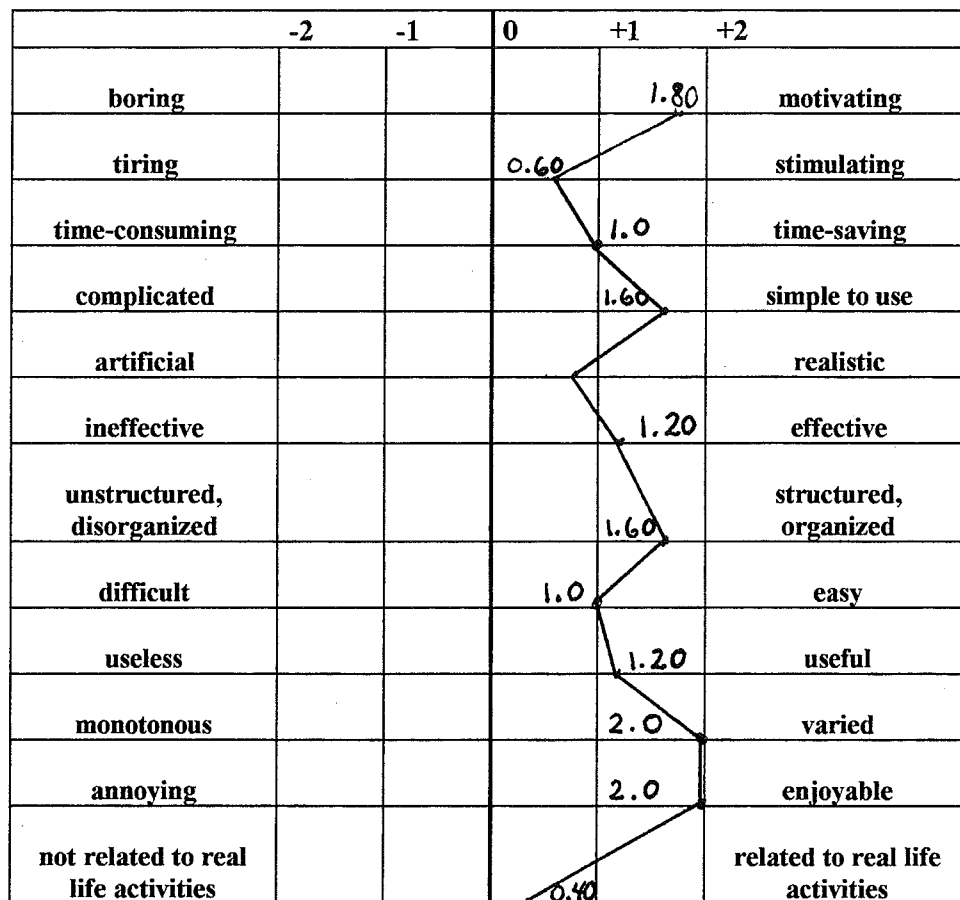
(Figure 11)

Evaluation of Self-study with Computer Language Programs

Study conducted in: Hanover

Number of participants: 5

Learning with language programs was generally:



But let's not confuse "virtual reality" with the real world. The other two studies paint a rather different picture. Fifteen learners who spent a month in the CALL self-study center after completing an SLP course in English or French at the Army School in Cologne-Longerich felt that they had made **moderate** improvements in listening and reading, and even in **writing** general, everyday texts, but saw very little improvement in the skills needed for their jobs or in speaking ability.

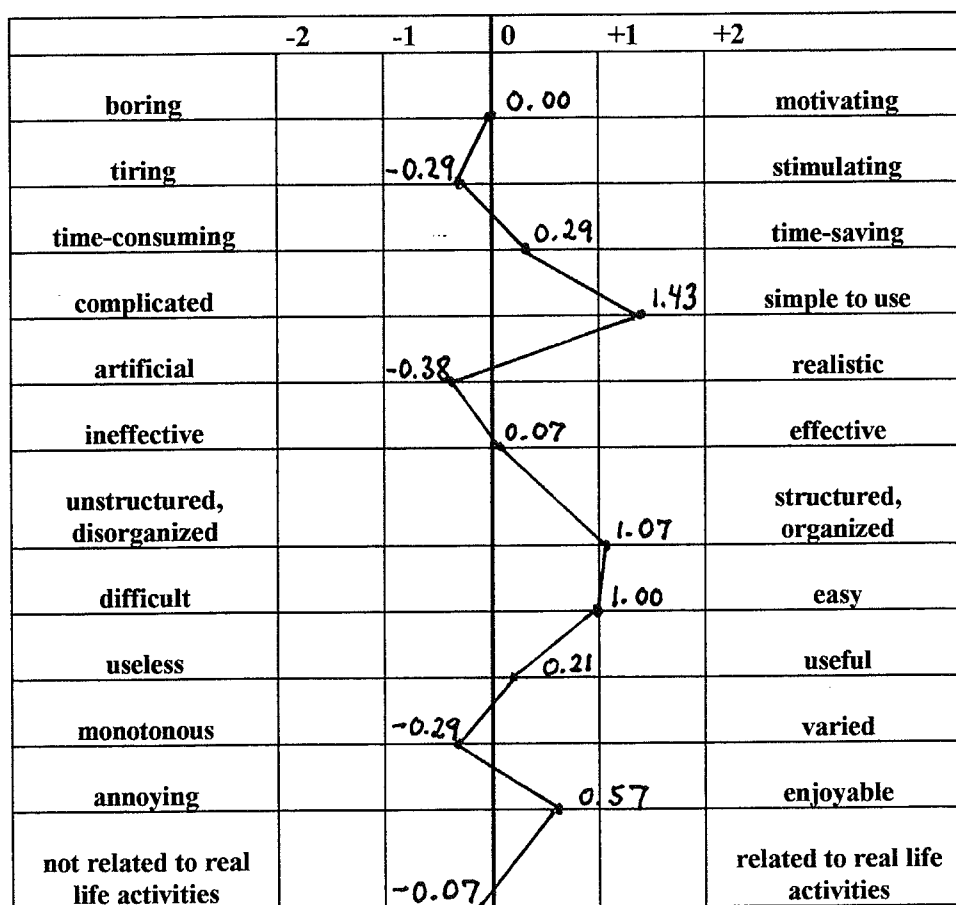
(Figure 12)

Evaluation of Self-study with Computer Language Programs

Study conducted in: Longerich

Number of participants: 14

Learning with language programs was generally:



On the list of adjectives for rating learning with CALL on a scale from -2 to +2 they gave negative marks for "tiring," "artificial" and "monotonous," neutral marks on three adjective pairs, and positive marks for, "time-saving," "simple to use," "structured,

organized," "easy" and "enjoyable". In their written comments students noted that the project should have been part of the course, that not enough software was offered or it wasn't on a high enough level, and that they had no motivation to work since there was no proficiency level exam at the end of the project.

At the Airmobile Forces Headquarters in Regensburg a second study was carried out, again using commercially available general language software: **Begin at the Beginning** (ILT) and the **Basic** and **Intermediate** level programs from Bertelsmann's **Language Trainer English**. In this group, participation was mandatory and participants were expected to spend a total of at least 40 hours in the laboratory within the ten weeks of the project (January 21<sup>st</sup> to March 30<sup>th</sup>). Although participants were excused from their regular duties and worked in the CALL lab during office hours, and in spite of flexible scheduling and a total of 92 hours available to each of the two groups, 15 of the 39 people who reported for the introduction to working with CALL software spent 20 hours or less in the laboratory. Eight worked for between 21 and 30 hours, twelve for 31 to 40 hours, and seven for more than 40 hours, with the most enthusiastic participant spending 77 hours with the programs. For some learners, CALL programs seem to provide more than enough motivation. For others, even being offered time off from work or being ordered to spend time in the self-study lab isn't enough to ensure their participation.

On the pre- and post tests, Listening (Level 1), Reading (Level 1) and Grammar/Vocabulary, there was no measurable improvement in any area. Neither was there any correlation between amount of time spent in the lab and test scores. This is not surprising, since the tests used are usually taken after about 250 hours of instruction at NATO level 1, and even a full 40 hours is only two weeks of instruction under the best circumstances.

Subjectively, the participants generally gave CALL positive ratings, with values on almost all adjective pairs in the range between 0 and +1. Working with CALL was considered to be somewhat "tiring" and "time-consuming" (figure 13, following page). Participants felt that they had made "moderate" gains in listening, reading and speaking everyday English, but saw no improvement in writing or in job-specific skills. In talks

with the project officer several participants mentioned that the grammar explanations provided by the software were too difficult and sentences were often too long. However, most of the participants who had spent more than 20 hours in the lab were convinced that they had benefited from the time.

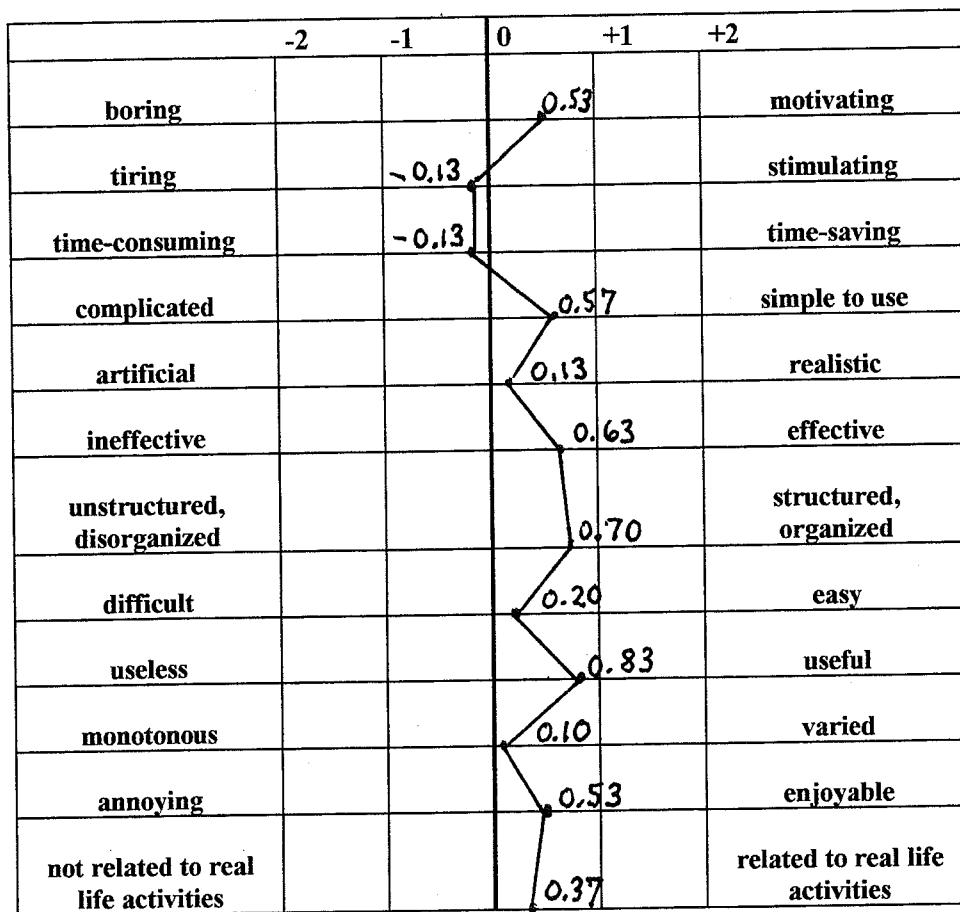
(Figure 13)

Evaluation of Self-study with Computer Language Programs

Study conducted in: Regensburg

Number of participants: 30

Learning with language programs was generally:





Probably the most significant -- though not surprising -- finding of the study was that **most of the participants would have preferred working with a teacher**. Only two of the 30 participants who completed both the pre- and the post-project questionnaires would choose to work on their own with CALL software. Two would have preferred only classroom instruction and the remaining 26 would like a combination of traditional instruction and CALL.<sup>10</sup>

Does this mean that technology really can't or **shouldn't** affect learning? Will CALL be confined to the language laboratory?

After all we've said about the new learning environment and about the needs technology can meet, it would be irresponsible **not** to take advantage of all it can offer. But whether anything really changes will depend on how well we integrate technology into our programs. We obviously can't expect commercially available software to replace the trained language teacher, but we **can** use it in our self-study centers with a learning adviser available in person, via e-mail, or on the net to answer questions. We can also develop small, needs-oriented CALL packages to be used in Combi-courses and in guided learning. We can create self-study modules, for example for contingency crash courses. And we can enable our teachers to keep up with developments. Today's teachers have come a long way from the old "knowledge is power" school that tried to maintain a monopoly on knowledge. Instead, they want to be "media competent" and to "empower" their students to succeed in the information age. With the right attitude, and enough support from the decision-makers, we can confidently predict that today's technologically enriched learning environment will have a significant positive influence on:

materials and contents

didactics and methodology

the organization of learning in schools and elsewhere

the teacher, and

the learner (figure 14).

## Sources

<sup>1</sup> Definition quoted from a lecture delivered in a psychology course for medical students at the University of Cologne, winter semester, 1997.

<sup>2</sup> Rüschoff, Bernd. "Neue Medien - Neue Lernwelten," paper delivered at a multimedia conference in Dortmund, Germany, March, 1998, p. 3.

<sup>3</sup> Beck, Uwe (and others) editor. "Bildung und Medienkompetenz im Informationszeitalter," **Report of "Arbeitsgruppe 4" (AG 4)**, published by **Forum Info 2000**, Bonn, February, 1998, p. 13. /our translation/

<sup>4</sup> Guttman, Jürgen. Siemens AG, "Anforderungen an Bildungsangebote in global lernenden Organisationen," paper delivered at the **Learntec** Conference, Karlsruhe, February, 1998, pp. 4-5.

<sup>5</sup> Zimmer, Gerhard, Schulz, Manuel and others. "Interaktives Lernen mit CD-ROM," from a position paper of the "Fachbereich Pädagogik" of the University of the Federal Armed Forces in Hamburg, 1998.

<sup>6</sup> Adams, Scott. **Build a Better Life by Stealing Office Supplies**, United Features Syndicate, Inc. 1991. German version: **Besser Leben durch Bürodiebstähle**, Wilhelm Heyne Verlag GmbH, & Co, Munich, 1997, p. 91.

<sup>7</sup> Sommer, Hartmut. "Lernen im Netz," paper presented at the meeting of the Study Group on Computer-assisted Instruction (CUA - AG), in Waldbröl, Germany, February, 1998.

<sup>8</sup> Donath, Reinhard. **Internet und Englischunterricht**, Ernst Klett Verlag, Stuttgart, 1997, pp. 48 and 51. Gives several valuable web addresses and ideas for using the net.

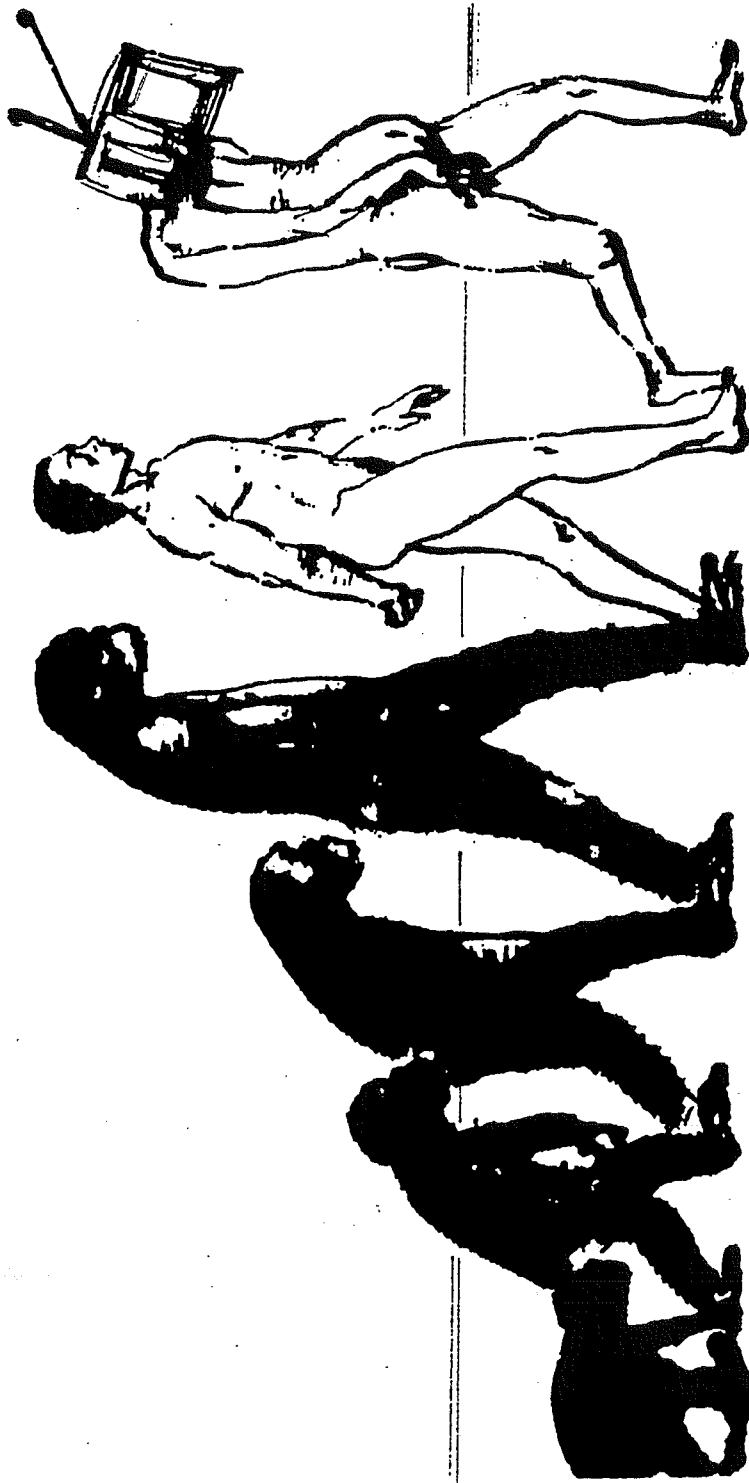
<sup>9</sup> Marius, Tamas. "Creating Magic with TESOL 1997," report on the 1997 TESOL convention in Orlando, Florida, written for the Bundessprachenamt publication **Beiträge: Anregungen für den Sprachunterricht**, May, 1998.

<sup>10</sup> Sommer, Hartmut. IABG Company, preliminary report on CALL in the German Armed Forces. Final report to be completed in June, 1998.

## Appendix to BILC paper 1998

- figure 1: Computerhead, p. 1
- figure 2: Nuremberg funnel, p. 2
- figure 3: Change, p. 2
- figure 4: Using new media for learning, p. 4
- figure 5: Cartoon: Progress is always based on false prognoses, p. 5
- figure 6: Genealogy of Teaching Tools, p. 5
- figure 14: Technologically enriched learning environment, p. 16

(Figure 1)

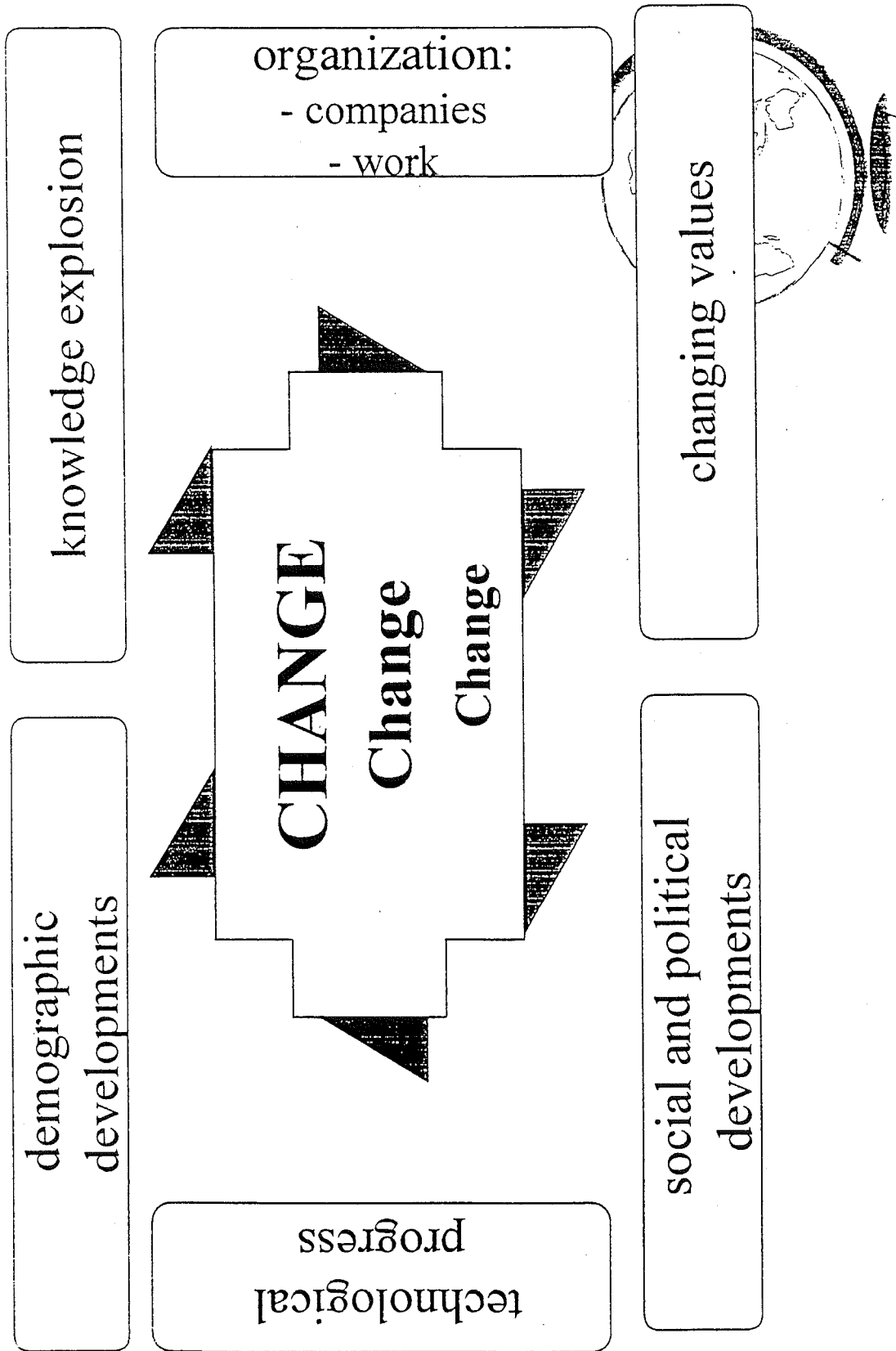


*Dessin paru dans Semanario Universidad - San José (Costa Rica)*

(Figure 2)



(Figure 3)



(Figure 4)

## USING NEW MEDIA FOR NEW LEARNING

content-related/task-oriented learning

authentic materials

authentic tasks

project-based/process-oriented learning

authentic interactions

cognitive-constructivistic learning

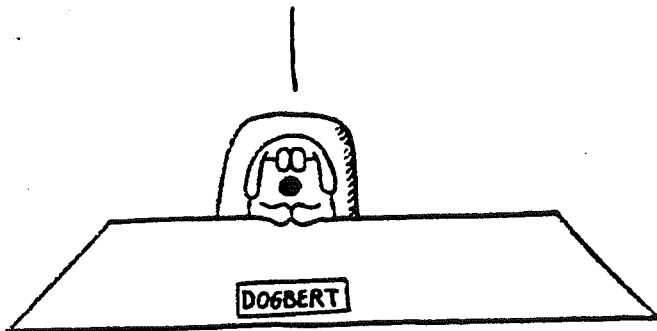
independent, self-directed knowledge acquisition

Learning in open, multi-modality surroundings

(Figure 5)

# Progress is always based on false prognoses

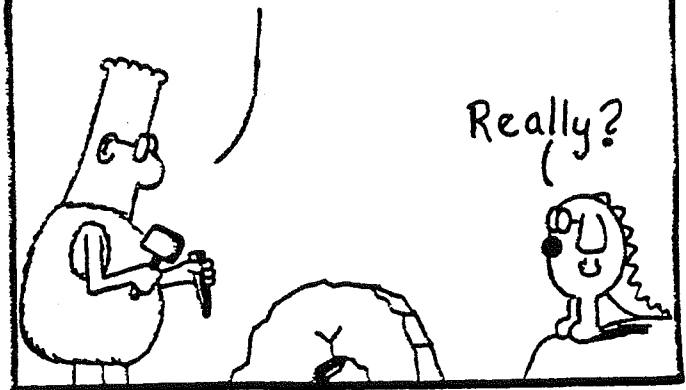
If inventors could foresee the consequences no one would dare to invent anything. This is why new technology is always based on faulty thinking.



## Example 1

I call it "wheel" ... it will move human civilization forward.

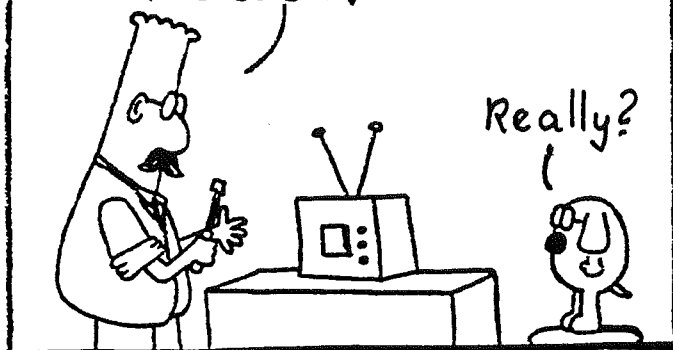
Really?



## Example 2

I call it "television" ... it will bring culture and education to the masses!

Really?



## Example 3

I call it "computer" ... it will give us the paper-free office and do the boring, meaningless jobs for us.

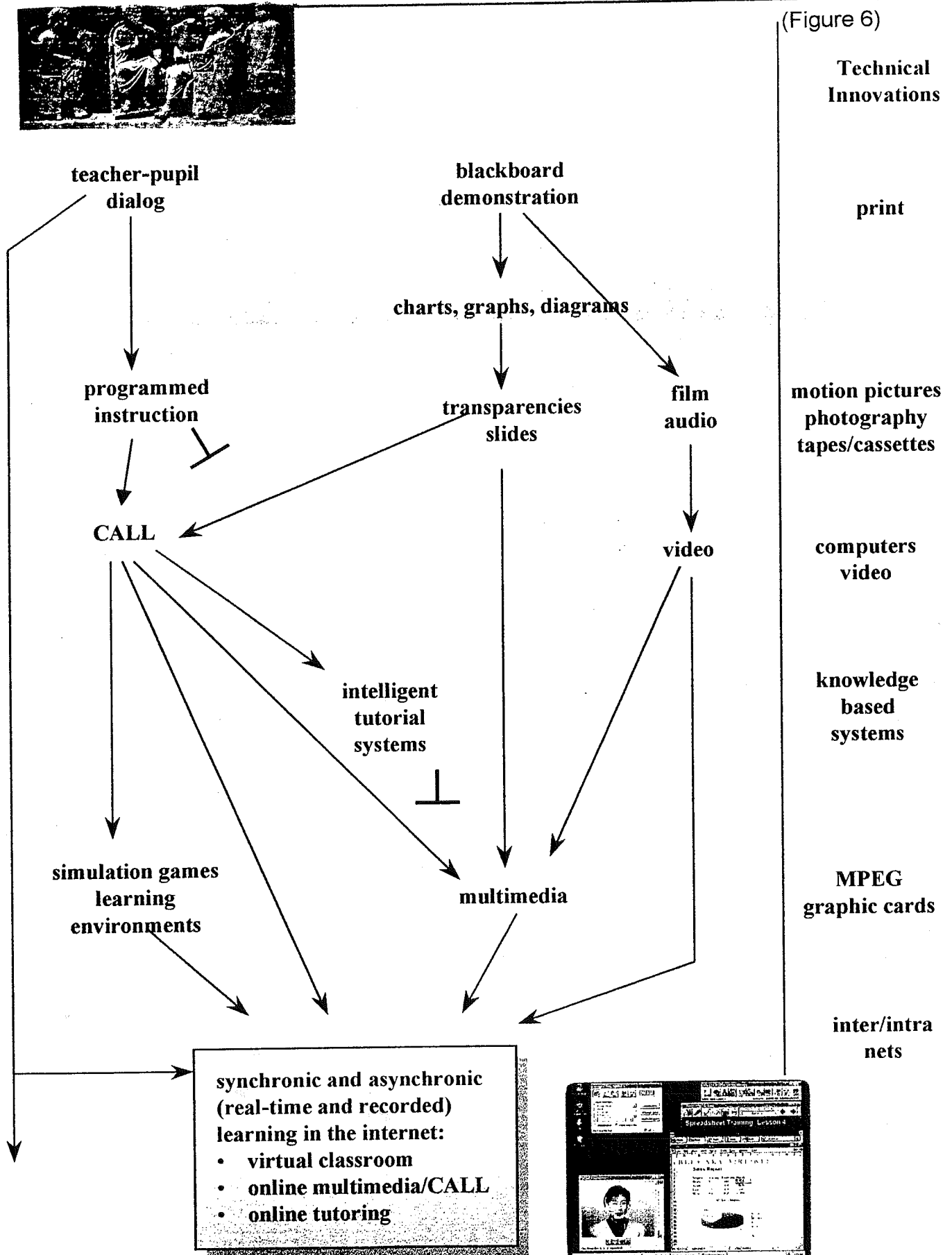
Really?



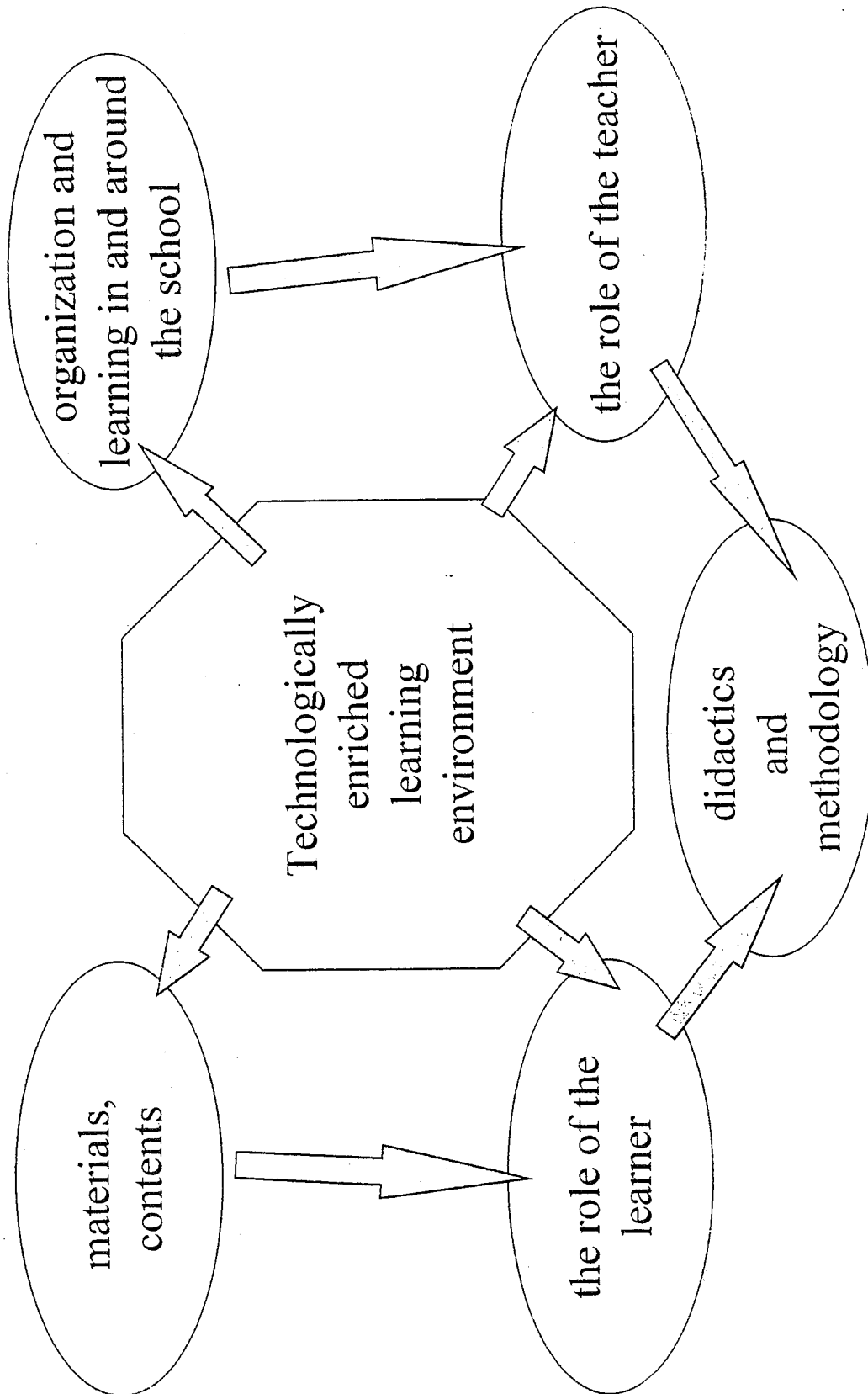


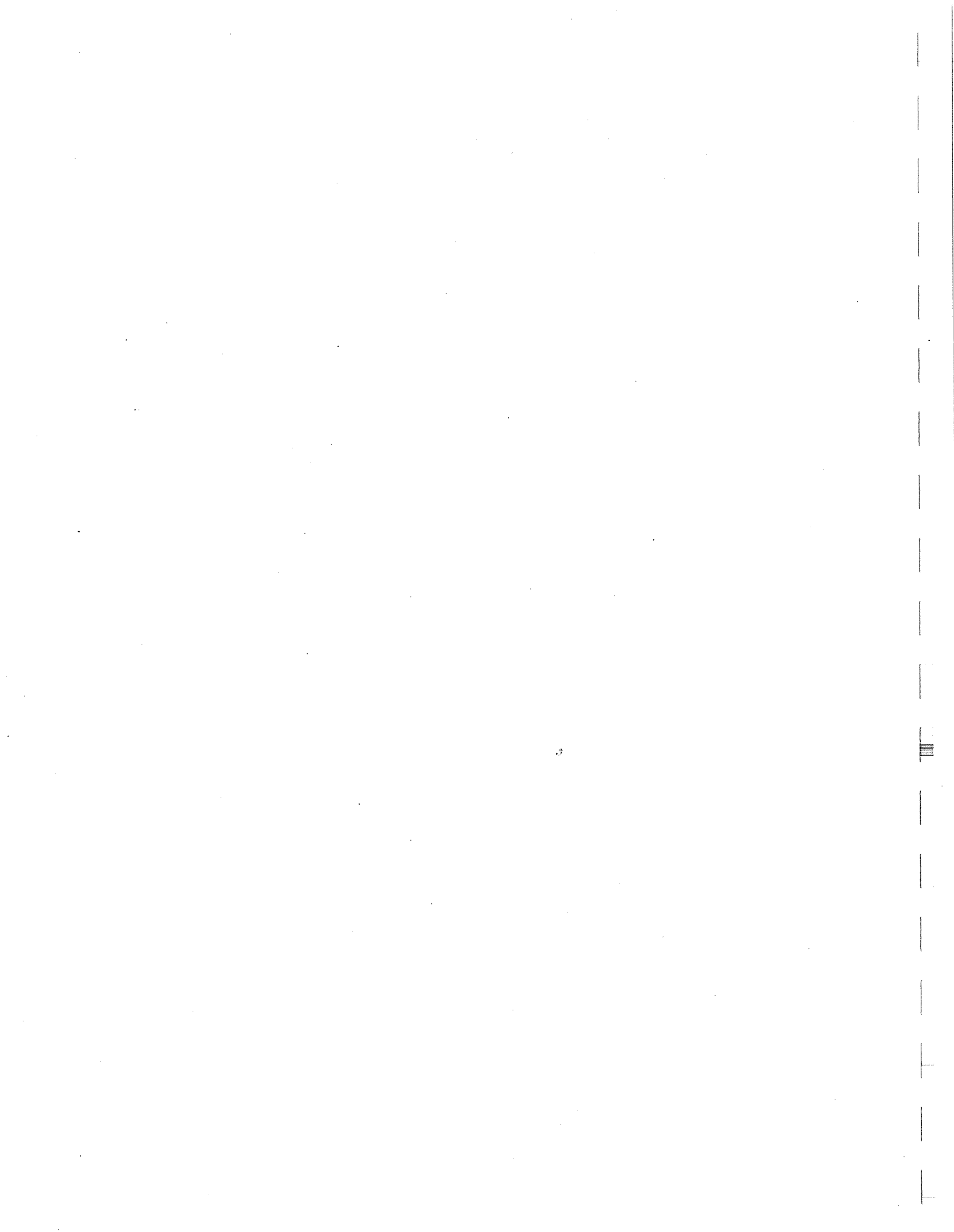
# Genealogy of Teaching Tools

(Figure 6)



(Figure 14)





## **Meeting Canadian Forces Language Training Requirements for Multinational Peace Support Operations:**

Nilgun Paktunc

BILC Conference, United Kingdom, June, 1998

### **Introduction**

The rationale of providing language training for pre-deployment forces 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 peace keepers and the local representatives possible, but is a symbol of goodwill, a display of friendly intentions and sign of readiness to help.

In light of this, our main clients the Peace Support Training Centre located in Kingston, Ontario, and the Royal Canadian Mounted Police included language training as their pre-deployment training for all peace keepers.

Ladies and Gentlemen today, I would like to share with you our experience during the past year, in providing language training and language training material for the Peace Support training centre.

### **The Peace Support Training Centre**

The Peace Support Training Centre's (PSTC) mission is to provide training and support to ensure that all Canadian Force peace keepers have the skills they require to meet the challenges they may encounter during their missions.

Their basic and advanced courses are designed primarily to provide knowledge, techniques and various procedures required in theater. Language and Culture training is embedded in both advanced and basic courses. While we conduct language training for the Centre, cultural training is conducted by another agency.

Even though most of the training takes place at the Peace Support training Centre, this Centre also provides assistance and support to other bases, such as Canadian Forces Base Petawawa (Ontario), Canadian Forces Base Valcartier (Quebec) and others.

As mentioned beforehand, the Peace Support training Centre (PSTC) conducts basic and advanced peace support training. While language training is only ½ day for basic training for advanced training it varies between two to fifteen days.

In January 97, CFLS Ottawa received the first mandate to deliver language training to officers designated for peacekeeping missions in Guatemala. Since then we have been receiving requests on a regular basis for Serbo-Croatian, Spanish and Arabic languages. Even though Serbo-Croatian has been the most commonly requested language by the Peace Support Training Centre, Arabic languages such as Syrian, Egyptian, Saudi and

Iraqi dialects have also been very popular. Since last June, we have trained a total of 3030 students, of which approximately 2400 were in Serbo-Croatian.

On less frequent basis but to a reasonably large amount of student body, we have continued providing training in Cambodian, Haitian Creole and recently the Sango language for the Republic of Central Africa.

### **Training Material Development Stage**

At CFLS (O), curriculum development falls under the Standards Section. Since the last personnel cuts however, there has not been a permanent curriculum development specialist to supervise the activities. Instead, all the ongoing projects are shared among the two Foreign Language Senior teachers as sub-duties. Therefore, it should be taken into consideration that all curriculum development planning and implementation activities are the result of high dedication to the profession by the staff.

When we were first asked to provide practical handbooks (Aide-Memoires), we had only included very basic survival phrases and some information on the country. The emphasis was on operational terminology followed by medical and miscellaneous phrases. Audiocassettes from both official languages to the target language were also prepared to go with these handbooks. Furthermore, we have also developed training material designed for language training from five to fifteen days, which accompanies the Aide-Memoires as self learning material kit, to be used in the cases where there is not enough time to have formal language training.

After having trained approximately 1000 personnel in various languages, in November 97, we attended a meeting at the Peace Support Training Centre, at which time, we were requested to include more social topics in the Aide-Memoires. As an example, we were asked to follow a booklet for Haitian Creole, developed for the needs of the Peace Support Training Centre by a Ph.D.

Almost immediately afterward, we started the development procedures. However, soon we noticed many discrepancies in the sample booklet. The English phrases were outdated and/or not pertinent, teaching points were not coherent and finally it was not very user friendly.

Therefore, before we started the translation procedure, we made the necessary adjustments on the English version. Since at CFLS (O) we have many years of expertise in the development of course curricula, this did not constitute any significant problem other than some loss of time.

Our new product was more complete as a handbook. It consists of the following sections: Culture: religion, human relations, food, fashion, a brief history of former Yugoslavia, Do's and don'ts, Introduction to pronunciation and a Glossary at the end.

The topics covered are:

Greetings;

Basic statements and responses;

Help;

Everyday phrases on: needs, money, time, knowing, feelings, reactions, requests, problems, and opposites;

Questions;

Do you speak?

Directions;

Getting to know you;

Buying: bargaining, fending;

Eating and drinking: how much? Complaints, paying, thanks;

Medical: dentist, drugstore, and medical related terms;

Vehicles: stuck, engine trouble;

Friendly conversations;

Vehicle search;

Commands;

Hostile conversations;

Before we sent it to the printers each Aide-Memoire was recorded in our Studio. For desktop publishing purposes, we used the services of the Canadian Forces Training Materiel Productions in Winnipeg, Manitoba, which saved us time and money.

Winnipeg also took care of printing. They gave us a choice of printing on a regular or waterproof paper. Our customers opted for the all-waterproof choice, even though the price was slightly higher.

During our development stage, we were also considering how to better the four-hour classroom instruction. Even though our customers were very happy with the instruction they have been receiving, our own classroom monitoring was indicating that there was not much uniformity between different teaching instructions. While some teachers practiced pronunciation drills the first hour, others were doing dictation practices.

Considering the fact that we had only a very short period of time to give the most basics of the target language in a most effective way, we thought the best way would be to standardize the actual language instruction. As administrators, many of us had already prepared presentations using the Power Point program; it is user friendly and the latest version has the features that can be used as a teaching/learning tool. A short research demonstrated our capability to add the sound effects into the presentations.

As the first step, using the new Serbo-Croatian Aide-Memoires, we extracted the teaching points and formed dialogues out of them. For further practice, we added pertinent activities after each dialogue. As we were very short of time and resources, visual effects were taken from the clip art section and Corel. As a starter, we introduced the phonetics followed by various activities. The whole preparation time was approximately two days.

As a result of a well-coordinated team effort, we were ready to implement the new Serbo-Croatian Aide-Memoires and Power Point presentations for the training that took place at CFB Petawawa last March.

In nine days, we provided language training for 1180 peacekeepers as part of their pre-deployment training, before their departure for Bosnia. We needed to set up four classrooms, with light projectors and computers, which we transferred from Ottawa to Petawawa, unfortunately with very little technical support from the Base personnel. To our delight, the training was very successful. Teachers, who were somewhat skeptical at first using the technology as a teaching aid, were very happy with the outcome. The presentations not only gave the teachers a sense of readiness before each session, it also enabled them to familiarize themselves with the latest technology.

### **Future Activities**

Until now, all the Aide-Memoires we have developed were from English to the target language. Recently PSTC requested that we add the French language along with the French transliteration into the Aide-Memoires, which at this point is another challenge for us to overcome.

We are hoping to complete the development of the new Aide-Memoires with the French translation and transliteration, accompanied with the Power Point presentations by July 98. The soon to be completed Aide-Memoires are: Serbo-Croatian, Arabic-Syrian, Arabic-Iraqi, Arabic-Egyptian, Arabic-Saudi, Hebrew and Greek.

Recently, we have received another very favorable feedback from our customers. As soon as all the new Aide-Memoires are ready, they will replace all the other commercial programs, such as Berlitz, which the peacekeepers have been receiving before deployment. This decision proclaims CFLS (Ottawa) not only as the language training provider but also as the sole source of material production and distribution for Peace Support Training Centre.

### **Conclusion**

Long distance, off site language training and the development of Aide-Memoires for the needs of the Canadian Peace Support operations have been a tremendous experience for our school. Not only we have gained new customers from it, we have acquired a lot of experience through the coordination and actual delivery of this language training.

*Canadian Forces Language School*

Meeting Canadian Forces language training requirements for multinational peace support operations

*OUR CLIENTS*

- PEACE SUPPORT TRAINING CENTRE-KINGSTON/ONTARIO
- THE ROYAL CANADIAN MOUNTED POLICE
- J3 OPS

*MISSION STATEMENT OF PEACE SUPPORT TRAINING CENTRE*

*To Provide training and support to ensure that all Canadian Forces peacekeepers have the skills they require to meet the challenges*

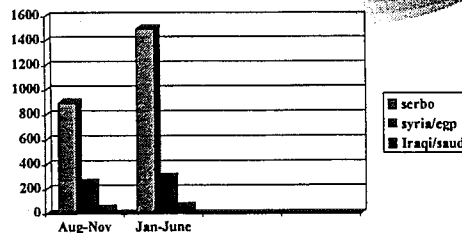
*Locations for pre-deployment training*

- CFB Kingston / Ontario
- CFB Petawawa / Ontario
- CFB Valcartier / Quebec
- CFB Halifax / Nova Scotia

*TYPES OF LANGUAGE TRAINING PROVIDED BY PEACE SUPPORT TRAINING CENTRE*

- BASIC - half a day language training
- ADVANCED - two to fifteen days of language training

*Most Commonly Requested Languages*

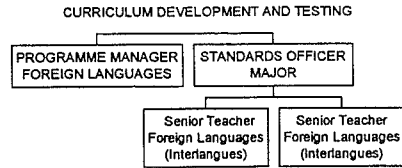




**Less Commonly requested languages:**

- Spanish;
- Cambodian;
- Haitian Creole;
- Sango;
- Hassaniya.

**CURRICULUM DEVELOPMENT PLANNING AND IMPLEMENTATION AT CFLS(O)**



**DEVELOPMENT STAGE OF AIDE-MEMOIRES**

Previous Aide-Memoires

- *Language: emphasis on operational terminology/medical and miscellaneous phrases*

New Aide-Memoires

- Information on the country: cultural background, religion, human relations, food a brief history
- Do's and don'ts
- Introduction to pronunciation
- Social situations

**TOPICS COVERED**

- |                                |                        |
|--------------------------------|------------------------|
| • Greetings                    | • Questions            |
| • Basic statements / responses | • Do you speak?        |
| • Help!                        | • Directions           |
| • Everyday phrases:            | • Getting to know you  |
| Needs / Money / Time /         | • Buying:              |
| Knowing / Feelings /           | Bargaining / Fending / |
| Reactions / Requests /         | Go Away!               |
| Problems / Opposites           |                        |

**TOPICS COVERED**

*continued*

- |  |                          |
|--|--------------------------|
| • Eating and drinking:<br>How much? / How /<br>Complaints / Paying /<br>Thanks | • Friendly conversations |
| • Medical:<br>Dentist / Drugstore /<br>Medical Related terms                   | • Vehicle search         |
| • Vehicles:<br>Stuck! / Engine trouble   | • Commands               |
|  | • Hostile                |

*Another added feature of new Aide-Memoires*

- **Glossary:**  
  **Places, Points of Compass, Weapons, Transport, People, Professions, Ranks, Days - Months - Seasons, Colours, Numbers, Food**

### *Development Stages of Aide-Memoires*

- Translation / Adaptation into the target language
- Desktop publishing: CF Training Material Productions
- Proof reading
- Recording
- Printing

### *Why Power Point Presentations?*

- To standardize the instruction
- To make the presentation more interesting using a combination of sound and visual effects

### *Contents of Power Point Presentations*

- Introduction to phonetics
- Teaching points - recorded
- Dialogues - recorded
- Activities

### *Serbo-Croatian Language training for 3RCR / March 98*

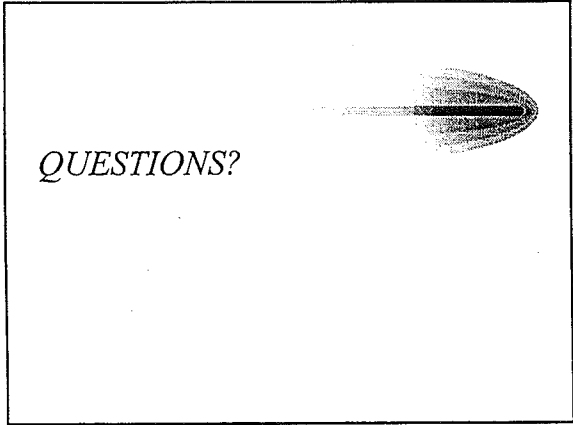
- 1180 peacekeepers trained in 9 days
- four classrooms were set up with computers, light pro and speakers

### *Future Activities*

- PSTC request: Aide-Memoires in bilingual format
- New Aide-Memoires will replace all other commercial books, such as Berlitz; CFLS(O) will be the sole source for material production for PSTC.

### *The new Aide-Memoires (from English and French)*

- Serbo-Croatian;
- Arabic-Syrian / Arabic Iraqi / Arabic Saudi / Arabic Egyptian;
- Greek;
- Hebrew;
- Spanish.



# BILC 98

THEME: MEETING LANGUAGE  
TRAINING REQUIREMENTS FOR  
MULTINATIONAL PEACE SUPPORT  
OPERATIONS

BY Lt Col Gerald Joncheray

# BILC 98

- What are the requirements?
- Potential difficulties
- Possible solutions

# 1. What are the requirements?

- Ability to communicate comprehensively
- ability to read/write orders
- Ability to use and apply military terminology

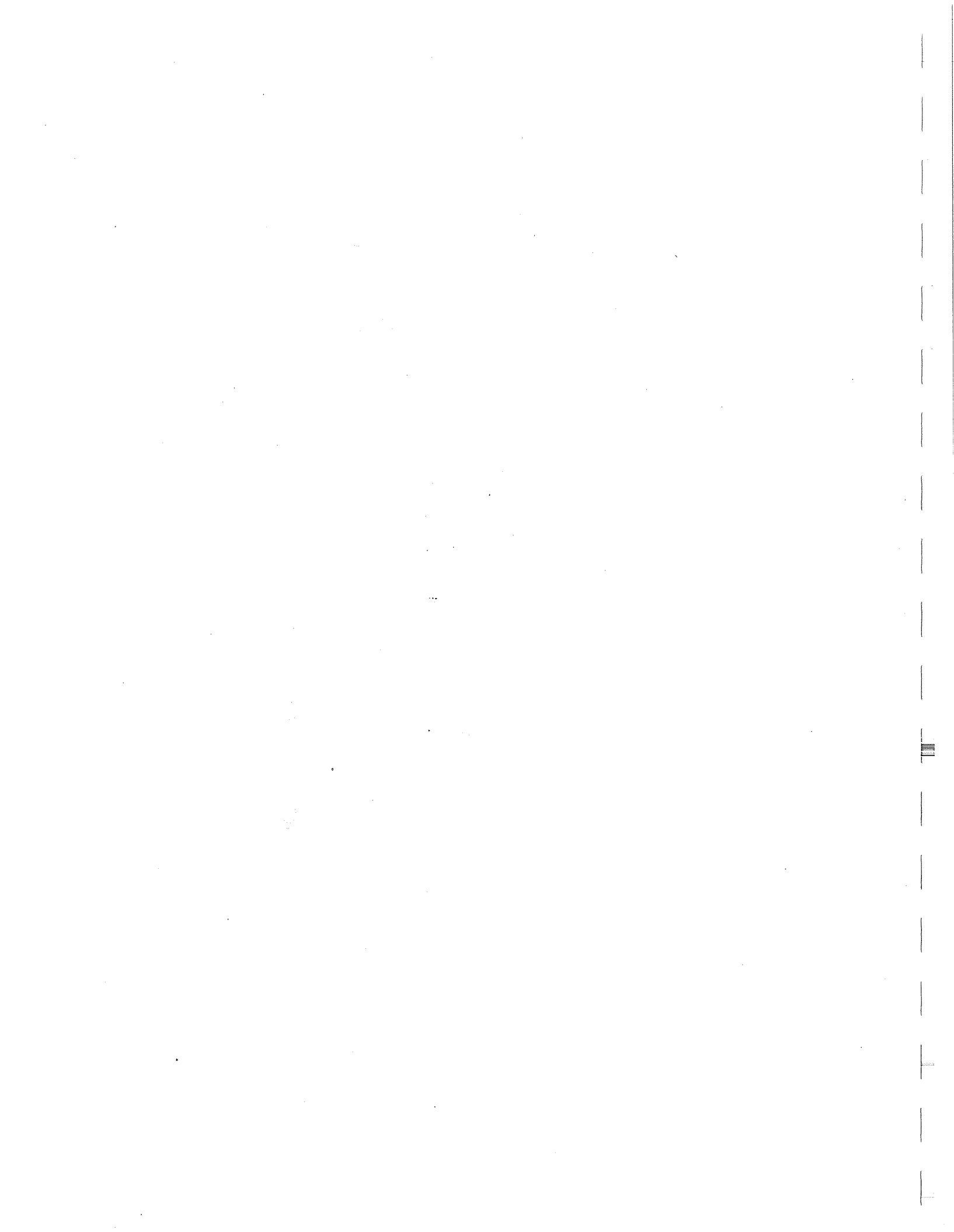
## 2. Potential difficulties

- TIME is the main problem
- Personnel is appointed at very short notice
- Specific duties require specific training
- Insufficient data and feedback on job specifications

### 3. Possible solutions

- Two (maybe three) week courses that will be as practical and realistic as possible
- The use of first hand material such as OPSORDER, tactical SITREP,...
- Debrief of personnel to collect information that can be used to improve training







## NATIONAL DEFENCE COLLEGE OF SWEDEN

June 1998

Swedish presentation at BILC conference 1-5 June 1998.

Topic:

### **HOW DO WE TRAIN OUR ARMED FORCES FOR MULTINATIONAL CO-OPERATION?**

Ingrida Leimanis and John Åkermark, National Defence College of Sweden

---

This presentation will be divided into two sections:

- What multinational operations is Sweden involved in and how do we integrate training of international ops into our officer training programme;
- An example of training programme in Sweden and Latvia - concrete examples.

#### **Introduction**

The Baltic area has for centuries been an important region, both from the civilian (trade) and the military point of view.

Since WW2, Sweden, like many other countries, has been involved in peacekeeping operations around the world.

A radical change in Sweden's defence policy occurred in the early nineties with the demise of the Soviet Union. The whole strategic situation in the Baltic area changed drastically.

Our defence forces did no longer have to be geared towards preparing for a presumed attack from the east. The whole threat scenario was shifted from throwing back an aggressor into the sea towards other threats - not only external.

#### **OHP 1**

This illustrates the four main tasks of the Swedish armed forces. Apart from having a defence force well enough equipped and trained for maintaining the nation's integrity and security, we also have to devote ourselves to intensifying international co-operation and PK efforts, as well as preparing to support our society as a whole in times of crisis and stress.

You might say that **INTERNATIONALIZATION** has now become **the catch word** within the Armed Forces!

What does this imply in practice?

#### **OHP 2**

This shows some of the missions that Swedish military units are involved in. You can say that they all involve close co-operation with the armed forces of other nations, not least NATO.

As you know, we are not in NATO itself, but are members of the EU and PFP with an observer's status in the WEU. We just cannot stand alone anymore and are dependant on close co-operation.

This, in turn, involves great efforts in the field of **interoperability**. We have to somehow meet NATO standards in staff routines, SOPs and equipment - all in varying degrees.

We may soon have to change our phonetic alphabet into the standard NATO ones. So instead of using call-signs with Adam, Bertil Caesar and David, we will be using Alfa, Bravo, Delta and Charlie, etc! Let's hope Swedish Signals Corps conscripts will understand each other over the ether!

How do we bring this need for "internationalization" into our training system for officer trainees and regular officers?

### **OHP 3**

#### **Officer training**

One great resource, of course, is our International Command, **SWEDINT**.

This OHP shows the main body of their activities. Not only do they train PK battalions for overseas service, they also offer a whole range of courses for officers from many different nations. As I was previously slightly involved in this, I remember the exhilaration of being involved in a training situation where both Russian and US officers were sitting side by side - deadly prospective enemies only a couple of years before!!

Looking at this list of SWEDINT's activities,\*) one can see that PFP-courses have started to enter the curriculum. Being active in PFP-operations has become a vitally important factor for the Swedish Armed Forces. Together with forces from NATO and other nations, our army, naval and, since last year, also, air force units are taking part in these exercises.

Mine-clearance both at sea and on land are becoming increasingly important, for obvious reasons. Swedish naval units have been able to test routines and equipment in Estonian waters outside Paldiski. Land-based EOD operations have taken place in parts of the African continent.

\*) Division of labour (=functional responsibilities) betw the Nordic countries:

DEN: CIMIC

FIN: Monitors and observers

NOR: Logistics

SWE: Staff courses, engineering work and mine-clearance

Making our officer trainees aware of the fact that the use of English, especially, plays an important role in the basic and continued training of today's officers. We have to move away from the training of more General English into making it more job-related with a much stronger Military English element.

### **OHP 4**

At the National Defence College, where we train captains and majors and the equiv. ranks of all services, we have now integrated English language teaching into a course designated International Studies. This means that we are co-ordinating our efforts with the department that is responsible for organizing CPX-es and other exercises, where an international PK or PFP scenario is used, and using English as the language of communication.

We have organized language training so that students are expected to study from a compendium (manual) titled "NDCIC" - Compendium C, which includes factual info on staff duties, planning procedure and plans/orders. This manual is a variant of the course material used at SWEDINT's UNSOC courses for Swedish and overseas officers. As the material can get a bit "dry", we tend to put in more magazine-oriented texts also dealing with PK exercises or other forms of international operations in order to make reading and preparation more palatable!

Students have lessons once a week for two hours in groups of 16-18, grouped according to ability shown in a placement test. The total course of instruction is approx. 46 lessons. In addition, there is a **two-week CPX**, held in English, conducted during their second term. During the course of the regular programme, students are asked to prepare and subsequently present certain items of the manual. The whole course ends with a written examination focusing on words and expressions from the manual.

Here are examples of the items presented in small groups by the students:

#### **OHP 5**

There are around 10 different aspects that we focus on.

An increasing number of our students have international experience, e.g. from Lebanon, Bosnia and observer missions, which offers us **an authentic resource** ("as regards staff work - this is what we actually did in Bosnia!"). There are also external resource persons brought in to support the English language teachers.

#### **OHP 6**

The CPX, which comes after the main body of regular English lessons involves a scenario around a fictitious state called Bogaland.

#### **See Map!**

The exercise, which is carried out in English, is introduced by letting English-speaking lecturers come to the College to explain and offer their experiences on different aspects of international service.

The second week is completely devoted to **problem-solving** around the Bogaland Scenario.

We try to make the exercise as realistic as possible within the walls of the College!

#### **OHP 7**

This is done, among other things, by leading up to the main core of the exercise through daily news releases, where the "tension" escalates into what might become a conflict until John Wayne and the 6<sup>th</sup> Cavalry move in, in the form of Scandinavian peacekeepers!!

The scenario is then acted out, the aim being to make students **become accustomed to the language (acronyms, acronyms!) of international staff work.**

#### **Conclusion**

In the more basic stages of officer training, i.e. at the Service Colleges and, later, Academies, an element of internationalization is also implemented within the scope of regular course programmes in Military English.

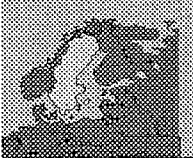
The difference is often, at this level, that **practical in-the-field procedures** are acted out, e.g. setting up an OP or a CP.

The whole approach of our internationalization also entails the production of study materials and aids for the benefit of our teachers and officer-students. Projects in this area are under way; one example being a student's file for naval officer trainees as a follow-up to the same type of material for Army cadets. An Air Force file is also in the planning phase. Here is an example of one of the units from the naval file.

### **OHP Nelson (and Napoleon)**

is a counter-balance to the Napoleon picture we had in the Army file!"

### THE BALTIC AREA




- MAINTAIN THE NATION'S INTEGRITY
- DEFEND AGAINST ARMED AGGRESSION
- INTERNATIONAL EFFORTS
- SUPPORT THE SOCIETY IN GENERAL

NATIONAL DEFENCE COLLEGE  
Department of Leadership

1

### INTERNATIONAL MISSIONS

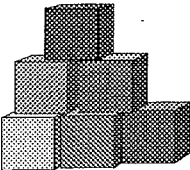
- U.N. missions
- PFP exercises
- BALTOPS
- SFOR
- mine-clearance



NATIONAL DEFENCE COLLEGE  
Department of Leadership

2

### SWEDISH INTERNATIONAL COMMAND, SWEDINT



- UNJOC
- UNPOC
- ECMM
- PFFSOC
- PFFJSOC
- MILITARY ENGLISH
- UNSOC
- CPX
- EOD

NATIONAL DEFENCE COLLEGE  
Department of Leadership

3

### ENGLISH INTEGRATED INTO INTERNATIONAL STUDY PROGRAMME

```

graph TD
    IS[International Studies] --> ELP[English Language Programme]
    IS --> CPX[Command Post Exercise, CPX]
    IS --> EX[Examinations]
  
```

NATIONAL DEFENCE COLLEGE  
Department of Leadership

4

### STAFF DUTIES, PLANNING PROCEDURES, PLANS AND ORDERS

<ul style="list-style-type: none"> <li>• Staff duties</li> <li>• Planning procedures</li> <li>• Operations</li> <li>• Personnel</li> <li>• Civ/Hum tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Logistics</li> <li>• Liaison</li> <li>• Chief of Staff</li> <li>• PK techniques</li> <li>• Preparation for CPX</li> </ul>
---	--

GROUP PRESENTATIONS IN ENGLISH

NATIONAL DEFENCE COLLEGE  
Department of Leadership

5

### PHASES IN CPX

```

graph TD
    B[Exercise Bookends (Phases)] --> P1[PHASE 1: Deployment of forces]
    B --> P2[PHASE 2: Task, mission, equipment, SOP, etc.]
    B --> P3[PHASE 3: Establish, coordinate, separate]
    B --> P4[PHASE 4: Negotiations (initials, final agreement, etc.)]
  
```

NATIONAL DEFENCE COLLEGE  
Department of Leadership

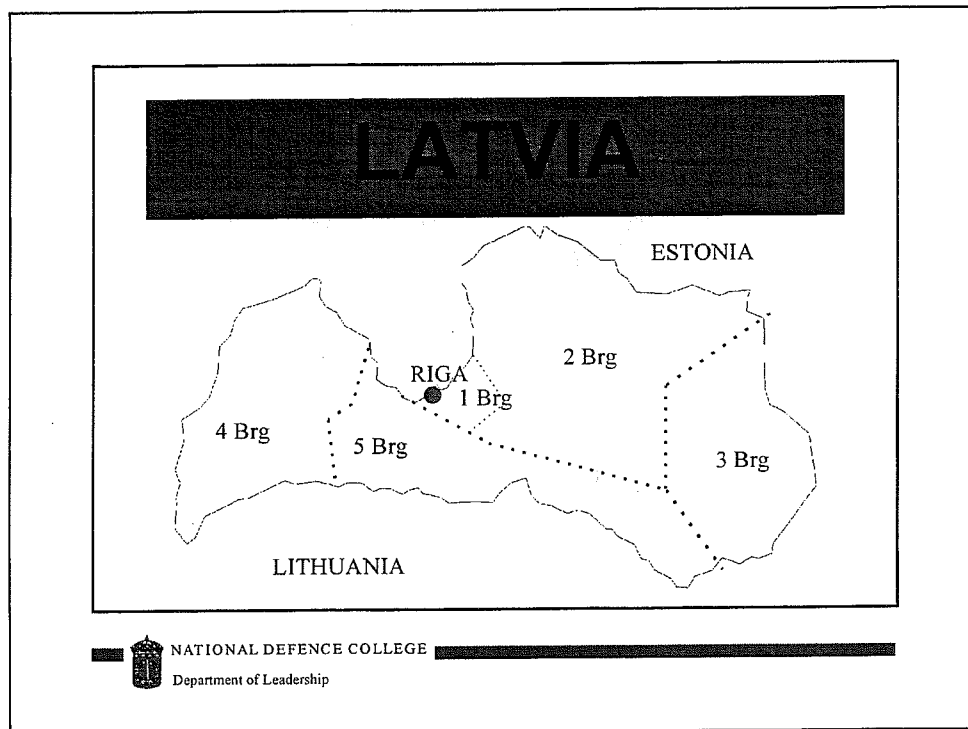
6

### THE "BOGALAND" EXAMPLE



- Daily News (25 Feb. 1998)
- Territorial division
- History of the region
- Nat'l Defence and Security Forces
- Daily News (24 Feb. 1998)
- Development in Bogaland after 1945
- UN intervention
- Daily News (26 Feb. 1998)
- Sec. Council Resolution
- Daily News (27 Feb. 1998)
- Sec-General's Report
- UNMIB Organization (Chart)

7



The theme of this conference is "Co-ordination and Co-operation in the 21st Century and in this connection I am going to tell you about my experiences teaching English in Latvia. I shall give examples of how I carried out some of the teaching there. I shall also share with you some of the teaching methods employed at the NDC in Stockholm.


The Swedish Armed Forces with the financial assistance of the Swedish government have helped the Latvian Armed Forces in several ways. One way has been to teach English, as this was a neglected area in most schools in Latvia. I was asked to teach in one such programme involving the Latvian National Guard.

Latvia has 5 brigades corresponding to the 4 regions of Latvia and the area around Riga. Each brigade was represented by 5 officers all of them battalion commanders. The course was located at Riga Business School and initiated by a retired Professor of Economics from Gothenburg University. Courses at this school started about 5 years ago and at that time were intended for young Latvian business people. As word spread, the National Guard enquired into the possibility of having similar courses because they felt they also needed management, leadership and organisation skills. Their request was granted. The course was adapted to their needs and English was added onto the content.



**MANAGEMENT AND MILITARY COMMUNICATION**  
 at Riga Business School

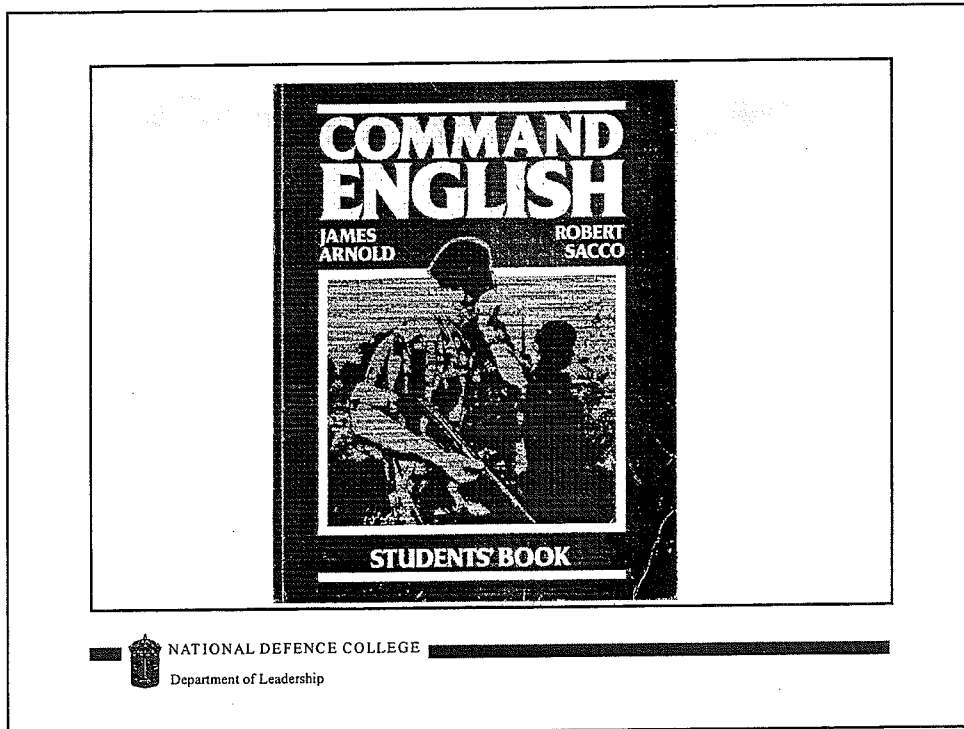
<p><b><u>408 hours</u></b></p> <ul style="list-style-type: none"> <li>• <b>Western Democracy</b></li> <li>• <b>Market Economy</b></li> <li>• <b>Project Management</b></li> </ul>	<p><b><u>108 hours</u></b></p> <ul style="list-style-type: none"> <li>• <b>Military English</b></li> </ul>
---	--


**NATIONAL DEFENCE COLLEGE**  
 Department of Leadership

The course content looked like this -

The day started at 9 and the students usually received material in English e.g. Giving orders. Operation Planning Procedures. This was presented in English by lecturers from Sweden and simultaneously translated into Latvian. The students were not able enough to discuss the material in English, so during these sessions discussions or questions were taken up in Latvian. What was not considered was the fact that most Latvians speak very limited English. Even though some of the officers had been taught English at school, they were all over the age of 35 which obviously did not facilitate learning. I must say, however that they were highly motivated and eager to learn.

The course took place from Tuesday to Thursday, every week, extending over a year. The purpose was two-fold. One was to enhance a general understanding of western democracy, management skills of officers in the military forces and military communication - the intention being to give a basic understanding of the vocabulary used by NATO forces in the PfP programme. The other, was to teach military English basing it on the material provided by the lecturers and also using the book Command English. The English lessons took place about once a month.




COMMAND ENGLISH was the book used. I found that I had to do some re-thinking as far as my teaching was concerned. In Sweden, the level of English is already such that the need for translation is negligible, but in Latvia it was not just a question of using body language but also resorting to translation. This was going against my principles a little but it was a case of having to. The number of students was around 20 each time and their level of English was uneven. Even though Command English is quite elementary for students in Sweden, I had to cover every area of grammar separately as it came up in the book. Tenses are a problem because the Latvian language only has three. It does not have any articles and hardly any prepositions. A lot of attention was given to pronunciation as well.

Ideally, the officers should have had only general English at first, to establish some sort of language base. I found they learned a lot of key words but it was difficult for them to make sentences because they lacked structures and a knowledge of grammar. Also, there was a lack of continuity because the lessons were not held every week.

**CLASSROOM ORGANISATION**

- **whole class**
- **pair work**
- **group work**

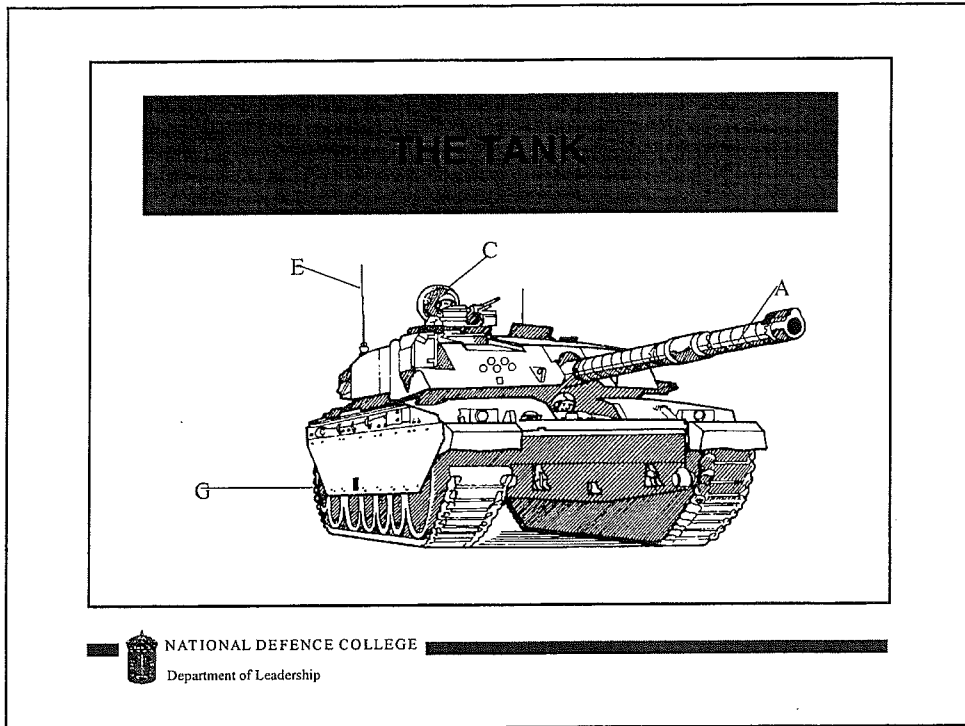
 NATIONAL DEFENCE COLLEGE  
Department of Leadership

The low level of English restricted the type of classroom activity that could be carried out. These gentlemen had experienced the traditional way of classroom teaching when they were at school. I decided to start here as I thought this situation would make them feel at ease. By addressing the class as a whole, answers were given in unison. Texts were repeated in chorus and pronunciation drilled together. This technique enabled the weaker students to be a part of the exercise and gave everybody more confidence. I noticed they all made notes a lot, so I gave dictation and spelling tests every day.

After a while, I started to encourage pair work. Reading to each other after having read together as a class. Asking each other comprehension questions and answering .

Working in small groups was perhaps less successful because it was the better students who did most of the work.

So, these were the 3 basic ways I organised class work and now I'm going to give you an example from each one.



For pair work it is easy to use pictures and carry out an information gap exercise. This means that both people have the same picture but differing information. For this elementary group I gave letters to the labels, so that they would need to say the alphabet when asking. "What is A?" "A is the barrel". The idea is for the students to communicate their information by speaking and listening, without showing each other their picture. They write down the missing information and finally check by looking at each others pictures. This kind of exercise can be done in the same way using a text.

## THE TANK

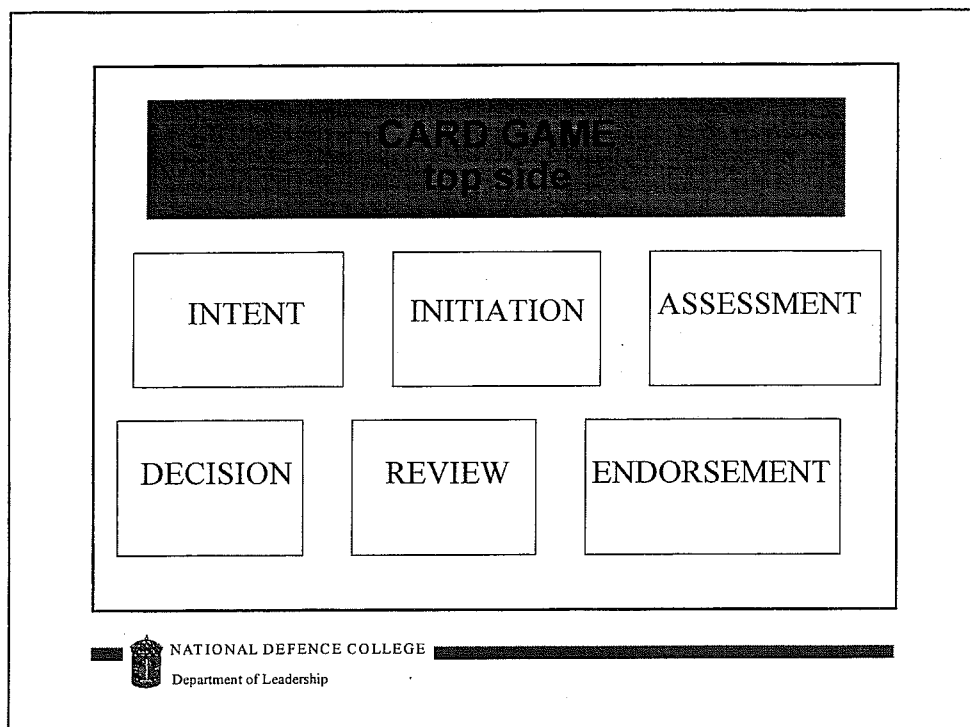
The main 1. \_\_\_\_\_ on the tank is a gun. It has a 2. \_\_\_\_\_ of 120 millimetres. This gives it 3. \_\_\_\_\_. It is armour-plated. This gives 4. \_\_\_\_\_ to the crew. It has tracks, this gives it 5. \_\_\_\_\_. The tank can be used in a different number of ways. It has 6. \_\_\_\_\_.

( armament, calibre, firepower, flexibility, mobility, protection )

Here's a short extract from Command English.

This type of text can be used as a writing exercise working individually and simply filling in the words, selecting from the brackets. I ordered the words alphabetically.

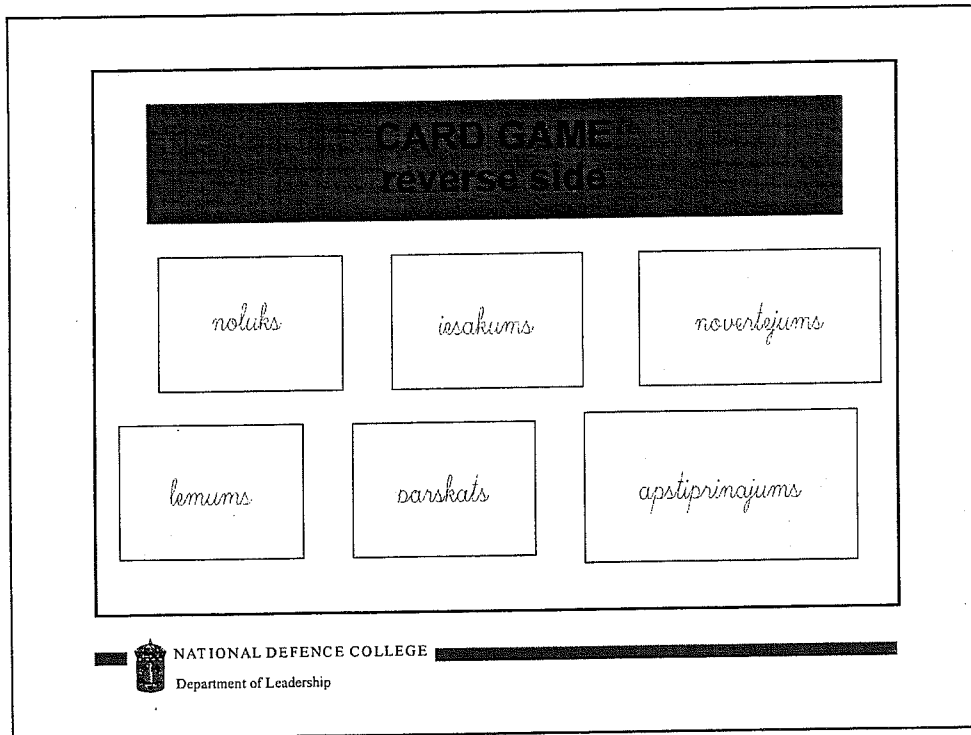
As another activity for the whole class it can be read as a dictation by the teacher. To make it a little more challenging, it can be read as a dictation with some of the key words missing. I usually indicate the missing word by pausing slightly.



For group work I made several sets of cards (10 in each set) and I wrote the key words of the day, e.g. intent, decision etc.

The students assembled into groups of 3 or 4 around a set. They were asked to read together in the group and get the pronunciation right. Then they were told to write the Latvian translation of the word on the reverse side of the card. Everyone participated in either writing or translating.

The first part of the exercise was to try and remember the Latvian word. Taking it in turns students chose a card and said the translation aloud. Once this was mastered, the cards were turned around with the Latvian words facing up.



Now the words were translated into English.

We developed this into a competition, a point for every word right, everyone taking turns to pick a word..

Now I've started talking about teaching techniques I'll move on to this aspect as regards working at the NDC.

## VARIETY IS THE SPICE OF LEARNING

- **topic**
- **medium**
- **classroom organisation**
- **different learner roles**
- **various exercises**
- **skills**
- **language focus**



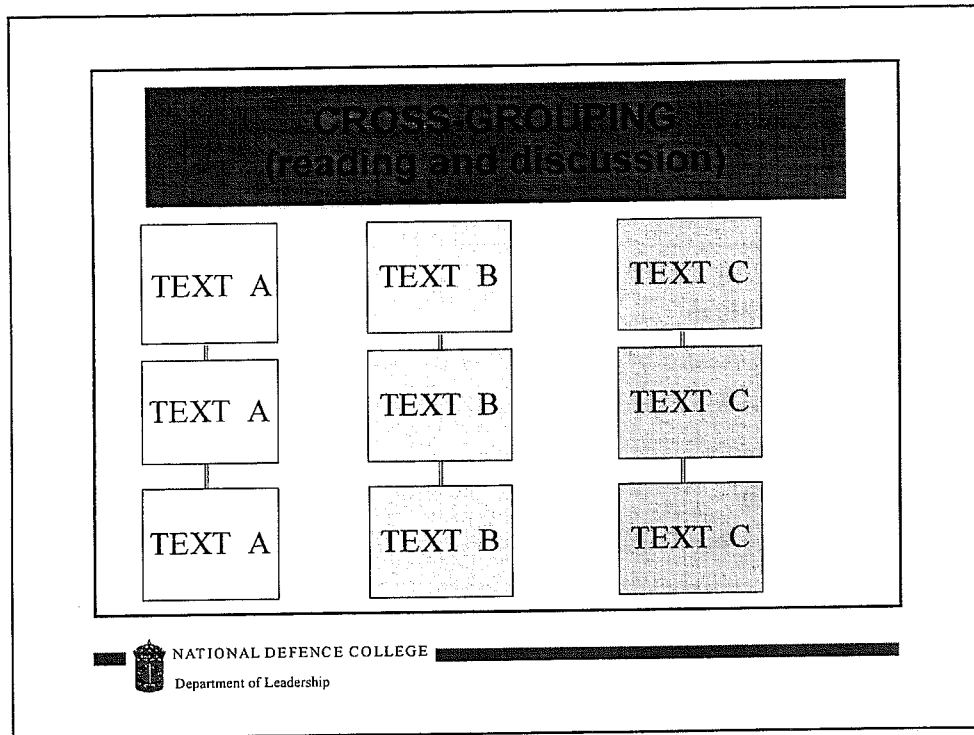
NATIONAL DEFENCE COLLEGE  
Department of Leadership

A class at the NDC usually comprises about 15-18 students. They are motivated and disciplined. Lessons are 2x40 minutes and in order to get the repetition necessary to help learning, there must be variety to keep the mind alert. Variety can be achieved in a number of ways.

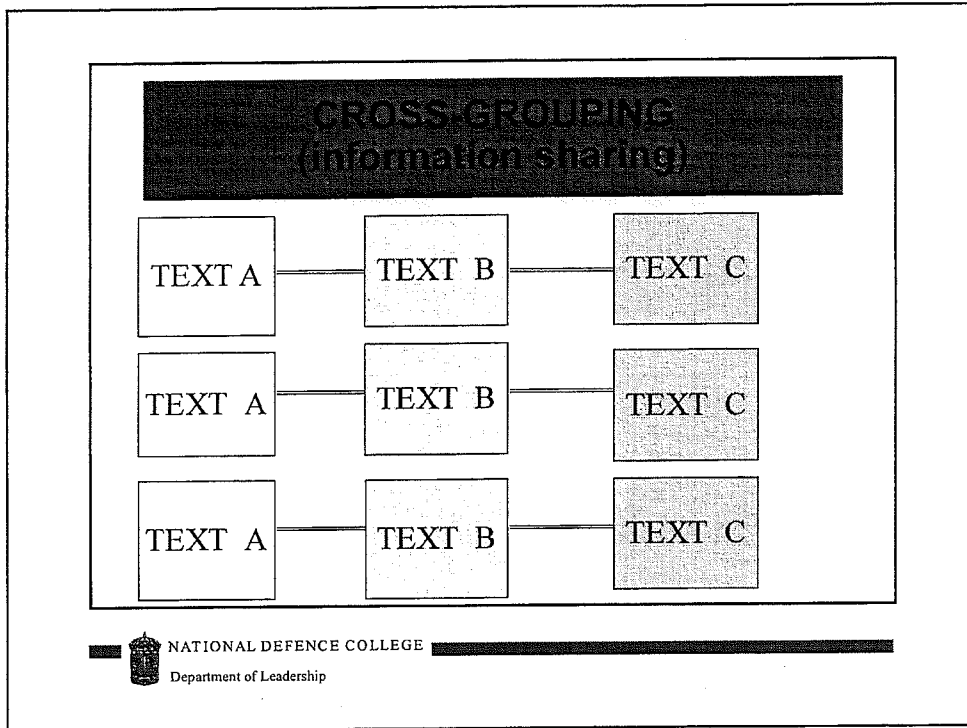
The starting point can be a text using the college compendium or it could be an article, tape, picture or a video extract.

- Activity can be organised for the whole class, for pair work or group work.
- The student can have different roles. - a presenter, an evaluator, a receiver, a thinker, a negotiator, an informer etc.
- activities or tasks, such as finding out information from another source.
- Using various skills, reading, writing, speaking, listening, drawing or sketching.
- Focusing on accuracy, fluency, structure, pronunciation

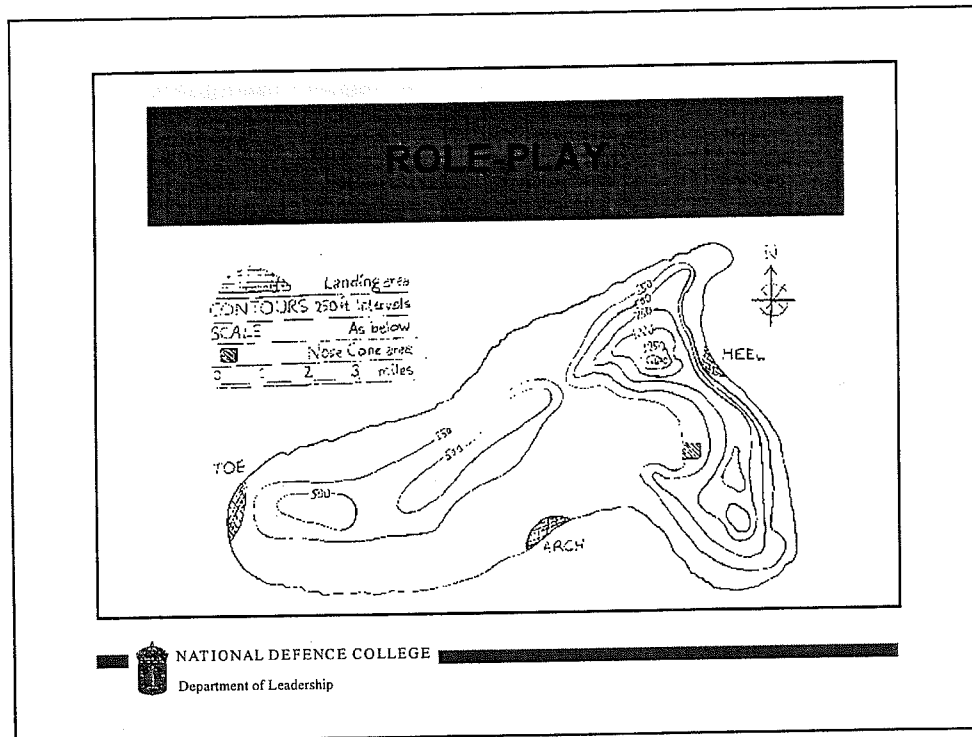




This is an activity that can easily be done by simply cutting up an article into a beginning, middle and end. It could also be used to compare three types of high tech weapons. The first stage is reading, understanding and discussing within the group to make sure that all is understood.



At the next stage, the groups are re-shuffled so that they comprise 3 people, one with text A, one with B and one with C. This becomes a kind of information sharing where every group member has something different to say.



For this activity students are grouped in 4s and each member is given a role card with different items of information, concerning the island. They have this map between them. They are all officers onboard a ship just south of the island and have been told to row there, find the nose-cone and guard it till the following morning. The students exchange information in order to be able to work out the quickest and safest way to go.

The INTERNATIONAL COURSE at The NATIONAL DEFENCE COLLEGE

**"NDCIC"**

**COMPENDIUM C**

**STAFF DUTIES**

**PLANNING PROCEDURE**

**PLANS AND ORDERS**

## STAFF DUTIES

### SECTION I: INFORMATION

#### GENERAL

1. Military intelligence is knowledge of an enemy or an area of operations with the conclusions drawn therefrom. Since UN has no formal enemies but parties only, the term information should be used in the same general meaning, as knowledge of the (military and civilian) situation as a whole, as it pertains to the accomplishment of the (UN) mission.
2. The information effort of a command must provide timely information required to make decisions, prepare plans, conduct operations, and avoid surprise. Priority is given to those aspects of the situation, which represent the greatest prospect of success or greatest threat to accomplishment of the mission. Information is an integrated part of operations as such.
3. The collection capability of any command is limited. The collection effort must be concentrated on information requirements, which result in timely information needed by the commander in order to make a sound decision and formulate a concept of operation. Such requirements are the essential elements of information (EEI). EEIs are the highest priority tasks for the collecting agencies of the command.

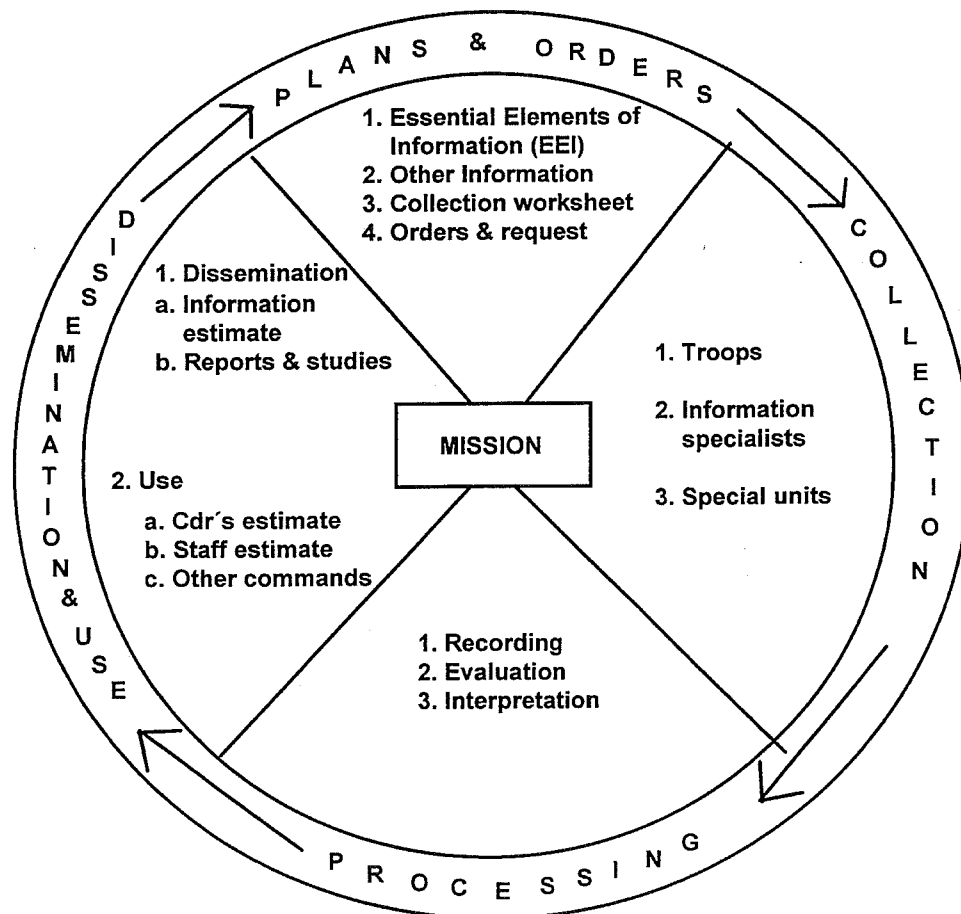
### STAFF FUNCTIONS

#### The information cycle

4. In performance of the information functions, Ops Info Offr follows a cycle, a logical process consisting of:

- planning the collection effort
- collection of information
- processing of the collected information
- dissemination and use of information

All these activities are, however, concurrently performed.



## E-I

5. The analysis of the area of operations is a study to determine the effects on the area of operations of the broad courses of action that may be adopted by UN or other forces. A format for the analysis is shown in Annex 1.
6. The Ops Info Officer is charged with primary staff responsibility for initiating and co-ordinating the analysis. Other staff sections or components contribute within their respective fields, e.g. engineer (terrain studies, weather), Liaison Branch (parties involved), Humanitarian Branch (legal authorities, people of the host countries), Civil Affairs Offr (sociology, politics, economics, police activities etc.) and Chief Administrative Officer. Maximum use is made of other sources, such as Intelligence Surveys, Area Studies, case studies etc. It is to be noted that the collecting of information is not the primary task of Liaison Branch because of the sensitive nature of its work (see also Tactical Manual page 77).
7. An analysis of the area of operations should be prepared as early as possible. It should be kept updated and when the mission is received, this will be one of the sources of information for the commander.

### The information estimate

8. The information estimate brings together significant aspects of the area of operations and non-UN forces situation. It draws conclusions and analyses the capabilities, weaknesses and strengths of non-UN forces.

It states the most dangerous course of action by non-UN forces and what impacts that will have on the various C/A's.

9. With the information estimate, the COO is able to balance these factors against his possible courses of actions and to choose the most favourable one.
10. The Ops Info Officer keeps the information estimate up-to-date at all times.

### To be noted

11. As a very relevant part of information the Ops Info Officer can produce assessments of security situation and keep the HQ informed accordingly.

## SOME TERMS USED IN OPERATIONAL PLANNING

## E-I

12. Area of operations is a defined area assigned to a military force, normally brigade or larger formation, as a geographically area of responsibility within which the force shall accomplish a given mission. Area of Operations can also include Area of Deployment and Area of Interest.
13. Avenue of approach is any route for a given force to reach an objective, which provides ease of movement and enough width for dispersion of a force, sufficiently large to affect the outcome of the operation.
14. Axis of advance is a route extending in the direction of advance towards an objective. It indicates the general direction and need not be closely followed.
15. Direction of advance is a more restricted route towards an objective. It indicates the exact direction and must be followed.
16. Route of march is an expression used in conjunction with motor transportation and indicates the exact road/cross country route to be followed.



## **IFOR / The work of evil**

Ethnic Cleansing

(Source for articles: Försvarets Forum, (English version) 1996. ISSN 1100-8245)

**STUPNI DO.** Those who failed to escape were killed. Early in the morning of Tuesday 26 October 1993 the worst fears were confirmed. A Swedish patrol with four armoured combat vehicles came upon a group of Bosnian refugees in the no-man's land south of Vares in central Bosnia. These people were in a state of great shock. For many days they had been wandering about in the mountains to remain concealed. Eventually the patrol made contact with two women in their twenties who testified to the atrocities committed in their village. Through her tears one of the women told how she had been raped before being shut up in a house with some others, to be burned alive.

Nordic Battalion commander Colonel Ulf Henricsson and a Swedish mechanised platoon forced their way through mined roadblocks held by the Bosnian Croat extremists. The UN force entered, and assumed control of the razed and burnt-out village. Some fifteen bodies were found. Everything was carefully documented. At the same time in Vares hundreds of frightened Bosnian refugees sought protection around the Swedish UN vehicles. A Bosnian leader has been identified as responsible for the Stupni Do outrage and is now suspected of war crimes. Information on him has been passed to the International War Tribunal in the Hague.

### **Multi-skilled soldiers in the peace-keeping line**

Swedes volunteer for IFOR

The mission in Bosnia is voluntary but the interest is great. Over 4 000 have volunteered for the 743 places even though this will be the sixth tour. Together with Danes, Norwegians, Finns and Poles, the Swedes constitute the Nordpol Brigade within the American division.

The responsibility for planning, organising and training the Swedish Battalion rotates among the army brigades of the Swedish Armed Forces. The battalion commander and many of the officers are recruited from the brigade responsible. "What makes this job different from our normal work is really only the implementation phase," says Colonel Tommy Johansson, commanding officer of the sixth Swedish battalion in Bosnia.



**Photo: Jihad El Hassan/Pressens Bild**

A young girl fleeing the central Bosnian city of Vares which reportedly fell to Muslim forces two days ago stands among a group of Swedish UN soldiers, November 1993

### **Can't stop half-way**

But the implementation is really different. This isn't an exercise any longer, it's for real. You can't stop half-way through and start again.

The Swedes are working in an environment with an appreciable land mine threat. The men have moved on from manning observation posts and surveillance to patrolling the zone of separation and manning crossing points. Yet Colonel Johansson considers that the risks are about as great as before.

"Before there was a bigger risk of coming under fire, now it's the traffic and the mines that are the greatest danger."

For this reason the battalion has a stronger mine clearance function. Ninety people with five dogs and a bomb sniffer dog form part of a new company of engineers. "We have raised our efficiency in this area by 50 percent," says Colonel Tommy Johansson.

### **A civilian majority**

Since the change-over from UN to IFOR the battalion has shrunk by about 250 people as one mechanised company has been sent home. In the IFOR maintenance and command organization there are also some one hundred Swedes.

Only just over 10 percent of the battalion's personnel are officers with everyday jobs in the Swedish Armed Forces. The others have civilian jobs from which they have obtained leave of absence to take part in the Bosnia operation on a voluntary basis. Swedish employers are obliged to grant leave for military service abroad. Colonel Johansson sees the voluntary aspect and the civilian skills as an important asset. "In the first place, we're getting exceedingly highly motivated soldiers because they've volunteered. Next, a Swedish soldier often has masses of other skills we can use. Perhaps inside the APC crew member there lurks a carpenter or an electrician." He sees as a possible weakness the fact that the battalion is formed on an ad hoc basis. Nobody has been specially trained from the start for the battalion and the particular mission. The joint training can never be compared with that of a professional army.

### **Refresher training**

The Swedish conscripts are given at least four weeks' training before being sent to Bosnia. This can be seen partly as refresher training since they have already done approximately one year of basic training during their military service. What is added here is a week of training in peace-keeping. Here the units must learn how to handle situations that may arise in Bosnia. This may involve how to help in the event of a traffic accident or how to negotiate in a tense situation. Most of the instructors have already worked in Bosnia and base their training on their own experience.

The other three weeks are packed with trade training and joint training together with other battalion units. But there are also specialists in the unit who receive ten weeks' training, for example ammunition clearance personnel and interpreters. Colonel Tommy Johansson was a little worried about how recruitment would go since Sweden has already had five battalions in Bosnia in succession. The battalion is now up to strength but there are no reserves for the more specialised mechanics, technicians and armoured personnel carrier drivers. A large proportion of the conscripts, 35-40 percent, have experience from earlier UN service. Colonel Johansson does not think the fact that the Swedes are now working together with NATO has affected recruitment either positively or negatively. "Some have applied for the very reason that it is a NATO operation, but perhaps others are not volunteering just because it is under NATO."

### **Want to help**

For Tommy Johansson and his officers, too, the Bosnia mission is voluntary. He himself is going because he regards it as his job. "I think I can help, and in that case I have to take on a job like this too." Combat control officer and battalion commander's adjutant Major Mats Ekström has earlier seen UN service in Lebanon. He discussed Bosnia service with his fiancée for a year

before finally deciding to go. "It's going to be hard to leave my daughter and fiancée. But it's important for my credibility as an officer. I'll get my feet firmly on the ground and the self-confidence of having been out there and handled situations I find myself in," he says.

Swedish officers are matching up well in Bosnia, Tommy Johansson asserts, explaining that they develop a special style of command thanks to our conscription system. This is due partly to the fact that conscripts on basic training are obliged to be there and partly because conscript officers form part of the command hierarchy. "This definitely calls for active leadership. The mission we're going on includes many tasks that need active leadership, for example discussing and negotiating with the different sides rather than shooting at them. There's something about the Swedish character that tends towards consensus solutions," says the Colonel.

It is mainly in the peace-keeping field that he thinks the Nordic units can be a special asset for their IFOR colleagues. He also hopes his Swedish personnel will, for example, absorb the American soldier's professionalism and concentration on the job in hand. Professionally he believes the Swedes can gain much useful experience of command, supply and combat technique.

### **Too critical**

"We're going to find we are good at some things, because we normally tend to be too critical and think we're no good at anything. Some things we'll reassess, things we thought weren't so important, perhaps in command and logistics functions. Nations without much battle experience often underestimate this," says Colonel Tommy Johansson.

The battalion commander hopes that when duty allows, his soldiers will continue the humanitarian contributions of earlier battalions. One way of doing this is for each platoon to "adopt" a village and visit locals. They talk, find out how things are going and sometimes bring some food for the people. A Serbo-Croat edition of the Swedish Pippi Longstocking is among the children's books the battalion will bring to Bosnia. A popular gift among the kiddies.

## **Mission hazardous**

### **Swedes in peace operations in former Yugoslavia**

They have lived and worked in a country in collapse. A Yugoslavia ravaged and smashed by war to the point where the split finally became definitive. UN soldiers, observers, military police, helpers, and now IFOR soldiers - in the past few years thousands of Swedes have taken part in peace operations in former Yugoslavia.

### **EU observers**

On 25 June 1991 the states of Slovenia and Croatia declared themselves independent. Next day the first fighting broke out. Former communist Yugoslavia was on the road to dissolution. The European Community, now the EU, reacted immediately and initiated negotiations between the parties. The EU was also entrusted with negotiating what form the supervision of a cease-fire should take and putting the two states' declarations of independence on ice for three months. In September 1991 the first observers arrived in Zagreb in Croatia. In all there were 180 EU observers, including seven Swedes. Their task was to supervise the withdrawal of the regular Yugoslavian army from its garrisons in Slovenia and Croatia to Serbia. This worked in Slovenia and after three months the agreement was wound up. But in Croatia, sporadic hostilities continued between mainly Croat and Serb irregulars.

The EU observers worked in white clothing, wearing armbands with the EU symbol. They were addressed as Mr, Mrs or Miss and there were no badges of nationality to tell where they came from. The team was a mix of diplomats and military staff from different countries.

On 15 January 1992 Sweden, together with a number of other countries, recognised Slovenia and Croatia as independent states. At the beginning of February the first armed clashes broke out between different ethnic groups around Mostar in Bosnia-Herzegovina.

### **Sarajevo**

"This is a powder keg" said Swedish Major Lage Svensson at the beginning of March 1992. He was commander of the Swedish staff company at what was then the UN headquarters in Sarajevo. On 21 February 1992 the UN Security Council adopted Resolution 743 bringing about the establishment of a peace-keeping force in Yugoslavia. A total of 14 000 soldiers in the multinational UNPROFOR force were to be deployed to special areas in Croatia which were intended to become United Nations protected areas.

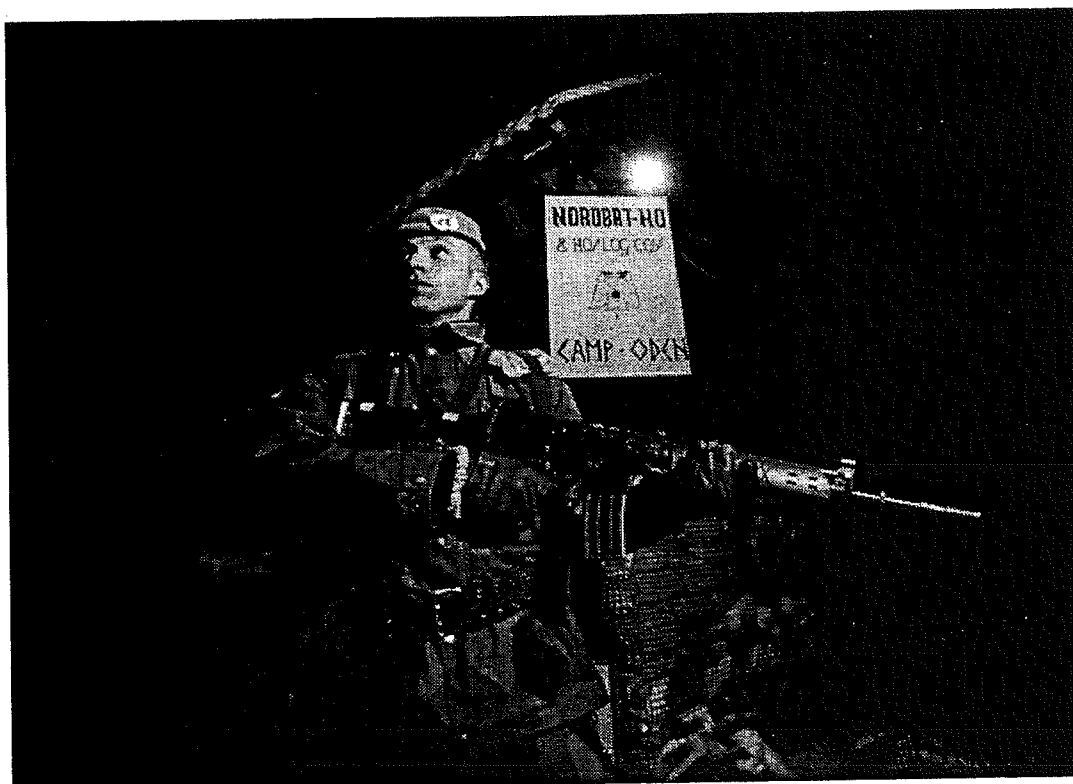
It was planned that the UN force in Yugoslavia and Croatia would supervise the withdrawal of the Yugoslav national army and the Croatian national guard from the UN-protected areas. The UN effort was planned to last one year. The Swedes and other UN staff at the Sarajevo headquarters rapidly found themselves in the thick of things. Skirmishes among different groups soon escalated to regular battles. The UN headquarters was shelled and UN staff forced down into the shelters.

A few days later the UN headquarters was moved first to Belgrade and then to Zagreb. "We never experienced the escalation that took place. Nobody could foresee with any accuracy the extent of the fighting," said headquarters staff member Major Jan Söderberg. "The whole war is a living nightmare where nothing is sacred. The civilians are the ones to suffer most when international law is not followed."

### **Macedonia**

"The situation is calm and stable here at the border," reported Sergeant Jonas Lindgren at the Swedish border picket between Macedonia and Serbia. He was in the Nordic UN Battalion with almost 700 soldiers deployed to Macedonia in mid-February 1993 to observe and report. They

were there to prevent war. It was after a referendum on 8 September 1991 that Macedonia declared independence. A year later the country's president requested help from the UN. The Nordic UN Battalion that was sent, NORDBAT 1, was unique. For the first time ever Swedish, Norwegian and Finnish soldiers were working side-by-side in a joint unit. The overall commander of the Macedonian UN operation was Danish Brigadier Finn Sørmark-Thomsen. From an early stage the UN unit was much appreciated for its help with the rescue work after an aircraft crash at Skopje International Airport. One hundred soldiers with the 80-plus fatalities.



**Photo: Jonas Ekströmer/Pressens Bild**  
Swedish UN soldier at NORDBAT headquarters in Bosnia

### **Bosnia**

"Toughness is what has helped us succeed against the mentally deranged brigands we've encountered," said Colonel Ulf Henricsson after a short period in Bosnia-Herzegovina. "We were ready for any possible situation. But I hadn't imagined it would be so uncontrolled. It's very like a bad Western film, but there's a lot more shooting."

In September 1993 Sweden's parliament, Riksdagen, decided to dispatch a mechanised battalion to the Tuzla area of Bosnia-Herzegovina. Denmark contributed a company of Leopard A1 tanks, Norway a field hospital and ambulance helicopters. The force was named NORDBAT 2.

### **First incidents**

Hardly had the force arrived before the first incidents occurred. The soldiers were subjected to continual shelling and mine threats, and struggled with the red tape at the border. They uncovered the massacre at Stupni Do. But through their action they also saved many lives, and they prevented the fleeing soldiers from burning the town of Vares. NORDBAT 2 became an institution in central Bosnia.

For several months from 20 January 1994 a Swedish Air Force Hercules took part in the international airlift of relief supplies to war-torn Sarajevo. Swedish personnel were also involved in managing the flights. Tins of food and medicine were flown in for the UNHCR. But Sweden

first flew relief supplies to Sarajevo as early as August 1992. These were interrupted, however, since the aircraft lacked protection against surface-to-air missiles.

During the summer of 1995 the Bosnian Serbs took the UN-protected town of Srebrenica. Many civilians were killed, yet many thousands managed to escape. Under pressure of events the Nordic Battalion set up a refugee camp at Tuzla Air Base where they took in almost 7 000 people, mostly old people, women and children. The unit had to coordinate aid contributions from all the units, organizations and other actors in the area.

#### **IFOR takes over**

The sixteenth of December 1995 witnessed the start of the largest military operation in NATO history: IFOR took over from the UN. A total of 60 000 soldiers are now placed in Bosnia to preserve peace. And for the first time a Swedish unit is taking part in a NATO-led force. The Swedes have changed their spots and repainted their white vehicles, swapped their blue UN berets for green ones and become the first IFOR soldiers in position in Tuzla. Now they form part of the Nordpol Brigade in the American division in Tuzla.

## Nordic know-how in the service of peace

"In some respects we live among warlike activity" says Colonel Karlis Neretnieks, Director of SWEDINT, the Swedish Armed Forces International Centre. He and the 80 or so employees have their hands full with the 3 000 people annually who pass through the unit before setting off on service abroad.

### Foreign officer training

SWEDINT supports commands that are establishing international units. All Swedes serving on military missions abroad have SWEDINT as their employer. At present the country is participating in over 20 missions abroad. Most time is spent on recruitment, training and support to units in the field. The budget is around SEK 1 000 million (\$147 million).

But SWEDINT also trains foreign officers in staff work and peace-keeping. Last year 100 persons from 21 nations took part. Half come from the Nordic countries and the rest from countries evenly spread throughout the world. There are courses for civilian police who are to serve abroad, while once a year a three-week course is held for women who plan to apply for military service abroad but have no basic military training.



Photo: Ulf Ryd/Pressens Bild  
Swedish soldiers from Swebat/IFOR on a mission in Bosnia

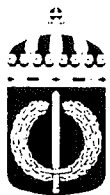
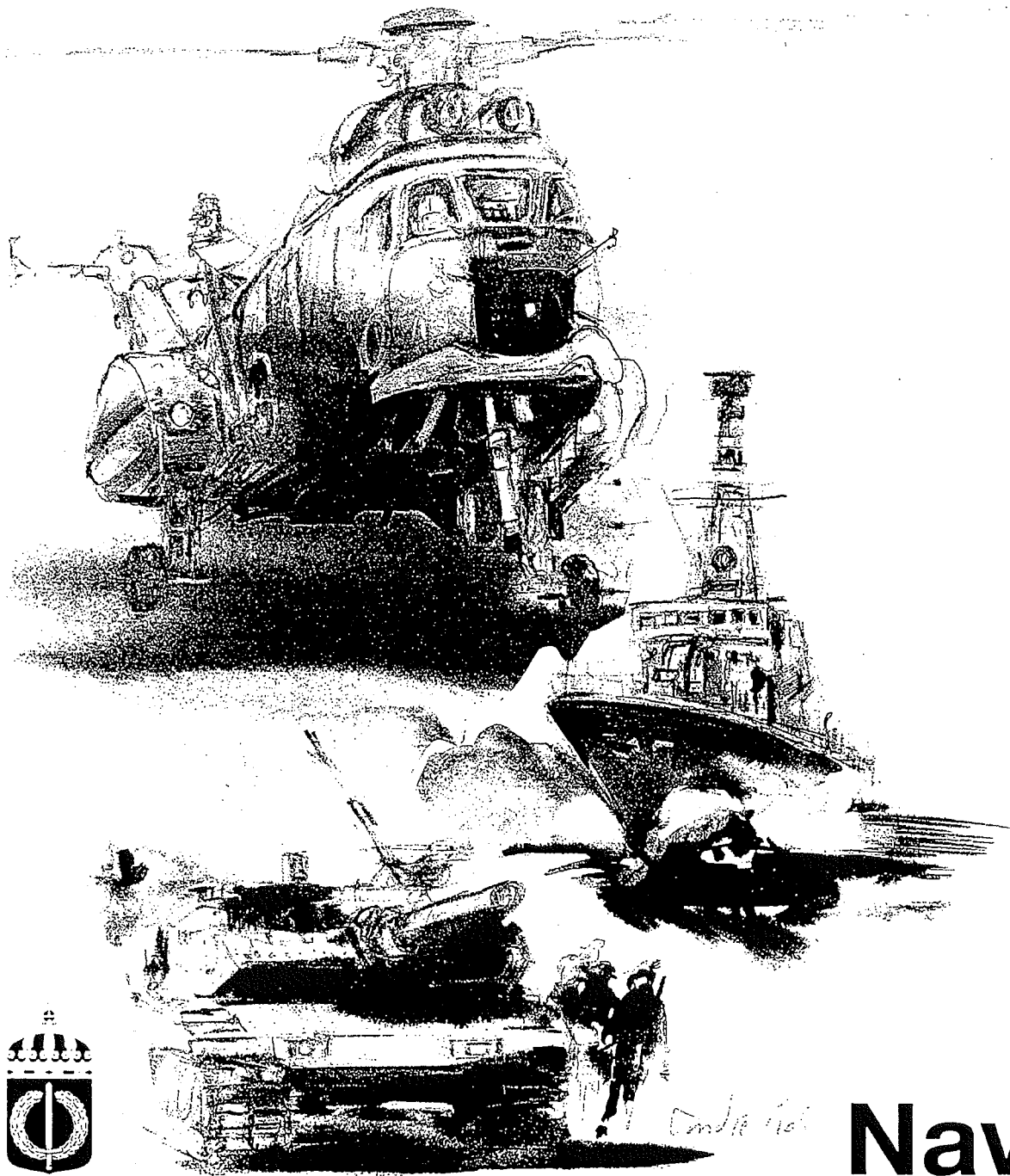
"Interest in our courses is so great that we would be able to accept double the numbers if there had been the capacity," says Karlis Neretnieks. It is predominantly the staff officers' course that draws pupils. Here officers are prepared for staff service in UN and international service. Until a few years ago Sweden was nearly alone in having such training, Neretnieks considers. "We are keen to achieve the widest possible international spread among our course members. This is partly to gain exchange of experience among countries and increased insight into how our colleagues from other countries think. Also, the Nordic countries have a good peace-keeping concept that we'd like to share with others," says Colonel Karlis Neretnieks.

**Visits abroad**

SWEDINT also sends out staff to report on Swedish peace-keeping experience. This includes visits by Swedish officers to American colleagues in preparation for the Haiti operation in autumn 1994. Poland, Hungary, Ukraine, Malaysia, Pakistan and Japan are countries that have shown interest in the Swedish model.



# Military English for Officer Training



*Comdr. R. H. ...*  
**Navy**

## 7. Doctrine, Strategy Operations and Tactics

---



I wonder if it's  
Napoleon's fleet on  
the other side of  
that island...?

## 7. Doctrine, Strategy operations and tactics

### General terminology

When dealing with terms such as "strategy" and "tactics", consider the definition given by the famous 19th century Prussian strategist Carl von Clausewitz:

**"Tactics is about how to win a battle, strategy is about how to win a war by winning battles".**

Operations and tactics are the art of moving and positioning troops on the ground and deploying them for combat. It is the handling of the forces of all arms on the battlefield to achieve a decision which reflects and supports the operational aim with the maximum economy of effort.

Tactics is also a concept that has to be put into a wider context, depending on the scale of a conflict and the size of the forces committed in any given situation.

NATO military doctrine often recognizes a number of different levels of conflict, such as:

Grand Strategic Level, which involves the use of national military and civilian (diplomatic) efforts to sustain policy objectives.

Military Strategic Level, which involves using military resources to achieve strategic objectives.

Operational Level, involving the connection between military strategic objectives and all tactical activity in the theatre of operations.

Tactical Level, involving 'local' battlefield activity within the operational objectives of a campaign.

"Operations" has become an intermediate level between strategy and tactics and is sometimes also referred to as "logistics", i.e. involving all battlefield activity related to moving larger units around and being able to maintain and supply them at an advanced tactical level.

It is at the operational level, for example, that such concepts as "Joint Operations" and "Combined Operations" are to be found. Joint Operations refer to the use of more than one armed service being involved in an operation, and Combined Operations involve units from different countries. Examples of Combined Operations are the Gulf War (1990-1991) and also operations conducted by NATO.

At the operational level, three items are fundamental: finding the enemy, fixing the enemy and striking the enemy: find, fix, strike.

In finding the enemy, you have to identify him and assess his strength and intentions.

In fixing the enemy, you have to think of the "three Ds": Deny, Distract, Deprive. This means denying the enemy his aims, distracting him and depriving him of his freedom of action.

In striking the enemy you have to get into a position where your forces can best engage him and then hitting him with all you've got!

In discussing the concepts of strategy, operations and tactics, there is sometimes a discrepancy between the NATO way of using these words and the Swedish concepts of 'strategi', 'operationer' and 'stridsteknik'.

A NATO officer, especially perhaps a US Army officer, will talk about 'tactics' when we really mean 'stridsteknik', and he/she will use Operations, when we mean 'taktik' and Joint Operations when we mean 'operationer'!

### **Fundamental elements**

In discussing operations and tactics as we think of them, you have to consider the fundamental elements of:

CONCENTRATION OF FORCE  
SURPRISE  
LOCAL SUPERIORITY  
FREEDOM OF ACTION

At the tactical level, applying to platoons, companies and battalions, there are "four Ds" to consider: defend, delay, disrupt and destroy. They all involve putting different degrees of pressure on an enemy. A delaying action, for example, has to be fought in the face of an advancing (stronger) enemy so that you can get the time to reorganize or concentrate forces to actively disrupt or eventually destroy your enemy. By defending a position, your orders might be to: 'occupy the crest north of village X and hold until further orders are given'.

As a commander at different levels of command, you have to elaborate a **Concept of Operations** (Concept of Ops; Sw. 'beslut i stort'), i.e. a kind of main battle plan. What is it that you intend to do with your units against the enemy at what time and with which means?

A Concept of Ops can involve the following steps:

1. Specified tasks, e.g. protect..... and prevent the enemy from.....
2. Implied tasks, i.e. organize offensive air defence (AD); mining area A to B, etc

Now, before getting down to a Concept of Ops and, subsequently, to issuing specific orders, you have to consider the Mission Analysis ("What exactly has the commander asked me to do? How do I do it?"). The "mission" is the overall "task", whereas the "task" itself is more specified (e.g. "seize the hill and defend it") or implied.

The Mission Analysis also involves specified and implied tasks, but, in addition also:

3. Knowing my superior commander's Concept of Ops
4. Constraints, i.e. what obstacles are there in my way for carrying out the mission?
5. Freedoms, i.e. what are the favourable items for me in the face of the mission?
6. Changed circumstances? Are there any items that can or could change the situation for me, or change my prerequisites for carrying out the job?

I also have to make a Combat Estimate, involving:

- the ground over which the battle will be fought
- situation
- security
- logistics (supply and maintenance: combat service support)
- assessment of tasks
- summary of deductions
- courses open to me
- my main plan

To sum up, the tactical situation, even at the lower levels of unit, implies a lot of thinking, assessing, guessing and deducing!

In Swedish terminology, the equivalent of Mission Analysis (=Sw. 'uppgiftens innebörd') would result in a Warning Order (Sw. 'omedelbara åtgärder').

The Combat Estimate (Sw. 'utgångsvärden') would comprise the following elements:

- "Blue" forces
- "Red " forces (the enemy)
- Ground
- Weather
- Civilian situation
- Comparison of forces between red and blue

all this results in:

} **Conclusions** (Sw. 'slutsatser')

The next step would be the Considerations, implying:

- "Blue" course of action
- "Red" course of action
- Choosing the course of action
- Developing the course of action

} **Conclusions have to be drawn from these items, too**

Finally, you arrive at the Concept of Ops, Guidelines (Sw. 'riktlinjer') and Orders.

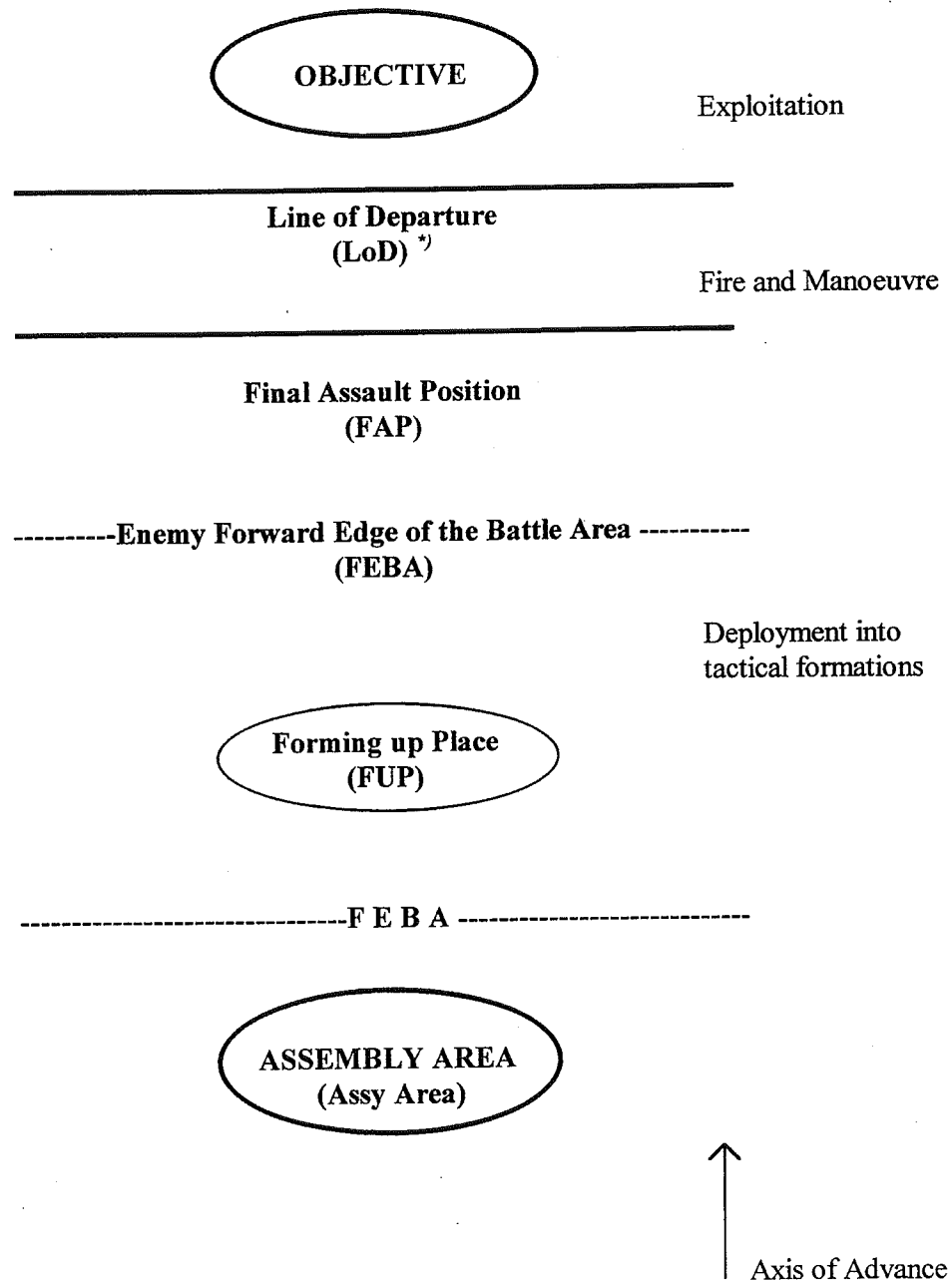
The Concept of Ops comes in as an integral part of an Operational Order as the third of five steps in a so-called Standard Orders Format (see the section in this file marked "Orders", where you will find information as to how you can structure an order and examples of orders.)

Obviously, the Swedish military structure for the steps leading up to a definite order differ somewhat from NATO terminology, although all considerations that have to be covered are basically the same.

In an international situation (UN or PFP), the important thing is to use terminology that makes all involved parties understand completely what is meant. Therefore, use the words and expressions used above.

## Terminology used in connection with an attack

When planning for an advance that leads up to an attack, the steps taken would likewise be different. Here are some designations for the various possible phases for an attack as used in NATO terminology:



-----  
**Note:**

<sup>\*)</sup> *Line of Departure (LoD) is used in NATO generally, although the definition Start Line has been used in the British Army.*

In Swedish terminology, the expressions used would be thus:

FEBA	stridslinje, främsta frontlinjen
LoD	stormavstånd (in Sweden, often connected to a "safety distance" in relation to supporting heavy fire!)
FUP	utgångsläge för anfall
FAP	utgångsgruppering (NOT to be confused with the Swedish' FAP': fordons-avlämningsplats!!)
Assy Area	återhämtningsområde

Below are some abbreviations describing different types of vessel and officer categories, plus a section with useful operational and tactical definitions.

#### A. Types of vessel

AFS	Combat stores ship
AGS	Survey ship
AH	Hospital ship
AOR	Oiler, replenishment
CV	Aircraft carrier, multi-purpose
CVA	Aircraft carrier, attack
CVH	Aircraft carrier, V/STOL
CVL	Aircraft carrier, light
CVN	Aircraft carrier, nuclear-powered
CVS	Aircraft carrier, ASW
DD	Destroyer
FF	Frigate
FAC	Fast attack craft
FPB	Fast patrol boat
FSG	Frigate, Small, Guided Missile (Sw. coastal corvette)
LPD	Amphibious vessel, transport/ dock (=Landing Platform Dock)
LPH	Amphibious vessel, assault (=Landing Platform Helicopter)
LSL	Amphibious ship, logistic (=Landing Ship, Logistic)
MCS	Mine countermeasures support ship
MHC	Minehunter, coastal
MHSC	Minehunter/sweeper, coastal
MS	Minesweeper
MSC	Minesweeper, coastal
PB	Patrol boat
SS	Submarine
SSBN	Strategic nuclear submarine with ballistic missiles
SSG	Submarine, attack, surface missile
SSK	Submarine, patrol

B. The following suffixes (component added to end of word or acronym) are added to indicate a unit or activity more in detail:

- A Equipped with surface-to-surface (SSM) or underwater-to-surface (USM) guided missiles
- C Equipped with towed array system
- G Equipped with surface-to-air (SAM) guided missiles
- H Equipped with helicopter/s
- M Equipped with more than one missile
- N Using nuclear propulsion
- Q Configured for, or employed on a command/control/communications mission
- T Used primarily for training
- U Equipped with surface-to-underwater missile delivered missile

C. Types of officer on maritime duty

- AEO Air Engineering Officer
- AFO Area Flag Officer
- CO Commanding Officer (used in all services!)
- CPO Chief Petty Officer (=rank)
- DPO Duty Petty Officer
- FDO Flight Deck Officer
- MCO Main Communications Officer
- MEO Mine Engineering Officer
- NCO Non-commissioned officer (rank category, general to all services)
- NO Navigation Officer
- OOD Officer of the Day
- OOW Officer of the Watch
- PWO Principal Warfare Officer
- QM Quartermaster
- SO Supply Officer
- SNCO Senior Non-commissioned Officer
- SNO Staff Navigating Officer
- SOO Staff Operations Officer
- SWEO Squadron Weapons Engineer Officer
- WEO Weapons Engineering Officer
- WO Warrant Officer (rank category, general to all services)

1. Advance to contact  
an operation designed to gain or re-establish contact with the enemy.
2. Advance guard  
The leading element of an advancing force guarding the main body; usually from company level upwards; a platoon advance guard is called a "point platoon".



3. **Advanced Logistic Support Site (ALSS)**  
Primary transshipment point for materiel and personnel destined to and from afloat units. In a NATO operation, the commander reports to the Multinational Logistic Commander (MNLC). Daily coordination takes place with Forward Logistic Sites (FLS).
4. **Amphibious assault**  
The main type of amphibious operation involving deployment of a force on a hostile or potentially hostile shore.
5. **Amphibious Objective Area (AOA)**  
A determined geographical area for purposes of command/control within which is located the objective to be secured by the amph. task force. The AOA must be large enough to ensure that the task is fulfilled and must also be sufficiently large to conduct necessary sea, land and air operations.
6. **Appreciation**  
as in: the Commander's appreciation = the commander's estimate or analysis of the situation.
7. **Arc of fire**  
An area allocated for the fire of a specific weapon.
8. **Area of Operations (AO)**  
A geographical area with defined boundaries given to a commander by a higher commander.
9. **Assembly area**  
An area in which units are formed up in preparation for further action.
10. **Battlegroup**  
A functional formation comprising major vessels and screening (see below!) units, e.g. a carrier group or an amphibious group. A battlegroup is usually a one or two-star command.
11. **Beachhead**  
Area on a hostile shore which ensures the continuous landing of troops and material after it has been seized and held. It should also provide manoeuvre space for further operations ashore.
12. **Blue-water capability**  
Being able to carry out transports/operations offshore, i.e. in deep water environments (the open seas).
13. **Blue-on-blue engagement**  
Accidental combat between friendly forces, also called "fratricide" or "friendly fire" (see number 55).

14. Blockade

What is done by forming a blocking position, i.e. to deny the enemy access to an area. The term "distant blockade" is used when one denies the enemy passage through a sea through which all ships must pass in order to reach the enemy's territory.

15. Boarding Party

A smaller unit which is put onboard a vessel either from a helicopter or from a naval craft. Boarding operations are usually a part of constabulary application of maritime power (see below under: 'constabulary use of force'), for example the enforcement of an embargo.

16. Centre of gravity

From Clausewitz: a strategic-operational term meaning the characteristic capabilities or localities from which enemy or friendly gets their freedom of action, physical strength or willingness to fight.

17. Close blockade

A blockade that denies an enemy access to or from his ports.

18. Close escort

Escort of shipping where the escorting force is in company with escorted shipping and can provide some direct defence.

19. Combat Service Support (CSS)

Support offered fighting units in the way of logistics and administration (ammunition, fuel, food, etc)

20. Combat support

Offered by combat support forces providing fire support.

21. Combined operation

An operation carried out by forces from two or more allied nations.

22. Combined Joint Task Force (CJTF)

A multinational, multi-service task force. A CJTF Headquarters (CJTTFHQ) can be deployed for the command and control of NATO (or even non-NATO!) and WEU led operations.

23. Commander's intent

A commander's expressed purpose of an operation and what must be done to achieve the desired result.

24. Commando

A Royal Marine formation of battalion size with combat support and combat service support.

25. Constraint

Limitations on a commander expressed, for instance, by a higher commander. Constraints restrict freedom of action.

26. Constabulary use of force  
The use of military forces to maintain national or international law, mandate or regime in a manner in which minimum violence is only used in enforcement as a last resort. Also called "policing".
27. Containment  
Military containment implies restriction the freedom of action of enemy forces. Crisis containment implies limiting the geographical spread of a crisis.
28. Counter-attack  
An attack carried out in order to regain lost ground or destroy enemy advance units. The general purpose is to deny the enemy the possibility of exploiting his attack.
29. Covering force  
A force operating apart from the main force for the purpose of intercepting, engaging, delaying, disorganizing, and deceiving the enemy before he can attack the main force.
30. Defeat  
To render the enemy unable to participate further in the battle.
31. Defend  
To defeat or deter an enemy in order to offer favourable conditions for offensive action.
32. Defilade  
A position protected from enemy observation and direct fire, e.g. a terrain feature such as a hill, a ridge or a bank.
33. Delaying action  
A combination of attack and defensive action with the aim of delaying the enemy's progress.
34. Deny  
To prevent an enemy access by blocking, disrupting and/or fire.
35. Deployment  
Where you deploy or position units and weapons and where you organize them into formations.
36. Destroy  
To kill or damage an enemy so that he is rendered useless in battle.
37. Disruption  
Shattering the order or a system of a formation and preventing it from functioning effectively, and, through this, reducing its combat capability.

38. Doctrine  
A formal description or concept of military thinking and knowledge, e.g. the AirLand Battle doctrine used by NATO.
39. Electronic Warfare (EW)  
Using electromagnetic energy to find out, reduce or prevent an enemy from using the electromagnetic spectrum, e.g. counter-measures (ECM), such as jamming.
40. Embargo  
Preventing the coming in and going out of shipping to a port, i.e. preventing transports of certain cargo, such as ammunition, etc.
41. Engagement  
Local tactical conflicts, usually between opposing manoeuvre forces.
42. Envelopment  
Passing around or over an enemy's defensive position to secure objectives in the enemy's rear. A double envelopment can be carried out in two directions.
43. Exclusive Economic Zone (EEZ)  
The zone of sea around a state over which it has exclusive rights under international law to exploit economic resources.
44. Feint  
To distract an enemy force by making contact with it, for example so as not to reveal one's main direction of attack or to reveal or shift his defensive and supporting fires and to make him use his reserves improperly.
45. Fleet in being  
A navy or naval force that deters an enemy or constrains him in his use of various options, by its existence or its presence in a certain area.
46. Field of fire  
The area which one or more weapons can cover effectively with fire from a certain position.
47. Firepower  
The force of power from weapons and units which can destroy, neutralize and suppress.
48. Fire plan  
A tactical, plan for using weapons of a unit or formation so that fire can be coordinated.
49. Fire support group  
A group (in a section or platoon, for example) that gives direct fire support during an attack.
50. Flank guard

A formation protecting and securing the flank of a moving or stationary force.

51. Forming Up Place (FUP)

The last position held by the assaulting unit before crossing the Line of Departure (LoD). Applies to ground warfare.

52. Forward Edge of the Battle Area (FEBA)

The foremost limit in which ground combat units are deployed. It does not include areas in which screening (see "screen", below!) or reconnaissance units are operating.

53. Forward Line of Own Troops (FLOT)

The line that indicates the most forward positions of friendly forces in any kind of military operation at any given time.

54. Fragmentary Orders (FragO)

A shorter form of an operations order (OpO) issued in a fast-moving situation. The FragO contains the 5 main items of an order (see under section 'Orders!'), but unessential sections are left out.

55. Fratricide

Unforeseen and unintentional killing of one's own forces. Also called "blue on blue" (see above!) or "friendly fire" (!)

56. Frontal attack

An attack against the front of an enemy position.

57. Hasty attack

An attack in which preparation time is deliberately traded for speed in order to exploit an opportunity.

58. High seas

All parts of the sea which are not included in the territorial seas or internal waters of states. All states have the freedom to navigate or carry out other activities, subject to certain restrictions, on the high seas.

59. Holding area

Area of sea occupied by surface forces with a stationary speed of advance.

60. Indirect fire

Fire on a target that cannot be seen by the aimer.

61. Infiltration

Individuals or small units moving over or through enemy ground without being detected; usually a job for reconnaissance or special units.

62. Information and Intelligence

The result of organized efforts by a commander to gather, analyze and distribute information about the enemy.

63. Interdiction  
Actions to divert, disrupt, delay or destroy an enemy before he can act against friendly forces.
64. Joint Operations  
Operations in which more than one armed service of the same nation are involved.
65. Layered defence  
The deployment and use of protective assets with a mixture of anti-submarine, anti-surface and anti-air capabilities in layers of screens and patrol areas around units of high value or crucial waters, e.g. protective screens around an aircraft carrier in a carrier group.
66. Liaison  
Contact between elements of military forces or between military forces and civilian organizations. The latter case is common with UN forces
67. Lines of Communication (LOC)  
Land, water and air routes that connect an operating military force and along which units move.
68. Line of support  
A route (sea, land or air) that connects an operating military force with a logistics base and along which supplies move.
69. Littoral region  
The area from the open ocean to the shore which must be controlled to support operations ashore, and the area inland from shore that can be supported and defended directly from the sea.
70. Logistics  
The art of planning and carrying out the movement and maintenance of forces. It involves, for example: supply, maintenance and repairs and the provision of food, fuel, ammunition, medical services, transports, etc.
71. Main effort  
Any activity which a commander regards as necessary for the success of a mission at any given time; an effort that receives priority of fires and other support.
72. Manoeuvre (US: "maneuver")  
Seeking to get into a position of advantage in relation to the enemy. Manoeuvre Warfare is the term used to describe how one seeks to collapse an enemy's order, systems and effectiveness by a series of rapid, violent and unexpected actions.
73. Maritime Component Commander (MCC)  
An officer who is subordinate to the Joint Force Commander and who is responsible to the latter for maritime operational advice and the employment of maritime forces.

74. Maritime Power Projection (MPP)  
The use of seaborne military forces to influence events on land directly.
75. Maritime superiority  
The capability of a state to establish sea control in any area of importance to that state.
76. Mission  
A clear and concise statement of the task for a unit and its purpose.
77. Mobile defence  
A combination of withdrawing and carrying out counter-attacks, which requires room for manoeuvre.
78. Multinational NATO Maritime Forces (MNMF)  
Multinational NATO Reaction Forces consisting of Standing Naval Forces, NATO Task Groups, NATO Task Forces and NATO Expanded Task Forces.
79. Naval forces  
Seaborne military forces including warships, submarines, amphibious forces, organic aircraft and auxiliaries.
80. Naval Gunfire Support (NGS)  
Support to land operations from seaborne artillery.
81. Occupy  
Moving into and organizing an area to be used as a battle position.
82. Offence  
Operations intended to defeat the enemy by applying a concentration of force.
83. Operational art  
The skilful use of military forces to achieve strategic goals through campaigns and major operations.
84. Operational Command (OPCOM)  
The authority given to a commander to assign missions or tasks to subordinate commanders, to deploy units, to reassign forces and to retain or delegate operational and/or tactical control as it may be seen necessary. This is usually the highest degree of command authority that nations will delegate to a Major NATO Commander (MNC).
85. Operational Control (OPCON)  
The authority delegated to a commander to direct forces assigned so that the commander may accomplish specific missions or tasks which are usually limited by function, time or location; to deploy units concerned and to retain or assign tactical control of those units.

86. Operational Sea Training (OST)  
Training of individual naval units and groups of maritime forces in their operational roles and tasks under the supervision of a sea training authority and with the assistance of specialist training staff and facilities.
87. Operations Other Than War (OOTW)  
Military operations conducted in situations of conflict that are not war itself. These operations can be designed to prevent conflict and restore peace by resolving or ending a conflict before it escalates into a real war situation.
88. Overlapping arcs of fire  
When one weapon or position can engage targets within the arc of fire of the weapon or position next to it.
89. Peace support operations  
A general term for describing military operations in which UN multinational forces may be used.
90. Picket line  
A line of ships deployed for preventing the approach of hostile ships; their main task is to guard an area against hostile action.
91. Penetration  
A form of offensive that tries to break through and disrupt the enemy's defence
92. Primary position  
The main position from which a unit intends to fight.
93. Protection  
Protection maintains and keeps the fighting capability of a unit so that it can be used at a time and place when it is needed.
94. Psychological Operations (PSYOPS)  
A special branch (Sw. 'sektion') within a NATO Headquarters, involving the planned psychological activities in peacetime, crisis and war directed against the enemy to influence attitudes and behaviour. PSYOPS can also be directed towards one's own people or units.
95. Radio silence  
Applies to situations where all or certain radio equipment is kept inoperative.
96. Raid  
Destroying or capturing a vital asset of the enemy's and thereby disrupting him.
97. Reaction Forces (RRF)  
Forces assigned to NATO and ready to respond at short notice to crises at various levels and, if necessary, to contribute to initial defence. The categories of RF are: Immediate Reaction Forces and Rapid Reaction Forces, the latter having longer readiness than the former!



98. Reconnaissance (Br. "Recce"; US: "RECON")  
Obtaining information and intelligence about the enemy by visual or technical means.
99. Reconnaissance in force  
Forcing the enemy to reveal the location, size, strength and deployment of his forces by making him respond to offensive action.
100. Regeneration  
Restoring forces to a desired level of strength and capability; it involves manning, and building up equipment and stocks. (Compare the Swedish term: 'återtagning!').
101. Rendezvous (RV)  
A pre-arranged meeting at a given time and place from which to initiate an action or redeploy after an operation.
102. Royal Fleet Auxiliary (RFA)  
Is a UK civilian manned flotilla owned and operated by the Ministry of Defence to provide logistic support for the armed services but primarily for the Royal navy.
103. Rules of Engagement (ROE)  
These are directives designed to regulate situations and limitations for when force may be used. ROE reflect political and diplomatic constraints and have been set up at high levels.
104. Screen  
A security formation whose primary task is to observe, identify and report information, and which fights only in self-defence.
105. Sea Lines of Communication (SLOC)  
The sea routes that connect an operating military force with one or more bases of operation and along which supplies and reinforcements move. Also used to include commercial shipping routes.
106. Secure  
To gain possession of a position or terrain with or without force and to prevent its destruction or loss by enemy action.
107. Seize  
To gain possession of a position or terrain with or without force.
108. Spoiling attack  
Similar to a counter-attack, but has a more limited aim of disrupting the enemy.
109. Secondary position  
In contrast to, for example, an alternate firing position this position is a completely new position which ideally has been reconnoitred in advance and to which a unit will move once its primary position has become indefensible or ineffective.

110. Standing Naval Forces (SNF)  
NATO's maritime multinational Immediate Reaction Forces. They are, for example, the Standing Naval Force Atlantic (STANAVFORLANT), Standing Naval Forces Mediterranean (STANAVFORMED) and the Standing Naval Mine Countermeasures Force (STANAVMINFOR). The first two are chiefly frigate and destroyer formations.
111. Standing Operating Procedure (SOP)  
A set of instructions covering a wide number of measures for conducting operations leading to standardized procedures without loss of effectiveness.
112. Static defence  
The defender relies on fire-power and protection in order to withstand enemy attack and break down his momentum of attack.
113. Stealth  
The technology used in vessels, vehicles and aircraft to avoid detection by surveillance systems, e.g. radar, IR and magnetic or acoustic sensors.
114. Suppressive fire  
Fire which neutralizes, destroys or temporarily incapacitates the enemy in a specific area.
115. Tactical Command (TACOM)  
The authority delegated to a commander to assign tasks to forces under his command for the accomplishment of the mission assigned by higher authority.
116. Tactical Control (TACON)  
The detailed and usually local direction and control of movements or manoeuvres necessary to accomplish missions or tasks assigned.
117. Task Element (TE)  
The fourth and lowest element of echelonment in a task organization.
118. Task Force (TF)  
A temporary grouping of units under one commander, formed for the purpose of carrying out a specific operation or mission. The TF is the highest level of echelonment.
119. Task Group (TG)  
Same as TF, but subordinate to a task force commander. The second highest level of echelonment
120. Task Unit (TU)  
The third level of echelonment in a task organization.
121. Tempo  
The rate or rhythm of activity in relation to enemy activity in tactical/operational engagements and battles.

122. Territorial sea

The territorial sea of a state consists of a belt of water adjacent to the coast of the state and extending up to a maximum distance of 12 nm (nautical miles) to the seaward of the baseline drawn in accordance with international law. It forms part of the sovereign territory of the state's control and jurisdiction.

123. Total Exclusion Zone (TEZ)

Maritime area including parts of the high seas within which a government intends to enforce the exclusion of all ships and aircraft, both military and civilian, of a designated nation or nations, using force if necessary. The British forces enforces a TEZ around the Falkland Islands in the war against Argentina in 1982.

124. Warning order

A preliminary notice of an action or order which is to follow.

125. Withdraw

Disengaging from direct contact with the enemy. Indirect contact can be maintained through, for example, artillery or mortar fire or through reconnaissance.

## **Excerpt from "The Fundamentals of Naval Warfare" (Om sjökriget).**

This excerpt is a translation of pages 89 to 95.

Copyright Page One Publishing AB, all rights reserved.

### **Manoeuvre Warfare**

In its modern form, the concept of "manoeuvre warfare" has come to be applied on an international basis. The concept, which is directly translated into Swedish, can also constitute one of the fundamental items of the future principles of warfare for the Swedish Armed Forces. Manoeuvre warfare implies that one moves faster than the adversary, both in time and place, thereby achieving advantages. Furthermore, manoeuvre warfare implies that one must act instead of reacting, and, through deception, surprise, initiative, flexibility, depth and coordination, thereby attempting to get the adversary off balance, for example by continuously having a more rapid chain of command.

Many of the principles of manoeuvre warfare have long been used as natural ingredients in naval warfare. What is new is that these principles are being employed even in the planning work carried out by tactical and operational HQs, and, in this way, they influence activities in this field.

### **Soviet Development of Doctrine**

The ambition to obtain access to ports and open seas has characterized Russian security policy through the centuries. Up until WW2, however, first the Czarist Russian and subsequently the Soviet naval forces played a less important role in the nation's security policy. This changed when the Soviet Union enlarged its navy after WW2. In 1990, it had the world's largest navy and, through this, it constituted a serious threat to US dominance. This is a remarkable fact, as the Soviet Union was really not a maritime nation. In the Soviet Union, the navy was ranked in fifth place within the defence forces, after the missile forces, the Army, the Air Defence and the Air Force.

According to Admiral Gorshkov, the Commander-in-Chief of the Soviet Navy from 1965 to 1985, the reasons for the expansion of the navy were:

- defence of the homeland
- the possibility of counter-attacking an aggressor over the seas, and
- advantages for science and economy and for the Soviet allies

Another reason that can be added is the fact that the Navy played a less important part during WW2, partly because the Baltic Fleet was trapped in the Gulf of Finland. Another, and more important reason, was that the Soviet Union from the fifties became a superpower with an interest in surveillance far outside its own territory. The Cold War and the envisaged threat of US carrier groups increased the need for a strong navy.

In the former Soviet Union, and previously also in Russia, there has been a debate about what this navy should look like; debaters were called traditionalists and modernists, respectively. The former wanted an ocean-going fleet, the latter a light navy concentrating on coastal defence. After WW2, the result has been a compromise, or, rather, a combination of the two. Due to geographical circumstances, the Navy was divided into four fleets and one flotilla with scant possibilities of supporting each other. These were, and to some extent still are: the Northern Fleet (in the Arctic Ocean), the Baltic Fleet, the Black Sea Fleet, the Pacific Fleet and the Caspian Sea Flotilla. Out of these, it is the Northern and Pacific Fleets that have the most open communication with the oceans. Base areas and port capacity in the Baltic is an important asset which today, however, has been reduced after the withdrawal from the Baltic States. Furthermore, the Baltic Fleet and the armed forces in the Baltic region constituted an important item of protection for the cardinal areas of Leningrad and Moscow. Russia's present position in the Baltic region is reminiscent of the situation after WW1.

In the period after WW2, the direction was changed as regards the various main tasks and the development of doctrine as the technical development and strategic situation changed. Initially, one had a more defensive posture in challenging the opponent's maritime supremacy in the immediate surroundings of the Soviet Union. With increased strength and possibilities, ambitions grew to engage prospective US reinforcement convoys, chiefly en route to Western Europe.

The tasks of the Soviet Navy were:

- to defend Soviet territory against an attack from the sea, including attacks with nuclear missiles from enemy submarines,
- the readiness to attack enemy territory with nuclear weapons from own submarines,
- to protect one's own strategic submarine fleet
- to protect the flanks of the Red Army, among other things through amphibious operations, which were probably prioritized assignments for the Baltic and Black Sea Fleets,
- to attack the enemy's lanes of sea communications and protect one's own.

It is an open question as to whether or not Russia can hold this Soviet heritage in trust . Today, Russian doctrine development seems to be directed towards prioritizing the Northern Fleet and towards safeguarding the second-strike capability of the strategic submarines. Assessments as to landing operations vary, but a major exercise carried out in the late Summer of 1995 shows that the tactical ability for landing operations is in part still prevalent, at the same time as rapid reaction forces within the Russian naval forces are being developed with a seaborne and airborne landing capability.

Russia's technological capacity and ability should not be underestimated in spite of great economic problems. At the same time, Russia's trade and shipping as regards exports and imports in the Baltic are an important prerequisite for the nation's economic development.

### **Development of Doctrine in the United States**

The US Navy, which was the world's largest at the end of WW2, reduced its personnel strength from close to four million to just under half a million from 1945 to 1947. During the Korean war at the beginning of the fifties, it started to grow again.

As the world's dominating super-power, the US needed its navy in order to maintain a military presence and to transport reinforcements to trouble spots. In Korea and Vietnam, there were no direct naval battles, but the Navy constituted an important prerequisite for the presence of other armed services. In addition, in Korea, the US coastal invasion at Inchon in 1950 turned the whole tide of the war. In both wars several incidents of coastal bombardment occurred from aircraft and air support from aircraft carriers played an important role in ground combat.

During the sixties, the major part of the Navy's 900 ships became relatively obsolete, with the exception of the newly-built nuclear carriers and the fleet of nuclear submarines. During this period, the main tasks of the Navy were as follows:

- strategic deterrence
- maritime control
- power projection
- maritime presence

Since WW2, aircraft carriers have been the backbone of the Navy. From time to time their existence has been questioned, among other periods during the seventies. At the same time, there was a demand for the ability of the Navy to handle low-intensity conflicts. Apart from the US Navy, the US Marine Corps has been an important component in the ability of the US to exert power projection and the ability to show an early presence during a crisis.

The relative downsizing of US armed forces after the Vietnam War was discontinued during the eighties by a rearmament programme. It was desired to have a navy with, among other things, the ability to operate in the Norwegian Sea in order to threaten Russian bases in the Kola Peninsula and to attack Soviet submarines. The programme became known as the Six-hundred-Ship Navy and also included a concentration on amphibious vessels. Simultaneously, the US launched its Forward Maritime Strategy which included an increased presence and a more aggressive posture on the seven seas. Examples of the Navy's ability to handle crisis situations during this period are: Grenada, Lebanon, Libya and all the incidents in the Persian Gulf during the war between Iran and Iraq.

With the termination of the Cold War and the fall of the Soviet Union, today's US Navy is faced with a new security-political situation. In 1990 a new strategy was launched implying a shift from a focus on global threats towards regional ones. The strategy resulted in a new doctrine in 1992: From the Sea.

The intention is to fulfil the task of a 25-per cent reduction in relation to the organization of 1992. The doctrine implies a re-orientation from warfare at sea to warfare at sea with a concentration on regional conflicts. The doctrine is based on carrier forces, pre-positioned stockpiles and units of the US Marine Corps.

A new item is the view on joint operations. Units from different armed services are to be able to supplement each other to a higher degree. The naval capability is to render it possible to seize and control, from the sea, bridge-heads, ports and air bases via in-shore areas, in order to safeguard the influx of army and air force units.

The operational possibilities prioritized by the Navy are strategic deterrence, strategic maritime transports, local superiority, power projection, command/control and surveillance, plus endurance. In order to increase the integration between the Navy and the US Marine Corps, a special Naval Doctrine Command has been established.

The main tasks of the Navy, as established in 1994, are:

- strategic deterrence
- advanced presence
- readiness for early commitment in a war or crisis
- the ability to mobilize reserve forces for fighting a global war
- the ability to carry out humanitarian aid efforts
- the ability to participate in measures against international drug traffic

All in all, the new doctrine implies an increased integration between the armed services and an increased concentration on warfare in coastal areas. The advanced presence, however, has been regarded as coming in the background in From the Sea, which is why the current designation has come to be: Forward - From the Sea. The basis of this presence will be formed by marine expeditionary forces. These are composed of specially tailored units for current assignments. With the US withdrawing from permanent bases in several parts of the world, the importance of "naval presence" in distant places will increase. The advanced presence in different parts of the world will continue, only it will become a more flexible presence.

### **Multinational Maritime Operations (MMOs)**

In connection with the Thirteenth International Sea Power Symposium in Newport, USA. in 1995, a draft for a multinational doctrine for maritime operations was presented. The background of this document has been the fact that, during the regular summit meetings between the commanders of the world's navies hosted by the US, a need has become apparent for a document that could facilitate the planning and interoperability of multinational maritime operations. The document, which has been initiated by the US, is to be able to be used both during bilateral lesser operations and during PFP (Partnership for Peace) exercises, plus also real embargo operations.

In recent years, the risk of regional conflicts has increased. Different nations are currently showing a greater interest in participating in multinational operations, rather than in one-sided national ones, and this is often carried out on an ad hoc basis. This publication, which deals with an operational, not strategic, level offers a proposal for a doctrine for the benefit of national and multinational force commanders and their HQs. The purpose is to facilitate the implementation of operations with a common doctrine functioning jointly between different alliances and other structures. It presents an assortment of basic principles differentiated through experiences. They are to be seen as a guideline and require an assessment for employment in each specific situation.

Among other items, this draft for an international doctrine describes the planning principles of operations, command/control, character and termination. This emerging doctrine may come to have a decisive influence even on national maritime doctrines. MMOs demand agreements at government level, a unified opinion on principles for command/control and a synchronization between different rules of engagement (ROEs). These can vary from nation to nation, but must be known and understood by all participating forces.

The developments of technology and doctrine are mutually connected: technological development often influences the development of doctrine, but it can also be the other way round.

Assessments in security policy and different perceptions of threat scenarios are other factors that guide the development of doctrine.

The only clear conclusion that can be drawn from history and from changes in threat scenario and doctrine is the fact that they change and are difficult to predict. However, something that does not have to be predicted is the fact that the sea is the greatest and most economical of all routes of transport.





# **Survival Language Skills For Peace Keeping Operations**

**Maj. Alan Cardy**

**BILC Conference, United Kingdom ,June, 1998**

**A paper by Major Alan Cardy based on research started in 1993 in response to Britain's increasing commitment to operations overseas and the perceived requirement for a more systematic approach to operational language training.**

## **SUMMARY**

### **1. BACKGROUND**

**- the context and purpose of the study.**

### **2. OVERVIEW OF THE RESEARCH**

**- focusing on syllabus design and language learning packages.**

### **3. NEEDS ANALYSIS SURVEY AND RESULTS**

**- showing how the survey was conducted and issues arising from survey.**

### **4. SYLLABUS DEVELOPMENT**

**- developing the results of the survey into a syllabus.**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

**- proposing the way forward for implementing the full learning package.**

**- The syllabus with aims and objectives developed from a full needs analysis.**

### **6. LEARNING PACKAGE**

**- The consequent learning package transferable to the teaching and learning of any target language.**

## SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS

1.1. Context. Today, our military forces often have to operate in a multinational/multilingual environment. Despite the fact that English is widely spoken and understood, it is most unwise to assume that we will be able to communicate effectively with the local population, our enemies or even our allies wherever we are deployed on military operations. Indeed the scope of an operation may span several languages especially when, for example, refugees with different linguistic backgrounds are involved, or when we operate within multi-national organisations such as NATO and the UN. To be successful in operations today and in the future, there is therefore, an increasing rather than decreasing requirement for military personnel to communicate in a foreign language.

1.2. Changing role. Like some of her allies, Britain's Armed Forces have reduced in number as a result of changes in the Soviet state and Warsaw Pact. However, our overseas role has become less clear cut and more unpredictable as events in Europe have shown. It is now more likely that British forces will be deployed in the future with multi-national coalitions to carry out UN resolutions or directives in peace support operations. Even within NATO our role has changed from a fairly static defence force to a more mobile rapid reaction force able to move at short notice to anywhere in the world. The United Nations (UN) is the focus for multinational peace-keeping operations which have expanded in size, scope and complexity. Today 70,000 blue berets from 70 nations serve 20 UN Missions with

annual costs exceeding US\$3 Billion. The trend is clear. NATO members have been among the major contributors to operations involving UN forces in Peace Support Operations in FRY, Rwanda, Lebanon, Cambodia, Cyprus, Somalia and Iraq.

1.3. Purpose. A capability in the native or target population's language where military operations are, or will be taking place, has always been regarded as important to meet operational and intelligence imperatives. The initiative in operations may be won or lost according to each side's capability to intercept, understand and act on text, transmissions or speech in the target language to gain some advantage over the opposition. This is the field of work normally associated with skilled interpreters and translators. However, for the soldier on the ground it is very important to be able to communicate simply to survive in a potentially hostile environment - a fact which is often overlooked until it is too late. It is clearly not possible to train all soldiers to be interpreters, but it is possible to train a substantial number of soldiers in survival language skills if we can identify the nature and context of those skills and deliver the training in a cost effective manner.

1.4. Information. Moreover, the tide of information or intelligence gathering is changing. The outcome of events on the ground and intelligence passed up the chain of command (HUMINT) can be vital to the success of an operation. International media have the ability to arrive on the scene almost instantaneously as events unfold, and then transmit those incidents live around the world no

matter what the repercussions may be for the people on the ground. It is therefore vital to react and communicate in the right way.

1.5. Language threshold. The degree of language skill necessary may vary from place to place depending both on the local knowledge of English and the extent to which competence of the foreign language is necessary for our Forces to operate effectively. There must, however be a threshold level from which it is possible to make the most basic but vital communication in order to survive.

1.6. Aim. It is the military personnel in direct contact with non-English speakers such as local people, militia-men, refugees, foreign allies or others in the performance of their tasks and duties who require to communicate at a more basic but nevertheless critical level. The aim and challenge then was to design a language training package transferable to any language to train enough key personnel in the essentials to survive in the area of operations. So that was thrust of the study. Dealing first with:

## OVERVIEW OF THE RESEARCH

2.1. Research has not yet uncovered a simple formula to solve this problem, although some work has been carried out in the field of language learning for specific purposes it falls well short of our needs.

2.2. Methodology. The best approach I found to identify the authentic scenarios where survival language skills are required was to apply the following methodology to discover:

1. The purpose for which the learners wish to acquire the target language.
2. The geographical setting in which they will want to use the target language.
3. The socially defined role the learners will assume in the target language, as well as the roles of their interlocutors.
4. The communicative events in which the learners will participate eg: everyday situations, friendly or hostile confrontations.
5. The language functions involved in these events, or what the learner will need to be able to do with or through the language.
6. The notions involved, or what the learner will need to be able to talk about.
7. The skills involved in the language usage - getting the message across.
8. The variety or varieties of the target language that will be needed, and the levels in the spoken and written language which the learners will need to reach.
9. The grammatical content that will be needed.
10. The lexical content that will be needed.

So the subsequent survey was designed to collect data on all these components except the grammatical content. For this I found a very useful non-language-specific grammar check-list which was produced by the Council of Europe and could be used in conjunction with the learning package.

**2.3. Council of Europe.** The concept of this type of needs survey is closely associated with the Council of Europe project (1971) which set out to identify the language needs of migrant workers in Europe. The aim of the Project was to identify more precisely the communication needs of foreign workers and enable them to integrate better into their adopted community and work place. Detailed surveys were planned to take place across member countries but the project suffered from implementation problems because the scale was too large and the workforce too transient. However, the project produced a systematic list of vocabulary and non-language specific grammar; a useful start point for this study.

**2.4. Survival Needs Survey.** Although there are different types of needs analysis, the one we are most concerned with is for "survival" courses. The needs survey had to be very narrowly focused, especially as the time for language training is likely to be short and probably just before deployment when there are many other activities competing for the same period of time. Data was therefore required from personnel who had recently returned from operations in order to get the most realistic and up to date picture as possible. Account was also taken of existing resources such as other "survival" courses produced commercially eg BBC Get by series which are usually based on about 350 words.

**2.5. Teach Yourself courses.** With the growth in the number of people who travel overseas on business or on holidays, there has been a prolific increase in the number of self instruction basic language courses and guide books with language sections which claim to be able to meet the "survival" needs of the

temporary visitor. A good example of a survival needs survey was one containing approximately 120 items only which the authors claim is easily attainable and sufficient for people visiting a country for a month or two. They estimated that this type of "courtesy and necessity" speaking level is attainable in less than 60 hours and offers a likely start point for the military survival syllabus.

2.6. So you can see it is clearly important for syllabus designers to collect sufficient data on which to make decisions. It is also necessary to include a constraints analysis ie those factors which could compromise the effectiveness of the programme if neglected during the course design process e.g. time, resources and availability of teachers. Such considerations cannot be ignored and must form part of the overall needs survey.

### THE NEEDS ANALYSIS SURVEY AND RESULTS

3.1. Moving on to the survey itself, any needs survey is bound to require both quantitative and qualitative data for example: How many learners are there likely to be? What level of communicative competence is required? What are the likely tasks and duties to be performed using the target language? Are there any known common scenarios with which to practice authentic task based activities? How important is cultural awareness? What are the physical and environmental constraints in the target country? My survey was designed to take account of these factors.



**3.2. Target Audience for the survey.** I needed to identify military units which had recently returned from operations overseas and seek authority to carry out the survey. I arranged the units into five groups taking into account their role and tasks:

**Infantry: 1 Cheshire Regiment based at Fallingbostal, Germany.**

**Special Forces: 22 Special Air Service Regiment based at Hereford.**

**Engineers: 35 and 28 Engineer Regiment Royal Engineers based at Hameln, Germany and 22 Engineer Regiment based at Tidworth, Wiltshire.**

**Medical Support: 4 Armoured Field Ambulance based at Minden, Germany and personnel who were based at the Queen Elizabeth Military Hospital, London.**

**Electrical and Mechanical Engineers: 7 Armoured Workshop, Royal**

**Electrical and Mechanical Engineers based at Fallingbostal, Germany.**

**3.3. Although other Arms and Services of the Army have taken part in operations, the unit groupings are representative of the type that are essential in any operational force and are among the first to be deployed. Individuals included infantry soldiers, engineers, a doctor, medical technicians, drivers, vehicle mechanics, a quartermaster, platoon commanders, liaison officers, and commanders on operations in areas as far apart as Latin America, The Far East, The Gulf and especially in FRY.**

#### **3.4. Analysis of the questionnaires - pre-deployment language training.**

Respondents were asked to consider their pre-deployment language training by stating what elements they thought were essential, useful or irrelevant. They were also asked what they found particularly difficult about the course. The most frequent criticism was that there were no simulations based on authentic situations such as checkpoints, dealing with refugees or militia in potentially hostile circumstances. This is not the fault of the course designers who had to make do with the resources available at the time. It does, however, reinforce the case for clear analysis of task and learner needs when designing language courses.

**3.5. All the Essential/Useful components and suggestions have been included in the learning package. Clearly, respondents were motivated by realistic and authentic settings. They want to rehearse those situations as much as possible. There was a clear need for a cultural checklist of do's and don'ts as well as a regional orientation to lifestyles, religious and factional issues. Role play and simulation activities to practise essential functions. Formal grammar teaching needs to be kept to the absolute minimum not only because students have difficulties in responding to a formal lesson approach, but also because of time and the need to focus on practising the essential components for survival.**

3.6. Five different sample groups took part in this survey providing data from recent operations in various parts of the world. It provided the basis for the language content, notions and functions as well as a vocabulary for a survival language course for operations.

#### **SYLLABUS DEVELOPMENT - how the data was translated into syllabus**

4.1. It was important to devise clear parameters for the learner and the teacher with a statement of aims and objectives. Much information was provided from the language needs survey as well as from the experience of the Council of Europe Project. However, syllabus specifications do not alone create teaching programmes or indeed lesson plans. To avoid the danger of a "phrase-book" approach of just learning lists of items by rote it is essential to consider organizing strategies and methodologies, and to take into account constraints and the needs of the learners.

4.2. The syllabus. The syllabus (proto-syllabus) for course design planners is set out in objective terms stating:

**Aim AND Orientation and cultural considerations**

**Language functions**

**Language activities**

**Topic related behaviour**

The teaching syllabus for students and teachers then sets out the 6 teaching units which make up the student handbooks for the course. Each unit contains key words and phrases, conversations, activities and reinforcement. The handbook includes also reference section with additional practical information and guidance. The units cover the following subjects:

Meeting and Greeting

Checkpoints

Travel, Directions and road blocks

Hazards and hostile confrontations

First Aid and other emergencies

Getting supplies

4.4. To sum up so far, the needs survey and questionnaire were designed with consideration for the military task; course planners; the needs of the students and the essential and sometimes forgotten requirement - to give sufficient guidance to the teachers who have to make the course work.

4.5. The teaching syllabus. This is intended to guide teachers and learners. It is not set in concrete and should be subject to change by evaluation, experience, teachers and students as survival for operations is a very fluid setting. In other words the syllabus should be a dynamic instrument for devising language activities, allowing for change and not as an end in itself. The initiative remains

with the teacher to plan the settings, coordinate resources such as authentic material and the activities, and to mastermind the classroom psychology to promote communication in the target language.

**4.6. Methods of assessment.** No syllabus is complete without methods of assessment and evaluation in place. First, assessment covers a wide range of activities whereby aspects of learning are measured against set criteria or standards. Assessment focuses on the learner so for this type of course it should be as informal as possible. Moreover, the aim of the course provides a high incentive to do well, survival is a good motivator! Nevertheless, it is vital for students to know how they are doing and feedback is the key. Teachers should provide plenty of verbal feedback on all activities and try to give positive encouragement at all times. Students should also be able to assess themselves through self-checking on flash cards for vocabulary and in the many role play activities. The degree of formal assessment should be kept to a minimum. Certainly, students must not be "failed" on a survival language course just before they embark on potentially life threatening operations!

**4.7.** Language teachers should practise continuous informal assessment but in order to carry forward the momentum of the course to the final day, a series of task based assessment role plays should be carried out. These should be based on the settings in the six units with criteria according to the syllabus objectives.

Students should be able to carry out those communicative functions through role play. The example I am about to show you is one which would feature near the end of the course. Clearly, simpler task based assessments should be used earlier on to help the student develop his/her coping skills i.e. asking for a slower repetition, para-phrasing etc.

#### 4.8. Example of a Role play assessment

**Student role:**

**Situation:** You are at the front of an armed convoy taking food and medicine to Vastov. You have authority to pass all check points and only have to stop and identify yourself when asked. You are stopped at a checkpoint: SLIDE 8

**Task:** To get through the check point with minimum fuss and to avoid conflict.

Exchange greetings

Say who you are and where you are going

Ask if there are any dangers on the road

Send report to base (i.e. your instructor) on current situation

**Instructor role: as check point guard**

Halt convoy and exchange greetings

Ask what is inside the vehicles

Say there are mines and snipers 10 kms ahead

Suggest other route with directions

as base commander-----Ask for report on current situation (in English).

The student will be expected to communicate at the slow end of normal speech-rate with frequent errors in pronunciation and grammar and a good deal of paraphrasing. The aim is to communicate factual content not grammatical accuracy. Use of language tools such as pocket dictionaries and recognition cards are acceptable within reason, but should not be relied on for more than a few words.

**4.9. Evaluation.** Lets turn to evaluation. This process is very important. Evaluation should be an open on-going process mainly for two reasons: First, accountability, in order to demonstrate quality; the second is for development, in order to improve quality. Evaluation is not something that should happen only at the end of a programme. It should be part of the activity, not as an after-thought and should involve staff and students. Planning evaluation is therefore part of the course design process and needs a sharp focus.

**4.10. Evaluation by students.** The needs of the student are a vital part of the process. After all, it is their "survival" which is at stake. The needs analysis conducted on personnel returning from operations produced a communicative syllabus based on real operational needs. We must now go further and consider student needs when they arrive and during the course. To this end, time must be allowed for students to discuss learning styles, needs according to their specialism and views on methodology. The following questions would help to address this issue:

1. What do you hope to achieve from this course (pre-course)?

2. What aspects of the course do you think are:

Useful?/Irrelevant?.....

3. What do you find:

Easy?/Difficult?.....

You liked?/You disliked?.....

4. After completing each Unit make a comment good and/or bad about that unit:

Unit One Two Three Four Five Six.....

5. Post-course. Look back at your answer to question one and comment.....

**4.11. Evaluation by staff. The instructors have the task of making the course work so it is vital that they share in evaluation. The use of resources, methodology, schemes of work, audio-visual aids (video, cassettes, language laboratory, CALL, authentic materials etc) lies almost entirely in their hands. It is important to share ideas, observe and be able to discuss different approaches. Staff training is a key issue especially for new courses. As a first step for evaluation, they should answer the same questions as the students and use them as an agenda for a staff discussion. This, together with the student responses will provide useful information for judgements to be made. We have found that the best combination of teaching staff is military instructors and civilian native language speakers**



because they offer the key military experience and knowledge together with authentic language usage.

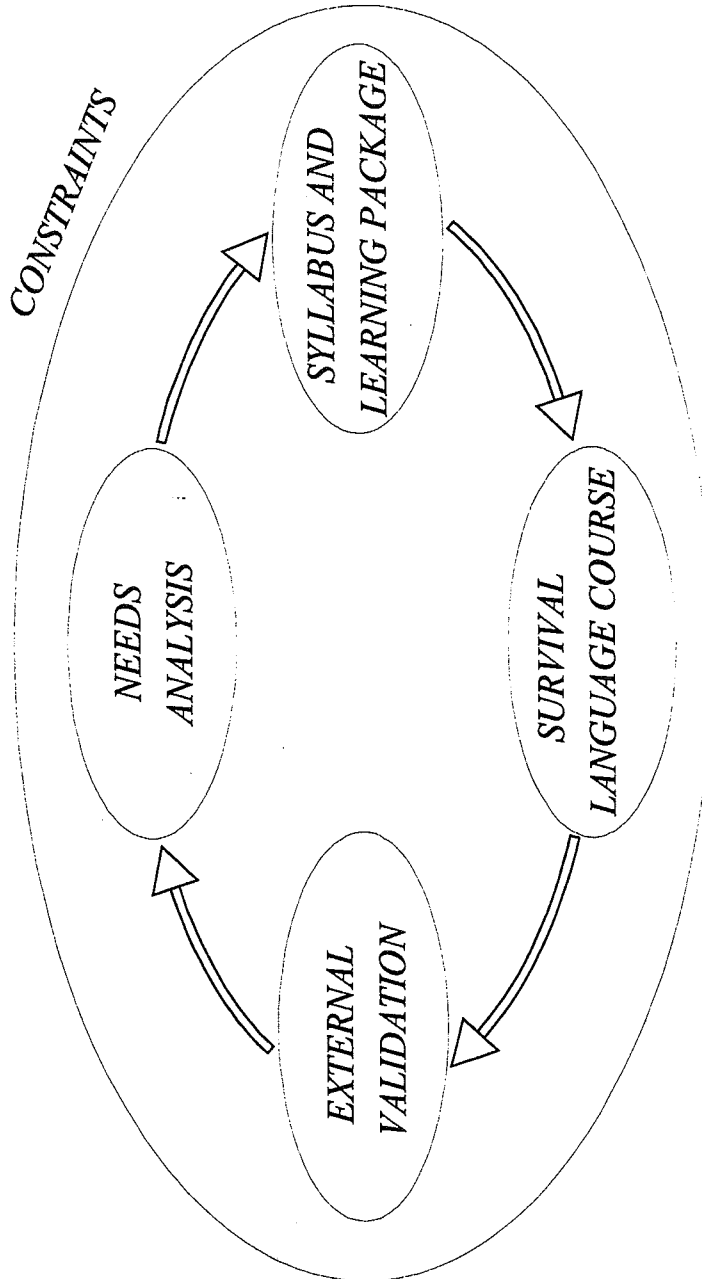
**4.12. External validation.** This means to what extent has the training met the operational requirement. Information should be available from the employing officers of personnel who have attended a course and are actively involved on operations. This should include aspects of former students' actual performance skills and their attitude to target language use. Former students and employers should be asked for their perceptions of the course in the light of experience and changing circumstances and needs. This type of information or external validation contributes to evaluation and ensures that the course remains up to date. Questionnaires, interviews and observation are the best method of collecting the data.

## **CONCLUSIONS AND RECOMMENDATIONS**

**5.1.** To sum up, the aim of this study was to produce a syllabus and learning package for survival military language training for operations that could be transferred into any target language.

**5.2. Summary - The package so far.** The outcome of the research review provided a strategy for needs analysis and syllabus design. The Needs Analysis produced many different language settings, notions, functions and situations in which individuals had a real need for a survival language skill. The most common

# **SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**



features and components of this were combined to design a syllabus and learning package with guidance for instructors and students. The focus of the package is the emphasis on students' needs and ways in which the instructor can facilitate learning with authentic material and communicative activities. Assessment and evaluation are key components in the design of the course. While assessment should be as informal as possible in the context of this study, it is nevertheless very important that students have feedback, the ability to self-check their progress and to carry out task-based assessment activities. This is important for motivation, confidence and generating the right atmosphere for language learning. I have also pointed out methods of evaluation which should be built in to the course from the start with staff and students involved in the process.

5.3. The emphasis all along has been on recent operations. This study attempted to analyze a current situation and make judgements on likely future roles and tasks. Experience has taught us to expect the unexpected so this course cannot claim to cater for everyone's needs in every operational situation. This is why it is so important to ensure the course is kept up to date with operational requirements through a formal system of external validation. Such a systematic approach is vital for authentic operational language training. The contents of the package need to be translated into whichever target language is required. Each language has its own cultural biases which effect how people communicate. The treatment of grammar is another issue that will need addressing. Certain

languages may require a different focus on grammar, word order and structures. Other languages may require use of transliteration or the use of phonetics if they use a different script, alphabet or even different sounds. Time is therefore an important factor in planning the preparation of such a course.

**5.4. British Army Language Training policy now recognises that the operational requirement must underpin all language training. A systematic approach is the only way to ensure effective training takes place.**

## References and bibliography

- Axtell, RE. (1990). *Do's and Taboos around the World*. New York: Parker Pen Company.
- HMI, (1987). *Modern foreign languages to 16*. Curriculum Matters 8. HMSO.
- Mackay, R. and Palmer, J (eds) (1981). *Languages for Specific Purposes*. Rowley, Mass: Newbury House.
- Munby, J. (1978). *Communicative Syllabus Design*. London: CUP.
- Nation, P. and Crabbe, D. (1991). *A Survival Language Learning Syllabus for Foreign Travel*. System Vol 19, No 3 pp 191-201.
- Richterich, R. (ed) (1983). *Case Studies in Identifying Language Needs*. Oxford: Pergamon Press.
- Richterich, R. and Chancerel, J-L. (1980). *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Pergamon Press.
- Riddell, PG. (1991). *Analyzing Student Needs in Designing Specific-Purposes Language Syllabuses*. Language Learning Journal March 1991 No 3.
- Schutz, N. and Derwing, B. (1981). *The Problems of Needs Assessment in English for Specific Purposes*. In Mackay and Palmer, eds (1981) pp. 29-44.
- Trim, JLM. (1978). *Developing a Unit/Credit Scheme of Adult Language Learning*. Oxford: Pergamon Press.
- Trim, JLM., Richterich, R., van Ek, J. and Wilkins, D. (1973). *Systems Development in Adult Language Learning*. Strasbourg: Council of Europe.

Van Ek, JA. (1977). **The Threshold Level for Modern Language Learning in Schools.** Harlow: Longman.

Yalden, J. (1987). **The Communicative Syllabus Evolution, Design and Implementation.** Hemel Hempstead: Prentice Hall.

Yalden, J. (1987). **Principles of Course Design for Language Teaching.** London: CUP.

**Language Courses/ guides:**

**Poland - the Rough Guide.**

**Greek in a Week.**

**Fodor's Russia, the Republics and the Baltics.**

**Berlitz Greek for Travellers.**

**Teach Yourself Russian.**

**Essential Bulgaria.**

**Baedeker's Austria.**

**Military introduction courses to German, Arabic and Serbocroat.**

**Bibliography**

**Freudenstein, R., Beneke, J., and Ponisch, H. (1981). Language Incorporated Teaching Foreign Languages For Industry. Oxford: Pergamon Press.**

**Hagen, S. (ed) (1988). Languages in British Business - An Analysis of Current Needs. Newcastle upon Tyne Polytechnic Products Ltd.**

**Stevens, A. (ed) (1991). Languages for the World of Work. London: Centre for Information on language Teaching and Research.**

**Van Hest, E. and Oud-de Glas, M. (1991). A Survey of the Techniques used in the  
Diagnosis and Analysis of Foreign Language Needs in Trade and Industry.**

**Luxembourg: EEC.**

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

Major Alan Cardy

Officer Commanding  
European Languages Wing  
Defence School of Languages

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*BACKGROUND  
OVERVIEW OF THE RESEARCH  
NEEDS ANALYSIS SURVEY AND RESULTS  
SYLLABUS DEVELOPMENT  
CONCLUSIONS AND RECOMMENDATIONS*

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*METHODOLOGY*

*Purpose  
Setting  
Socially defined role  
Communicative events  
Language functions  
Notions  
Skills  
Variety or varieties of the target language  
Grammatical content  
Lexical content*

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*MILITARY UNITS*

*Infantry : 1 Cheshire Regiment  
Special Forces : 22 Special Air Service Regiment  
Engineers : 35, 28 and 22 Engineer Regiments  
Medical Support : 4 Armoured Field Ambulance  
Electrical and Mechanical Engineers : 7 Armoured  
Workshop*

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*"There were no simulations based on authentic situations such as checkpoints, refugees, or militia in hostile circumstances."*

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*THE SYLLABUS*

*Aim  
Orientation and cultural considerations  
Language functions  
Language activities  
Topic related behaviour*



**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*TEACHING UNITS*

*Meeting and greeting*  
*Checkpoints*  
*Travel, directions and road blocks*  
*Hazards and hostile confrontations*  
*First Aid and other emergencies*  
*Getting supplies*

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*ROLE PLAY ASSESSMENT*

*Student role :*

*Task :* To get through the check point with minimum of fuss and to avoid conflict  
*Exchange greetings*  
*Say who you are and where you are going*  
*Ask if there are any dangers on the road*  
*Send report to base*

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

*ROLE PLAY ASSESSMENT*

*Instructor role :*

*Task :* Halt convoy and exchange greetings  
*Ask what is inside the vehicles*  
*Say there are mines and snipers 10km ahead*  
*Suggest other route with directions*

*As base commander*  
*Ask for report on current situation (in English)*

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**

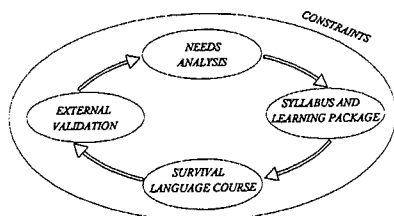
*EVALUATION BY STUDENTS*

*Pre-course* What do you hope to achieve from this course ?

*During* What aspects of the course do you think are : Useful/Irrelevant.  
What do you find : Easy/Difficult/You liked/You disliked.  
After completing each Unit make a comment good and/or bad about that unit.

*Post-course* Look back at your answer to question one and comment

**SURVIVAL LANGUAGE SKILLS FOR MILITARY OPERATIONS**



**Italian Army Language School**

case study

***Training a Brigade for operations in Bosnia***

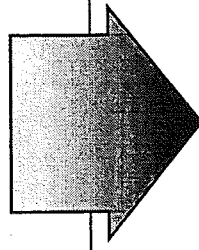
by

**Brigadier General Raffaello Graziani**

## IT AR LANGSCHOOL

has 3 functions:

- teach in the school
- Army Language certification authority
- Army language training coord. and control authority



*Late 97: Army Staff tasked LANGSCHOOL to train  
units assigned to Bosnia*

**First Unit to be trained : “Friuli” Airmobile Brigade**

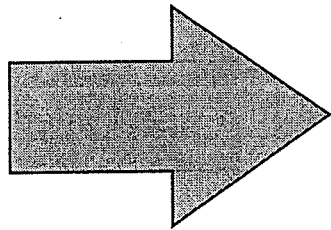
Bde HQs, CS and CSS BTNs, Arty RGT and an INF RGT:  
**in Bologna** (or close to it)

an INF RGT in Forlì (~kms 60)

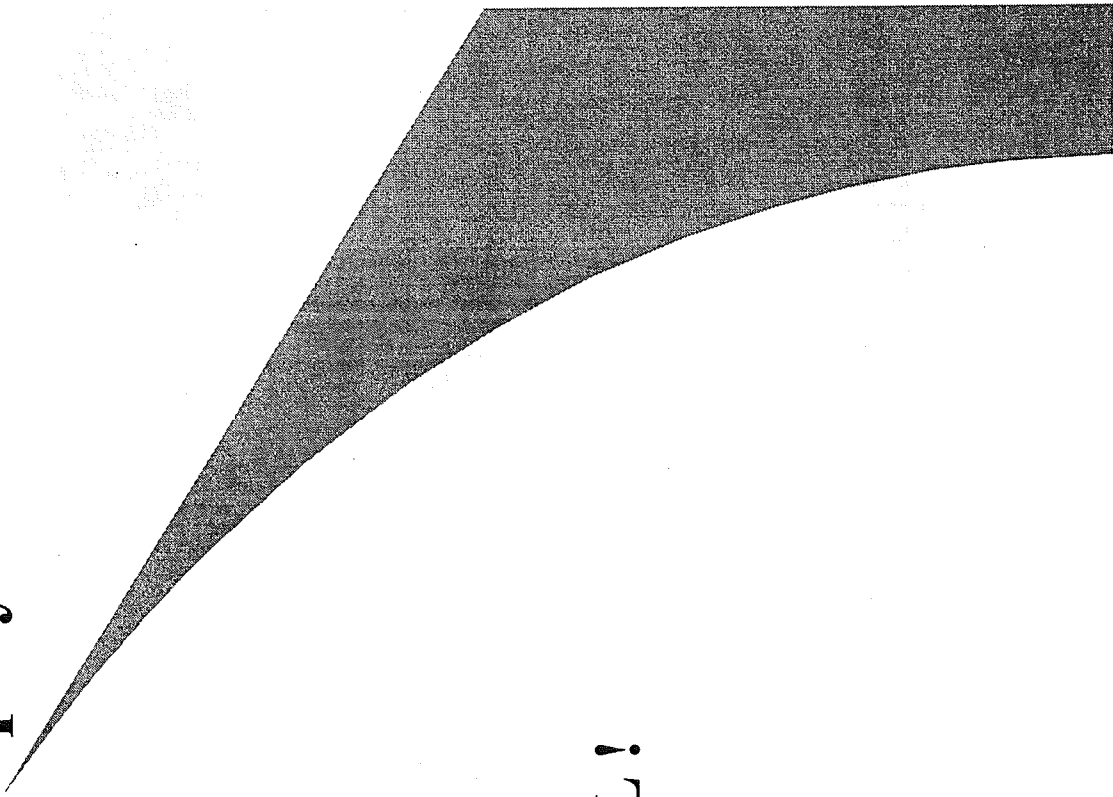
CAV. RGT: in Grosseto (~ kms 300)

TANK RGT: in Ozzano (~kms 50)

**No clear ideas  
as to what units would be deployed**



**DECISION:  
TRAIN THEM ALL!**

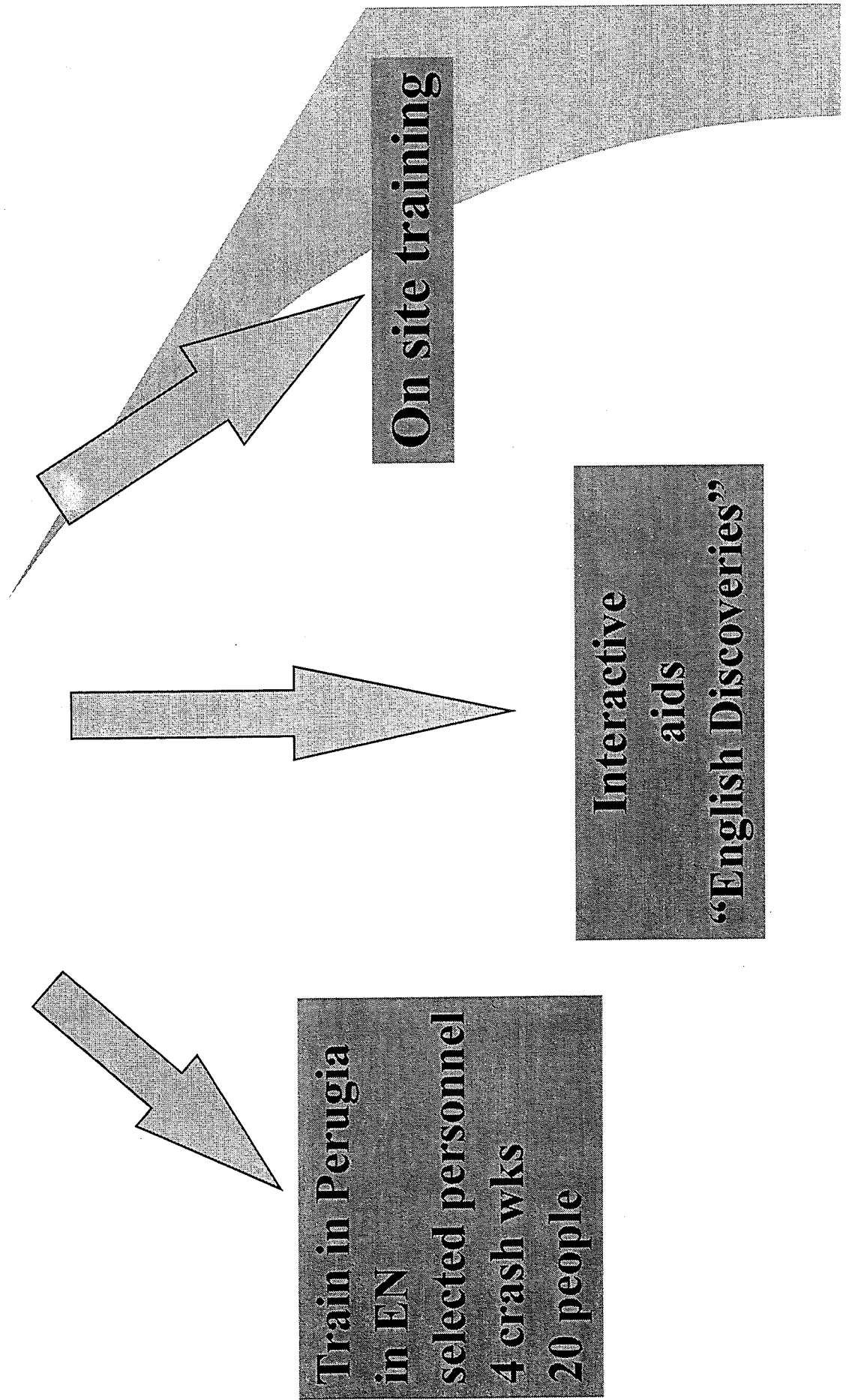


**TIME AVAILABLE**

1. Brigade to deploy end of March 1998
  2. first meeting 19 Nov. 97
  3. 2nd mtg for course organization: 10 Dec. 97
- 

**JUST 3 MONTHS AVAILABLE !!!**

# 3 TNG. "DIRECTIONS"



**TRAINING IN PERUGIA**  
at the School

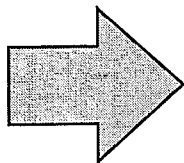
**INITIALLY:**

**2 groups of key personnel (20) for English:**  
**each group 4 weeks (44 teaching periods per wk**  
**and 2 wks at School,**  
**2 wks back to Bde,**  
**2 wks at School)**



**TRAINING IN PERUGIA**  
at the School

Following Bde Cdr RECCCE to Bosnia:  
**FRENCH language urgent requirement**



**10 additional students (1 Off. 9 EM)**

**4 high intensity weeks**

... meanwhile ...

an interesting experience:

**EN and SerboCroatian for Special Forces:**

4 weeks, high intensity,  
just listening and speaking

good results !

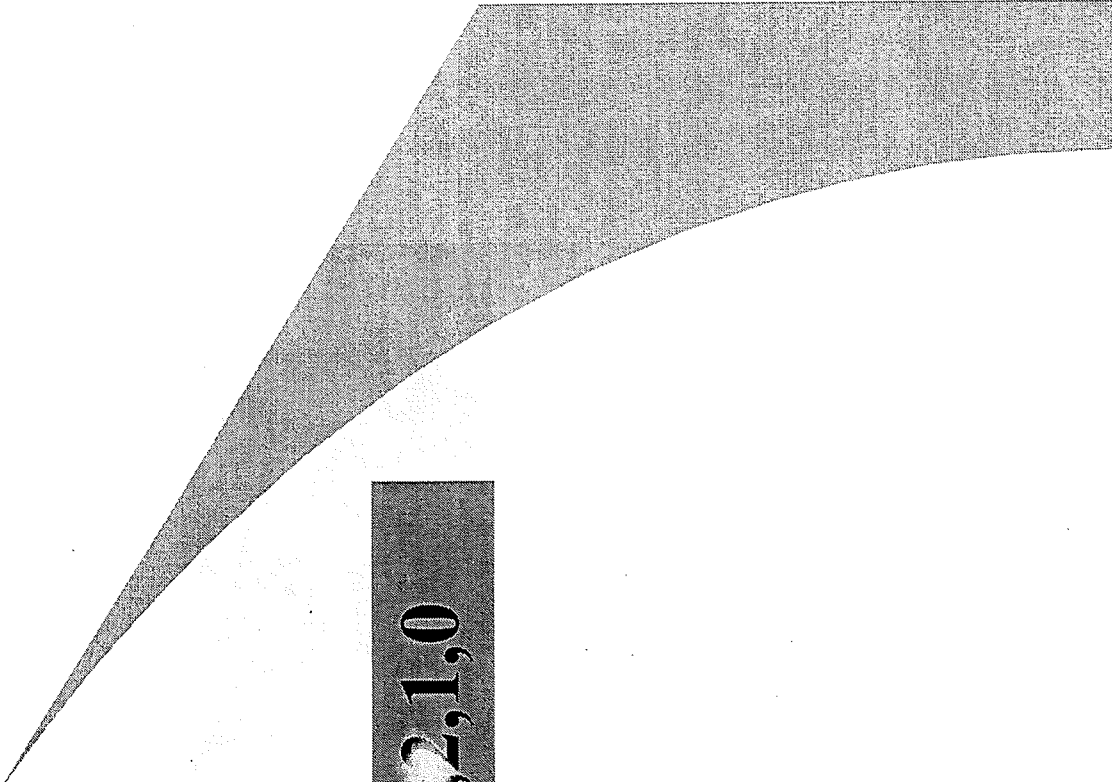
---

could not apply to “Friuli” Bde - Being applied to the replacing Bde

# RESULTS of Training at School

ENGLISH: ~ 50%: SLP 3,3,2, 1  
~ 50%: “ 2,2,1,0

FRENCH: SLP 3,2,1,0



# **Lessons learned**

**(training at School)**

**English, French:  
4 high intensity weeks sufficient for  
communication capability increase  
(age: a key factor)**

**Serbo Croatian:  
6 high intensity weeks  
are the ideal solution  
(currently applied to replacement Brigade)**

# **Lessons learned**

**(training at School)**

**Exploring possibility to prepare**

**high intensity modules**

**for language training**

**e.g.: Arabic in 12 (?) weeks**

**INTERACTIVE AIDS  
“ENGLISH DISCOVERIES”  
(11 CD ROMs)**

**Installed in Bde HQs and in all RGTs**

**Could NOT carry out extensive C.A.L.L. tutoring**

**Bde took along its CD ROMs also to Bosnia (currently using/studying as much as possible)**

# **Interactive aids: Lessons Learned**

- 1) Initial esitation in some regiments**
- 2) Hardware suitability**
- 3) More tutoring required (manpower)**
- 4) For other languages: no products  
assuring fun while learning**

**On site Lang. Tng.: Initial testing  
Throughout Dec. 97 - Jan. 98**

**Some 900 personnel tested on site  
by LANGSCHOOL testing teams**

**Goal : to know language capabilities**

**It allowed to form classes of homogeneous level  
for on site language training**



# **On site language training**

**English only**

**VERY difficult to find QUALIFIED teachers**

**Part time courses → decrease in number of students**

**Poor student performance**

**Difficult monitoring**

# **On site training: Lessons Learned**

## **Best solution:**

- 1) turn to the market**
- 2) pick up best language school in area  
(and most convenient)**
- 3) give them guidance**
- 4) contract on site**
- 5) control and monitor**
- 6) final exam: Army LANGSCHOOL concern  
(also a tool to validate contractor's performance)**



# Questions ?

---

**(... hope we've the answers!)**

HELLENIC NAVY  
Language School  
Palaskas Training Centre  
Skaramagas

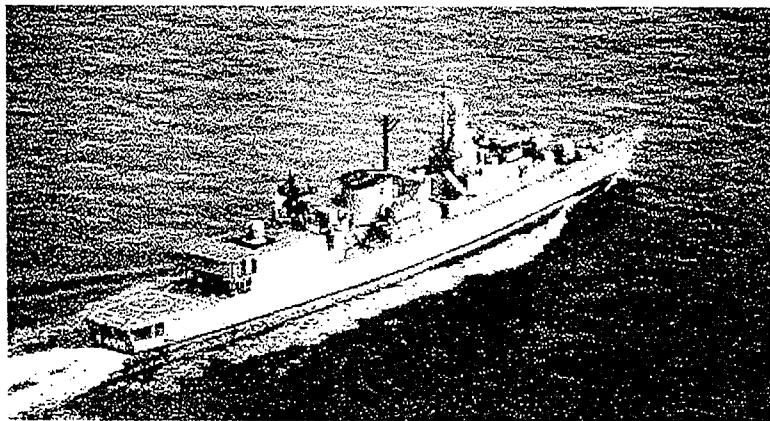
**ILIAS PAPADOPOULOS**

Teacher of English as a foreign language

Examiner of officers,  
non-commissioned officers and civil servants of the Hellenic Navy.  
National representative of the Hellenic Navy at the BILC conferences.

Presentation on

“ Greece’s co-operation in all those activities that contribute to the  
common good of humanity ”.



I am much honoured by the BILC invitation to address this distinguished gathering today and I am deeply indebted to our hosts for their hospitality and for the opportunity to visit this beautiful place.

At the dawn of the 21<sup>st</sup> century a new era is emerging wherein the world must grope for a new international order. The new century will be a period where brighter hopes for realizing a more peaceful and affluent world will exist side by side with the risk of confusion resulting from a vacuum of an international order. In this century, Greece, situated in an area where ideological, religious, political and economic currents have met and clashed, will actively participate in concerted international efforts to create a new international order where such risks will be overcome and hopes for the future will be realized.

In my country, as elsewhere, the political discourse reflects hope as well as uncertainty regarding fundamental issues, some of which I will now try to examine.

Let me start with the European Monetary Union, which is a triumph of political will and a technical feat of remarkable ingenuity. A decades - long vision has become reality with the formal nomination of 11 countries to join Europe's monetary Union embracing 290 million Europeans in a single market with the same money, the Euro. Nothing of this scale has been attempted in the history of international finance. As most experts say, Europe will gain the economic - and ultimately political - dynamism it long has lacked. The Euro, it is hoped, will allow Europe to achieve global - power status commensurate with its demographic industrial and creative powers. The movement towards a single currency is, in many ways, the most revolutionary towards a united Europe since the founding of the European Community in the 1950's.

Then let me proceed to the field of international economics. To cope with a world of transition where economic problems occupy more than ever a central place in the world political agenda, a greater degree of collaboration in international affairs and a wider vision are necessary. The integration of the world economy has made necessary the shaping of new policies that would respond to the increasing degree of interdependence of national economies. Such new policies should take into serious consideration the ongoing changes in Central and Eastern Europe, so that the decisions to be made on economic issues could satisfy the demands and help solve the problems of the countries in the region.

Moreover, international economic cooperation is considered essential for the elimination of trade obstacles, for increased market efficiency, for the encouragement of the respective national economic policies and for the prevention of distortions in the trade flow, as well as in the transfers of technology and financial resources.

It should also take into account the inequalities witnessed in the economic development of the various countries, their respective national policies as well as the

international economic environment. Only then will the rewards of higher economic growth pay off for hundreds of millions of people around the world whose lives continue to be blighted by poverty.

But how is the world shaped nowadays?

Eastern Europe is beginning to see macroeconomic stability. In Latin America, a decade of structural reforms is now paying handsome dividends. A number of countries in sub-Saharan Africa show great economic promise. And South Asia, the world's second - fastest - growing region, has the potential to become the next economic "miracle".

This progress reflects a consensus that has emerged among developing countries and international donors that "development" must embrace more than just higher wages or national income. It must also include social improvements such as better health and education, environmental sustainability and greater democratic engagement by people and governments at the local and national levels.

Yet the goals we can set for the 21<sup>st</sup> century should be in line with what we have already accomplished in the 20<sup>th</sup> century. In 1960s people born in developing countries could expect to live for 50 years. Today that figure is 65 and in the developed countries people live an average of 77 years. Over this same period infant and child mortality rates have been cut in half. Primary school education has become universal in many countries. The gap between male and female educational enrollments has narrowed almost everywhere. Although rising average incomes were essential to this social progress, increased knowledge and more progressive social practices also contributed to it.

Scientific and technical cooperation is an essential precondition of progress these days. But this cooperation can only thrive on the basis of political stability and military security. Our vision of a Europe whole and free and of a more secure and cooperative international order, is a realistic possibility. Yet the ambivalence of an era of enormous change - with its opportunities and risks - means that we can achieve our goals only if we are united and determined.

The most important vehicles for this collective enterprise are the Atlantic Alliance and the European Union. They can play an increasingly important role in the following areas :

- first, In the reshaping of East - West relations
- second, In the construction of a new European security architecture
- third, In steering the arms control - process
- fourth, In maintaining a healthy transatlantic relationship

In all these areas we can and must strive to ensure the development, discussion and formulation of a coordinated approach. We must understand that the key to European and global survival is to be found in a prudent synthesis between stability and change and revolution and reform. In a world which appears to be thoroughly in flux, we must look for points of reference which will help us shape the new regional and global order which is bound to replace the post-world War II structures of bipolarity.

This new international order that we seek must be one that strives :

- to ensure peace and security
- to respect freedom and democracy
- to guarantee world prosperity through open market economies;
- to preserve an environment in which all people can lead rewarding lives; and
- to create stable international relations founded upon dialogue and cooperation.

Bearing all these in mind, Greece has set up a foreign policy based not only on immutable values, such as respect of international law and human rights, but also on an active participation, through international cooperation, in the creation of new orders for a freer, richer, and a more peaceful, humane world.

Another field that calls for international cooperation is narcotics. The dramatic increase in drug abuse and in the illicit production and trafficking in narcotics constitutes the most serious social issue confronting the international community. The problem facing us today is not confined to the frameworks of drugs or money-laundering. It is linked with violence and in particular with terrorism and illegal arms trade. National measures alone cannot contain this threat. Only concerted international action can deal effectively with the drug problem in all its aspects.

Following the East-West rapprochement and the favourable conditions that have emerged in international relations, we believe the moment has come to reinforce and consolidate some institutions of International Law, especially those referring to the peaceful settlement of disputes and the jurisdiction of the International Court of Justice. My Country has always attached great importance to the obligation for peaceful settlement of disputes and has positively contributed to all efforts aimed at its strengthening.

As far as the United Nation Organization is concerned, I wish to underline that this organization has a crucial mission to accomplish which relates not only to the maintenance of world peace and security, but, also to the protection of human dignity. My country strongly believes that any crisis in international relations can be overcome only if we intensify our co-operation and direct our efforts towards implementing and reactivating all the provisions of the Charter and in particular those

which have remained dead letter so far. We believe that, in so doing, fruitful results will be reached and thus the authority and prestige of the U.N. will be enhanced, especially in the eyes of the younger generations of this world.

Turning now to our neighbours, I would like to stress that Greece has always supported both the principle and the practice of Balkan cooperation. The recent historic developments have without doubt created new opportunities for working together in an environment that is now largely free of the ideological divisions of the past. We are eager to pursue whatever worthwhile initiative in this field in order to broaden the scope and substance of mutual understanding with our immediate neighbours. But, since my country recognizes no justification what so ever for meddling in the internal affairs of others, it expects the same from them in the interest of peace and stability. Therefore, we are particularly sensitive to inflammatory statements, coming from our immediate vicinity and firmly hold that they undermine the peaceful resolution of disputes and are against the right of every nation, no matter how small, to live free of bullying and intimidation. Here I would like to mention the Northern Ireland agreement that shows that democracies can make peace and that no conflict is fully unique and intractable. There is usually something useful to be learned by watching how others negotiate.

As a teacher, however, I grasp the opportunity to stress the fact that a lot of attention should be paid to the kind of education provided by nations and to the educational goals that people should pursue to achieve.

Living in a fiercely competitive and affluent society we have to assure younger generations that we strive to provide them with such education that will help individuals to perfect their characters. Education that will take care to illuminate values, which are mixed up with technology, bureaucracy, and expediency, and have to be brought up into the open. Values cannot be bought or sold. When supported with education, a person's integrity, faith or honesty can give him / her something to rely on when his / her perspective seems to blur, when rules and principles seem to waver, and when he / she is faced with hard choices of right or wrong. Furthermore, values can help us view our work as a vocation and permit us to find in that work the meaningfulness, the sense of accomplishment, that all human beings require. Those who do not satisfy that need in their work will seek it elsewhere; those who do not find it at all will fall short of what humanity promises and will find their existence empty of meaning. On this accounting it seems to follow that we should not value merely being alive but we should be interested in the quality of our life. In Plato's Apology, Socrates reminds us that "the just man concerns himself far more with whether he does right or wrong than with whether he lives or dies".

In the end, it is almost certain that we come from different political cultures and we have different views on certain issues, but we are all tackling the same problems of economic and social change, of globalization, of family disintegration



and of community breakdown. The key to effective solutions is that governments should not pile up big budget deficits and hope for the best , but to run prudent financial policies and combine that with government intervention to equip people and business with what is considered indispensable to help them survive and compete in the new global market of the 21<sup>st</sup> Century.

In conclusion, every age has its pessimist, its prophets of doom and those of us who endeavour to be optimistic and point out that, despite adversities, we have survived up until now. There is the belief that it is pointless to dwell on the awesome things which may occur, and that if we all live our individual lives as well as we can, we are doing our utmost not only to preserve the highest human values but also to prove to younger generations that we are competent both morally and intellectually to play a productive part in the great human relay race.

# IMPROVING PERFORMANCE THROUGH TECHNOLOGY

Ayhan AKBAS  
MA Maj.  
Army Language School  
ISTANBUL / TURKEY

## **INTRODUCTION**

Developments in technology over the last two decades have caused a dramatic change in our personal and professional lives. Recent innovations in especially digital technology seem to have had revolutionary effects on any field of study and activity.

The field of teaching languages, which sometimes makes use of even ancient tools (like grammar-translation method supposed to be born by the collapse of the Great Roman Empire), is no less affected by the new technology with its audio-visual capability, flexibility and speed of delivery. However, as yet, nobody knows for sure what the outcome will be. The overall effects of the new technology on language teaching and learning processes still remain ambiguous. For this reason, in teaching languages, technology should be applied very cautiously and consciously.

As a matter of fact, earlier developments such as the language laboratory were considered in their time to be quite revolutionary in their potential effects on language learning, but they eventually proved to have had few lasting or dramatic effects. On the other hand, there are fundamental differences in essence between earlier technological developments and the present. Although the language laboratory, for instance, helped to improve listening skills and facilitated memorization of language patterns, these effects were largely peripheral and could be achieved by the use of any kind of recorded sound player where communication was non-interactive, unidirectional and unnatural.

On the contrary, the new technology potentially offers interactive, two-way (even multidirectional in some cases like teleconferencing) and natural communication possibilities. However, there are many questions to be answered carefully in order for the new technology to be applied profitably and wisely to improve performance in the field of language teaching. Some such questions are:

*What kind of education is intended?*

*What kind of technology will be used?*

*Who will use it?*

*What kind of software will be used?*

*Is it appropriate and cost-effective to use it?*

## **TYPE OF EDUCATION INTENDED**

- The type of education given to groups of students within institutions called 'schools', with instruction provided by teachers face-to-face is *conventional*

*education*. For social and ethical reasons, this type of education is supposed to be the most suitable one to train children and young adults.

- ◆ New technology can be used as teaching aids in conventional classrooms for specific purposes or in integrated laboratories to enhance learning environment.
- The type of education given to larger number of students remotely is *distance education*. This type can be divided into two in itself as the 'traditional way' and the 'modern way'. In the low-cost traditional way, relatively older technology like print, radio and television have been used for one-way delivery. However, in the higher-cost modern way, recent developments in technology have made the use of computerized devices and thus interactive learning possible.
- ◆ The use of new technology is inevitable to enable the students to access the information high way, make use of multimedia possibilities and receive formal or informal education independently from time and space.

### **TECHNOLOGY TO USE**

- **Computers and computer networks :**

- ◆ A classroom can be equipped with stand-alone computers to be used by the students individually at certain periods for specific purposes such as improving *reading, writing or listening skills or testing*. A language instructor is not compulsory in the classroom, only a computer operator would be enough to guide and assist the students. Appropriate software and balanced scheduling are vital.

- ◆ A local area network within one or more classrooms can be equipped with some special hardware and software which enable the teacher to broadcast his/her screen to those of the students, establish oral communication with the students through their headsets, let the students work on their own when need be, create conference groups among students, observe and control the students' computers for error correction or feedback. Real time audio and video transfer is possible. A language instructor is required to use the teacher's computer.

- ◆ A wide area network (like the World Wide Web) can be used to deliver course material to the students or for teleconferencing. The students must have necessary hardware to get on the net and to use multimedia features of the courseware. Learning can be independent of time and space. Seems to be a good and cost-effective solution for distance education. However, requires good planning and management because it is necessary to keep face-to-face sessions with students at certain stages of the academic year.

- **Interactive DVDs (Digital Video Disks)**

- ◆ Interactive DVDs can be used to support both conventional education and distance education. Special equipment for interactive DVDs is more costly than PCs with multimedia features which may provide similar or even better effects in some cases.

- **Integrated language laboratories**

- ◆ Integrated laboratories are the ones supported with computers and video capabilities and may be useful especially in conventional education. Cost-effectiveness is the biggest challenge in designing such laboratories.
- **Virtual reality and simulators**
- ◆ Virtual reality and simulators seem to be the least cost-effective solutions in language teaching today, but no doubt that they will, in the 21<sup>st</sup> century, be among the most powerful tools in teaching languages where virtual or simulated linguistic situations are of great importance.

### **THE USER**

- Only the instructor may use technology to develop, publish or keep an archive of his/her course material. For instance, to make a powerful and flexible tool for the instructor, a multimedia supported computer connected to a data projector might be used instead of the writing board in a classroom where audio-visual course material could be studied. The instructor should know how to use various computer programs for building up and handling his archive of multimedia supported course material.

- Only students may use technology for self-study or evaluation and feedback purposes at school or at home.

- Both instructors and students may make use of technology (especially computer networks) individually or all together at school or at home for conventional or distance education.

- In any case, especially instructors should know how to use technology effectively being the operator, the one in control or the guide to the students, otherwise it would be of insignificant use.

### **SOFTWARE**

- Language teaching programs
- Text processors (with spelling and grammar checking ability)
- Educational Games
- Communication programs
- Virtual reality and simulator programs
- Programs based on artificial intelligence

### **SUITABILITY AND COST-EFFECTIVENESS**

Before making effective use of the new technology, the following issues and many more alike should be taken into account:

- If it is too expensive or there is a cheaper and more effective way of achieving the same goals in teaching, it is **extravagant**.

– e.g. For teaching vocabulary and reading comprehension there is no need to use new technology, only printed material would do especially in conventional education.

- If it is not fundamental but supports teaching, it is **optional**.

- e.g. To improve listening skill a simple cassette player and recorded material would be the best solution when cost-effectiveness is considered but computers could be used more creatively and effectively for the same purpose. -

- If it makes a substantial difference in the learning process, it is **necessary**.

-e.g. In teaching languages for specific purposes, a well designed multimedia program (like a flight simulator) could make everything easier and more interesting for the learners.-

- If there is no other way of providing the intended effects in learning, it is **vital**.

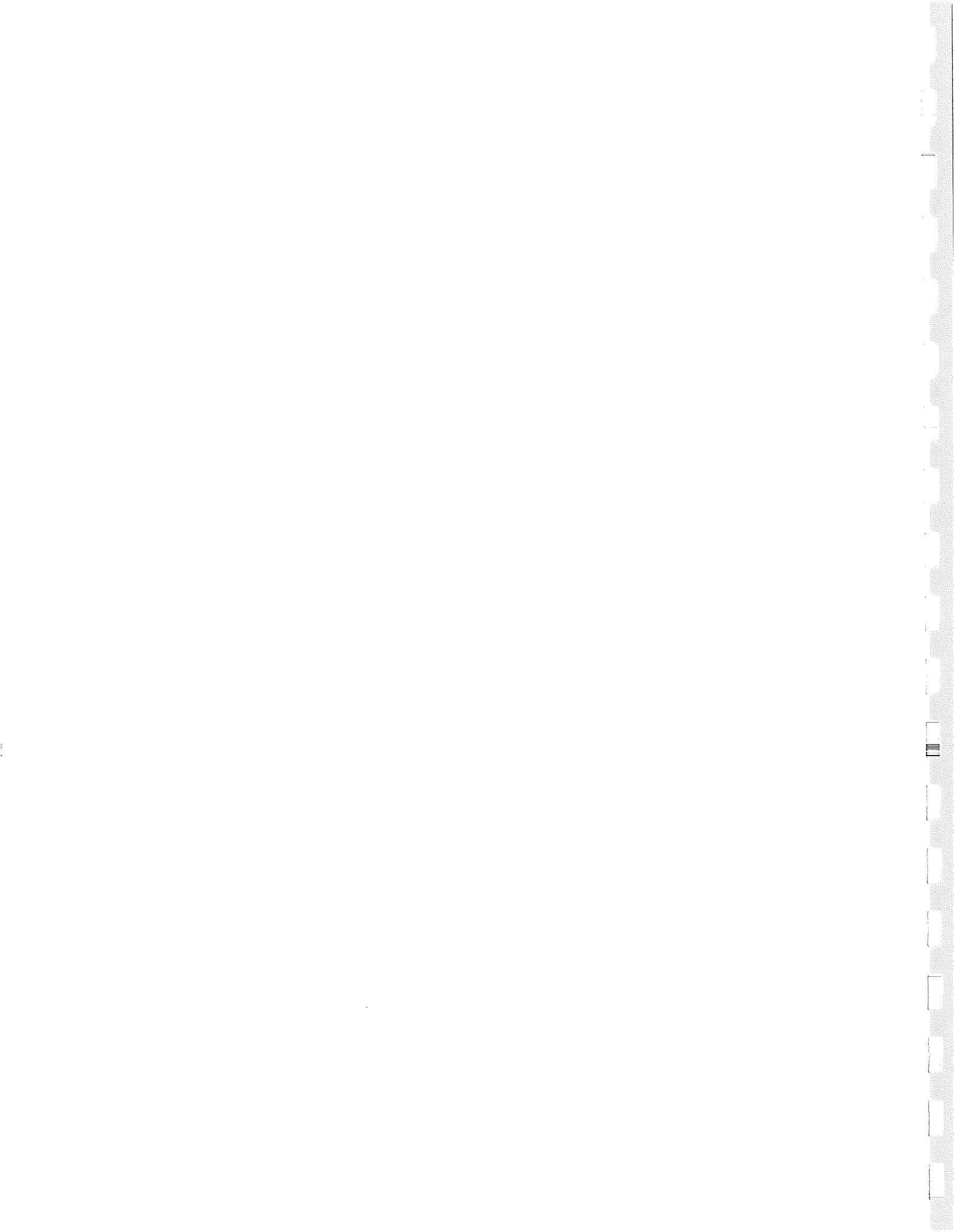
-e.g. For effective distance education, 21<sup>st</sup> century's computer and multimedia technology seem inevitable.-

### **CONCLUSION**

Despite all the ambiguity of the new technology's effects on teaching languages today, it is obvious that technological developments already available and in the pipeline will have enough power to revolutionize means and methods of teaching languages, via both conventional education and distance education. Nevertheless, this should not mean that use of technology in language training will necessarily improve performance under any condition.

It is a generally acknowledged truth that, misuse of technology may bring about unrecoverable failures and disappointments. Even in such a case, there would be no wrong with technology, the question is to carefully and correctly decide where and how to use it; otherwise 'If you don't know where you're going, any road will do.', as the White Rabbit, in *Alice in Wonderland*, says.

## **V. NATIONAL REPORTS**



# AUSTRALIAN DEFENCE FORCE SCHOOL OF LANGUAGES

## NATIONAL REPORT - BILC 1998

### Introduction

1. The Australian Defence Force School of Languages is situated on the Royal Australian Air Force Base, RAAF Williams, Point Cook base, some 35 km west of the city of Melbourne in the State of Victoria. The School has occupied this site overlooking Port Phillip Bay since its inception in 1944. Plans are now in place for a new purpose-built School to be built 7 kms away at the RAAF Base Williams, Laverton base.

2. The Mission of the Australian Defence Force (ADF) School of Languages is to provide skills training in specified Languages Other Than English for selected ADF personnel and civilian personnel from such Federal government departments as the Departments of Foreign Affairs (diplomatic staff) and Immigration, and other agencies such as Federal and State Government Police Forces.

### *Change of Focus in Doing Business*

3. In the past 3 years there has been monumental change in the way the School delivers its language training services. Prior to 1995, Courses conducted at the School typically were "long" Courses of 42 weeks' intensive training. Since 1995, the School has consulted at length with its customers, that is, the organisations and bodies to whom military language students are posted upon completion of their Courses. The School now has a more flexible, indeed, enlightened range of Courses. Resultant changes have been Courses of varying duration, Courses emphasising one or more proficiencies (eg. listening skills or translating skills), and Courses incorporating colloquial or everyday language usage.

4. Taking this change in focus one further step, the School now promotes its ability to take its services to the customer rather than the customer travelling to the School. In response to a climate of budgetary constraint, downsizing within the Australian Defence Force and recognition of the vast distances and costs associated with travel within Australia, the School has established "detachments" or branches in the national capital of Canberra, and also 3000km to the west in distant Perth, the capital city of Western Australia. These initiatives have not only better served the customer and the student, but have enabled resources to be redirected to language training development.

5. To date, these detachments have proven most successful with students' overall performances showing they are not disadvantaged by learning away from the parent School. So far, the detachments in Canberra cover both Chinese and Indonesian, while in Perth, Indonesian and Thai will become available. Mobile Training Teams, particularly from the Pacific Languages Department (Papua New Guinea, Solomon Islands, Vanuatu and Fiji) complement the distance education process by providing short-term Courses at military bases throughout Australia.



### *Quality Control*

6. School curriculum and syllabus development is crucial in ensuring Courses reflect customer requirements and contain the right mix of materials to match the purpose of the Course. Lecturers-in-Charge and Training Development staff annually attend a Curriculum Review Conference to discuss new Course requirements and how existing Courses can be improved. The School was awarded formal accreditation to the AUS/NZ ISO 9001 Quality Standard in July 1997. Amongst other things, the School ensures that all training processes and documentation conform to international quality standards.

### *CD-ROM Language Training Programs*

7. The CD-ROM has proven to be an invaluable teaching and learning aid and is now a fully-integrated component of the General (long) Courses. To date, only Bahasa Indonesia is available on CD-ROM, produced in-house by the School, though work is progressing on a CD-ROM for Tok Pisin (Pidgin English, Papua New Guinea). The School considers cultural awareness to be a vital part of language learning and the Indonesian language CD-ROM is accompanied by a Cultural "companion" entitled "Across Cultures Indonesia." The CD-ROMs are highly interactive, challenging and interesting according to user feedback. These products received an Australian Government Technology Award in March 1998.

### Recent Developments

#### *Types of Courses Available*

8. In response to customer requirements, in 1997 the School formulated a pilot Indonesian "Specialist Primary Skills Course." This SPS Course differs from the normal "long" Course in that it is even more intensive, being only 6 months long, while requiring military students to achieve not just a high level of general proficiency but expertise in handling military vocabulary. After 10 weeks' solid instruction, these students are coping admirably with quite sophisticated source materials of a military nature taken from the Internet. To date, 3 SPS Courses have passed through the School with such success that a "Specialist Primary Skills" Course in Chinese has begun this year, again with promising results. With a Course of such intensity, the toll on students can be considerable. In response the School has set in place a mentoring system which makes members of the teaching staff responsible for individual students, not just for scholastic development, but also to assist with personal issues.

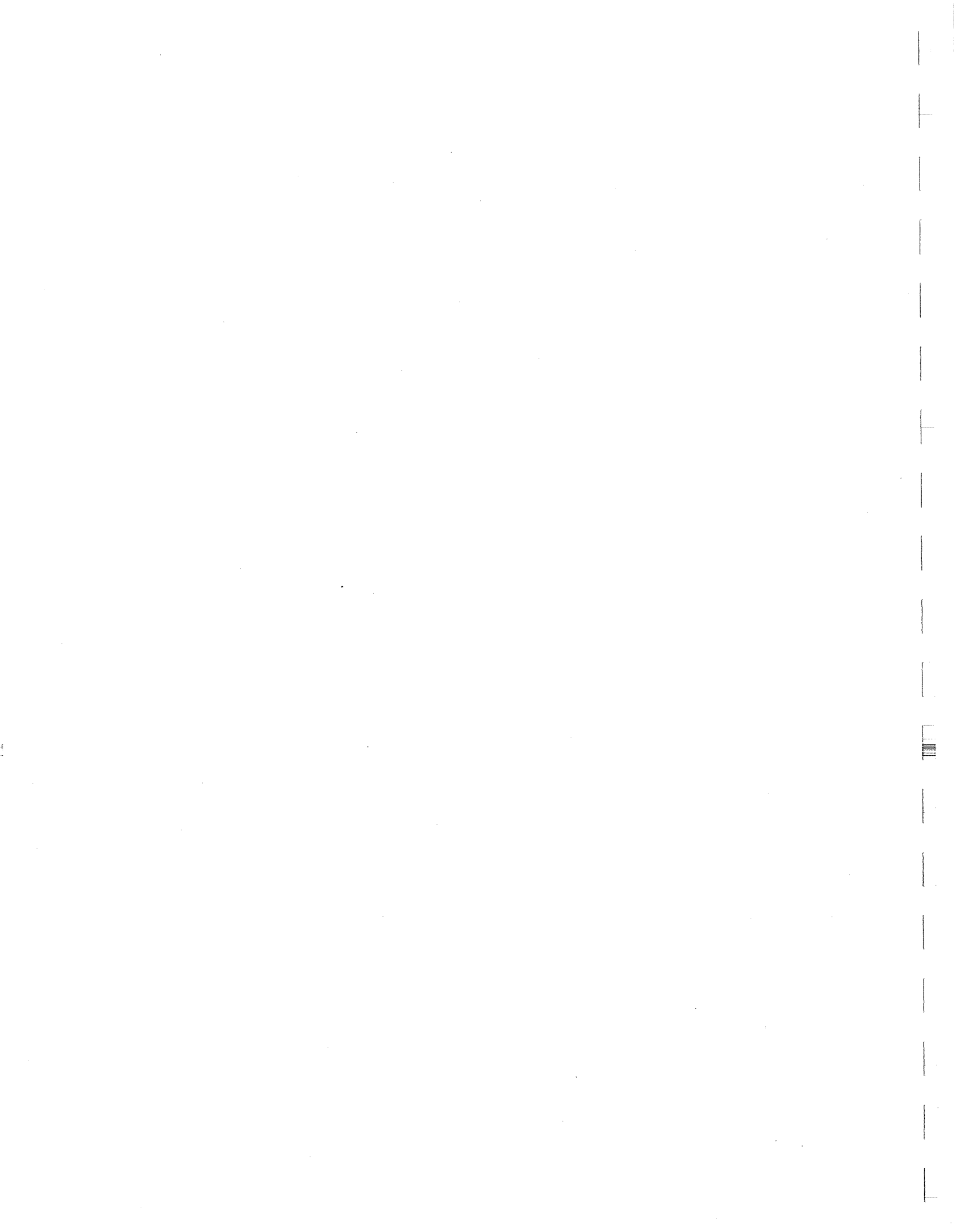
9. The development of a pilot Course in Javanese will be put to the test in May 1998 when 5 students will begin the Course at the School. The Course was put together by Indonesian language staff at the School who made numerous visits to Java to collect and collate authentic sources of material. This material is to form the basis of the Course, as well as engaging Indonesian actors to appear on a purpose-made language and cultural video.

#### *New ADF School of Languages*

10. Approval has been obtained for the construction of a new School at RAAF Base Williams, Laverton base. At the time of writing, the design and layout of the new School is being finalised. Completion date for the new facility will be mid-1999.

## **Conclusion**

11. While financial cutbacks and restraints have been imposed upon the School, and the Australian Defence Force in general, the necessity to provide a high standard of language training tailored to our customers' needs has seen the School develop and implement more effective and efficient training methods. Changes to the nature and learning objectives of our Courses have required the School to utilise modern technology in order to provide the best possible intensive language training. The School looks forward to providing language training to the Australian Defence Force well into the next century.



## BILC CONFERENCE JUN 98 - NATIONAL REPORT FOR CANADA

### FOREIGN LANGUAGES

#### Introduction

During the past year, the most significant language training activity in the Foreign Languages department was providing language training for the increasing number of pre-deployment language training requests for Peace Support Operations. Other highlights were increasing requests for special courses from National Defence or other government agencies.

#### Peace Support Operations

CFLS (O) continued to provide language training approximately twice a month. The language requirements varied from the most common ones like Serbo-Croatian and Arabic to the Sango language for Central Africa. Most of the training took place at Canadian Forces Base (CFB) Kingston. However we also delivered language training for requests at CFB Petawawa and CFB Valcartier. The number of students was approximately 2,600 students.

#### Courses offered for Department of National Defence and other Government Agencies

Spanish language courses on part time basis were offered to several officers and one General and have been continuing since August. We continued conducting language training in Serbo-Croatian, Creole and Arabic Hassanya (for Western Sahara) languages for Royal Canadian Mounted Police.

We were also able to pursue our goal of extending our services to other Government agencies by receiving students from the Solicitor General's office for the Turkish language. The course has been continuing since November 1997 and will end in June 1998.

#### Conversion Courses

The Portuguese Conversion course, which took place from September 97 to February 98 was our second experience with conversion courses, the first being the Serbo-Croatian conversion course. The aim of this course was to provide

Portuguese language training (continental) to level 3 in all language skills including translation and transcription, to students with Spanish language background, in half the time of a standard training. All students reached the expected level of proficiency in the time required.

#### Basic Courses/ Refresher Courses

##### Arabic (Iraqi) Basic

CFLS (O) has commenced teaching Arabic-MSA and Iraqi dialect after a two-year break. 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. We re-evaluated the course training standards and decided to teach MSA only up to level 2. Iraqi dialect will be taught after students have a solid background in MSA.

Serbo-Croatian Basic course also started last September after a year break. This time around, we are more confident about our course training standards since we have finally completed all the course development on Serbo-Croatian language.

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

CFLS Ottawa provided Attaché training in 10 languages to Attaché designates and their assistants as well as spouses.

For the first time we had the requirement for Afrikaans and Portuguese language training for the Military Attaché designate for Pretoria. From August to December we conducted Portuguese language training and the student who was exceptionally good in languages reached level 3 in all language skills in Portuguese in half the regular time. To set up the Afrikaans language training was challenging for us since there was a shortage of both teachers and

teaching material in Afrikaans. The course has been on since January and the results have been very good so far.

Hebrew Attaché course which was cancelled in 1991 has started again on a part time basis. We are hoping that we will receive full time students in the near future.

#### **Exchange Officer courses**

CFLS Ottawa continued to train exchange officers in German and Norwegian languages. We also had the experience of training the School Commandant in Spanish (half days) who will be attending the Inter-American College in Washington DC this summer.

#### **English as a Foreign Language (EFL)**

##### **MTAP-EFL**

We will run another serial of English Instructors training for PFP countries. The course started on 4 May 98 and will end 30 October 98. Even though this will be the third serial that we will be conducting, we are still being challenged with setting up the course since the response from PFP countries has always been very slow. Another challenge for us has been the students' level of English language. While some of them speak excellent English, others need to acquire Basic English skills. We are expecting to have up to 18 students. The newest countries who will take part this year will be Bulgaria, Slovakia and Russia. Apart from English language training, the students who have high level English will be challenged with preparing a project on teaching in the Communicative Approach.

##### **Italian Officers EFL Training**

CFLS (O) conducted two EFL classes for 18 Italian Officers last summer. The objective of the course was to bring students' English language proficiency to one level higher, in a total immersion environment. The students stayed with English speaking families, which accelerated their progress, exposing them to Canadian culture and customs at the same time.

Eight Italian Officers will be going through the same experience this June.

#### **Curriculum Development**

Following the feedback received from the Peace Keeping Support Centre, in November 1997 CFLS (O) was tasked to replace the existing Aide-Memoires with a new version, for Serbo-Croatian, Arabic (Egyptian, Syrian Saudi and Iraqi) as well as Haitian Creole, Hebrew, Greek, Spanish and French languages. The priority was given to Serbo-Croatian development and it was ready for distribution in March for the pre-deployment training for 1258 Peacekeepers.

Other course development were as follows:

Dutch: Module 1-5 (Level 1) Completed

Module 6-12(level 2) Draft

Arabic (Syrian dialect): Module 1-5 Draft

Serbo-Croatian workbook: level 1-3 completed

Verb book: level 2

Turkish Module: 1-4

#### **Testing**

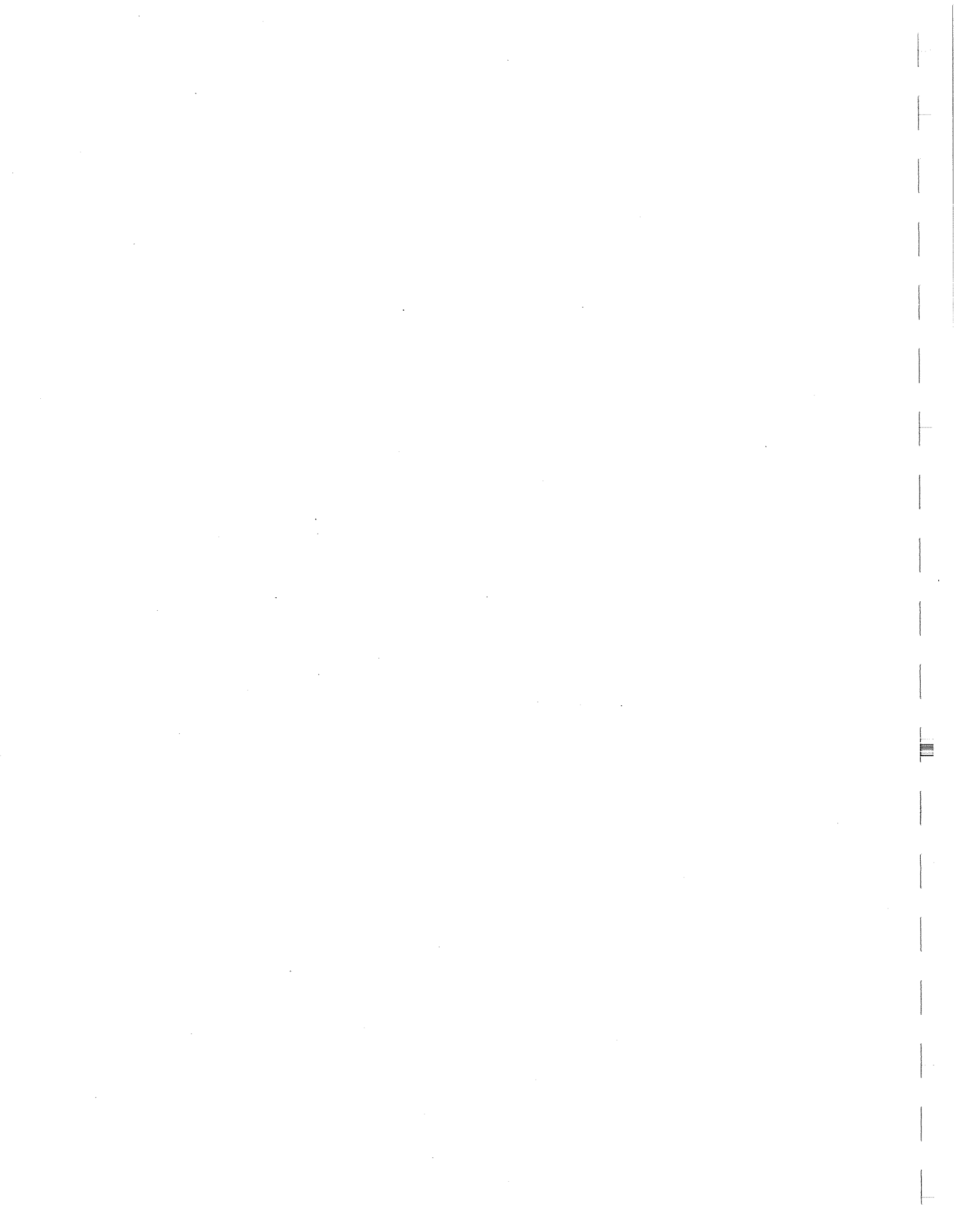
This year the CFLS Standard's testing section has begun making a clear distinction between performance and proficiency testing by adopting a new testing policy. At the end of every course, once course objectives have been met and verified by performance tests in various skills, we now administer multi-level general proficiency listening and reading comprehension tests in order to assess the students' level of general language competence. We are using the Defence Language Proficiency Tests (DLPTs) from DLI, which we have, for most foreign languages we teach. Also, we have begun the process of training to administer a multi-level Speaking Proficiency Test (SPT) as an assessment of general speaking proficiency at the end of the course as opposed to solely verifying the students' speaking performance at levels one, two, and three. This SPT will be implemented in some languages starting in the

next academic year, and will complete the proficiency profile we offer our students in the listening, speaking and reading skills.

CFLS Standards has in the past year also continued to develop performance tests in various skills for its foreign language courses such as new translation and transcription tests for Russian, Mandarin and Portuguese courses to name only a few.

**Conclusion**

As it reflects through our activities, last year has been busier than ever. We have expanded our customer base even further by continuing our services for the Peace Support Training Centre and to other government agencies. The feedback we have received from these organisations were nothing but praise for our reliability, flexibility and top notch services.



## DANISH NATIONAL REPORT

### BILC CONFERENCE 1998

In matter of language training for military purposes in Denmark the most significant event of the academic year 1997-98 was, without any doubt, the BILC Conference 1997 in Copenhagen. To the pleasure of hosting dear friends and colleagues was added the big inflow of inspiration and optimism, which they brought with them.

As a result of this event we have seen a strengthening of the cooperation within the national military language training community, which already in August 97 held its first meeting. On the agenda was an evaluation of the results and impressions received at the BILC Conference.

In the same month - quite incidentally also in Copenhagen and with a similar agenda - was held the 4<sup>th</sup> Annual Conference for teachers from the military language schools of Norway, Sweden, and Denmark. To this conference were invited (during the BILC Conference) representatives from the Dutch sister school. For purely bureaucratic reasons they did not, however, succeed in attending, but the invitation was renewed, and the 1998 Scandinavian Regional Conference 25-26 May in Oslo was attended by one Dutch representative.

One can regard such regional initiatives as a useful supplement to the BILC activities.

In general Danish language training for military purposes may still be considered as being in a period of transition. This is particularly true in view of our international engagements in S-FOR, in the SHIRBRIG project and in the PfP framework. A MOD working group, and, subsequently, a CHOD follow-up group have been asked to find solutions for meeting the needs for military linguistic support for such special purposes.

The main problem is that the Military Linguists System is designed for mobilization purposes and, consequently, manned by conscripts, who use 18 months out of a total of 24 months compulsory National Service for their military and linguistic training, leaving only the remaining 4 months for support of international activities. After being transferred to the Army Reserve they are obliged to serve within a 4 year contract for a total of only 12 weeks, the amount of time roughly needed for merely maintaining their linguistic qualifications.

Both the two working groups have approached this problem and have pointed out, that peace time needs for military linguistic support for special purposes should be met either by bringing in professional linguists or by extending the service term of conscript linguists with one more year. Up till now none of these solutions has been considered practicable, and we are still waiting for a decision. In the meantime most of the interpreting and translation work is carried out by part-timers on a voluntary basis.

At the Danish Army Specialists Training School (DASPETS) the use of Computer Assisted Language Learning (CALL) is in progress, although very slowly due to lack of financial and specialist resources.

Within the Danish Military Assistance Programme for countries in Central and Eastern Europe focus is still on Poland and the Baltic republics. An annual number of 12 cadets and young officers from these countries are given a 12 months immersion course of Danish language at the DASPETS, thus preparing them for 1-6 years education in Danish military schools and academies.



This month (June 1998) will see another event under the same programme: the royal Danish Military Academy organizes in Riga, Latvia, a one week English Language Training (ELT) seminar, the concept of which is inform ELT-instructors about, and also discuss, how (smaller) non-Anglophone country can plan, complete, monitor and test military ELT-programmes for cadets and officers.

## BILC CONFERENCE 1998

### NATIONAL REPORT - GERMANY

#### A. Language Training

With increasing international commitments and contacts language training continued to expand in terms of languages taught, specialization and student through-put. In order to cope with this demand greater emphasis is being placed on combined self-study and contact courses.

##### 1. English

With its variety of general language courses of various lengths and shorter Special Purposes courses English continues to be the most prominent language taught.

##### 2. Romance Languages

The demand for French language training continues to be high due to the German-French cooperation in the EuroCorps and SFOR. In addition both Army Aviation and Navy are developing joint training facilities and programmes with their French counterparts which lead to an even higher language training demand.

There is also an increasing requirement for level 3 language training in Spanish. Training requirements for the other Romance languages have stabilised on a high level.

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

The programme to implement and support instruction of German up to SLP 2 within the armed forces of friendly non-NATO nations has been intensified. Besides providing expertise, testing and teaching material and educational technology the following seminars for foreign teachers of German were conducted:

- *Methods and Didactics of Task-oriented German Instruction*
- *Methods and Contents of Instruction in Military German*
- *Follow-on Training in German Language, Culture and Customs* and
- *Developing and Administering Skill-oriented Examinations in Accordance with STANAG 6001*

Appropriate proficiency tests for levels 1111 and 2221 for in-country testing have been provided to participating nations.

The first six-month pilot course in German for German soldiers from foreign language backgrounds was successfully conducted.

##### 4. Slavic Languages

The first special courses in Czech and Polish for Federal Border Guards have been conducted. They aim at imparting the essential phrasiology required for border duty and consist of an initial 3-week intensive block followed by a five month tour of border duty using the acquired phrases and concluding with a second 3-week block of instruction. The accompanying material is designed both for classroom use and self-instruction.

#### 5. Seldom-taught Languages

Turkish for Customs Officers courses were very successful with a total of six courses offered in two three-week units. An intensive drill course in Turkish for Prison Personnel with similar timing, using task-oriented teaching materials, has been conducted as a pilot project.

For the first time, Afrikaans was taught, with three students attending from September 1997 to March 1998.

#### 6. CALL

The second phase in our pilot project at the Airmobile Forces Headquarters in Regensburg has been completed and results are discussed in our conference presentation. Our new guidelines for producing CALL software and our concept-paper on applications of CALL within the Federal Armed Forces will also be presented during the conference.

### B. Materials Development (s. also Language Training, above)

Self-study materials for level 1 and 2 students of English who are not able to attend regular three-month courses have been completed. They consist of a grammar module, an exercise module and a test module and complement already existing reading and listening modules. A similar package has been completed for level 1 students of French and is being developed for level 2 French.

A major effort has been made to develop computerized versions of placement tests for English and French. The English test has already been implemented, the French version will be implemented later this year. Both tests use a new three-part-format which allows for increased precision in placing the potential student into the appropriate language course.

For beginners in Russian new, contemporary teaching and learning materials have been developed. These materials, which consist of 15 lessons, are intended to cover the first part of the Level 1 course, providing contents for about 11 weeks. They deal with the most important grammar points and are based on everyday situations in today's Russia (e.g. family life, hobbies and occupations, education, sports, and leisure time). Students will learn to use approximately 850 new words. The 15 lessons are presented in three distinct **modules**, each of which can stand alone. Since each module is presented in a separate booklet, the materials are also suitable for use during short courses lasting three to four weeks.

HELLENIC ARMY GENERAL STAFF  
ARMY LANGUAGE SCHOOL  
APRIL - MAY 1998

NATIONAL REPORT : HELLAS

Foreign Language Training Organization in the Hellenic Armed Forces.

In the three Services of the Armed Forces (Army, Navy, Air Force) there is one independent school for each Service for the cadres of the Armed Forces as follows :

a. Army Language School :

- English, Turkish, Albanian, Serbo-Croatian and Bulgarian as well as military terminology are taught today, at all levels of training from the elementary to the advanced phase.

- The school also provides afternoon tutorial lessons in English and French.

- The length of training in all languages is equal to one school year (10 months) that is, from September to next July.

b. Navy Language School :

- Intensive training in English and Turkish.

- English is taught over a period of 3 to 4 months and Turkish over a period of 15 to 16 months.

c. Air Force Language School :

- Training in English and Turkish.

- Organization: Same as Naval Language School.

d. All of the above mentioned military schools can organize and conduct :

- Intensive preparatory seminars for career cadres for assignments or missions abroad in their respective languages.

- Written and oral testing for career personnel in order (for them) to obtain language proficiency in most of the European languages.

e. English is taught primarily in the cadet officer and NCO Schools of the Armed Forces. As a second language French, Italian, German and Turkish are also taught. Foreign language training is not extended to the professional field, but it is limited to the Pre-Lower phase (between levels <<2 and 3>>), while in the other languages at level <<2>>.

f. Facilities and financial aid are provided to cadres for the study of foreign languages, as well as for their obtaining diplomas at all levels in all of the European and the most important non-European languages.

g. Co-ordination and co-operation in language training between schools is at the level of the General Staffs training directorate with the National Defense General Staff as the authorized coordinating staff instrument.

### Perspectives in the Armed Forces Foreign Language Training in the 21st Century

In general, the effort is oriented in the following directions :

a. Definition by Service of the requirements and provisions for the essential material-technological and financial facilities for the schools and cadres of the Armed Forces. The aim of that effort will be the mastery of at least two languages by all cadres at levels 3 and 4.

b. The potential extension of teaching additional foreign languages at a higher level of language proficiency in the productive Cadet Officer and NCO Schools, as well as in the high and higher seminar and foreign language schools, aiming at the instruction of the most important European and non-European languages as well as Romanian, at least at level <<3>> in the productive Schools, and level <<4>> in the other ones.

c. Language proficiency at least in one or two languages by cadres, so that the General Staff officers will be able to speak two languages for sure at level <<4>>.

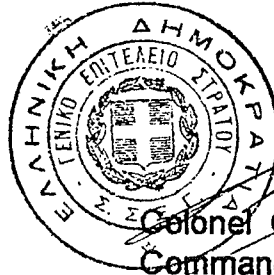
d. Determining the level of language proficiency of the cadres as a criteria for admission to Seminar schools or electives for admission to other schools.

e. Closer and more substantial co-operation mostly between Greece and NATO member countries, and secondly with neighboring countries with regard to language in general and specialized training. Such co-operation can be achieved by exchanging visits-views and experiences, armament procurement, holding international seminars or by sending training personnel to Seminars or Schools of intensive specialized training abroad, or by electronic network connection of computer devices between Army Language Schools and their respective institutions in Greece or abroad.

### Epilogue

From our standpoint, the overall perspective in language proficiency of cadres, in view of the demands of co-operation in the advent of the 21st century, must not be limited to general language proficiency. This is absolutely essential. However, language proficiency among cadres of the Armed Forces must necessarily be extended to specialized training in the special fields of Branches, their Arms and Services, in necessary general diplomatic -economic

and technical knowledge, corresponding terminology, as well as in the use of language.



**Colonel Georgios Rongas**  
**Commander of Hellenic Army Language School**



## NATIONAL REPORT - NETHERLANDS

### 1. Introduction

The on-going decrease of staff personnel and a reshuffle of tasks have made a new reorganisation necessary of both the Language Coordination Centre and the Language Wing, resulting in a combined Army Language Department.

### 2. Army Language Department

The Army Language Department, located at the Training Centre Ede, is responsible for finding the optimum mix of in-house and outsourced language training for Army personnel.

#### a. *Language Coordination Centre (LCC)*

The 5-member LCC has as a primary function the marketing, contracting, planning and financial handling of language courses for Army personnel. Other important tasks include the development of a general language policy for the Army, the provision of self study facilities and the overall quality control of language training.

Every year LCC manages outsourced language training for about 400 students in some 10 languages (70% English, 15% French, 5% German and 10% other languages, such as Polish, Serbian/Croatian, Spanish, Arabic and Bahasa Indonesia). LCC employs a limited number of civilian contractors, each with its own specific merits.

The development for the Army of a fully automated adaptive Proficiency Test of English and French by the National Institute for Educational Measurement has been halted for several months as a result of the far higher development costs of these tests than foreseen. Fortunately the Ministry of Foreign Affairs agreed to join the Army in this project, so that the development costs can be divided, and - more importantly - both ministries will be using in future the same (STANAG 6001-related) proficiency scale to describe and assess the language skills of their personnel. It is expected that the tests will be operational before the second half of next year.

#### b. *Language Wings*

The main mission of the Language Wings is to provide all the in-house language training, primarily to meet the needs of the Military Attachés and the intelligence requirements of the Army.

- At present the Russian Language Wing (RLW) consists of four civilian teachers. Such a small number of teachers makes it more and more difficult to put a large amount of input in the creation of own instructional materials from scratch; even though a lot of time is devoted to adjusting and improving existing materials, it is still quite a challenge to maintain the high standards of the past decades.

For the first time, the RNL Army has been represented by a teacher of the RLW at the annual meeting in Oslo of language teachers from the Scandinavian military intelligence schools. Object of the workshop was to enhance the exchange of materials and insights in the field of Russian language teaching, and in particular of CD ROM-based interactive language instruction. One of the outcomes was that language schools of roughly the same size and structure have in certain ways more to learn from each other than from larger schools in larger countries, who operate under different conditions. We would like to thank once more our Scandinavian hosts for giving our school the opportunity to participate in the workshop, which has been very valuable to us.



The training programme of RLW is essentially the same as last year, although the number of language courses for embassy personnel of the Ministry of Foreign Affairs continues to increase.

- After many years of discussions, finally the decision is made to set up a separate English Language Wing. A teacher of English has been found who worked for many years at the RNL Air Force, and as such brings in a good deal of expertise. The courses will be, at least in the beginning, focused mainly on improving the speaking and listening skills of Army personnel earmarked to work in an international environment.
- The operational need for two Arabic speaking Foreign Area Specialists is likely to result in the formation of a new Arabic Language Wing. However, a more detailed needs analysis has yet to be carried out in order to determine the conditions and demands to meet the specific language training needs.

### 3. Conclusion

After a long period of reductions and uncertainty about full employment for the teaching staff, at last a stage of stability and even growth seems to have arrived. The implementation of English and Arabic language courses will undoubtedly increase the output of the Language Wings and thus have a beneficial effect on the Army Language Department as a whole.

## **NORWAY: NATIONAL REPORT 1998**

### **1. ENGLISH**

The Norwegian military academies are divided into two courses, Course I and Course II, each of two years' duration. Cadets at all three 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 an 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 (ELTC). Testing was started three years ago after the Norwegian testing teams had had a number of seminars with personnel from SHAPE Language Testing Centre. So far we have three operational testing teams in Norway. To date some 250 Norwegian officers have been tested prior to taking up posts abroad, or at Senior Staff College. As of spring 1998 all three academies will be testing graduating students from Course II.

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 by the SHAPE ELTC, 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.

### **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 offered at present:

a) An 18-month course, which is a combined Russian language and reserve officers' training course for interpreters and interrogators. 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 recognized by all universities in Norway. This course aims at a parallel development of all four skills, with particular emphasis on translation, conversation and interpretation. The level of proficiency is approximately 3. A class of 20 graduated 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 are also admitted. 10-12 people complete this course every two years.

Graduates of both courses are invited to refresher courses every other year. The most highly qualified graduates from 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

Since 1996 courses in Serbo-Croatian have been taught to give personnel with a knowledge of Russian a working proficiency in this language for work in NATO units in the former Republic of Yugoslavia. A 10-month basic course will start in September this year.

#### 6. CONCLUDING REMARKS

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

## SHAPE LANGUAGE TESTING CENTRE

### ANNUAL REPORT SHAPE 1997

#### INTRODUCTION

1. Personnel at SHAPE, both military and civilian, who have a mandatory language requirement in their job descriptions, must undergo a language test at the SHAPE Language Testing Centre. These tests are graded in accordance with STANAG 6001. English, the operational language of Allied Command Europe, is the language tested. In addition, there are a small number of French tests administered, usually for recruitment purposes.

#### PRESENT SITUATION

2. Whilst the SHAPE testing programme continues to follow its usual course, new situations are developing. The Partnership for Peace Staff Element [PSE] which will comprise personnel of the partner nations working alongside NATO personnel, will establish in June. Additionally, Contact Teams from Hungary, Poland and The Czech Republic, (the invited nations) are now established at SHAPE. There is also a notable increase in the number of French and Spanish personnel taking up posts here, and more and more Partner nations are becoming active members of Partnership for Peace. With these changes comes an ever increasing demand for help from nations setting up reliable and valid testing programmes based on STANAG 6001. Requests for advice are also received from NATO nations seeking to help Partner countries with their language difficulties.

3. Every nation has its own individual needs and requests but everyone seems eager to help and to contribute and there is a strong feeling of co-operation.

4. Regarding testing, two of the greatest difficulties are:

- a. Producing tests which are suitable, valid and reliable [ expensive in terms of money and time]
- b. Training testers

SHAPE Language Testing Centre has been able to help in both of these areas by giving out model tests which can be used as a basis by nations compiling their own tests and also by assisting and giving advice on the training of testers.

5. Feedback from students here and other language schools, seems to show that there is still a pressing need for vocabulary lists of military terminology and the use of more " military " vocabulary in language courses. Another area of difficulty to be looked at is the excessive use of acronyms which are unknown to newcomers working in an international environment for the first time.

6. Updating and compiling suitable new language tests is a considerable task. Obviously the same tests cannot be used by every language school, but the exchange of ideas, materials etc. could save a lot of time and money. SLTC has already been contacted by a number of

nations and hopefully this informal approach will continue. Two heads are always better than one!

### **WAY FORWARD**

7. It is already apparent that as the relationship between Partner countries and NATO becomes stronger, the need for closer co-operation in the field of language testing and teaching will become greater. A wider exchange of views, experience and teaching and testing materials will benefit all nations, both directly and indirectly, and, as SLTC has already experienced, personal visits and contacts are invaluable.

8. It is encouraging to note that the Partnership Coordination Cell at Mons, has established an Education and Training Branch, the first in the Alliance to be headed by a partner officer, and be comprised of a mixed NATO/partner staff. SLTC will be in close touch with them, and they have designated one officer specifically to monitor BILC activities.

### **CONCLUSION**

8. Although there are obviously many difficulties facing us, it is a challenging time and the answer to our problems is, even more contact and co-operation, the pooling of ideas, and above all resources.

## NATIONAL REPORT SPAIN

### Introduction

The Military Language School ( EMID ) is the commissioned central school for language training in the spanish armed forces . The EMID is located in Madrid ( Camino de los ingenieros ,6 ,28047 ) .

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

### Activities in 1997

In this year the EMID has accomplished the following activities :

1) German , Arabic and Russian courses : 10 months courses to military people with level SLP 2.2.2.2 in these languages with the objeive of reaching SLP 2.2.2.2 level or a higher level at the end of courses . Courses have began in September and will end in June of 1998 .

German course : 12 students

Arabic course : 16 students

Russian course : 13 students

2) Three month English courses :

English , basic level : 90 students

English intermediate level : 90 students

These courses are specific for the Medical and Veterinary Military School .

3) Examinations to spanish military on : 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 .

#### **Projects for the 1998-1999 course**

- 1) Spanish courses for foreign military students ( from January to July )**
- 2) Basic and intermediate 3 month English and French courses .**
- 3) 6 month English specific courses for pupils of the Military Medical School .**
- 4) Evaluate the proficiency English , French , German ,Russian , Arabic , Italian and Portuguese level of spanish military people .**

#### **Conclusions**

**The EMID has reduced the number of permanent teachers . As well contract teachers for specific language purposes in each moment .Finally it is intended to obtain :**

- a) Be able to do courses with specific purposes .**
- b) Develop all the material for language proficiency .**
- c) Sending spanish teachers to the countries that request it .**
- d) Continuing with the spanish courses in our school .**

# NAVY REPORT ON FOREIGN LANGUAGE TEACHING

## GENERALITIES:

The Navy runs a Main Language School in Madrid and five more located in its main Naval Bases, to provide its personnel adequate means to learn and make improvements in the official NATO languages: English and French.

During 1977 a new language school was put in operation in ROTA'S NAVAL base to cover the increasing needs of that area.

Courses are divided into eight levels -from beginners to advanced-; each one has an average duration of 12 weeks/8 hours per week. The students attend classes on a voluntary basis sharing its working time with classes.

Other courses, lasting 6-4 or 2 weeks/28 hours per week, require full dedication and a SLP of (2,2,2,2), (3,3,3,3) or (4,4,4,4) respectively.

The Navy has some officers and petty officers Studying German, Russian and Arabic in the Defense Language School and give some facilities to the personnel who want to learn any other language, much a Italian, Portuguese, etc.

Scholarships are given to those students who want to improve its language skill abroad, a minimum SLP (2,2,2,2) is required.

The first multimedia lab will replace an old conventional one in the Main Language School in Madrid. It's expected to be operational next October.

## ACTIVITIES DURING 1996:

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

### English:

Officers .....	606
NCOs .....	395
Rating .....	61
Civilians .....	62

### French:

Officers .....	175
NCOs .....	99
Rating .....	12



Civilians .....29

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

United Kingdom.....30

France..... 6

**EXAMS:**

They take place twice a year with the following results:

**English:**

Applicants ..... 457

SLP 4,4,4,4..... 14

SLP 3,3,3,3..... 247

SLP 2,2,2,2..... 152

Below SLP 2,2,2,2 .....47

**French:**

Applicants .....63

SLP 4,4,4,4..... 5

SLP 3,3,3,3.....27

SLP 2,2,2,2.....20

Below SLP 2,2,2,2 .....11

**REPORT OF THE LANGUAGE EXAMINATION BOARD OF THE ARMY, SPAIN.  
1998:**

During the last year the board has continued with its normal function involving the testing of NATO standards for language profile SLP. It also has responsibility in its advisory role as the direct consultant for language issues for the Army Headquarters Teaching Department. Both referred to English and French languages.

In the field of the exams, this year, new experiences have included mainly the edition of the testing material, as the Board produces its own tapes (audio and video) for levels up to 5. The use of computer recording and edition has proved to be highly efficient. Nevertheless, the board has to continue learning and experimenting.

In its mission as advisory body, a whole system to introduce the multimedia in the teaching of languages for the Army, covering all the levels (from false beginners up, to 3+), and the entire staff is being designed and researched. The first outlays of this work have been reported to the Superior commander for further decisions.

## **AIR FORCE LANGUAGE SCHOOL (ESID)**

### **MISSIONS:**

- 1.- To impart English and French crash course of initial and intermediate level.
- 2.- To supervise the work of Air Force Officers and Noncoms sent to England or France to follow English & French crash courses. Evaluate results and schools.
- 3.- To give technical support to other Air Force Schools.
- 4.- To test and evaluate the levels in English and French of air Force personnel.
- 5.- To support the selection of personnel who will occupy post or accomplish courses abroad.
- 6.- To impart English, French and German courses for military personnel and their relatives.

### **ACTIVITIES DURING 1997:**

- \* FOUR English Crash Courses of six weeks with four levels each, for a total of 177 students (Officers and NCOs).
- \* THREE French Crash Courses of six weeks, with two levels each, for 36 students.
- \* ONE course for Air Traffic Controllers during 12 weeks for 4 NCOs of the Army.
- \* English, French and German Courses for MOD personnel and relatives from October 1996 till May 1997.
- \* Testing French and English to Air Force personnel:
  - English: 1055 (from Generals to Soldiers)
  - French: 215 (from Generals to Soldiers)
- \* Introduction of multimedia aids to teaching. (16 computer working posts in English, gradually expanding to 16 English, 4 French & 1 German).

**ACTIVITIES PROGRAMMED FOR THE YEAR 1998:**

- \* FOUR english Crash Courses for a total of 200 students.
- \* THREE French Crash Courses for a total of 50 students.
- \* One course for Air Traffic Controllers with 12 students (6 Army NCOs and 6 Navy NCOs).
- \* Finish the introduction of multimedia in ESID to attend foreseen level (16 English, 4 French and 1 German working posts). Piloting introduction of multimedia to teach languages in other Air Force Schools.

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

- \* English, French and German Course for MOD personnel and relatives that will begin in October 1998 and finish in May 1999.

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 Air Force personnel.



**NATIONAL DEFENCE COLLEGE,  
SWEDEN**

**June 1998**

**NATIONAL REPORT ON FOREIGN LANGUAGE PROJECTS IN THE SWEDISH  
ARMED FORCES**

**A. Background**

With the end of the Cold War and the changing security-political situation in the Nordic area, it has become increasingly important for Sweden's armed forces to increase its international commitments. Alongside our participation in the UN and the OSCE, we take part in the common foreign and security policies of the European Union. We are also an active observer within the Western European Union, WEU, and co-operate with NATO and several other European states within the scope of the PFP.

The Swedish Armed forces are currently undergoing a period of radical change, implying that one of the defence's four cornerstones is developing and increasing international commitment. The word "internationalization" has currently become a catch word in the Armed Forces. This international stance of Sweden's foreign and security policies is reflected in the internationalization of training within the Swedish Armed Forces. At every level of officer training for the three armed services there is a program offered in English. This, in turn, is reflected in the production of English (military) language materials and tests for use within Officer Training Colleges, Military Academies and the National Defence College. i.e. at three different levels of officer training.

An indication of the importance of English in a military context is the fact that the national Defence College now annually organizes two-week English-speaking peacekeeping scenarios for its officer-students.

**B. Current projects**

The need for a more unified and structured officer training in the English language. English language services must also imply a greater degree of adaptation to the needs of officer trainees and regular officers. It is in the interests of the Armed Forces to establish a Foreign Language Training Unit to act a resource group for the new Officer Training Colleges and other training establishments in the forces.

The ambition, therefore, is to work towards having more centralized resources for language training efforts for aiding local military schools and units with language programs. This also implies being able to offer teacher training facilities for teachers needing to use ESP materials in Military English.

Within the Language Training Unit, we are continuing the process of developing a number of English language projects for the Swedish Armed Forces.

These projects are partly aimed at creating a unified and streamlined program for English so that set goals can be more readily achieved. The main goal for Swedish officer training today is that every Swedish officer should be able to perform and function in an international military context. This applies to peacekeeping efforts, to PFP exercises with its demands on interoperability and to staff work in multinational HQs. It also applies to the increasing exchange of officer-students between different staff colleges around the world.

The projects under way are as follows:

1. Developing **Military English study materials** for the Army Air Force and Navy (student's file plus teacher's file). The Army file is now completed and has entered the system, while the Navy file is nearing completion.
2. Continued development and finalization of a **level 3 STANAG test** for personnel selected for overseas staff and/or officer-student positions and other overseas postings. Also, a placement test with STANAG "elements" has been produced as an entrance test to the National Defence College.
3. Developing a **distance learning material** in English for students who are in between different levels of military schools/colleges. This course is nearing completion.
4. Developing **wordlists** (English/Swedish) for military personnel. Co-operation has also been established with a commercial publishing house for the production of an **English Military Dictionary**, due for issue in December 1998.

### **C. Reference group**

To keep all projects on the right track and to firmly establish them within the organization of the Armed Forces, a reference group has been formed. The group consists of civilians and military who are involved in the teaching of English at Officer Training Colleges, Military Academies and at the National Defence College. Members of the group represent language teaching activities carried out within the three armed services in different geographic areas. The number of members in the group has been maximized at 8.

John Åkermark  
Foreign Languages Co-ordinator  
National Defence College of Sweden

## NATIONAL REPORT - TURKEY

This report is an outline of the activities during the academic year 1997-1998. The need for language training has been rapidly increasing in the Turkish Armed Forces due to :

- Deployment in Multinational peace keeping operations
- The increase in the number of personnel assigned to temporary missions and training programs abroad.
- The need to follow constant developments of foreign based military technology and weapon systems.
- Increase in the correspondence and contacts with foreign military personnel.

### **I. PROJECTS**

In order to sustain and further the level of foreign language abilities of officers, the need to reorganize the structure and techniques used in language school has emerged.

Based on the assumption that general English Language education of the officers and NCO's will be completed at their school years and that the validity of general English education will decrease, a redirection, reorganization, requirements and the standards of the training for specific fields is required.

Within this framework, the general English courses will be replaced by the advanced level and English for Special Purposes (ESP) courses.

### **II. NEW COURSE**

Military Attaché (MA) and Administrative Attaché Courses (AAC):

In May 1998, a new course commenced for MA's and AA's. Prior to the course, the designated military attachés were screened through a TOEFL like test. The courses are provided in five languages and the duration will be 6 weeks. They are designed on task related objectives and activities.

Training Objectives are as follows:

- **SPEAKING** : Speak English to SLP 3 when discussing professional matters, giving formal briefings and presentations and participating in social conversations.
- **WRITING** : Write in English to SLP 3 on personal and private topics, in social and official correspondence and reports on social and military related topics.

Results obtained will be included in the next year's national report.

### **III. 'WORLD LANGUAGES'**

The map showing the areas where Turkic Languages are spoken was prepared in collaboration with the faculty of 'Turkic Languages Research Institute of Marmara University, Istanbul and is presented to be annexed to the BILC document WORLD LANGUAGES. Ref. 1997 Steering Committee Meetings, Item 7.

To sum up; in pursuit of excellence in language education, every effort is and will be given.

## UNITED KINGDOM

### BILC NATIONAL REPORT 1998

Language training policy has progressed during 1997/8, with the imminent publication of a Tri-Service language training policy document from the central staff. This has required wide consultation with a number of stakeholders and is a positive move forward. As this progress takes place there may be a move to re-delegate responsibility from the central staffs to the single service staffs for development, refinement and application of that policy.

Language training has continued to thrive, with growing numbers of students for English language training at the Defence School of Languages and also with the development of outsourcing English language training and its quality control through the School. The growth of English language training is also visible under the Naval Training and Recruiting Agency's auspices, particularly for initial officer training at Dartmouth. Initial Officer training for the Army and the RAF may also soon take place on the training college sites. This field is dynamic and becoming more and more market responsive.

Foreign language training has benefited from the introduction of a comprehensive Statement of Training Requirement (SOTR). This lists all the training required of the Defence School of Languages in the next and subsequent years so that the necessary planning and budgeting can be staffed. There are also procedures for dealing with in-year changes to the SOTR. Those requiring language training are therefore having to focus earlier on their needs and objectives and the School is better able to plan whether to insource or outsource the training and carry out the necessary course design to meet the stated objectives. Arabic, Russian, Serbo-Croat, French, Italian and Spanish are all taught in-house, and all other languages (including English) can be outsourced and quality managed through the DSL External Business Manager, Lt Col (Retd) Damien Bedding, who is now on all the advertising (Tel: 0044 1494 683257) and will take over as UK Secretary for BILC after the Conference BILC 98.

DSL is now using the Internet and also has a Self Access Centre with 20 networked computers and Vektor Software. In conjunction with Vektor, DSL is to develop software in Russian and Arabic in support of its training since this is not easily found off-the-shelf. Within the Army Training and Recruiting Agency (ATRA), of which DSL is a part, there is now a training management information system called TAFMIS which incorporates a local and a wider area network allowing full communication with all other school and numerous functions including comprehensive timetabling and resource allocation functions. This goes live on 6 July 1998.

The commercialisation process continues within MOD, as it does in other government departments, and within ATRA, the AGC Trg Gp including DSL is now in the process of defining its Outline Business Case to see whether industry is interested in a partnering arrangement. This would involve a contract with a civilian consortium for a period of between 15 - 25 years developing training and income generation opportunities. The intention is to maintain Service training while attracting investment in infrastructure and resources, in order to reduce public spending, while still offering industry attractive business opportunities. All options are still open.

Further details on developments in examinations, courses and methodologies will be covered during to visit to DSL on 4 June 1998.





**1998 ANNUAL REPORTS  
USA**



**DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER  
LACKLAND AIR FORCE BASE, TEXAS**

**DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE  
CENTER**

**DEFENSE LANGUAGE INSTITUTE - WASHINGTON, DC**

## **Defense Language Institute**

### **English Language Center**

#### **I. Introduction**

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

The DLIELC consists of the Resident English Language Program conducted at Lackland Air Force Base, Texas; the Nonresident English Language Program, which provides instruction for United States military personnel as well as for nonnative speakers of English employed by DoD; and the host-country English language programs, which are supported by the United States Security Assistance Training Program. In addition to the programs described above, the DLIELC also provides English language training materials to other non-DoD government, state, and private enterprise agencies on a reimbursable basis.

#### **II. Resident English Language Program**

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

The English language proficiency skill level required for entry into a technical/professional program is determined by each military department and is expressed in terms of an English Comprehension Level (ECL) test score on a scale of 0-100. Programs for professions that are highly technical or hazardous in nature require an English Comprehension Level of 80 or 85. Prerequisites for less technical courses are 65, 70, or 75 ECL. For training requiring a high level of ability in speaking English, there may also be an Oral Proficiency Interview rating requirement. These ratings are expressed in terms of Listening/Speaking, for example 2/2.

The international military student is given an ECL test in country 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 professional 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 language school managers.

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

Finally, DLIELC conducts a basic English as a Second Language program for US Army recruits.

### **III. Off-Campus English Language Programs**

During fiscal 1997, DLIELC continued to monitor all approved US military Nonresident English Language Programs in the United States and overseas and to provide American Language Course materials to US military personnel and to DoD employees and family members who were 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 US Navy Ship Repair Facility at Yokosuka, Japan.

In support of US international affairs, DLIELC also provided the Chair and curriculum support for the English Department at the George C. Marshall Center for Security Studies in Garmisch, Germany and a Senior EFL specialist to the Asia Pacific Center in Hawaii. DLIELC provided extended assistance in the form of LTDs to Hungary, Saudi Arabia, the Czech Republic and Pensacola, Florida. Temporary personnel were also deployed to Albania, Brazil, Bulgaria, the Czech Republic, Ethiopia, France, Germany, Guatemala,

Latvia, Mongolia, Paraguay, Peru, Poland, Romania, Slovakia, Slovenia, the United Arab Emirates and Yemen.

#### IV. Curriculum Development Update

During 1997, DLIELC continued the development of the Nonintensive American Language Course, which is designed to be used in 4-year military academies. The course consists of four volumes, each volume to be taught in two 15-week semesters. Volumes 1-3 are now in use and Volume 4 should be ready for use by September 1998.

DLIELC also continued work on converting all the language audio cassettes to audio CDs. DLIELC customers should have a choice of purchasing language activities on cassette tapes or audio CDs by the end of December 1998.

Multimedia lessons for Books 19-24 of the American Language Course are available for nonresident use on CD-ROM. The Language Laboratory Activities for Books 1-6 are being converted to multimedia lessons and will be available on CD-ROM in the Summer of '98. Videos to accompany Books 13-18 are now available; segments from these videos will also be incorporated into IMI lessons as well.

The Special Curriculum Projects Section continued the development of courses of special interest to NATO/PFP countries' English Language Training Programs. The section is in the process of validating the *Materials Development Seminar*, a resident course designed to teach nonnative English language specialists the basics of course design as they each work on their specific curriculum projects. The *English Skills for Staff Officers in Multinational Operations Course* is a nonresident package which includes, self-study materials, classroom-instruction materials, and an instructor package. The package will be available for sale the summer of 1998. The *American Military English* materials were started in 1998. These materials deal with various military topics. Three books dealing with Air Force, Army, and Navy topics will be ready for validation early in 1999.

In the Specialized English Training curriculum there are 47 professional/technical areas comprised of 82 one-week and two-week modules. Materials are under continuous development or revision, including updating technical content and incorporating the latest methodologies. A long-term project was begun in 1997 to completely restructure the materials for aviators. This project will take up to two years to accomplish, and will allow for more flexibility in addressing individual student language needs.

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 within that level. Overall English language proficiency is evaluated with the English Comprehension Level (ECL) test, which tests reading and listening

comprehension. Used by US Test Control Officers in almost 300 locations worldwide, it is now developed using an Item Response Theory approach, which better assures the equivalence of all the forms of the test. In September 1997, DLIELC conducted a successful validation of a computerized adaptive (CAT) version of the ECL test, at a single student computer station. The next stage, to begin networked use of the CAT ECL, is projected for the end of FY98. It is anticipated that the CAT ECL will reduce testing time and improve test security. 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 57 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.

In 1998 DLIELC has been developing a "new" type of English test, an English Language Proficiency Test similar to the Defense Language Proficiency Tests used at DLI Foreign Language Center for languages other than English. These English Language Proficiency Tests assess reading, listening, and speaking proficiency. They will be scored on the 0-5 scale used by the Interagency Language Roundtable, which you may be familiar with as the US Government's Oral Proficiency Interview rating scale. This scale parallels the rating scale used in the NATO/STANAG 6001.

An increased emphasis on evaluating performance is reflected in increased use of the Oral Proficiency Interview. Oral Proficiency Interviews are required at 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.

**Bureau for International Language Coordination  
1998 Conference  
National Report - USA**

**DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER**

**MAJOR INITIATIVES**

**OPERATIONS, PLANS AND PROGRAMS**

**CURRICULUM AND FACULTY DEVELOPMENT**

**EVALUATION, RESEARCH AND TESTING**

**LANGUAGE SCHOOLS**

# Defense Language Institute Foreign Language Center

## I. MAJOR INITIATIVES

Since the early 1980s, military and civilian leaders at the Defense Language Institute Foreign Language Center (DLIFLC) had sought approval to replace the old Government Service System, which rewarded employees based on longevity, with a new Faculty Personnel System (FPS) that would recognize and reward faculty members based on achievements and merit. Finally, in 1992, the United States Congress authorized DLIFLC to implement a new faculty pay system. The threat of closure in 1993 and the duties associated with taking over the Base Realignment and Closure activities from the former Fort Ord in 1994 delayed the implementation of the new system. The Institute's administration was able to work on drafting new policies for hiring, advancement in rank, and merit pay during 1995 and 1996. Also in 1996, Institute administrators secured approval for the FPS from pay officials in the Office of Management and Budget. After gaining support and approval from the National Federation of Federal Employees Local 1263, DLIFLC administrators were finally able to implement the FPS in January 1997. Although all new faculty hired at the Institute would have to be members of the new system, participation in the FPS was not mandatory for existing faculty. Institute officials anxiously awaited results of individual faculty decisions to sign up. Fully 77 percent of those eligible to join did so. A little over a year later, over 80 percent of the Institute's faculty are members of the Faculty Personnel System.

Although the FPS is a pay system, it does incorporate advancement in rank, providing for Instructors, Assistant Professors, Associate Professors, and Professors. Faculty in the FPS must compete in order to advance. In 1997, the first Associate Professor and Professor Rank Advancement Boards met and in early 1998 the results were announced. Of the 163 faculty who competed for Associate Professor, 20 were advanced in rank. Nine of the 93 candidates for Professor were advanced.

The results of the first merit pay process were announced in January 1998. Merit pay is awarded with input from both supervisors and from merit pay boards, which are composed of supervisory and non-supervisory FPS members from outside the specific program or function in question. Supervisors receive a specified number of merit pay points per faculty member supervised and distribute those points among faculty members, based on published criteria and on employee performance appraisals. Merit pay boards review the same information and receive an equal number of points to award. Each merit pay point equates to a dollar value; the total number of points awarded to an individual faculty member thus determines his or her salary increase and/or bonus.

In addition to rank advancement and merit pay, adjunct faculty members in certain language programs were offered the opportunity to compete for tenure track appointments. Tenure track



decisions are made by the Hiring Boards and are based on the quality of the faculty member's work.

The phase-in period for the FPS is expected to last about five years. Institute leaders expect the result to be a more professional faculty that is properly rewarded for their efforts.

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

DoD Directive 5160.41, Defense Foreign Language Program (DFLP), directs the Defense Language Institute Foreign Language Center (DLIFLC) to provide technical oversight as well as operational and planning support to the DFLP. As the DLIFLC single point of contact for this support, the Director of Operations, Plans and Programs (OPP) is responsible for policy and pronency issues, including all resident and non-resident training requirements; Command Language Program (CLP) management; contingency operations; development of contingency, master, and five-year plans; mobilization support; non-resident materials distribution; and information on DLIFLC products and services. The Director of OPP in Fiscal Year 1997 was Lieutenant Colonel Marilee Wilson, USA.

The Plans Division is the Institute's primary element for strategic planning and the coordination of long-term technology efforts. In 1997, the Plans Division drafted and began preliminary staffing of a comprehensive architecture designed to consolidate the various technology initiatives school-wide and streamline them into a single coordinated effort.

The Scheduling Division is the single point of contact for allocating and assigning DLIFLC resources based on resident and non-resident training requirements. Fielding and refining input from the four services and the Department of the Army's Training and Doctrine Command, the Scheduling Division manages the complex task of assigning teachers for basic resident language programs, as well as enrolling the nearly 3,000 students who attend training annually. In addition, the Scheduling Division fields requests from a variety of governmental agencies for specialized and unprogrammed language training.

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 to ensure quality support to the field. The year ended with 252 CLPs encompassing all four military services, both active and reserve components.

DLIFLC programs to improve CLP support include

1. Quarterly CLP Managers' (CLPM) courses at DLIFLC or at customer sites (the CLPM course has already been exported to Germany, Hawaii, and Fort Bragg, NC, this year)

2. An annual CLPM Seminar, bringing together about 200 CLPMs and linguist-unit commanders to review language training programs and discuss remedies to training challenges
3. Field Assistance Visits (FAVs) to assess programs and offer help to CLPs
4. The Worldwide Language Olympics (WLO), an annual competitive motivational/training event bringing over 300 linguists to the Presidio of Monterey
5. The Linguist Network, LingNet, the foremost online system devoted to serving the needs of the foreign language community
6. Mobile Training Teams (MTT) sent out worldwide to provide language and computer training, instructor assistance, and support
7. Video teletraining to provide language instruction as well as teacher training

LingNet offers electronic file libraries and messaging services via the World Wide Web. It promotes current events in the linguist community. Over 6,000 linguists subscribe to LingNet, accessing the service through password-controlled LingNet accounts.

In addition to supporting CLPs, MTTs travel to local, state, and federal law enforcement agencies offering specialized occupational training. MTTs also offer traditional language instruction to linguists worldwide. MTTs enjoyed continuing popularity as a method of distance instruction. Nearly 9,000 hours of face-to-face training was conducted around the globe using Institute faculty.

Video teletraining (VTT) continues to serve as a major vehicle for the export of foreign language sustainment training to the field. Over 6,200 hours of training was conducted via this medium from DLIFLC's seven studios. Additionally, the Institute continues to introduce desktop VTT units to remote locations worldwide, capitalizing on an emerging wave of portable, relatively inexpensive training technology. While still highly experimental, this medium of instruction has elicited positive user comments and stands to improve as connectivity becomes faster and less expensive.

Contingency operations were supported through the worldwide deployment of expert linguists for various U.S. government and United Nations taskings. Efforts supported included Iraqi weapons inspection teams and Eastern European Secret Service training. DLIFLC also supported the Bosnian peacekeeping mission by providing 17 linguists for Operation Joint Guard. In addition, OPP supported the field through various translation and interpretation projects. In 1997, DLIFLC linguists translated 174 documents, three times the number translated in the previous year.

### **III. CURRICULUM AND FACULTY DEVELOPMENT (ATFL-CFD)**

The office of the Dean for Curriculum and Instruction (DCI) underwent a reorganization in 1997. That office is now called Curriculum and Faculty Development (CFD) and consists of two divisions, Curriculum Development and Faculty Development. Technology development projects and technology training are split between these two divisions.

Dr. Martha Herzog is the CFD Dean. Mr. Deniz Bilgin is the chief of Curriculum Development, which currently has Basic Course development projects in Arabic, Serbian/Croatian, and Ukrainian, as well as computer projects in Arabic, Korean, Serbian/Croatian, Russian, and Spanish.

Ms. Sabine Atwell is the chief of Faculty Development. In addition to the mandatory Instructor Certification Course, faculty are offered training in such areas as Introduction to Counseling, Proficiency-Oriented Teaching and Textbook Adaptation, and Teaching Grammar in Context. New programs include English as a Second Language for teachers and Introduction to Foreign Language Education, which is taught according to an academic semester rather than in a workshop format. The Faculty Development Division also trains teachers in conducting video teletraining and offers workshops on use of the Internet.

CFD's major innovation this year involves using desktop video systems for providing diagnostic assessments of graduates in the field, followed by preparation of individualized learning plans and follow-up from DLIFLC teachers.

### **IV. EVALUATION AND STANDARDIZATION**

The Evaluation and Standardization Directorate (ES) consists of four divisions corresponding to its areas of responsibility: Evaluation, Research and Analysis, Test Development, and Test Management. Dr. John Lett has served as the Acting Dean since the retirement of Dr. John L. D. Clark in December 1996. Dr. Lett also continued to serve as Director of the Research and Analysis Division. Mr. John Neff is Acting Director of the Evaluation Division; Dr. Dariush Hooshmand is Director of the Test Development Division; Captain Brian Hinsvark, USAF, is the Director of the Test Management Division, which was led during much of 1997 by Captain Thomas Gallavan, USAF.

The Evaluation Division (ESE) is tasked with evaluating DLIFLC's performance on many levels. During FY97 ESE processed Automated Student Questionnaires from 1,955 students evaluating 905 teachers, some of whom were short-course teachers who were evaluated twice during the year. ESE evaluated organizations as well as individual employees, conducting four Training Assistance Visits (TAVs). TAVs are designed to assist the visited organizations in resolving problems and improving performance. ESE also evaluated 65 Video Teletraining (VTT) classes, 56 Mobile Training Team (MTT) classes, 7 Command Language Program Manager (CLPM)

Workshops, and the annual CLPM Seminar. Finally, ESE generated 8 Feedforward/Feedback reports to aid coordination between DLIFLC and Goodfellow Air Force Base.

The Research and Analysis Division (ESR) published four reports in FY 1997: *A Guide for Evaluating Foreign Language Immersion Training*; *Language Skill Change Project Relook* (consisting of two individual reports); and *Study of Initial Entry Student Attrition*, a master's thesis completed by a Naval Postgraduate School student working cooperatively with ESR. Two additional studies were launched or in progress during FY 1997: the Proficiency Evaluation Project, which will assess the proficiency of advanced foreign language students in a number of American colleges and universities; and the Speaking Test Modality Study, which compared the results of oral proficiency tests as conducted in person, telephonically, or via desktop video. Reports will be published in 1998.

The Test Development Division (EST) is charged with the design and development of the tests used to evaluate the language proficiency of DLIFLC students and of linguists throughout their careers. In FY 1997, five Defense Language Proficiency Tests were under development: Hebrew, French, Turkish, Chinese, and Spanish. DLPTs in Czech, Japanese, Polish, and Tagalog were completed and were undergoing the validation process. In addition, EST worked on three externally-funded projects, all slated for completion in 1998, funded by the Center for the Advancement of Language Learning (CALL) or the Foreign Language Committee (FLC) of the Director of Central Intelligence. These projects include a prototype advanced test in Russian to assess proficiency above level 3; an English Language Proficiency Test, modeled after the DLPT and developed jointly with the DLI English Language Center; and the computerization of an existing DLPT as the first step towards a completely paperless testing environment.

The Test Management Division (ESM) is responsible for scheduling and conducting all tests at DLIFLC that are not part of an individual language program, as well as administering the automated student questionnaires designed by ESE. In FY 1997, ESM logged 2,431 face-to-face Oral Proficiency Interviews (OPIs), 490 telephonic OPIs, 440 tape-mediated OPIs, 1,619 Final Learning Objectives (FLO) Subskills Examinations, 2,874 Defense Language Proficiency Tests (DLPTs) in Listening and Reading, 53 Defense Language Aptitude Battery (DLAB) Examinations, and 1,955 Automated Student Questionnaires (ASQs).

## V. LANGUAGE SCHOOLS

### A. 1997 Proficiency Results

#### Students Attaining L2/R2/S2, by Language

Arabic	34%	Polish	33%
Chinese	52%	Portuguese	88%
Czech	75%	Russian	26%
French	78%	Serbian/Croatian	36%
German	94%	Spanish	76%
Greek	100%	Tagalog	50%
Hebrew	55%	Thai	57%
Italian	86%	Turkish	67%
Japanese	67%	Ukrainian	75%
Korean	34%	Vietnamese	69%
Persian Farsi	71%		

### B. Asian I

Peter J. Armbrust is Dean and Captain Paul Clarke, USAF, is Associate Dean of Asian School I.

The school is responsible for teaching Chinese Mandarin (its largest program, with 55 instructors currently on board), Vietnamese, Japanese, Tagalog, and Thai. Chinese and Japanese are Category IV languages with programs of instruction lasting 63 weeks. The other programs are Category III and last 47 weeks. During calendar year 1997, the less-commonly taught languages suffered severe reductions in personnel, ranging from 43 percent in Tagalog, Japanese, and Vietnamese, to 66 percent in Thai. These reductions were the result of reduced student input. Conversely, ChineseMandarin increased by 10 percent.

In spite of the turbulence associated with reductions of this sort, results, as measured by the Defense Language Proficiency Test (DLPT), improved in all languages.

### C. Asian II

Dr. Martha Herzog is Dean and Major Stephen Tharp, USA, is Associate Dean of Asian School II, which is responsible for the Korean program. Starting in September 1996, a new curriculum was implemented; students began to graduate from this 63-week program in December 1997. A total of 161 students have graduated from this new program. To date, 70 percent have scored Level 2 or higher in listening comprehension, 96 percent have scored Level 2 or higher in

reading comprehension, and 61 percent have scored Level 2 or higher in speaking. The percentage of students meeting the goal of Level 2 in all three skills has been 48 percent. This represents a significant improvement over the results in previous years.

## **D. European I**

Professor Benjamin De La Selva is Dean and Lieutenant Colonel Charles F. Cran, USAF, is Associate Dean of European School I, which in fiscal year (FY) 1997 was responsible for Russian, Serbian/Croatian, Polish, and Czech training. During FY97, 162 Russian basic course students completed the Russian course. Of those students, 80 percent scored Level 2 or higher in Listening Comprehension, 90 percent scored Level 2 or higher in Reading Comprehension, and 25 percent scored Level 2 or higher in Speaking. The percentage of students meeting the Level 2 goal in all three skills was 25 percent. In August 1997, European I graduated a class of students who used the commercial course *Golosa* ("Voices") during the first two semesters, with proficiency results somewhat lower than the average for FY97.

European School I was responsible for a score of Russian and Ukrainian translations for various Department of Defense agencies. European School I also provided translators and interpreters to the U.S. Secret Service in support of training trips to the former Soviet Union. At the end of July 1997, European I hosted a one-week Ukrainian orientation course for a delegation of General and Senior Field Grade Officers from the California Air National Guard.

The Polish and Czech programs were transferred to the European and Latin American School in September 1997.

For the greater part of FY97, the Serbian/Croatian department graduated mostly students from its conversion program, a 16-week course to cross-train Russian linguists into Serbian/Croatian. In early 1997 there was a surge in conversion training. Three contract courses were established to fulfill this requirement. One course for 40 students was conducted in Monterey by four contract instructors hired by the DLIFLC Washington Office. The other two courses were conducted in Fort Hood, Texas (Nov 96 and Feb 97), via Mobile Training Team (MTT) with one contract instructor and one DLIFLC instructor on a rotating basis. Additionally, two groups of students graduated from the first basic course classes taught in Serbian/Croatian at DLIFLC since 1989, when the original Serbian/Croatian program (then called "Serbo-Croatian") was discontinued. The first group graduated in June 1997, with 26 percent of the students achieving the goal of Level 2 in Listening, Reading, and Speaking. Of the second group, which graduated in September 1997, 67 percent achieved Level 2 in all three skills.

## **E. European II**

Dr. Mahmood Taba Tabai is Dean and Lieutenant Colonel Philip Jewitt, USAF, replaced retiring Lieutenant Colonel Edward J. Rozdal in July 1997 as Associate Dean of European School II, which is responsible for instruction in Russian and Persian Farsi. Dr. Taba Tabai adopted a

number of administrative policies designed to support faculty members in the performance of their teaching duties. The Dean and the department Chairs conducted extensive class visits and provided feedback to teachers that emphasized positive aspects and constructive criticism. The administration initiated breakfast/roundtable discussions with the faculty and coordinated faculty input with input from students in the form of the Interim Student Questionnaires (ISQs) and Automated Student Questionnaires (ASQs) to insure that problems were resolved and student needs were met. European II teachers received training in teamwork and conflict resolution and in making the most efficient use of existing materials while supplementing those materials with information from the Internet.

The elimination of English from all classes and all phases of instruction has been a priority for Dr. Taba Tabai, who calls instruction in the target language the greatest “untapped source of increased productivity.” With his encouragement, European II teachers are tapping that source and have all but banished English from the classroom, even in beginning classes.

European II provided instruction via Video Teletraining (VTT) and Mobile Training Team (MTT) to Fort Huachuca, Fort Mead, Goodfellow Air Force Base, and the On-Site Inspection Agency.

## **F. Middle East I**

Throughout calendar year (CY) 1997, Mr. Charles Cole served as Dean of Middle East School I. Captain Scott Hunter, USAF, served as Associate Dean until July 1997, when he was replaced by Major Anthony Wenger, USA. The school consists of three Arabic departments and a Multi-Language Department, which teaches Greek, Hebrew, and Turkish.

The Arabic program graduated a total of 196 students: 74 percent achieving 2's in listening; and 96 percent achieving 2's in reading. Thirty percent achieved 2/2/2 on the Speaking DLPT.

The Greek program graduated 4 students with 100 percent 2/2/2's on the DLPT.

In Hebrew: 72 percent achieved a 2 in listening; 77 percent achieved a 2 in reading; and 61 percent achieved 2/2/2 on the DLPT.

The Turkish program produced 4 graduates with 100 percent 2's in listening; 75 percent 2's in reading; and 100 percent 2's in speaking. Seventy-five percent scored 2/2/2 on the DLPT.

With the exception of the Arabic speaking scores, which coincide with the introduction of a new program of testing, these statistics represent improvements over results in previous years.

## **G. Middle East II**

Middle East School II, one of the two schools responsible for the Arabic program, is headed by Dean Luba Grant and Associate Dean Lieutenant Colonel Joseph Patterson, USAF. Last year 86 percent of graduating students achieved Level 2 or better in Listening, 99.6 percent Level 2 or better in Reading, and 36.2 percent Level 2 or better in Speaking. Results to date continue to improve while academic attrition is dropping considerably.

Currently both Middle East Schools, together with Curriculum and Faculty Development, are reorganizing and updating Semester 1 of the Arabic Basic Course.

Additionally, both Middle East Schools have established computer labs to augment classroom instruction. The schools continue to support MTT and VTT training requirements in Modern Standard Arabic and in the Egyptian, Iraqi and Syrian dialects.

## **H. European and Latin American School**

Mrs. Grazyna Dudney is Dean and Major Michael Markovitch, USAF, is Associate Dean of the European and Latin American (ELA) School, responsible for the Spanish, German, French, Italian, Portuguese, Polish, and Czech programs. In August 1997 the first class of the new Spanish Basic Course started and in October the Spanish program implemented the Back to Basics OPI testing. ELA gained the Polish and Czech programs in October 1997 as the result of a reorganization of DLIFLC's schools. ELA also conducted a heavy off-site training and translation load in addition to the on-site mission. For example, in June 1997 the ELA staff completed a large-scale translation of School of the Americas (SOA) lesson plans mandated by the Department of Defense Inspector General to satisfy a Congressional requirement.



**Bureau for International Language Coordination  
1998 Conference  
National Report - USA**

**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**

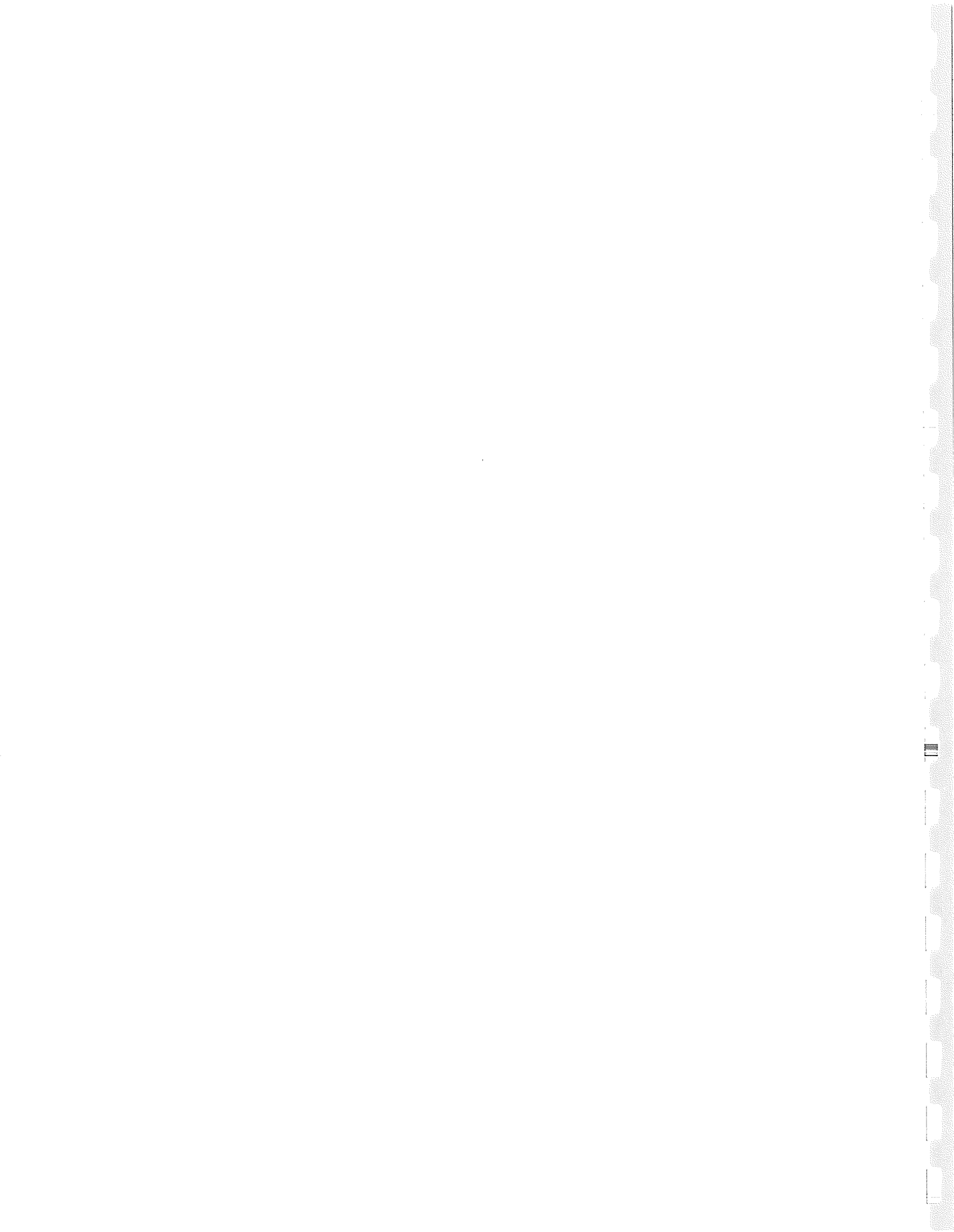
DLI-Washington's second mission is to provide language training and certification of Russian translators for the Moscow-Washington Direct Communications Link (MOLINK) and for the White House Communications Agency. DLI-Washington has three permanent instructors to meet these responsibilities and to provide 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.

## **VI. STUDY GROUP REPORTS**



# BILC CONFERENCE 1998

## REPORT OF STUDY GROUP 1

### DEFINING AND MEETING LANGUAGE TRAINING REQUIREMENTS FOR MULTI-NATIONAL PEACE SUPPORT OPERATIONS

Chairman	-	Drs G Seinhorst	Netherlands
Members	-	Mr J Åkermark	Sweden
	-	Col J Dipiero	USA
	-	Brig Gen C Escoffier	France
	-	Lt Cdr L Grassi	Italy
	-	Brig Gen R Graziani	Italy
	-	Col H Hutter	Austria
	-	Lt Col J Lefebvre	Canada
	-	Mrs N Paktunc	Canada
	-	Maj (Retd) C Pearce	UK
	-	Prof J Seland	Norway
-	Lt Col S Volden	Denmark	

- References:
- Study Group Report 4 from BILC 92
  - Study Group Report 2 from BILC 93
  - Study Group Report 3 from BILC 96
  - Study Group Report 2 from BILC 97

#### 1. Background

The group took as their starting point the findings of a number of study groups of previous BILC Conferences which handled – under different titles – essentially the same topic. The findings of each of these study groups (see References) were thought of as highly valuable and should be, for a full understanding of the subject matter, considered together with this study group report.

#### 2. Discussion

The group discussed several trends, changes and experiences relating to the study group theme. It was decided to split up the theme in two subsequently to be discussed subtopics:

- defining language requirements for multi-national peace support operations;
- meeting language requirements for multi-national peace support operations.

##### a. DEFINING LANGUAGE TRAINING REQUIREMENTS

As a preamble it must be pointed out that any attempt to fully standardise language training requirements should be avoided, since language needs may differ considerably from one peace operation to another. Standardisation diminishes flexibility, which after all is the key word in meeting the requirements for peace operations.

There are at least two distinct language requirements that must be provided for in multi-national peace support operations:

1. the *operational language* requirements, i.e. the requirements for language(s) used in internal communication within the cooperating forces;
2. the *"area" language* requirements, i.e. the requirements for language(s) used in the contacts with the local population and the local regular armed forces.

In order to identify these respective languages, last year's study group that handled this subject, developed a provisional Language Needs Questionnaire. This form is designed to be completed by non-specialist staff officers and advance party members and handed to the language provider. It will assist in the early provision of materials and courses to meet the needs of an operation.

This year's study group saw it as its task to review the concept in detail and produce an updated version of the form, which is attached at Annex A of this report. It must be stressed once more that the questionnaire is *not* seen as a complete answer to the identification of language requirements, but it certainly can give very useful information about highlighting specific areas of care and specialist language material that would be needed.

b. MEETING LANGUAGE TRAINING REQUIREMENTS

The possible solutions to meet the language training requirements for peace operations are fairly well described and documented in previous study group reports and in a large number of presentations on this subject.

As far as sharing of training resources between BILC members and PfP nations is concerned, the study group came to the conclusion that there is still much left to be desired. Despite many good intentions of BILC representatives, the actual exchange of expertise, materials, teachers and students is being hampered by protocol procedures and a lack of communication.

It is therefore our hope and strong belief that a BILC Internet Homepage--as the ultimate means of communication, which DLIELC has offered to set up, will prove to be an effective tool to overcome any barriers in sharing resources.

3. **Conclusions and recommendations**

- a. The group concluded that there exists an urgent need for a more systematic approach for identifying possible language needs in peace operations. It is essential that the language issue becomes a fixed part of the decision-making process concerning multi-national peace support operations.
- b. The sharing of resources could be greatly improved by exploring new ways to enhance the cooperation, coordination and communication between BILC members and PfP nations. In this respect the Internet offers a vast range of possibilities: a BILC Homepage could contain – among many other things – a consolidated list of courses and resources available in the respective BILC member nations.
- c. Furthermore, the group recommends that:
  - the updated version of the Language Needs Questionnaire is forwarded by the BILC Secretary through the appropriate channels to be approved for standardised acceptance by NATO and PfP member nations
  - efforts should be made to set up the BILC Homepage before the end of this year, in order to facilitate the information exchange between member nations, without refraining, however, from more traditional means of communication, such as telephone, fax and mail
  - BILC member and observer nations are encouraged to continue to share their language training capabilities, given that different countries can offer different opportunities
  - the Study Group should be continued at the 1999 BILC Conference.

# LANGUAGE NEEDS QUESTIONNAIRE

Staff officers, advance party members are requested to complete this form and hand it 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 \_\_\_\_\_

1. **LENGTH OF OPERATION**  
(if known) \_\_\_\_\_

2. **TIME BEFORE DEPLOYMENT OF**
- advance party \_\_\_\_\_
  - main force \_\_\_\_\_
  - others \_\_\_\_\_

3. **SIZE OF FORCE DEPLOYING**
- ? team of \_\_\_\_\_ (number of personnel)
  - ? platoon
  - ? company
  - ? battalion/regiment
  - ? brigade speciality
  - ? other formation \_\_\_\_\_

4. **SPECIFIC KNOWN OR LIKELY TASKS** (please prioritise with numbers 1, 2, ... etc. in decreasing importance)

- |                         |                             |                  |
|-------------------------|-----------------------------|------------------|
| ? key point defence     | ? engineer tasks (specify)  | ? CIMIC          |
| ? check point operation | _____                       | ? observation    |
| ? mobile patrol         | _____                       | ? escort role    |
| ? stop & search         | _____                       | ? monitoring     |
| ? policing              | ? transport tasks (specify) | ? legal          |
| ? riot control          | _____                       | ? mine clearance |
| ? refugee control       | _____                       | ? EOD            |
| ? evacuation            | _____                       | ? fire fighting  |



- ? communications
- ? liaison
- ? medical provision
- ? recovery

- ? logistic support
- ? water
- ? food
- ? POL
- ? damage assessment

- ? NBC
- ? others (specify)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. **CONTACT** EXPECTED WITH (if possible, please prioritise with numbers 1, 2, ... etc. in decreasing importance)

- LOCAL POPULATION
  - ? civilians
  - ? authorities
  - ? para-military forces
  - ? refugees
  - ? others (specify) \_\_\_\_\_

- LOCAL REGULAR FORCES
  - ? hostile
  - ? friendly
  - ? uncertain

- CO-OPERATING FORCES
  - ? nationality (specify) \_\_\_\_\_
  - ? liaison personnel required at \_\_\_\_\_ level

Please give any other facts that may assist:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1. **PROVISION**

Requirements are provisionally:

	LANGUAGE	QUANTITY
? pocket cards	_____	_____
? phrase book	_____	_____
? military vocabulary (reference)	_____	_____
? short course of _____ hours/days/weeks for _____ soldiers/officers		
? other (specify)	_____	

Thank you very much for completing this form. It will be of great help in meeting the language needs of the operation.

COMPLETED BY:

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

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

fax: \_\_\_\_\_  
e-mail: \_\_\_\_\_ @ \_\_\_\_\_

Please return this form to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **SUMMARY OF THE PROCEEDINGS OF STUDY GROUP 2**

### **TOPIC: INTENSIFIED SHARING OF RESOURCES IN TESTING AND ASSESSMENT**

#### **INTRODUCTION**

1. Each member gave a short resume of his/her role in and experience of testing and assessment. It became apparent that there was considerable diversity of approach to testing and a variety of aims behind the testing methodologies adopted. There was a short discussion on the nature of test used such as progress, diagnostic, achievement and placement and all countries represented offered to exchange material on any and/or all of these areas.
2. It also became apparent that when considering testing there was a need to take into account national systems and requirements as well as the need to consider civilian accreditation within and across countries.

#### **MAIN POINTS**

##### **A. ENSURING EQUALITY IN EVALUATION**

3. There was a consensus that the most immediate concern was that of evaluating the STANAG 6001 in terms of the SLPs - in other words ensuring that a level 3 from one country represented the same language proficiency as a level 3 from another.
4. Since national testing systems were established and served more aims than just that of NATO evaluation, a common NATO-wide testing system was a non-starter. The question was therefore how to achieve greater commonality in the interpretation of the STANAG levels particular interest was shown in the assessment of the oral interview and writing elements. An integral part of this evaluation training was also felt to be the training of instructors firstly to act as examiners and secondly to interpret the STANAG correctly for teaching and course design purposes.

#### **PROPOSALS**

5. The USA offered to collate examples of suitable material across all four skills and levels and distribute to those interested. Countries are invited to send such samples to the BILC secretariat indicating clearly how the material was designed to be used and at which level. Users of this service would be invited to comment on the samples from the SLP level point of view.
6. In the same way countries are invited to send videos and/or cassette recordings of actual or mock exams which could then be used for the same purpose.
7. The UK offered to co-ordinate a workshop training session on common evaluation to be incorporated in the appropriate forum, possibly either a special workshop or at a future BILC conference/PfP seminar.

8. It was felt that it should be possible to take some sample videos of exams during the SHAPE visits to various countries which could be used for moderation purposes.

## **B. TEACHER EXCHANGES**

9. There was a short discussion on the desirability of exchanges of professional staff. While this was felt to be highly desirable, it was really a matter for bilateral agreement. The discussion was broadened to the possibility of visits/exchanges for exam purposes.

## **PROPOSAL**

10. Countries should contact each other to establish such liaison. In addition, many countries had LOs who were in most cases willing to act as native speakers for the higher level exams, but who were not usually professional linguists.

## **C. THE WAY AHEAD**

11. Concern was expressed at the time delay that would be experienced if further activity in this area were to be left to the next BILC conference for two reasons:
  - a. there is clearly a need in the testing area which needs addressing
  - b. PfP nations have an expectation and requirement which we are not in a position to meet except at a bilateral level.

Consequently, it is proposed that a working party be established with a co-ordinator with the following aims:

- a. the collation and exchange of testing material throughout all BILC members.
  - b. co-ordinate presentations and workshops both for BILC and PfP seminars/conferences.
  - c. make suggestions for improved co-operation and co-ordination between all interested parties.
  - d. progress any suggestions from members on matters relating to the interpretation of the STANAG.
12. Of immediate concern was the perceived requirement for November where it was thought that BILC would wish to be as practical and supportive as possible. It was proposed that the working party be organized prior to the PfP seminar in Vienna.

## BILC 98 - STUDY GROUP 3 REPORT

Chair; Maj C Rose

Members; Mr M Schwarz, Ms M Larsson, Maj Akbas, Cdr W Mitchell, Maj E Hornslein, Col G Roungas, Dr R Clifford, Gp Capt B Hounslow, Col J Montoto, Capt(Navy) E Valero.

### Topic - Improving performance through technology

1. There are 2 aspects to the application of technology to 'improving performance';
  - a. The eventual ability through technology to allow linguistically untrained military personnel to communicate with others without a common language i.e. through further advances in machine translation linked to voice recognition software.
  - b. The possible improvement of
    - (1) Student performance.
    - (2) Teacher/institutional performance.
2. This could be summarised in the difference between instructional and information technology.
3. Whilst acknowledging that further technological advances could make a universal translator a possibility in the future, the group considered that present programmes and equipment were impractical for military use. The discussions therefore concentrated on the possibilities for improved student and teacher/institutional performance.
4. All the group members reported that their countries had introduced the use of multimedia packages for military language training to some degree. Primarily this consisted of use in language training centres of dedicated networked hardware running either off the shelf commercially available software, purpose written or customised programmes or a combination thereof. A number of countries are also sending out software to field units and Headquarters, where the software can be run on existing or purpose provided hardware.
5. When used at Language Training Centres the programmes were used in parallel with conventional teaching and often additionally in a self-access mode for additional study in students' spare time or for non full-time students who could use the programme on a drop in basis.
6. In distributed use the programmes were used either in drop in mode for those who were interested or for the training of personnel who had an LT requirement, but who

could not be released to attend centralised training. In the latter case electronic communication such as the internet was used to provide tutorial back up in some cases.

7. The only member able to comment on statistical evidence for improved performance was Michel Schwarz. Germany has conducted a study involving control groups with no exposure to their chosen software and other groups with different degrees of exposure. The results of their survey did not show any significant difference in performance between the groups. The numbers involved in the study were insufficient to be statistically reliable and this study and others like it should continue.

8. The group agreed that although management had hoped that the introduction of technology would reduce staff and therefore overall long term costs, this had not proved to be true and that the highest degree of acceptance and consequent value was obtained when staff were either present or were available to offer assistance and/or feedback. Once this is more widely acknowledged it may allay the fears of some members of staff over their job security and help overcome the technophobe tendency among some teachers.

9. In the cases where a multimedia package was used for distributed/distance learning this sometimes filled a void where otherwise no training would have been provided. In such cases it is obvious that there must have been an improvement in the students' performance.

10. The subjective feeling of the group was that the use of multimedia packages in LT centres enhanced the motivation of the students, especially the younger ones and that it provided another method of teaching to add to the variety in use therefore engaging the students' attention.

11. A combination of multimedia and internet usage could enable LT trainers to reach a larger and more geographically dispersed target group. Similarly CD ROMs etc issued to personnel who had already been given introductory training, would enable them to continue their language studies during deployment.

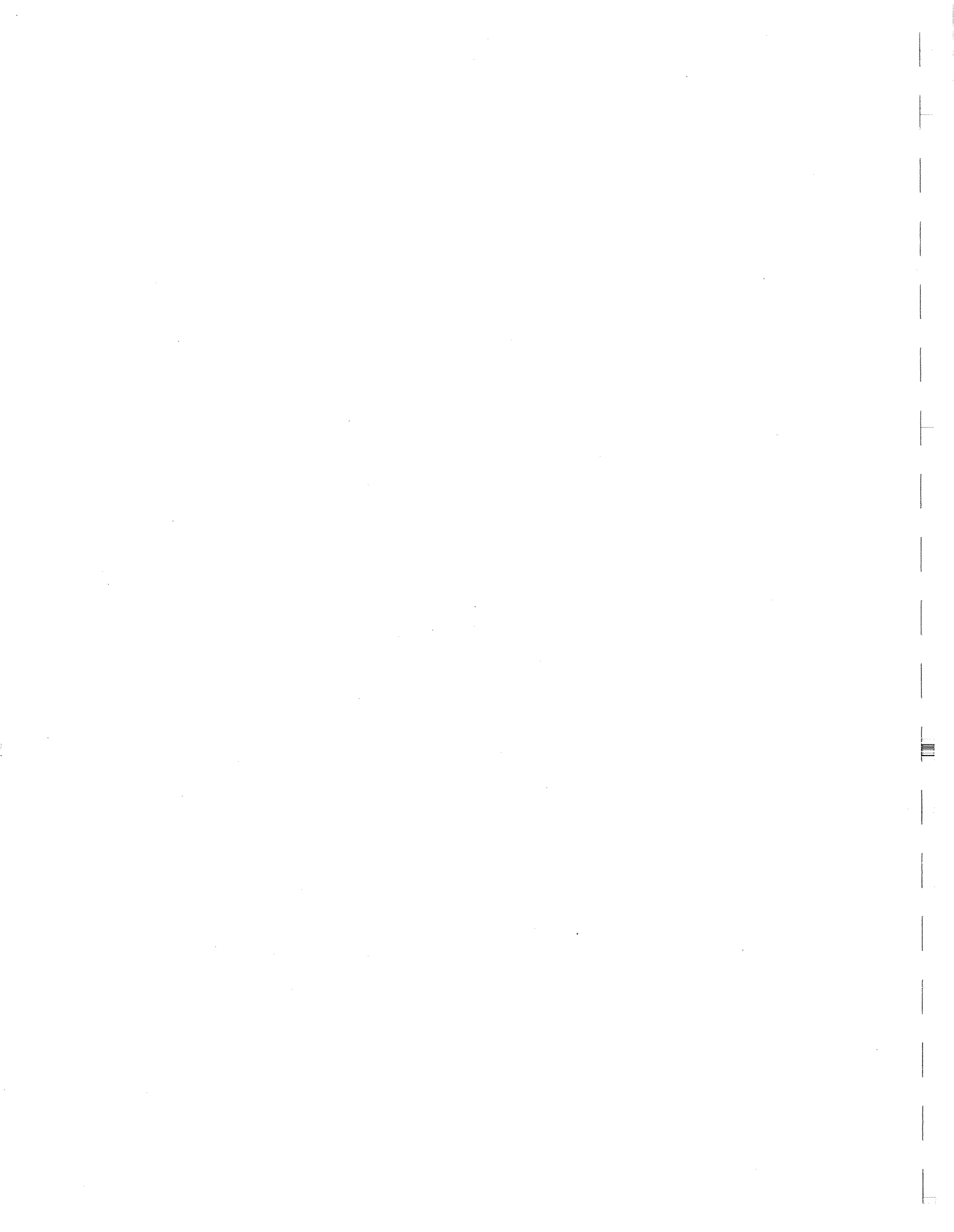
12. In the sense of an increased number of language trained personnel, technology could be said to enhance the performance of the teacher/institutions. The product would, however be no better.

13. There are claims, especially from the commercial material producers, that the use of technology speeds up

the training process. Whereas this may be the case for some students it was felt that the technology was still not the preferred solution as it would have the same shortfalls for language acquisition as individual tuition when compared to small group work.

14. In conclusion the group considered that technology in the classroom was just another teaching aid, and should be used when considered appropriate as a tool. The main advantage and potential for improved performance lay in the fields of distance and distributed training. An additional advantage lies in the use of technology to enable teaching in a number of dialectical forms understood but not necessarily mastered by the main instructor. The same could apply to language for specific purposes.





## REPORT: STUDY GROUP 4

### TOPIC: THE TEACHER IN THE 21<sup>ST</sup> CENTURY

The study group decided to present its report in the form of a job description for a teacher to be employed at the BILC Combined Language School in the year 2010. Duties, qualifications, and working conditions are described in that document.

At Appendix A is a description of students in the 21<sup>st</sup> century. This document provides the rationale for the duties and qualifications presented in the job description.

Appendix B provides an overview of the tasks performed by a language teacher.

#### Study Group Members

Major A. Akbas, Turkey

Captain Carlos Carrascosa, Spain

Mr. Eric Gram, Denmark

Ms. Gunver Hasselbalch, Denmark

Dr. Martha Herzog, USA, Chair

Mr. P. Kahrmanis, Greece

Lt. Col. Vicky Martin, UK

Mr. Tom Molloy, USA

Mr. Kjell Morland, Norway

Mr. Ilias Papadopoulos, Greece

JOB DESCRIPTION  
BILC LANGUAGE TEACHER

Appointment

The BILC Combined Language School is a NATO-funded language training establishment within SHAPE, whose mission is to train Service personnel in the language skills necessary to perform successfully in their careers or on specific operations. Training is both performance and proficiency based.

Duties

The successful candidate will:

- \* Teach the target language, as sole teacher or part of a team, to adult learners on beginner, intermediate, and advanced levels.
- \* As directed, research military topics in order to teach military terminology.
- \* Plan and prepare all instruction.
- \* Maintain excellent rapport with students.
- \* Utilize state of the art technology to enhance and supplement classroom instruction.
- \* Collaborate in the production of required training materials.
- \* Make judicious use of student native language to provide necessary explanations.
- \* Produce and conduct achievement, performance, and proficiency tests.
- \* Counsel students with respect to their academic performance.
- \* Tutor individual students when required.
- \* Maintain, develop, and demonstrate linguistic and pedagogical skills.
- \* Attend meetings and training as required.

## Qualifications

The requirements for the position are:

- \* A relevant formal education and STANAG Level 4 or higher in the target language.
- \* The following qualifications are highly desirable:
  - \* Experience in course development, course administration, testing methods, testing levels, course evaluation, interest in the forces, knowledge of world history, cultural awareness.
- \* High ability to respond to students' needs:
  - \* Some knowledge of cultural background of the students and awareness of possible learning disorders (hearing problems, dyslexia, etc.) are essential. Some capability in the mother tongues of the students is necessary.
  - \* An ability to adapt subject matter to the needs of the students, taking into consideration cultural background, level of knowledge, and motivation. This will include the ability to select appropriate pedagogical methods and the use of appropriate technical aids; e.g., Internet, student networks, teleconferencing, multimedia, video-camera, video editing, language laboratories, satellite TV tuning and recording.
- \* An ability to teach languages other than the target language is highly desirable.
- \* The successful candidate will demonstrate a high level of personal motivation.

## Working Conditions

Salary: Set by negotiation and based on qualifications. Paid monthly.

Location: The BILC Combined Forces Language School.

Duration: Standard national government contract.

Contractual  
Terms and

Conditions: Pension, insurance, work week, and leave will follow national norms. Contact hours, preparation, and planning not to exceed 24 hours per week. Flexibility and mobility to work off site will be required.

Work  
Environment

Conditions: Teachers will work from a team staff-room with preparation facilities and access to project preparation rooms, restaurant, coffee, and restroom facilities.

### Interviews

Interviews for this post will take place over one day at the BILC Combined Language School. The language proficiency of the candidate will be evaluated. There will be an interview based on the candidate's curriculum vitae. The candidate will be asked to give one hour of instruction according to a scenario given to him/her during the morning session.

## APPENDIX A

### STUDENTS IN THE 21ST CENTURY

On the basis of current trends, we can anticipate that in the 21st century, students will have the following characteristics.

They will have had little previous training in the grammar and formal structure of their native language or a foreign language. To those educated in the third quarter of the 20th century, these students will appear to have little intellectual discipline. They may give evidence of a short attention span.

However, these students will typically be familiar with computer technology and other forms of high technology. Hence, most students will expect technology to be included in the language learning program. In general they will expect technology to;

- (1) offer opportunities for self-study in addition to classroom instruction;
- (2) permit the acquisition of language for special purposes, after general proficiency in the target language has been attained.

Nevertheless, some students may have had no access to higher technology and would be disadvantaged if the language program assumed a high degree of familiarity.

Students will expect to participate to some extent in determining the content of the curriculum. They will expect the course to be tailored for their particular needs.

Increasingly, students will expect to go to the target language country while learning the language.

Many countries will find that their student population includes a greater range of racial and ethnic groups than in the past. This may include "heritage speakers" of the language being taught; however, actual command of the language may be limited so that these students will require evaluation prior to instruction.

Students may have some hearing damage since this is become true of the population at large.

## APPENDIX B

### WHAT DOES A TEACHER DO?

- \* Models the language.
- \* Answers unanticipated questions.
- \* Facilitates group interaction.
- \* Provides direct conversational practice at any level.
- \* Integrates skills.
- \* Selects authentic material.
- \* Turns authentic material into learning activities.
- \* Recognizes patterns of errors and weaknesses.
- \* Creates individualized remedial exercises.

## **VII. CONFERENCE PHOTOGRAPH**





TRAINING  
DIVISION  
SIR  
ALEXANDER HOOD  
THEATRE

