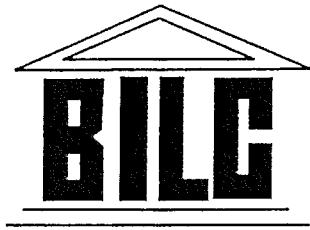**BILC**

Bureau for International

Language Co-ordination

# CONFERENCE

# REPORT

## 1999

**NETHERLANDS**

**BILC**

Bureau for International

Language Co-ordination

# CONFERENCE

# REPORT

# 1999

**NETHERLANDS**

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# I. PREFACE
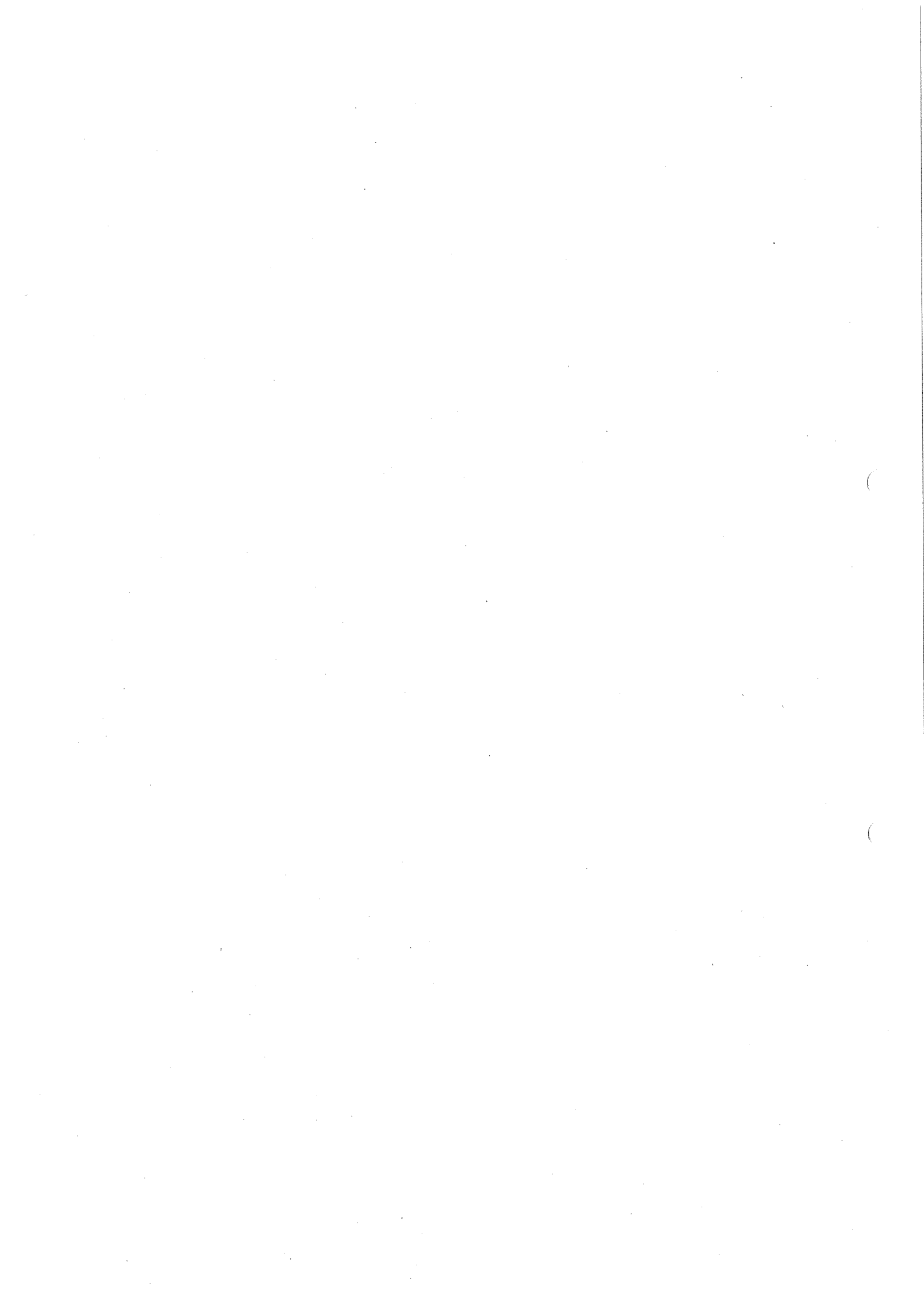
<u>**Preface**</u>

<u>**Purpose of the Bureau for International Language Co-ordination (BILC)**</u>

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.

<u>**Membership**</u>

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
    1999: Czech Republic, Hungary, Poland

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.

<u>**Organization of the Bureau**</u>

4.  The Bureau has a standing Secretariat currently provided by the United States. 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. Since 1994, the Bureau has also organized an annual Partnership for Peace seminar.

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 NATO Training Group/Joint Services Subgroup (NTG/JSSG) as a consultative and advisory body concerned with language training matters.

## Achievements

7. Between 1972 and 1974, BILC developed language proficiency levels for the four skills of Listening, Speaking, Reading, and Writing. These levels were published as 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.

## BILC Conference 2000

10. The Conference will be held in Ottawa, Canada 5 – 9 June 2000.
The Conference theme will be, "BILC at the Threshold of the New Millenium: The Way Ahead".

# II. CONFERENCE ORGANIZATION

# PROGRAM

## BILC CONFERENCE 1999

### "Lessons Learned - 33 Years of BILC"

### Talma Hoeve Conference Centre
### Garderen
### NETHERLANDS

### Sunday 30 May 99

1400 – 2200   Arrival of delegates

Transport from Schiphol Airport Amsterdam to Talma Hoeve

Hotel registration

1900   Informal welcome drink for participants and spouses in the hotel lounge

Dinner if required under own arrangements

### Monday 31 May 99

0845   Welcome address by Host Nation
Maj Gen C.H. Nicolai, Chief of Training Command RNL Army

0900   Conference Opening Address by the BILC Chairman
Dr Ray Clifford

0915   Administration briefing

0930   Coffee/Tea

0945   Presentation (UK) - Lessons learned: 33 years of BILC
*(Introducing the Theme I)*

1015   Presentation (Germany) - Lessons learned: 33 years of BILC
*(Introducing the Theme II)*

1045   Conference photo

1100   Coffee/Tea

1115   Presentation (US) - Lessons learned: 33 years of BILC
*(Introducing the Theme III)*

| 1200 | Lunch |
| 1315 | Presentation 1 (Canada) - *BILC, Lessons learned* |
| 1400 | Study Group briefing - BILC Chairman |
| 1415 | Coffee/Tea |
| 1430 | Study Group Session (1) |
| 1600 | Transport departs for Battlefield Tour *"Market Garden"* |
| 1930 | Dinner at an Oriental restaurant in Ede |
| 2200 | Transport departs restaurant for Hotel |

## Tuesday 1 June 99

| 0800 | Steering Committee meeting |
| 0915 | Presentation 2 (Sweden) - *The new Swedish officer training system and its relations with STANAG 6001* |
| 1000 | Coffee/Tea |
| 1015 | Presentation 3 (Netherlands) - *New Opportunities in Oral Language Testing* |
| 1115 | Presentation 4 (US) - *An Overview of the US Government Proficiency Scale* |
| 1200 | Lunch |
| 1315 | Presentation 5 (Austria) - *Pepping Up the Classroom* |
| 1400 | Presentation 6 (Spain) - *The Spanish Experience in Language Training since the Incorporation into NATO* |
| 1430 | Coffee/Tea |
| 1500 | Study Group Session (2) |
| 1800 | Dinner in hotel |
| 2000 | Demonstration of typical Veluwe Folk dancing |

**Wednesday 2 June 99**

| | |
|---|---|
| 0800 | Steering Committee meeting |
| 0915 | Study Group Session (3) |
| 1015 | Coffee/Tea |
| 1030 | Presentation 7 (Germany) - *Effectively Meeting the Increasing Foreign Language Training Requirements* |
| 1115 | Presentation 8 (Turkey) - *Evaluating Teacher Effectiveness* |
| 1145 | Brief on visit to Amsterdam |
| 1200 | Lunch |
| 1300 | BILC Excursion (Amsterdam)<br>Departure Conference Centre for Amsterdam. Visit to places of interest in Amsterdam. (Maps and suggestions for visits to be provided) |
| 1900 | Evening meal in Pancake restaurant in the Fortress of Naarden |
| 2200 | Depart restaurant for Hotel |

**Thursday 3 June 99**

| | |
|---|---|
| 0800 | Steering Committee meeting |
| 0915 | Presentation 9 (Italy) – *Language Training for Special Purposes* |
| 0940 | Brief on BILC Seminar in Vienna and JSSG meeting |
| 1000 | Update on the BILC website |
| 1015 | Coffee/Tea |
| 1030 | Presentation 10 (Greece) – *33 Years of BILC: the Hellenic Experience* |
| 1100 | Demonstration - *Language Learning & the Internet* |
| 1215 | Lunch |
| 1315 | Presentation 11 (Australia) - *Alternative Strategies for Foreign Language Training; the Australian Experience and the Influence of BILC* |

5

| | |
|---|---|
| 1400 | PCC Presentation |
| 1430 | Coffee/Tea |
| 1445 | Study Group Session (4) <br> Preparation of Study Group reports |
| 1630 | Transport departs hotel for Castle Tour and BILC dinner |
| 1700 | Guided Tour of Cannenburch Castle |
| 1900 | BILC dinner at Restaurant *»'t Koetshuis«* of Cannenburch Castle, hosted by the Chief of Training Command RNLA |
| 2300 | Transport departs for Hotel |

## Friday 4 June 99

| | |
|---|---|
| 0800 | Steering Committee meeting *(final)* <br> Completion of Study Group reports |
| 0930 | Presentation of Study Group reports |
| 1000 | Coffee/Tea |
| 1030 | Presentation of Steering Committee report |
| 1100 | BILC Seminar 99 – Brno |
| 1130 | Summation of Conference / Open Forum |
| 1200 | Lunch |
| 1300 | Departure of participants |

# BILC CONFERENCE 1999

## List of Participants

**CONFERENCE CHAIRMAN**

| | | |
|---|---|---|
| | Dr CLIFFORD (Ray) | Provost Defense Language Institute Foreign Language Center Monterey, CA |

**CONFERENCE CHAIRMAN**

| | | |
|---|---|---|
| | drs SEINHORST (Gerard) | Head Language Co-ordination Centre Royal Netherlands Army Ede |

**BILC SECRETARY**

| | | |
|---|---|---|
| | Ms GOITIA GARZA (Peggy) | Chief Curriculum Division Defense Language Institute English Language Center Lackland Air Force Base Texas |

## NATIONAL DELEGATIONS

### AUSTRALIA

*(Observer)*
Head of Delegation

| | | |
|---|---|---|
| | Commander MITCHELL (Wayne) | Commanding Officer Australian Defense Forces School of Language Point Cook |

### AUSTRIA

*(Observer)*
Head of Delegation

| | | |
|---|---|---|
| | Colonel PAUSCHENWEIN (Gernot) | Head R&D Section Austrian Armed Forces Language Institute Vienna |

### CANADA

Head of Delegation

| | | |
|---|---|---|
| | Lieutenant Colonel LEFEBVRE (Jean) | Commandant Canadian Forces Language School Ottawa |

| Members | Lieutenant Commander GERVAIS (André) | Deputy CO/Standards Coordinator Language Training Faculty<br>  Canadian Forces Language School<br>Ottawa |
| | Ms PAKTUNC (Nilgun) | Foreign Language Programme Manager<br>  Canadian Forces Language School<br>Ottawa |

## CZECH REPUBLIC

| Head of Delegation | Dr ŽIGMUNDOVÁ (Květoslava) | Language Training Manager<br>  Ministry of Defense<br>Prague |
| Member | Dr KOLDOVÁ (Marta) | Head<br>  Language Training Center<br>Brno |

## DENMARK

| Head of Delegation | Lieutenant Colonel ELHOJ ANDERSEN (Preben) | Commandant<br>Royal Danish Army Specialist Training School<br>Copenhagen |
| Member | Mr GRAM (Erik) | Senior Lecturer<br>Language Department<br>Royal Danish Army Specialist Training School<br>Copenhagen |

## FRANCE

| Head of Delegation | Lieutenant Colonel JONCHERAY (Gérald) | Chief<br>  English Language Studies Department<br>Strasbourg |

## GERMANY

| | | |
|---|---|---|
| Head of Delegation | Mr<br>WALINSKY (Herbert) | Head<br>Language Training Division<br>  Bundessprachenamt<br>Hürth |
| Members | Mr<br>SCHWARZ (Michel) | Head<br>Principles of Language Instruction<br>  Bundessprachenamt<br>Hürth |
| | Mr<br>BANEK (Wolfgang) | Central Affairs Division<br>  Bundessprachenamt<br>Hürth |

## GREECE

| | | |
|---|---|---|
| Head of Delegation | Colonel<br>SAMOUTIS (Nikolaos) | Commandant<br>  Hellenic Army Language School<br>Athens |
| Members | Lieutenant Colonel<br>KANELLOS (Dimitrios) | Commandant<br>  Hellenic Air Force Language<br>School<br>Athens |
| | Lieutenant Commander<br>PANAGOPOULOS<br>(Konstantinos) | Director of Studies<br>  Hellenic Navy Language School<br>Athens |
| | Mr<br>KAHRIMANIS (Panagiotis) | Instructor of English<br>  Hellenic Army Language School<br>Athens |

## HUNGARY

| | | |
|---|---|---|
| Head of Delegation | Dr<br>KÁDAS (Géza) | Director<br>  Military Language Training Centre<br>Budapest |
| Member | Dr<br>NÁBRÁDI (Márta) | Director of Language Institute<br>  Miklas Zrinyi National Defense<br>University<br>Budapest |

## ITALY

| | | |
|---|---|---|
| Head of Delegation | Colonel<br>ALDERISI (Rosario) | Commandant<br>Italian Air Force Language School<br>Rome |
| Members | Captain (Navy)<br>PONTIL (Mario) | Head<br>Italian Navy Language Branch |
| | Captain (Navy)<br>PANELLA FABRELLO (Attilio) | Education Department<br>Italian Navy General Staff |
| | Lieutenant Commander<br>GRASSI (Luigi) | Training and Doctrine Branch<br>Italian Defense General Staff<br>Rome |
| | Lieutenant Colonel<br>ANDREANI (Francesco) | Chief of Training Office<br>Italian Army Language School<br>Perugia |

## NETHERLANDS

| | | |
|---|---|---|
| Head of Delegation | Drs<br>SEINHORST (Gerard) | Head<br>Language Co-ordination Centre<br>Royal Netherlands Army<br>Ede |
| Member | Drs<br>BECKMANN (Wim) | Head<br>Language Department<br>RNLA Military Intelligence School<br>Ede |
| Presenter | Dr<br>de JONG (John) | Manager Language Testing Unit<br>Swets Test Publishers<br>Lisse |

## NORWAY

| | | |
|---|---|---|
| Head of Delegation | Mr<br>BERNTSEN (Ola Johan) | Head<br>Department of International Studies<br>Royal Norwegian Military<br>Academy<br>Oslo |

**POLAND**

| | | |
|---|---|---|
| Head of Delegation | Colonel<br>KALISZEWSKI (Krzysztof) | Chief of Cadre<br>Professional Division, Personnel<br>Department<br>  Ministry of Defense<br>Warsaw |
| Members | Lieutenant Commander<br>KOWALEWSKI (Jozef) | Head<br>Language Section<br>  Military University of Technology<br>Warsaw |
| | Major<br>KIEŁKOWSKI (Tomasz) | Language Training Officer<br>Personnel Department<br>  Ministry of Defense<br>Warsaw |

**SPAIN**

| | | |
|---|---|---|
| Head of Delegation | Captain (Navy)<br>VALERO (Eugenio) | Commanding Officer<br>  Spanish Navy Language School |
| Members | Colonel<br>de MONTOTO (Jaime) | Commanding Officer<br>  Spanish Air Force Language<br>School<br>Madrid |
| | Captain (Navy)<br>DIAZ GIL (Luis José) | Commanding Officer<br>  Armed Forces Language School |
| | Lieutenant Colonel<br>REY (Carlos) | Head<br>Army English Language<br>Examination Board |

**SWEDEN**
*(Observer)*

| | | |
|---|---|---|
| Head of Delegation | | |
| | Ms<br>LARSSON (Monica) | Senior Administrative Officer<br>Personnel Department<br>  HQ Swedish Armed Forces<br>Stockholm |
| Members | Mr<br>ÅKERMARK (John) | Head<br>Foreign Language Section<br>  National Defense College<br>Stockholm |

|  | Ms<br>LEIMANIS (Ingrida) | Language Co-ordinator<br>National Defense College<br>Stockholm |
|---|---|---|

## TURKEY

| Head of Delegation | Colonel<br>UYSAL (Halit) | Commanding Officer<br>Turkish Army Language School<br>Istanbul |
|---|---|---|
| Member | Captain<br>ALBAYRAK (Hayri) | Instructor<br>Turkish Army Language School |

## UNITED KINGDOM

| Head of Delegation | Colonel<br>BACON (Robin) | Deputy Director<br>Service Personnel Policy 2 |
|---|---|---|
| Members | Commander (Navy)<br>AIREY (Simon) | Commanding Officer<br>Defence School of Languages<br>Beaconsfield |
|  | Lieutenant Colonel (Ret'd)<br>BEDDING (Damien) | Language Adviser/External<br>Business Manager<br>Defence School of Languages<br>Beaconsfield |
|  | Major<br>ROSE (Cliff) | Training and Development Officer<br>Defence School of Languages<br>Beaconsfield |

## UNITED STATES

| Head of Delegation | Dr<br>CLIFFORD (Ray) | Provost<br>Defense Language Institute<br>Foreign Language Center<br>Monterey, CA |
|---|---|---|
| Members | Ms<br>GOITIA GARZA (Peggy) | Chief<br>Curriculum Division<br>Defense Language Institute<br>English Language Center<br>Lackland Air Force Base<br>Texas |

Dr  
HERZOG (Martha)

Dean  
Curriculum and Faculty Development  
Defense Language Institute  
  Foreign Language Center  
Monterey, CA

Dr  
SWENDER (Elvira)

Director  
Professional Development  
American Council on the Teaching  
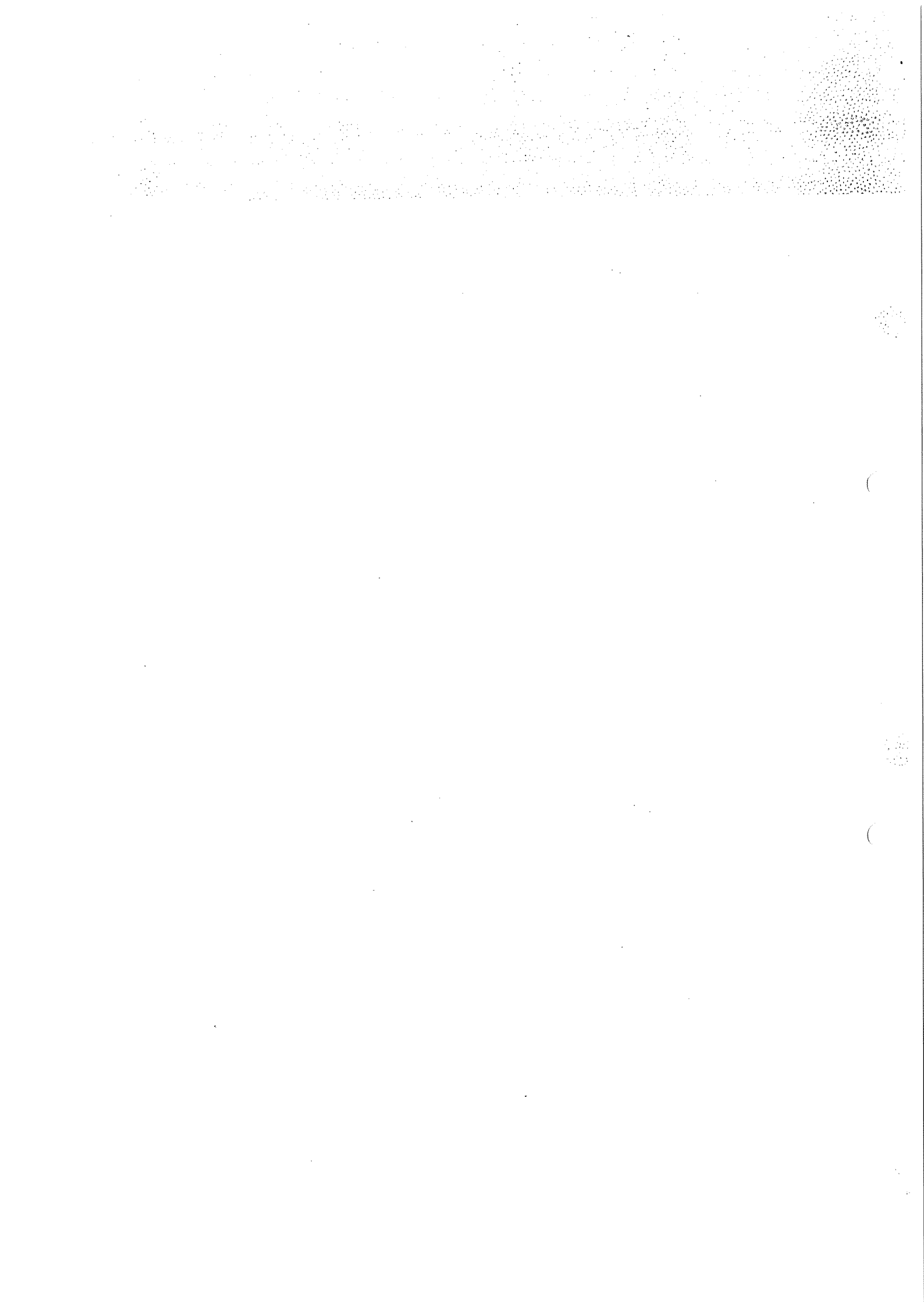  of Foreign Languages  
New York

Mr  
WERT (Keith)

Director  
Foreign Language Training Center  
Europe  
  Marshall Center, Garmisch  
Germany

**NATO PCC**

Lieutenant Colonel  
CABRIDENS (Jean)

Staff Officer  
  Education and Training Branch  
Mons, Belgium

# III. OPENING REMARKS

# BILC CONFERENCE 1999

## NETHERLANDS

## WELCOME ADDRESS

Maj Gen C.H. Nicolai
*Chief of Training Command Royal NL Army*

Mr. Chairman, distinguished BILC participants,

As Chief of Training Command of the Royal Netherlands Army, it gives me great pleasure to welcome you all to the 33rd annual Conference of the Bureau for International Language Co-ordination. I would like to extend a special welcome to the delegates of the new NATO members Poland, Czech Republic, and Hungary. Your presence here proves that the importance of foreign languages is fully acknowledged in the Armed Forces of your countries.

It is certainly not an everyday-like event for foreign language training experts and policy makers from nearly 20 NATO countries and Observer nations to gather for 5 days to exchange ideas, expertise and materials, and to discuss new methodologies of language teaching and testing. We consider it therefore a great honour to host such a prestigious conference, especially since this is the first BILC Conference ever to be held in the Netherlands.

The military environment is changing rapidly and drastically. As a result of increasing international military co-operation, foreign language proficiency has become a key factor, no longer only for the high-ranking international staff officer and the intelligence community, but for the common soldier in the field as well. However, in our eagerness to keep abreast of new developments, we tend to focus mainly on the present and the future, and so easily forget about the lessons learned from the past, thereby inferring that the old answers are no longer applicable to new demands.

But as the saying goes "history repeats itself", we can prepare ourselves better for things to come by looking back every now and then to what was achieved in the past and what lessons can be learned from the way in which we have been doing things over the past decades. And what could be a better moment for reflection than at the eve of a new century and a new millennium...

Reluctant though we may be to dwell on the past, there is no reason at all for modesty, let alone for forced oblivion. Over the years the Armed Forces of the NATO countries have always been front runners in the field of foreign language training, not seldom being years ahead in comparison with their civilian counterparts. Many technologies and methodologies developed by or for the Armed Forces have become common practice in the public educational system afterwards. To name but a few

examples: the language laboratory, the communicative approach, the standardised language proficiency descriptions of STANAG 6001, distance and computer assisted language learning, language training programmes for special purposes, standardised testing and so forth. The role of BILC in this respect was and is essential by giving the member nations the opportunity to learn from each other, to find common training methods, to return home full of new ideas and renewed motivation.

The ultimate challenge language trainers and managers within the Armed Forces have been dealing with lately is known to you only too well: to train *more* students to a *higher* proficiency level in a *greater* diversity of languages with *less* money and personnel, and above all - in *less* time.

The solution of this dilemma may be found both in the past and the future. From the past we have the valuable "lessons learned". The experience and expertise we gained in the past gives us ready answers on many questions, thus saving time and effort. The future, on the other hand, may help us to fulfil our tasks with less resources and time by using new technologies wherever possible. The accessibility to technologies which until recently were reserved for the financially happy few among us, enormously expands our possibilities to meet new demands more efficiently. A time-saving training method like video teletraining by satellite – unaffordable for most countries – is now within reach of almost anybody by using modestly priced equipment like a modem and a simple camera. Reproduction and distribution of training material can nowadays be done against a fraction of the costs in the past. And last but certainly not least, communication – and with this the exchange of information and know-how – has become so much easier with the electronic highway. The Internet, in particular, has in my view an enormous potential to become a major tool in the process of foreign language learning – for what other medium can give so easily direct access to such a diversity of current events and authentic texts in almost any language imaginable. All these new technical possibilities offer great opportunities to effectuate language training at lower costs and possibly less time.

It is not my intention to minimise the challenges in the field of language training you are facing currently. But it is my sincere belief that if you succeed in striking the proper balance between the right answers from the past and the new solutions of the future, any challenge can be met successfully, even under the pressure of cuts in budgets and teaching staff. As long as we realise that as time progresses, also our experience and expertise increases, we can look with confidence towards the next millennium.

I would like to end my speech with expressing my hope to seeing you again at the BILC dinner on Thursday. In the meantime, I wish you a very pleasant stay in the Netherlands, and above all a most successful conference.

Thank you for your attention.

# OPENING REMARKS

## Dr. Ray Clifford

It is with mixed emotions that we begin this year's conference celebrating the 33-year history of BILC and NATO's 50th anniversary.

Of course, we are happy to see long-time friends and to make new acquaintances. However, we are also very much aware that the goals of NATO, the goals of peace and security have not been achieved. On May 27, for the first time in history, a United Nations war crimes tribunal indicted a wartime chief of state.

Even as we meet, our countrymen are risking their lives to achieve these noble goals of peace and security. Furthermore, they are doing this not out of personal self-interest, but unselfishly to protect the lives and rights of others. These present-day challenges should serve to heighten our awareness of why we are meeting and our resolve to work together. And working together, we can surely accomplish more than any of us working alone.

As we all know, language is essential for cooperation. In fact a recent NATO report concluded, "the single most important problem identified . . . as an impediment to developing interoperability with the Alliance has been shortcomings in communications."

In our sessions this week we will be reviewing the lessons we've learned during BILC's history. We will also be discussing how those lessons can be applied to improve our programs today.

As background to the presentations we are about to hear, it may be useful to review some important dates in NATO history. The Alliance was originally created on April 4, 1949 with 12 nations participating: Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the United Kingdom, and the United States. Greece and Turkey joined on February 18, 1952. Germany became a member on May 5, 1955 and Spain on May 30, 1982. Then, on March 12 of this year the Czech Republic, Hungary, and Poland joined the alliance, and we are pleased that they have joined us now as BILC members.

We are pleased that these nations are with us, and are confident that our deliberations and conclusions will be all the richer, because of their participation.
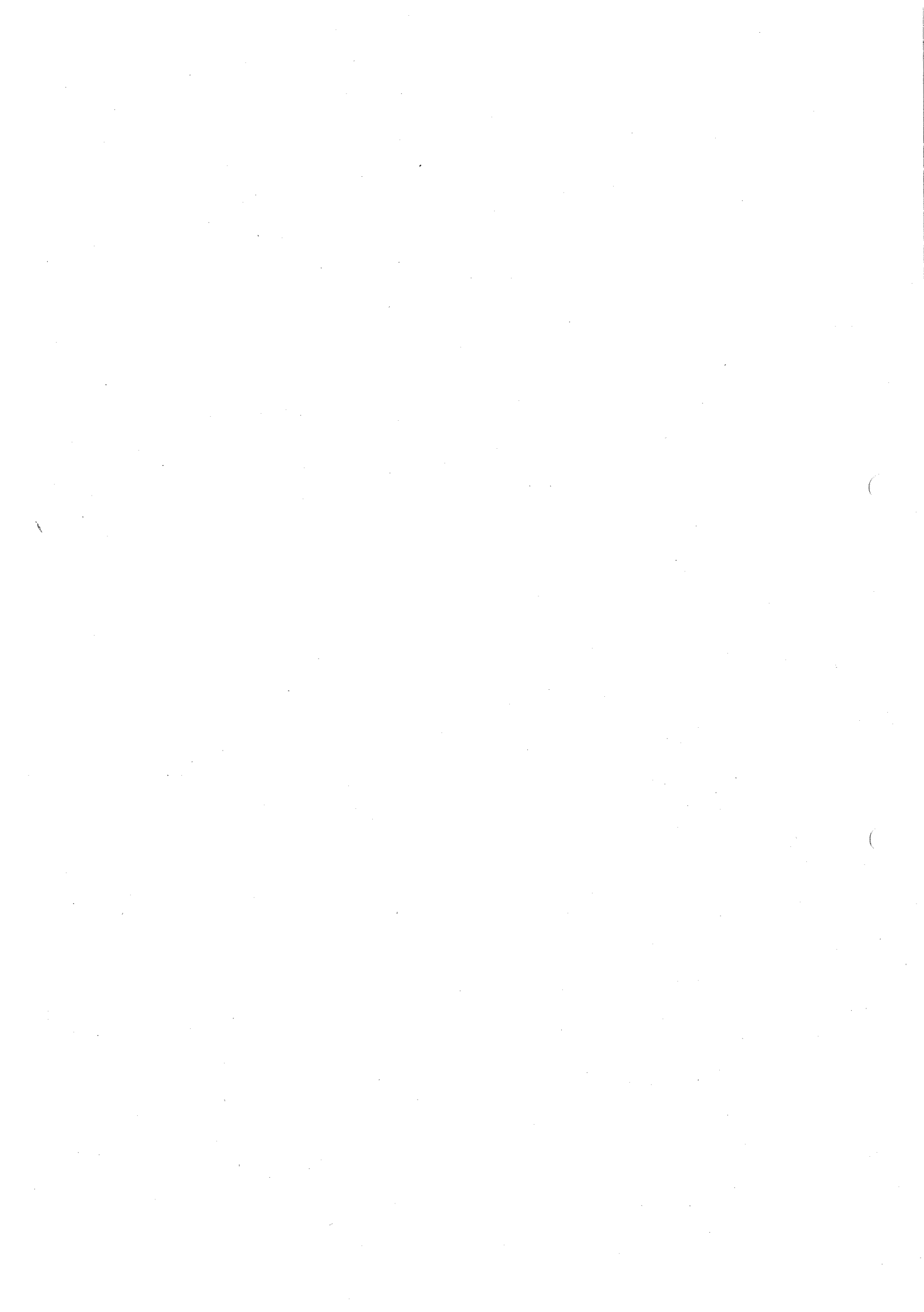
# IV. PRESENTATIONS

# THE ORIGINS OF BILC UP TO 1981

## Damien Bedding, Cliff Rose
## BILC Conference, Netherlands, May-June 1999

Good morning, ladies and gentlemen. When I first heard about giving this presentation on the origins of BILC, I was a little apprehensive for two reasons: firstly at the amount of work I might have to do to find out about them since most of us who were around at the time are now retired or on their second careers and secondly because I wondered what real use such a presentation could fulfil for an audience firmly rooted in the present and future. Never-the-less, I uncovered the boxes hidden in the storeroom amid a motley collection of reel to reel tapes, name cards , photos and flags and started reading. Really to my own surprise I found these documents not only very interesting but very helpful in explaining where we are today and why and it also helps to explain some of the frustrations of those who would like BILC to do more.

We have therefore divided this presentation into two main parts and have allowed a little bit of time at the end for any questions or comments and additional information that any of you might like to add. I will cover the historical settings and origins of BILC and summary of events and Cliff Rose will cover the themes that BILC addressed and the results of its activities. We will however only cover up to 1981 since our files stop abruptly at that point when the UK relinquished the BILC Secretariat.

Realising that there are some in the audience who did not personally experience the 1960s, I think it is appropriate just to remind you of those international events which impacted on NATO and in particular on the UK and language training activities.

We really have to start in the fifties where the seeds of change were sown. Initially, as you well know, French and English were the two NATO and European officially adopted languages. What you may have forgotten is that up to 1955 the Allies had pursued a policy of non-fraternisation in their individual zones in West Germany - there was consequently no need for German. However, with the re-arming and integration of W Germany into the NATO Alliance in 1955 and the emerging of European institutions, with hindsight we can see that the stage had been set for changing demands for languages.

Turning to the world stage for a moment, not only were the 1960s the decade of the Beatles and the Rolling Stones and a little later the flower power and make love not war movements, but it was also the one of the Berlin Blockade, Kruschev thumping his shoe on the table, the Cuban Missile crisis and later the invasion of Czechoslovakia. We knew where we stood, we needed to know Alliance languages, principally German and French and that of the enemy - Russian. Demand for other languages was incorporated into the diplomatic scene. The French helped us a little here in 1968 when the French Government announced its withdrawal from the military structures of NATO. Within the UK Armed Forces, the general demand for French had died completely by 1972.

Also at this time Britain's withdrawal from Empire had well and truly begun and the British reputation for shouting more loudly to assist the foreigner to understand which had been so

surprisingly effective in the past suddenly appeared to raise a few problems. The need for the Brits to speak the native languages had begun and although Arabic became the third major language in UK training policy, this broad training requirement did not emerge in a concrete form until the late 1980s.

This also combined with the move in the civilian world questioning the efficiency of the grammar method and the development of alternative teaching strategies such as the audio-lingual approach. However the military need was for speakers and listeners rather than readers and writers. In addition, the military wanted intensive, all day courses of less duration than the traditional University 3 years.

Against this background it is not surprising that the Alliance militaries felt the need for some form of co-operation and co-ordination. This began in Europe with USAFE calling two conferences in 1962 and 1963. As far as I have been able to ascertain, these conferences appeared to have been directed towards the identification and discussion of common language training problems. For example, there were no specific resources for adult military students, nearly all courses using secondary school text books. BAOR produced in the 60s two text books of note: The Bill and Jock series and the Brewer 200 sentences Basic German. In addition, these conferences addressed the possibility of setting up an international body committed to fostering common interests.

These meetings were followed in 1964 by a conference convened by SHAPE. The only result of this conference recorded in our files is that it led to two further meetings at the Institute of Army Education in 1965 and 1966 at which the delegates of the latter agreed to set up a permanent body to co-ordinate matters of international interest in the sphere of language training for the Armed Forces. In this the UK took the lead and on 26 July 1966 the Ministry of Defence in London issued an invitation to all member countries to join a Bureau for International Language Co-operation known as BILC for short. Why BILC? I quote:

"..... was proposed at the recent language conference at Mannheim, after multi-lateral private discussions, as a neutral, self-explanatory title with an easily remembered, and pronounceable abbreviation."

BILC was to have the following responsibilities:

1. The dissemination to participating countries, by means of a bulletin, of information on developments in the field of language training. Nations would be expected to submit periodic reports on:
        a. Organisation
        b. Instructional techniques
        c. The production of language training equipment and materials.

2. The convening of an annual conference of participating nations which would review the work done in the co-ordination field and in the study of particular language topics.

By December 1966 the response looked like this:

| Agreed | Undecided | Negative | No Reply |
|--------|-----------|----------|----------|
| Canada | Belgium | Denmark | Netherlands |
| France | | Greece | Norway |
| Germany | | Luxembourg | Portugal |
| Italy | | | |
| USA | | | |

Turkey replied saying that they would send a delegate to the first conference as did Norway and Greece pending final decisions - so you can see that a element of confusion reigned from the beginning.

Never-the-less, the inaugural conference was held at Eltham Palace in south east London in January 1967 where it was unanimously deemed a success in that delegates had listened to a number of lectures from eminent academics in the language field and had set up a working party to determine a blueprint for future BILC activities, namely the publication of the Bulletin which was to be printed in Germany and the organisation of an annual BILC conference. It was agreed that the next conference would be held at Eltham in December 1967 to discuss the theme of "Testing and Standards in Language Training" and "The use of Machines in the Language Training Field." At the outset BILC used either or both of French and English depending on the language of the originator and as you all know, it is all too easy to say what you didn't intend to say. George Worrall tells the story of a French Officer who on addressing the conference said " Gentlemen, I intend to address you in French, so that for once this week I can understand what I am saying".

I have not been able to glean the exact dates of joining of every nation but I do know that the Dutch accepted the invitation to join in February 1967, the Belgians in October 67, the Portuguese in May 78 and somewhere in between everybody else participated.

Before I hand over to Cliff, I thought it would be interesting to highlight one strand on the origins and evolution of BILC and that is its relationship to NATO. From the outset strenuous attempts were made to set up an organisation under the auspices of SHAPE and SHAPE was involved in and represented at all the major conferences. Despite auspicious soundings that were taken and assurances that it would not involve substantial extra work for SHAPE, SHAPE rejected the proposal to establish BILC under its authority on the grounds that it was not able at that time to take on extra commitments and hence the UK offer to set up the first secretariat in the UK, a task it continued to perform until 1981. This relationship was clarified in 1978 when the Joint Services Sub Group issued a letter stating:

that BILC should be recognised as a consultative and advisory body concerned with language matters, and should be consulted by JSSG on behalf of EURO/NATO Training Group on any matters that may arise. Similarly any advice or development which BILC wishes to offer or to make known to EURO/NATO Training Group should be put to the JSSG for further transmission. All nations were then asked to recognise BILC's status as outlined.

This somewhat ambivalent relationship is of course still with us today.

Let me now hand over to Cliff who will give us an overview of the topics discussed and agreements/ actions taken during the period 1967 - 1981.

BILC-The Early Years

1967 - 1981

# Introduction

The BILC secretariat was provided by the UK from 1967 to 1981. From the archives it appears that there were a number of themes which ran throughout the period.

# Major Themes

- The Instructor.
- The Systems Approach to Training.
- Proficiency Levels.
- Methodology.
- Technology.
- Programme/Curriculum Design
- The Learner

# The Instructor

- The Training of Instructors - 1967.

- In-Service Training of Instructors -1969.

- The Development of the Language Teacher - 1971.

- The Comparative Problems of Employing Native Speakers as Language Instructors - 1977.

- Strategies for the In-Service Training of Teachers in Military Language Schools towards the Adoption of Functional/Notional Approach. - 1980.

- Criteria for Recruitment and Training of Language Teachers. - 1981.

- Evaluating and Controlling Teacher Performance. - 1981.

# Systems Approach to Training

- Design and Analysis of Language Training Systems. - 1971.

- Behaviorally Stated Objectives. - 1973.

- Job-Task Analysis and Testing. - 1979.

- Implications of the Functional/Notional Approach for Task Annalysis and Testing Within NATO. -1980.

# Proficiency Levels

- Context Testing and Standards in Service Language Training. - 1968.

- Testing. - 1970.

- Definition and Standardisation of Proficiency Levels. - 1972

- Calibration of Language Testing. 1973.

- Testing in the Receptive Skills at BILC Language Levels. - 1975.

- A Model for Specifying and Testing for Communicative Competence in the NATO Context. - 1978.

# Methodology

- Application of Learning Theory to the Classroom. - 1969.

- Techniques for Teaching and Learning the Receptive Skills. - 1974.

- Techniques for Teaching and Learning the Productive Skills. - 1974.

- Adult Language Training Andragogy vs Pedagogy. - 1976.

- Problems of Teaching Classes of Mixed Nationalities. - 1977.

- Creativity in Language Teaching. - 1981

# Technology

- Application of the Computer to Language Work. - 1967.

- Innovations in Language Training Technology. - 1968.

- Audio in the 70s. - 1972

# Programme/Curriculum Development 1

- Programme Development. - 1967.

- Curriculum Development. - 1969 & 1970.

- Refresher Training. - 1970

- Management of Language Training Programmes. - 1971.

- Continuation Training. -1972.

- Training of Translators. - 1972.

# Programme/Curriculum Development 2

- Problems in the Design of Beamed (i.e. functionally oriented) language courses. - 1975.

- Language Courses for Special Purposes. - 1978.

- Conceptualisation of a Programme (Curriculum/Syllabus) towards the Development of the Functional/Notional Approach to Teaching Languages in the NATO Context. - 1980.

# The Learner

- The Consideration of the Learner's Strategy. - 1973
- Teacher Independent Learning in Skill Oriented Language Instruction. - 1974.
- Individualisation. - 1979.
- Motivation and De-motivation. - 1979.
- Individualisation & the Functional/Notional Approach. - 1980.
- Guided Self-Help Learning. - 1981.

The End..........

........of the beginning!
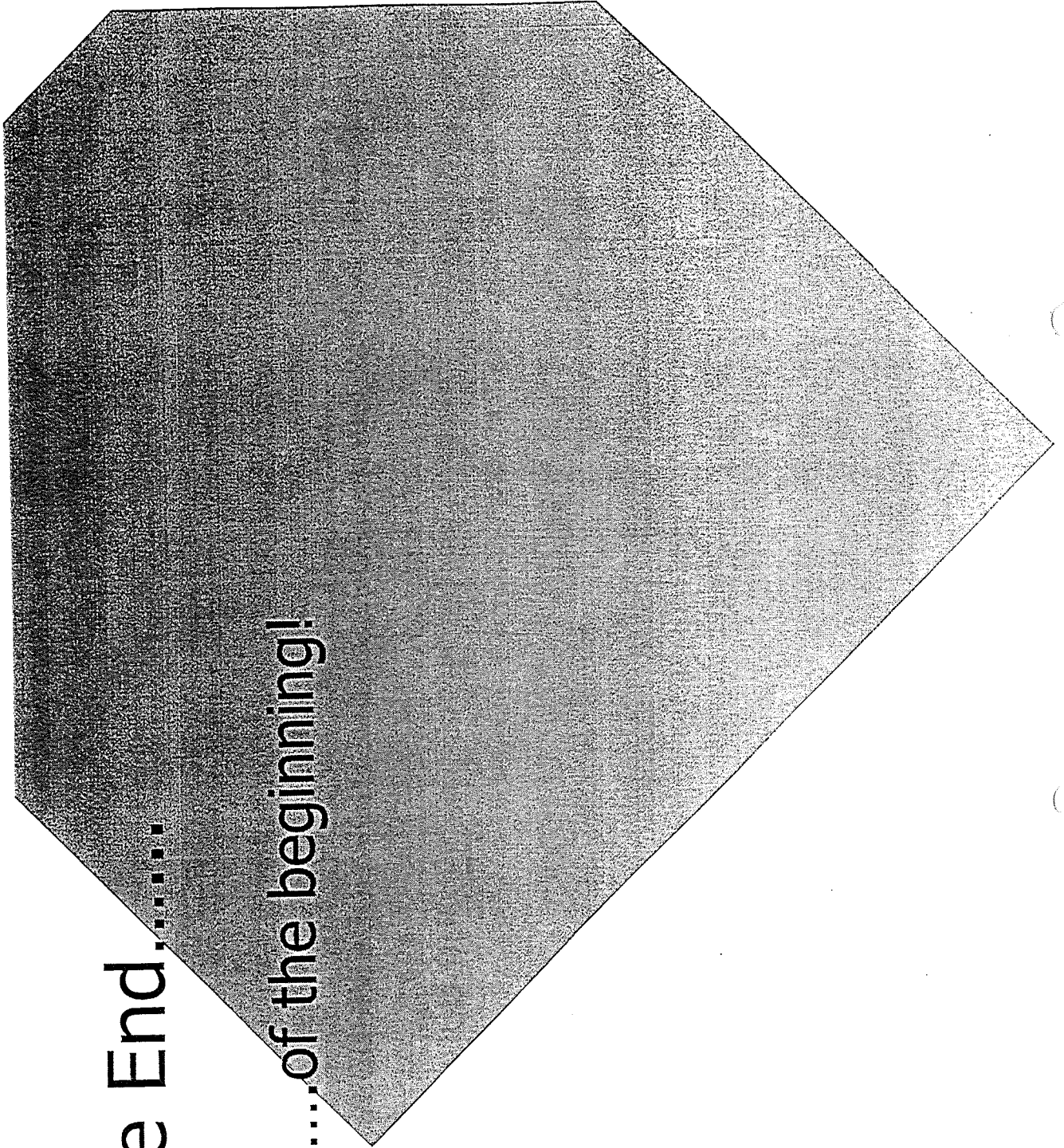
# BILC Conference 1999

## The BILC Secretariat in Germany – The Years 1982 to 1997 in Retrospect

### Herbert Walinsky
### BILC Secretary 1982-1992
### BILC Chairman 1992-1997

Germany had been one of the original members of BILC and the founding President of the Bundessprachenamt, Dr. Dr. Scheller, was also a founding member of BILC. His successor, the late Hanns Maur, was an equally ardent supporter of BILC and it therefore was no surprise that at the 1981 BILC-Conference Germany offered to take Britain's place concerning the Secretariat.

By the time Germany was tasked with providing the BILC-Secretariat BILC already was a well-established and well-known organisation which had exchanged professional expertise throughout the whole spectrum of language training. Professional topics such as training and rating of language instructors, curriculum development, skill-oriented language instruction and of course testing, including the production of testing material, predominated.

Some very prominent personalities had made BILC what it was and made BILC Conferences memorable events:

Pierre de l'Espinois (not of France but of the US)
Joe Hutchinson of the US
David Ellis of SHAPE
Frans van Passel of Belgium
Colonel McNerney of DLI FLC
Percy Rangongo of Canada
Josef Rohrer of Germany, the new BILC-Chairman and
George Worrall of the UK

George, the out-going BILC-Secretary, in his usual efficient manner handed over the BILC-Secretariat to me in December 1981, leaving me well-briefed and impressed by the work that had been done up to that point in time.

This was the last third of the Cold-War period and political leaders and the population at large were very concerned with the threatened deployment of mobile medium-range missiles in Central Europe by the Warsaw Pact. Defence spending had stabilized at a high level, with a tendency towards increasing. Language training requirements for the military were predictable: Within NATO English and to a lesser degree French were of primary importance for communicating with our friends and Russian, Czech and Polish for keeping watch on our potential adversaries. The need for other languages war limited both in the number of languages and in the number of persons to be trained.

While the members of BILC – Belgium, Canada, France, Germany, Italy, the Netherland, Portugal, the UK and the US actively participated, membership did not include the northern and the southern flanks of NATO: Denmark, Greece, Norway and Turkey.
The intial period of the German tenure was marked by a drive to expand membership to all NATO-Nations maintaining sizeable armed forces. All non-BILC members were therefore invited to attend the 1983 Conference at the Bundessprachenamt in Hürth. Greece and Turkey responded be sending their military attachés from Bonn. Both gentlemen were obviously impressed and these two countries shortly thereafter became BILC-Members. Denmark did not send a representative but also decided to join BILC shortly thereafter. This action resulted in increasing membership from 9 to 12 of NATO's then 15 nations.
Spain as a new NATO member attended with observer status in 1984 and became a full member in 1986.

BILC activities were not restricted to holding the conference but also included a seminar hosted by Germany in 1984 on teaching Czech and Polish for military intelligence personnel. This indicates that the emphasis of BILC was becoming more and more practice and needs-oriented:

More between-conference work by study groups
Special seminars on selected topics in addition to the annual BILC Conference
**Convincing our masters that BILC could contribute significantly in making military language training more cost-effective**

Conference themes between 1984 and 1990 – with the exception of 1988 reflected the latter:

**1984: Effective** Language Learning Strategies for Military Requirements
**1985:** Identifying an Controlling major Parameters Governing the **Duration** of Military Language Training
**1986:** Strategies for Attaining **More Effectiveness** and **Cost-Efficiency** in Military Language Training With Emphasis on Educational Technology
**1987:** Strategies for **Cost-Effective** Military Language Instruction with Emphasis on the Integration of Area Studies
**1988:** Professional Development of Language Teachers
**1989:** International Co-operation in the Development and Implementation of Strategies Towards More **Cost-Effective** Training / Teaching for the Retention and Maintenance of Foreign Language Skills
**1990:** Proficiency-based Curricula and Tests in Military Language Training

The period 1990 to 1993 is marked by the reaction of BILC-Members to the political changes in Europe and elsewhere:

The 1991 and 1992 conference themes shows this:

**1991: New Targets for Essential Military Language Training in the Changing World – as exemplified be job-specific communicative proficieny in Arms Control Tasks, changing military force levels and future directions.**
In addition a seminar on "Language Training for Arms Control Verification Purposes" was held at the Bundessprachenamt.

**1992: Overcoming Language Barriers to Defence Co-operation, with Particular Regard to Multi-National Forces.**

Once more the Bundessprachenamt hosted a seminar entitled "Learning to Learn" more than symbolically at it`s new branch at Naumburg – the former Language Institute of the East German National People´s Army.

In 1993, of course we took the opportunity that the "Mother of all language training institutions", the US Defense Language Institute – Foreign Language Center at Monterey provided us of learning the lastest about the most recent developments in teaching technology, particularly in regard to computers, teleconferencing and audio-visual equipment. The then Commandant of DLI FLC, **Colonel Vladimir Sobichevsky**, another true and effective supporter of BILC bears specific mention. 1993 also marked the first-time participation of Australia, and Austria as BILC-Observers on the basis of mutual benefit to BILC-members on the one hand and the observers on the other. Since then Australia has provided valuable contributions on the teaching of south-east Asian languages and Austria on language training for UN-Operations.

1994 was a most remarkable year for BILC. **For the first time observers from the Partnership for Peace (PfP)-countries attended a BILC-Conference as observers. Bulgaria, Czechia, Hungary and Latvia were represented.** Today two of these countries are NATO-members and elligible for full BILC-membership. One of those original observers was the well-known Dr. **Gesa Kadas**, who heads the Hungarian NATO / PfP Language Training Centre in Budapest and has been actively involved in BILC-Affairs since then. In addition Norway joined, with BILC now including all NATO nations with the exception of Iceland and Luxembourg.

As a result, a special annual seminar to deal with the specific requirements of the PfP-Partners was instituted, the first one being conducted at the Bundessprachenamt later in the year. **This seminar, which has been instrumental in effecting professional exchanges and extending international co-operation in language training way beyond the boundaries of the NATO countries, is one of the landmark achievements during the "German" period of BILC and – I must admit – gives me personal satifaction as the BILC-Chairman**

**responsible at the time.** It is proof, that BILC was keeping up to and even ahead of political and military developments in the interests of making language training as effective as possible.

The German period of BILC was at it´s zenith when the Bundessprachenamt hosted the annual conference in 1995. It was my privilege to be able to hold the seminal lecture on the conference theme

**"Meeting the Increasing Language Training Requirements in the Post Cold War Era:**
- Maintaining standards in an environment of diminishing resources
- Prioritizing programmes
- Military versus commercial delivery
- Impact on operational capabilities, including peacetime missions and regional contigencies"

These topics are still the underlying concerns of most BILC members as the past four years have proven and are being addressed both at BILC events and individually by nations.

The unexpected reversal concerning Germany's participation in BILC in early 1996 came with the appointment of a new President of the Bundessprachenamt. 1996 - 1997 can therefore be titled the hand-over period of the BILC Secretariat from Germany to the United States.

**During the 15-year period the Secretariat was in German hands**
**BILC-Membership increased from 9 to 14 or by 56%**
**Conference themes focused increasingly on more effectively meeting the user need**
**Specialized seminars increased**
Austria and Australia became observers
**PfP-Partners were integrated into BILC through tailor-made Seminars**

The progress made in these 15 years is very satisfying to the members of the German BILC-Secretariat – all of whom worked without compensation in addition to their primary duties - and here I would particularly like to mention my predecessor Josef Rohrer as well as my co-workers Dr. Christopher Hüllen, Monika Hamacher-Schließer and Hermann Roder.

The Secretariat has passed into the very competent hands of the US Defense Language Institute. Ray Clifford, my American colleague, Peggy Goitia-Garza and Keith Wert have carried on in the tradition first set by the British and which we at the Bundessprachenamt tried to perpetuate. BILC is a thriving, going concern which is continuing to prosper!

<p style="text-align:center"><strong>BILC Conference 1999</strong></p>

<p style="text-align:center">Ms. Nilgun Paktunc<br>Canada</p>

## 33 Years of- BILC- LESSONS LEARNED

Good afternoon ladies and gentleman, for those of you who don't know me already my name is Nilgun Deniz Paktunc. I work as the Foreign Languages Programme Manager at the Canadian Forces Language School in Ottawa. I will begin by outlining my presentation on the topic " 33 years of BILC".

The first part of this presentation "33 years of involvement in language teaching", will bring to your attention how we started teaching languages where we are now and how we got here. Later on, I will highlight what I see as the main reasons that we still continue having BILC conferences. Then, I will go on to a brief summary of my experiences and observations in attending the BILC conferences followed by brief remarks on lessons learned. Later on I will take you through the collaborations between Foreign Languages Section of the Canadian Forces Language School and the BILC members. Finally I will conclude focusing on all that has been learned through the BILC conferences.

### 33 Years of Commitment to Language Teaching:

Times change and we change with them. Over the past years, we have experienced enormous changes in the way we think and act in education. In modern languages teaching and learning, classical humanistic perspectives have given way to behavioral-based audio-visual methods, which have in turn ceded to more communicative approaches. (First picture-very traditional grammar based approach to languages in the 60's) The status of grammar and translation in language teaching has changed radically. Indeed, what we understand grammar to be has undergone tremendous redefinition. Accuracy has given way to fluency, and back again. Cultural authenticity has been given a status previously unknown. The very way we conceive language to be has changed out of all language recognition from earlier attempts to capture its meaning. Language teaching methodology itself has altered drastically. (Second picture and third pictures –today's class/CALL lab). No longer it is considered sufficient for teachers to impart the mechanics of language to students. Rather he or she is expected to engage personally with them; to get conversations going and to facilitate the learners along the way in their progress toward communicative competence (Fourth picture-during Halloween)

### How we got here; the role of cooperation:

Through the BILC conferences over the past 33 years, Canadian delegations had opportunities to review the above progression in language teaching and both offer and exchange ideas, especially in teaching, curriculum development, testing and standardization, technological developments and teacher training areas. These exchanges occurred through the workshop discussions or very informally over coffee breaks. These discussions and exchanges of information between the

participants enhanced the process of continuous development and helped to establish the foundations of the present standards in teaching, testing and curriculum development, as well as teacher training.

## Why BILC still exists:

What makes BILC so unique that it has lasted 33 years? As Military language schools in NATO countries, we share common backgrounds, common clientele, objectives, and standards. Also, the international nature of BILC conferences and seminars is one aspect that makes it stand out among other language conferences. We not only have a chance to meet the countries' delegations whose languages we are assigned to teach, but also have the chance to exchange information formally or informally through many pleasant events.

I will now expand on the BILC conferences and seminars that I have attended and stress the main lessons learned from them.

## Experiences and Observations

My first introduction to BILC conference was in 1991 when I attended BILC in Strasbourg, France. During this conference, I realized the importance of language teaching among the NATO countries and all the common problems that we shared. The discussions went around from how many training days would bring a student to level three in Arabic to the complexity of preparing multiple choice questions. During informal exchanges, we shared the difficulty of finding teaching materials, glossaries and tests and promised each other to continue these informal interchanges.

Coming back from this conference, I organized a session with all our Foreign Language teachers, during which I informed them about the BILC conference, the international delegations that I met, and ideas that were exchanged. During the Conference we also had had a chance to visit the Military Language School in Strasbourg (EIREL), where participants were allowed to make purchases of programs, glossaries etc. Therefore my colleagues were also enthused by the new additions to our curricula.

Lessons learned from this conference were the importance of continuous collaboration and keeping the channels of communication open.

Until 1997, I did not have a chance to attend any of the BILC conferences again. Therefore when I attended the one in Copenhagen in 1997, many of the participants whom I met during the 1991 conference were not there; I had to establish new contacts.

The conference in Denmark was an extraordinary one, in the way that it was organized, as well as the presentations and topics discussed. At this point, there were noticeable differences in technological advancement, since many countries had already integrated computer assisted language training into their programs. This conference inspired me as to how to use technology abundantly for language training. The Canadian presentation "Alié " led many participants to

inquire about how to obtain this program and use it in their own labs with modifications. After this conference, I had more awareness of language software and its uses, which prompted the creation of our PowerPoint presentations on CD-ROM's, for use during our peacekeeping language training sessions.

Lessons learned: In order not to break the communication channels and continue collaboration, at least one representative from each organization should attend the conference for a few consecutive years.

The BILC conference in London which took place in June 98, was very informative and again remarkable in the way it was organized and conducted. However, I had one technical problem that I could not fix till the end of my presentation.
It was the first time that I had to prepare a presentation for the BILC conference. The topic of my presentation, "Language Training for Multinational Peacekeeping Forces" was a subject that I was indeed very familiar with. I had been tasked to run the training and try to improve services for the past two years. We had just finished developing the new version of the Peace Support booklets and Power point presentations, which I was anxious to introduce at the BILC conference. I was told the first day that there were no computers with a CD-ROM in the presentation room. Even though I had brought a laptop computer with a CD-ROM along with me, we were unable to plug it in, therefore I could only show a part of the Power Point presentation. Regardless, everything else went very smoothly.

Lessons learned: This was a great sharing experience. Sharing our experience in Peacekeeping matters not only gave us the necessary feedback we needed at that time but it also gave us confidence that we were on the right track.
Technical detail: to be more technically equipped for presentations. The host countries should communicate and respond to presenters' technical needs or advise them otherwise.

The first BILC seminar that I have attended was held in Vienna, Austria last November. Meeting all the Partnership for Peace countries' participants, some of whom were our former EFL students, in this magnificent city was very exciting. Canada was first approached to teach English to PfP countries' English Instructors in the first of these seminars. Since then, we have been receiving 20-30 teacher trainees every year for a six month period.

Lessons learned: Understanding the real needs of Partners for Peace Countries and adjusting the next MTAP EFL courses accordingly.

**CFLS (O) Foreign Languages Contributions**

Going back to collaborating and sharing, as Canadian Forces language school, we have benefited greatly from attending BILC conferences. Each time we have had problems in finding the right teaching material, test or glossary, there was a country to help us. We have had excellent program exchanges with the Defense language Institute, Germany's Bundessprachemt and others. To date, Bundessprachmnt has agreed to share with us the last version of their German proficiency tests.

## Conclusion

In conclusion, BILC conferences and seminars have reached their target goals by successfully creating an environment for participants to share all the information and research accomplished every year.

During BILC conferences/seminar presentations, each country talks about their own real life experiences. That is why each experience and lessons learned and solutions found are extremely valuable.

Whenever I could not attend the conferences, BILC publications were excellent tools to find out about what went on during the conferences/seminars. The amount of information exchanged and offered has been noteworthy.
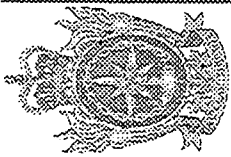
# "33 Years of BILC"

## CFLS (O)

Nilgun Deniz Paktunc

# Presentation Overview

- Commitment to Language training
- How we got here? The role of communication
- Why BILC still exists
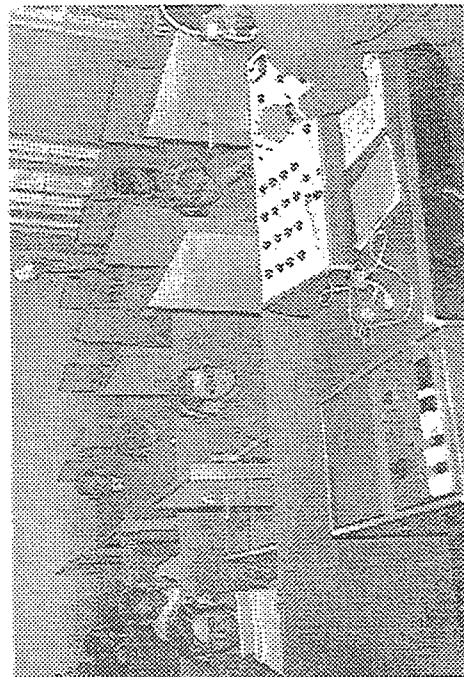- Experiences and Observations
- Collaborating and sharing
- Conclusion

CFLS (O) – 1960's Russian language class

Next

Previous

Language training in the 90's

Learning in Style!

# The role of Cooperation

- Enhanced the process of continuous development,
- Helped to establish the foundations of the present standards in:
  - teaching,
  - testing,
  - curriculum development,
  - teacher training.

# Why BILC is so unique?

- We share:
  - common: background, clientele, objectives and standards.
- International nature allows:
  - to meet, exchange formally and informally.

# Experiences and Observations

- BILC Conference in Strasbourg/France
  - Very enlightening,
  - Lots of exchanges: ideas, programs.

  - Lessons learned: importance of continuous collaboration and how much we can benefit from it.

# Experiences and Observations

- BILC conference in Copenhagen/Denmark 1997:
  - technological advancement,
  - technological awareness.

- Lessons learned: one representative from the same organization should attend for few consecutive years to ensure continuation.

# Experiences and Observations

- **BILC conference in London/England:**

  – excellent presentations, workshops,

  – lots of informal exchanges,

  – feedback for our Peace Support training booklets: very useful.

- **Lessons learned: support / alternative solutions for technical equipment.**

# Experiences and Observations

- BILC Seminar Vienna/Austria: Meeting the Partners for Peace Countries
  - Exchanges with the large numbers of teaching staff on MTAP EFL course.

- Lessons learned: focusing on meeting the real needs of Partnership for Peace Countries.

Previous

Next

# Collaborations among BILC countries

- Some formal but many informal exchanges for teaching material, testing, glossaries.

- Development of Macedonian and Albanian Peace Support booklets has been completed.

- Refugee hand booklets from Albanian to Eng./French, vice versa is being printed.

- Persian and Albanian programs will be appreciated.

# Conclusion

- BILC conferences:
  - Reached their target goals;
- Proved very valuable in terms of sharing experiences;
- BILC publications proved to be excellent tools.

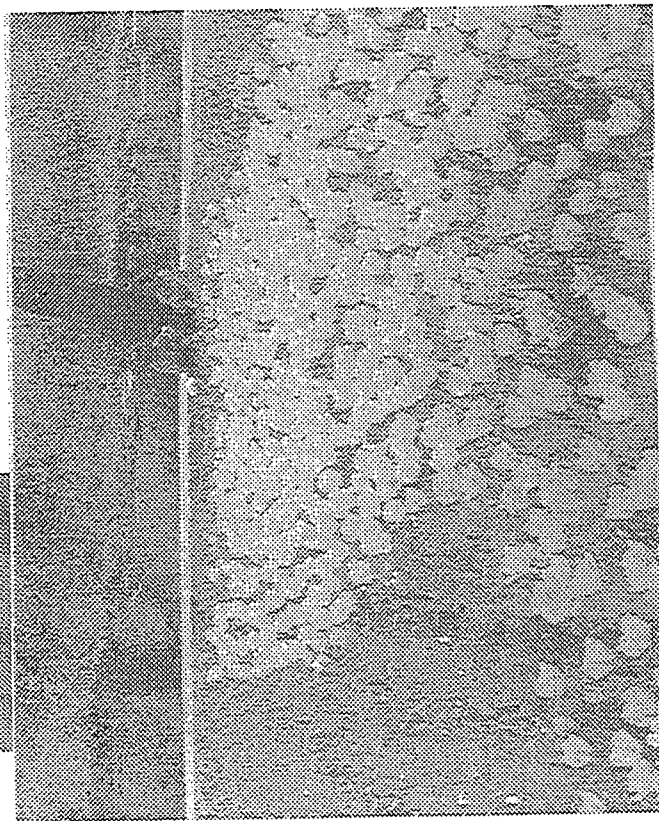June 200- BILC Conference in Ottawa, Canada.

Next

Previous

# June 2000 BILC Conference in Ottawa
## Canada

Ottawa
and Canada's Capital Region

Next

Previous

BILC 1999

**The New Swedish Officer Training System and Its Relations with STANAG 6001**
**John Akermark, Ingrida Leimanis**

**SWEDISH ARMED FORCES**
in a process of change

• **Considerable reductions up
until 2004**
• **a new Officer Training System**
• **academic status**
• **"internationalization"**

FÖRSVARSHÖGSKOLAN

This slide shows some of the main tendencies and
developments within the Swedish Armed Forces.

A new concept of our security policy entails the introduction of new
systems and demands for new training schemes.

All officer training is undergoing change, not least in so far as it is
becoming academic, thus offering officer trainees and student-officers
an educational programme on a par with universities and colleges.

In spite of downsizing, the importance of international efforts is
stressed, and, through that, also the importance of language studies
integrated into military curricula.

**LANGUAGE INTEGRATION INTO NEW TASKS FOR THE ARMED FORCES**

| SECURITY POLICY | LANGUAGE NEEDS |
|---|---|
| • maintain territorial integrity | • Military English |
| • manage crises in our vicinity |   - for PSO (peace support) |
| |   - for international staff work |
| • take part in international peace-support and humanitarian efforts |   - for intern:l staff colleges |
| |   - for international courses |
| • support society in times of strains and stresses in peacetime | • OTHER FOR. LANGUAGES |
| |   - French, German, Baltic, Slavonic |

FÖRSVARSHÖGSKOLAN

This slide shows the importance of Sweden taking an active role in international operations and also the main fields in which foreign language study is implemented.

English language studies dominate generally, but it is also important to offer language training in French and German, the two languages that are the main alternatives to English at the Secondary School Level.

Also, it is in the interest of the armed forces to offer programmes in the languages of nations in our near vicinity, i.e. the Baltic (Russian, Polish, Finnish, Estonian, Latvian and Lithuanian.)

**LANGUAGE INTEGRATION INTO NEW OFFICER TRAINING SYSTEM**
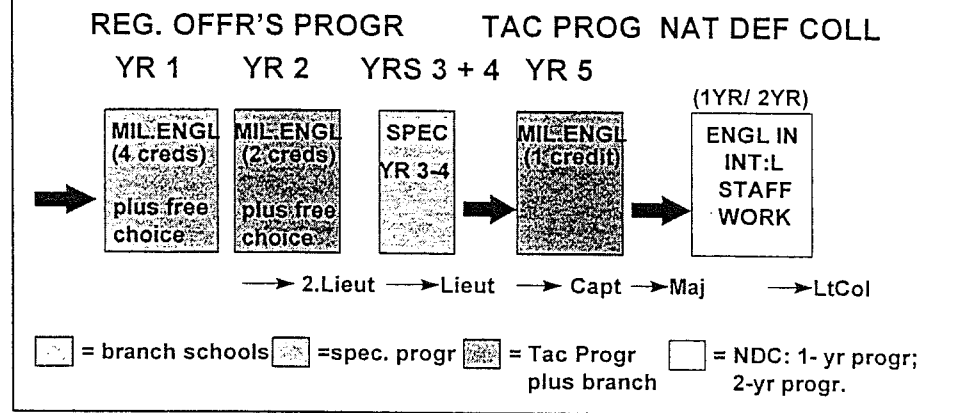
This slide shows the new Officer Training System, implying the following main features:

* "jointness", i.e. joint service programmes for certain phases of the training scheme,

* academic credits

* higher degree of integration with English into military subjects

* assessments of skills in English before entry into the Tactical Programme and into the National defence College's two programmes.

PROGRESSION OF LANGUAGE STUDIES THROUGH COLLEGE PHASES
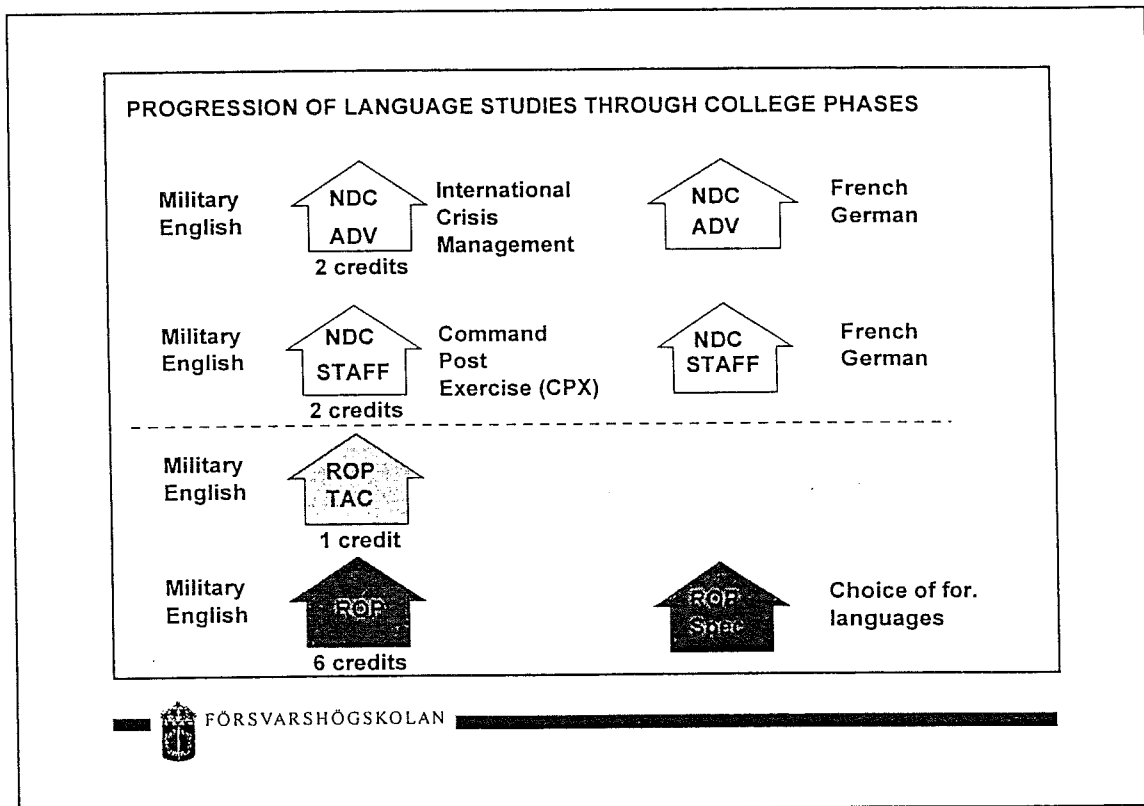
**This slide indicates the progression of foreign languages through the different phases of officer training.**

In the Regular Officer Programme (ROP), English is to some degreee taught as a subject in itself, Military English.

At the National Defence College level, however, English is integrated into a CPX and into an International Crisis Management Exercise.

At this level, the emphasis is using the language actively in a scenario.

## LEVELS OF ATTAINMENT

STANAG 6001

| REG. OFFR. PROGR.<br>Level 2.0 | TAC. PROGR.<br>Level 2.5 | NAT. DEF. COLL.<br>Staff Progr.: 3.0<br>Adv. Comd Progr.: 3.5 |
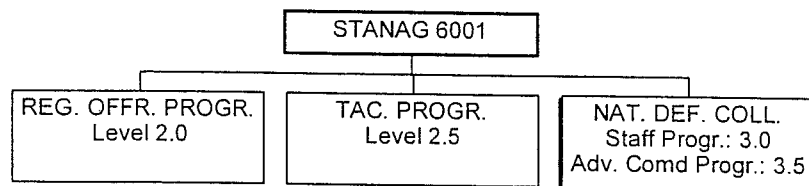
FÖRSVARSHÖGSKOLAN

**This slide shows the levels of attainment in English.**

As indicated in the national report, levels are set in accordance with STANAG 6001.

An average level 3, indicates the level at which a student-officer could perform adequately in an international HQ and/or take part in an English-spoken military course at a Staff College or the equivalent.

TESTING AT THE NATIONAL
DEFENCE COLLEGE

- The different tests
- Why we test
- What the tests look like

As you were already informed, I'm going to talk about the tests in English we carry out at the NDC, what their purpose is and what they comprise.

Ever since John attended his first BILC conference 3 years ago, we have been gearing our present tests towards what we think the STANAG levels imply, while at the same time trying to create our own STANAG test at level 3. We have chosen to disregard other levels and create a STANAG test for level 3 and above, because it is at this level that schools abroad or service abroad could require a test result according to STANAG.

# 5 TESTS AT THE NDC

| | |
|---|---|
| ❋ entry test | ➔ Military Academy |
| ❋ entry (placement) test | ➔ NDC Staff Prog. |
| ❋ final test | ➔ NDC Staff Prog. |
| ❋ entry (placement) test | ➔ NDC Adv.Command |
| ❋ STANAG | ➔ schools/service abroad |

## A STANAG TEST

| SHAPE test | | Reading | Listening | Writing | Speaking |
|---|---|---|---|---|---|
| | | | 20 questions (tape) | | ☞chat |
| | | | | | 🖼pictures |
| NORWAY test | | 30 questions | | 1 letter (150 words) | 📄text |
| | | | | | 📑discussion |
| | | | 30 mins. | | (2 examiners) 25 mins. |
| KAY's comments | | | | 1 essay (250 words) | |
| | | 95 mins. | | 95 mins. | |
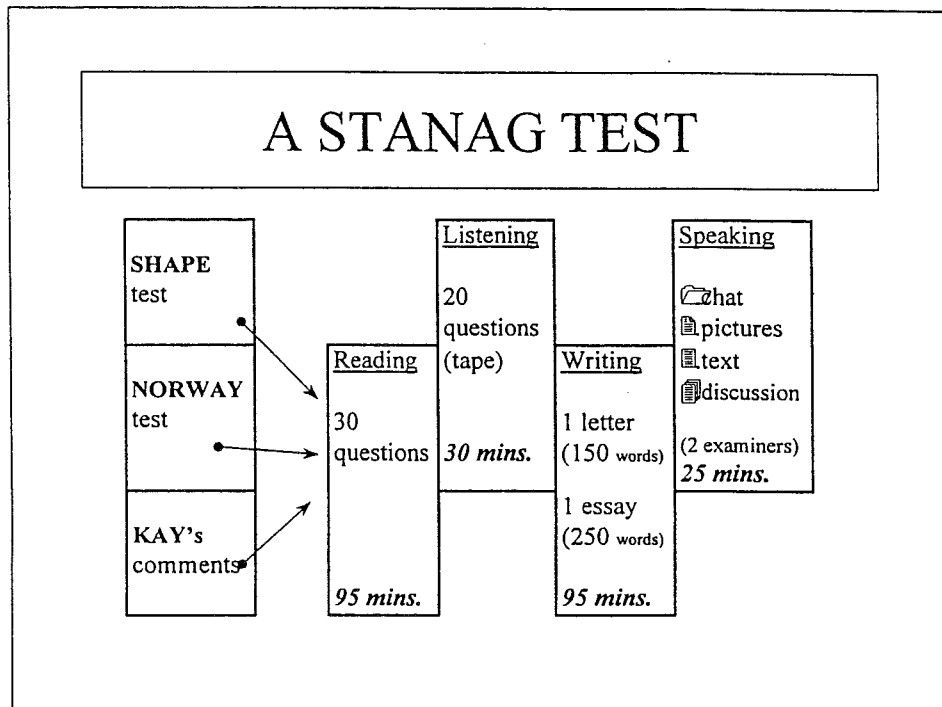
In order to make a test, we referred to the model test from SHAPE and a test the Norwegians use and we have pestered Kay for advice and comments on our attempts at making questions.

We have 4 papers covering the 4 language skills. The reading comprehension comprises 20 questions where the answer is to be written using several words or a phrase and 10 multiple-choice questions. The listening paper has a tape with different voices reading short texts, announcements or dialogues. The writing part has quite a big choice and consists of 2 parts, a letter and an essay. The interview is carried out by one examiner and another who is mainly listening. It basically comprises 4 parts, initially a general chat, followed by a page of pictures depicting military situations or services. These are followed by a short text, which the student comments on and says how it connects to the pictures. The final part could be a discussion based on the pictures or the text or even something else! The evaluation is based on the STANAG criteria.

The purpose of a STANAG test for us would be to test if officers have the language level required either for international service or for officer training in the UK or USA, that is, level 3 in all skills. I have "our" version of a STANAG test here with me and you are welcome to take a closer look at it during the week. We're still working on it and so far, we haven't used it very much, but in the future this could be more likely, so we're prepared.

**LEVELS OF ENGLISH**
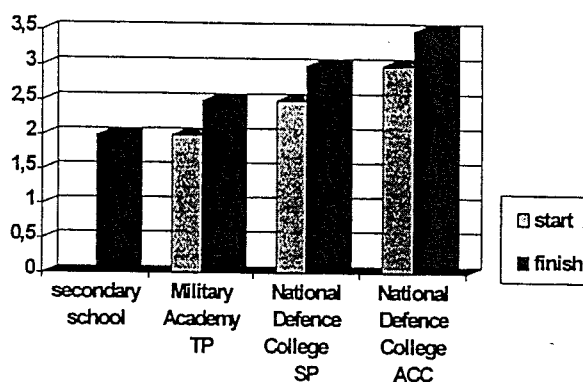
To give you an indication of the levels we work with, here's another diagram. On leaving school most officers have a reasonable level of English. We would judge this to be about a level 2. To enter the MA TP this is the level required and officers are tested. Before an officer gets this far, he may have forgotten or not used his/her English for some time. Also, we have noticed that technical officers often have a lower standard of English. To ensure that prospective officers have a better chance of succeeding we have produced a self-study compendium and a grammar compendium with exercises and keys. We also supply tests for officers to practise on, we like to think of ourselves as a resource and support for the units throughout the country.

How can we be sure that these are the levels? Well, we can't be! STANAG levels are still a bit of an unknown quantity for us, but if we go by the criteria for level 3 and being able to cope in an international staff situation, we believe that these figures could be right. In Sweden we are fairly familiar with the Cambridge certificate exams and if the First Certificate is used as a yardstick, the students entering the NDC SP are certainly that level.

# MILITARY TRAINING AND ENGLISH

| Military Academy | Military Academy | National Defence College | National Defence College |
|---|---|---|---|
| | | | |
| | | *captain* | *major* |
| Regular Officer Programme | Tactical Programme | Staff Programme | Advanced Command Course |
| | *entry test* questionnaire | *entry test* | *final test* same | *entry test* continual assessment |

We have a number of tests actively in use at present. The first one is an entry test for the TP of the MA. The second one is an entry and placement test for the SP of the NDC. The third one is a final test (achievement test) after completing the SP. The SP entry and placement test is the same as the ACC one. They are both taken on the same day, but the pass requirement is higher for the ACC. I'll come back to that later. Also, you'll notice there is a questionnaire attached to the MA test. The students can remain anonymous, but we ask for age, rank, which service, if they've lived or studied abroad, what higher education they have and how they assess their level of English. We hope that over the years we may be able to see correlation between results gained and personal factors.

Now to answer my 2 question, why do we test? One reason can be expressed in the word "internationalisation".

The officers trained today are either going to serve abroad, do officer training abroad or certainly come into contact with English more and more. Some courses at the military establishments in Sweden are held in English, English is also a subject in its own right at the MA and the NDC. Finally, command post exercises and international staff exercises are carried out in English. To sum this up, officers need to have a certain level of English before being accepted at the MA and the NDC. Another reason is the fact that the NDC is going to be given university status in a few years' time, which means that courses will be awarded credits and an English test to establish ability is part of the enrolment procedure.

A third reason is that this is how we can group our students into more or less homogenous groups. We have kept a record of students' results on entering the college and the results attained in the final tests. These collorate in that the better groups, on the whole, still achieve better final results. This is, in a sense, proving the validity of the test. We do however also see that the lower groups have narrowed the gap a little and improved their performance.

# WHAT WE ARE TESTING

| | Vocab | Reading | Gram. | Writing | Speaking | RESULT |
|---|---|---|---|---|---|---|
| MA | 40 (incl. 12 acron) | 20 | 40 | - | - | 50/100 pts. |
| SP | 60 (incl. 15 acron) | 27 | 48 | essay (50 words) | - | 75/135 pts. |
| ACC | 60 (incl. 15 acron) | 27 | 48 | essay (50 words) | - | 85/135 pts |
| Final (SP only) | 65 (incl. 15 acron) | 15 | 20 | essay (250 words) | individual presentation (10 mins) | 50/100 pts |

Continuing with the third part of my talk, what the tests look like. Here's an overview of the parts each test comprises. The emphasis on vocabulary is quite strong, and it increases from test to test. Grammar seems to decrease, but grammatical errors are exposed in written work and oral briefings and presentations. Every test score is surrounded by an area of uncertainty. For example some students may not be on their best form, moreover the questions may favour certain students and not others. We can usually be certain about the differences in the performance of students who have scored 40% or 60%, we cannot be just as certain about students who score 49% and 51%. Crucial decisions may rest on extremely small differences in test scores. For this reason it is useful for us to take into account other factors. There is no such thing as a perfect test, it is advisable to treat all test scores with caution..

When there are borderline cases at the college, we always speak to the teachers concerned and also interview the individuals. This is to hear them and their opinion of the test, to see if they communicate effectively and to ensure that they will in some way or other continue with their English studies.

As you see, part of the final exam is an individual presentation. This is done in the lesson by every student, sometime during the year. Students give a talk for approx. 10 mins on a subject related to international staff work e.g. liaison, logistics.

## ORAL PRESENTATION

- **Delivery** - volume, eye-contact, rate of speech, posture etc.
- **Contents and Organisation** - introduction, sequencing, visual aids, relevant details, suitable topic, timing etc.

- Language - accuracy, pronunciation, comm. skills

  vocab. resource, general comments

When students give a presentation, it is important to listen to their language ability, assessments should not be influenced by the student's personality.

Each teacher evalutes the performance of their students. To achieve some element of uniformity, we have a form that we fill in for every student. I couldn't fit it into this viewfoil, but I've indicated what we listen for. Sometimes a presentation result could be a student's saving grace after a weak final exam result.

# PLACEMENT TEST
## (vocabulary)

| ENHANCE | MAINTAIN | DELAY |
|---------|----------|-------|
| 1. enforce | 1. keep in | 1. assemble |
| 2. insure | 2. keep off | 2. seize |
| 3. endure | 3. keep up | 3. remain |
| 4. increase | 4. keep for | 4. proceed |
| 5. entrench | 5. keep out | 5. slow down |

He was in _____ of a large number of men.
1. charge
2. leadership
3. management

I'm now going to show you examples of questions.

A placement test of the kind both the SP and ACC students do, is a test that looks forward to the language demands that will be made upon the students. It covers a wide and representive range of language, both from the vocabulary perpective and grammar. The main focus of the test is on areas of language the future course will contain. The vocabulary tested is done in several ways. One is to choose the appropriate synonym in English another is to choose the correct missing word. We also have questions where the key word is in English to be matched with a Swedish equivalent and vice versa.

## PLACEMENT TEST
## (grammar)

He said he had...  1. a good news
                   2. some good news
                   3. these good news

At present she... 1. is living
                  2. lives        ...at the regiment
                  3. live

The corvette and... 1. its
                    2. its    ...stealth system
                    3. it's

The grammar tested is based on grammar points and structures students should have covered at Secondary school. Obviously there are "traditional" Swedish weaknesses, so such things as articles, tenses and possessives can specifically be tested. To make marking simpler, again we have chosen a multiple-choice variant.

## ACHIEVEMENT TEST
## (vocabulary and acronyms)

| | |
|---|---|
| ACKNOWLEDGE | JOC |
| ADHERE | SOFA |
| PREVAILING | S2 |
| REPATRIATION | SRSG |
| CURRENT | |
| CONSTRAINTS | |
| VULNERABLE | |

A test of achievment measures a student's mastery of what has hopefully been learned. We try and create a test that fairly accurately represents the contents of our course for the Staff programme. We use a UN staff work manual and military articles during the year. All teachers and groups use this material, but at least half of our teaching time can be used doing other things. There is a lot of leeway.

The vocabulary tested reflects the kind of language frequently used in UN situations, also acronyms. Vocabulary is tested in a similar way to what I described previously.

# ACHIEVEMENT TEST
## (cloze text)

The essence of the defence review was to reduce the forces
1._____ job it was to contain Russia, or to reduce their
ability to go into action 2._____ short notice. The
money saved was then to be 3._____ on making
mobile rapid reaction units readier and more 4._____ .
Fighter aircraft, frigates and tanks will 5._____ cut but
some of the new Challenger 2 tanks 6._____ likely to
be mothballed. The MoD is keen to scrap the Territorial Army,
whose main task is to 7._____Britain from invasion.

This type of test is usually found to be the most difficult by most students and we only use it for the final exam for the Staff Programme students. It can be hard to find a suitable word and sometimes there can be many alternatives to choose from, which makes marking more laborious for us.

The blanks can represent all kinds of vocabulary and language problems. Number 1 is a relative pronoun, 2 is a preposition, 3 is a verb and 4 is and adjective. It is a challenging test but on the other hand it is encouraging for students to know that their answers are regarded as correct if they have appropriate synonyms.

## SUGGESTED ESSAYS

- Why I chose to become a career officer
- The armed forces in 20 years' time
- Describe the qualities needed to be a successful officer in the army/air force/navy
- Write a brief description of your present post to a colleague entering a similar position

Here is a selection of titles.

A word about essays. Essay subjects must be carefully chosen if there is just one, otherwise the students should be given a fair choice of subjects.Sometimes an essay can be unreliable because of the way it is marked, e.g. if an average essay is marked immediately after a very good one, the average essay may be given a mark which is actually below average. Different markers may award different marks to the same composition. A test must be valid. An essay which requires students to write about modern technology may not be valid since it will measure not only an ability to write in English but also a knowledge, if they have any, of modern technology.

When marking it is easy to be influenced by handwriting, also if you know the students personally, it's easy to award marks because of the student rather than what he/she has written. Luckily we do not often know the students applying to the college and after a lot of practise John and I seem to grade very similarly, which is also a factor to consider if one has several people marking essays.

# New Opportunities in Oral Language Testing

John H.A.L. de Jong

## BILC

## June 1999

SWETS

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# Two major problems:

**Theoretical:**

Inadequate definition of content

**Practical:**

Time consuming

SWETS

*John H.A.L. de Jong, June 1999*

Theory First ...

# A Common European Framework of Reference

For Learning, Teaching & Assessing

Modern Languages

*John H.A.L. de Jong, June 1999*

SWETS

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Potential Language Development
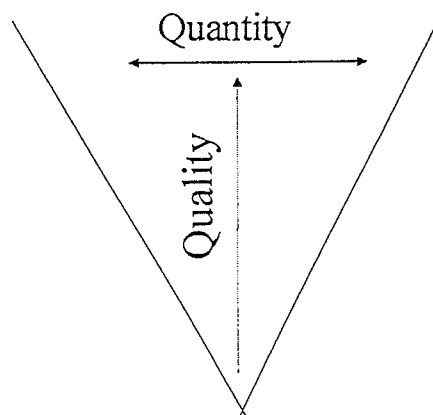


Quantity

Quality

*John H.A.L. de Jong, June 1999*

SWETS
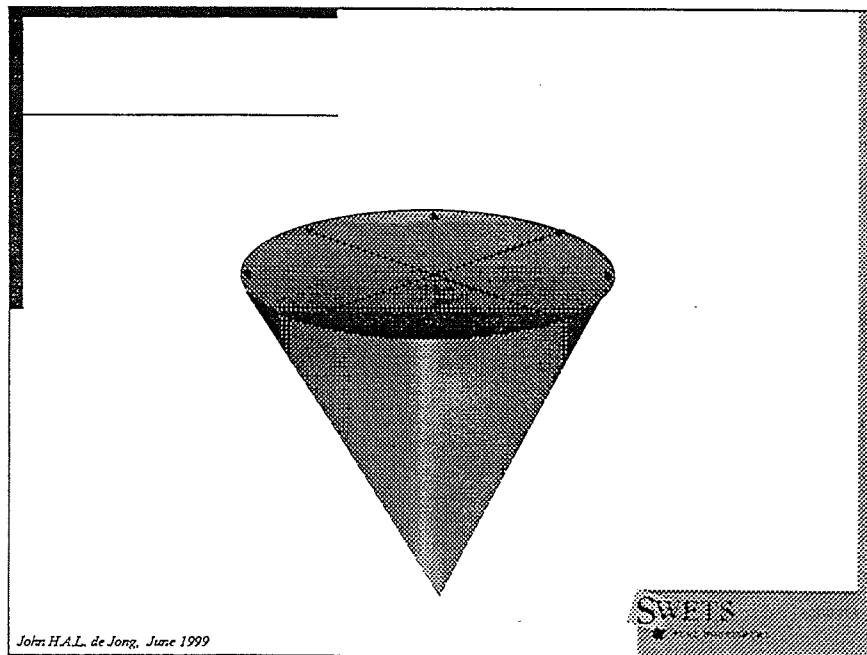
## QUANTITY:

the number of
- domains
- functions
- notions
- situations
- locations
- topics
- roles

that a language user can deal with

77

## QUALITY:

the degree to which

- Language use is effective

  ⇒ leading to degree of precision
    in understanding what is meant
    in expressing one's meaning

- Language use is efficient

  ⇒ leading to communication
    with least possible effort

*John H.A.L. de Jong, June 1999*

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## Combining

## Quantity and Quality:

Levels of
Language
Proficiency

Mastery

Operational Proficiency

Vantage

Threshold

Waystage

Breakthrough

*John H.A.L. de Jong, June 1999*

78

## Levels and Scales

| A | B | C |
|---|---|---|
| Basic user | Independent user | Proficient user |

| A1 | A2 | B1 | B2 | C1 | C2 |
|----|----|----|----|----|----|
| *Breakthrough* | *Waystage* | *Threshold* | *Vantage* | *Effective Proficiency* | *Mastery* |

A2.1   A2.2

SWETS

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## Language Rose

Follow Discussions
Following courses — Follow lectures
Chairing meetings — Taking notes at lecture
Travelling abroad — Shorthand
Welcoming visitors — Writing letters
Speaking with 2-5 persons — Writing Telegrams
Speaking with one person — Writing Brochures
Use telephone — Reading reportrs
Giving lectures — Reading Technical literature
Giving instructions — Reading folders
Reading telegrams

C2
C1
B2
B1
A2
A1

SWETS

## Solving the practical problem

## Make use of new technologies

Swets

## Projects

- Speech Recognition for Testing Dutch
  - **Partners**: Cito, KPN, University of Nijmegen
  - **Budget**: .5 MECU, 50% funded by Dutch Government
  - **Progress**: Third year

Swets

## Projects, continued

- Speech Recognition for Testing English, later all other Languages
  - **Partner:** Ordinate, Palo Alto, CA
  - **Budget:** .5 MECU, annually
  - **Progress:** Started April 1, 1999

SWETS

## Potential project

Speech Recognition for Training & Testing
- **Partners:**
  - Universities: Nijmegen, Edinburgh, Venice & Antwerp
  - Publishers: Dida+El & Swets
- **Budget:** 2.5 MECU, to be funded by EU
- **Status:** Preproposal submitted, proposal due June, 16

SWETS

## PhonePass Testing

- The PhonePass test is an automated instrument that measures basic speaking, listening, and reading skills during a 10-minute interaction over the telephone

- The test service is continuously available, on demand, from any telephone; scored immediately by modified speech recognizer

- Candidate responses available to score users

*John H.A.L. de Jong, June 1999*

## PhonePass Service
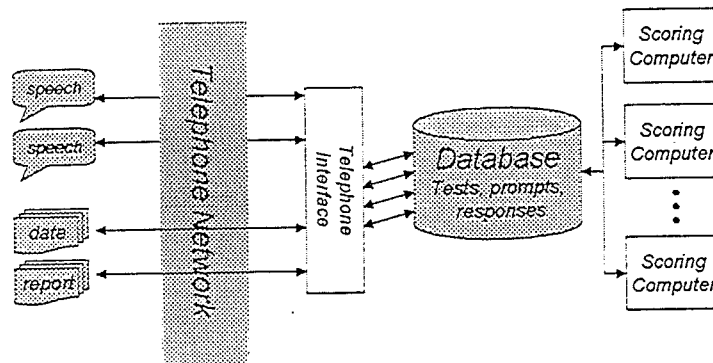
*John H.A.L. de Jong, June 1999*

# Conversational Skill

*Listen*

hear utterance
get lexical items
extract structure
build semantic field
contextualize
infer demand (if any)

articulate response
construct response
select lexical items
build phrase structure
select register
decide on response

*Speak*

SWETS
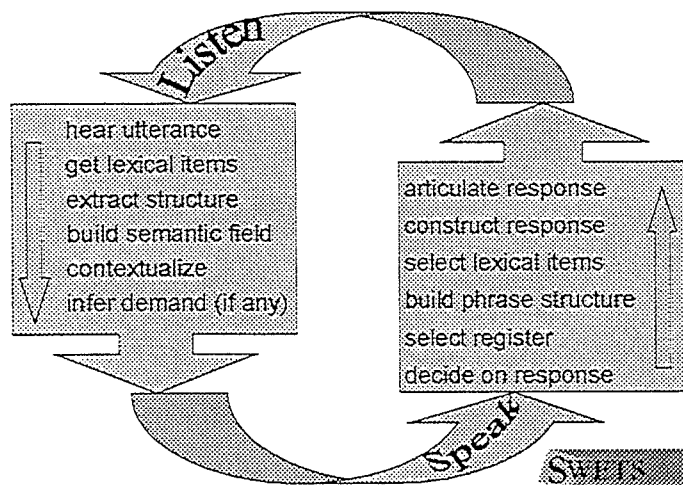
*John H.A.L. de Jong, June 1999*



# Speech Recognition Design

SPEECH → SIGNAL ANALYSIS → SEARCH ALIGNER → SCORER → REPORT

RESPONSE MODEL

SCORING MODEL

LEXICON    SEGMENT

STATISTICAL OPTIMIZATION    HUMAN SCORES

NATIVE NORMING SPEECH    CANDIDATE NORMING SPEECH

SWETS
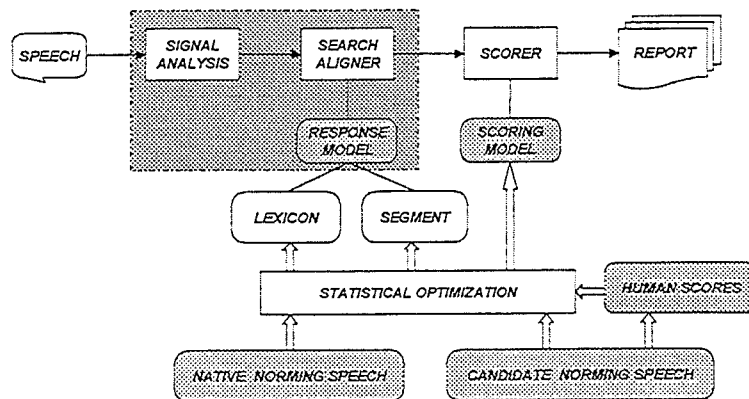
*John H.A.L. de Jong, June 1999*

Report of Test Results
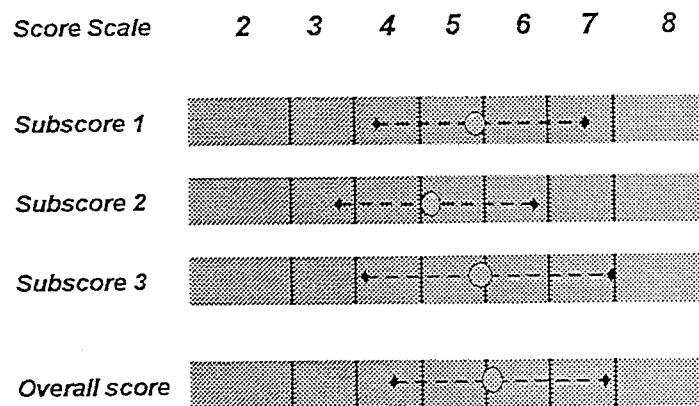
| Score Scale | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|

*Subscore 1*

*Subscore 2*

*Subscore 3*

*Overall score*

John H.A.L. de Jong, June 1999



Skill Ranges

*ILR*

0  1  2  3  4  5

**basic- functional - professional - advanced**

*CoE*

A1  A2  B1  B2  C1  C2

*b'thru  w'stage  threshold  vantage  EOP  Mastery*

*PhonePass*

2  3  4  5  6  7  8
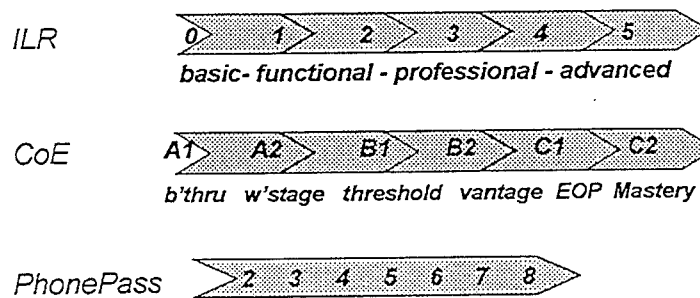
John H.A.L. de Jong, June 1999

## Native-NonNative Overall CDF
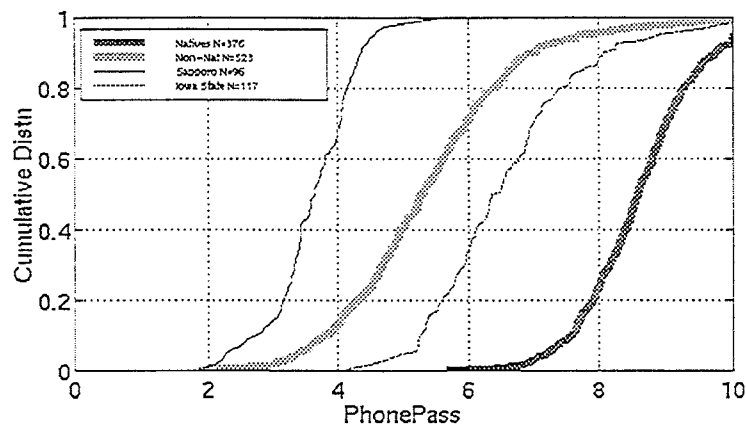
## Sub-score Reliabilities

| Sub-Score | Human | Machine |
|---|---|---|
| Listen Vocabulary | 0.83 | 0.80 |
| Repeat Accuracy | 0.83 | 0.84 |
| Reciting/Pronunc. | 0.88 | 0.90 |
| Read Fluency | 0.81 | 0.93 |
| Repeat Fluency | 0.83 | 0.84 |
| Overall | 0.88 | 0.94 |

Human sub-sets, N > 365      Machine N = 523

## Machine-Human Comparison
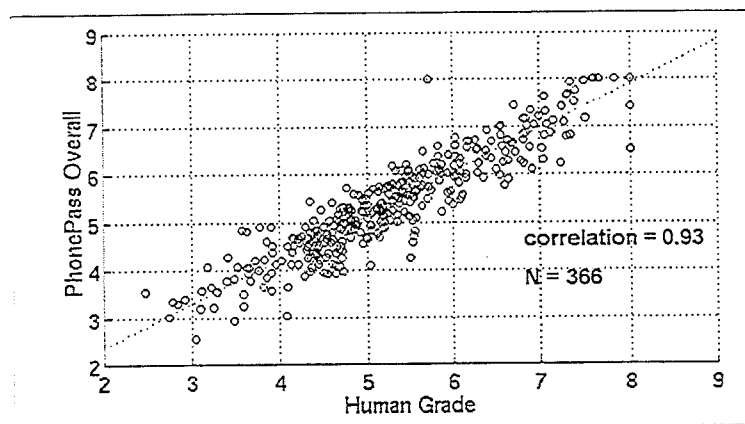


correlation = 0.93
N = 366

*John H.A.L. de Jong, June 1999*

## PhonePass ~ Other Measures

|  | Correlation | N |
|---|---|---|
| TOEFL | 0.75 | 392 |
| TOEIC listening | 0.71 | 171 |
| ILR speaking | 0.77 | 51 |
| Bologna Oral Exam | 0.70 | 126 |
| LPI in Japan | 0.52 | 171 |
| LPI ~ TOEIC listening | 0.48 | 171 |
| SLEP reading | 0.62 | 38 |

*John H.A.L. de Jong, June 1999*

## PhonePass Summary

PhonePass system integrates test development,
validation, and test delivery.

Linking speech recognition and applied
measurement yields a unique base for testing.

PhonePass produces useful and reliable scores
with reasonable concurrent validity.

Swets

John H.A.L. de Jong, June 1999
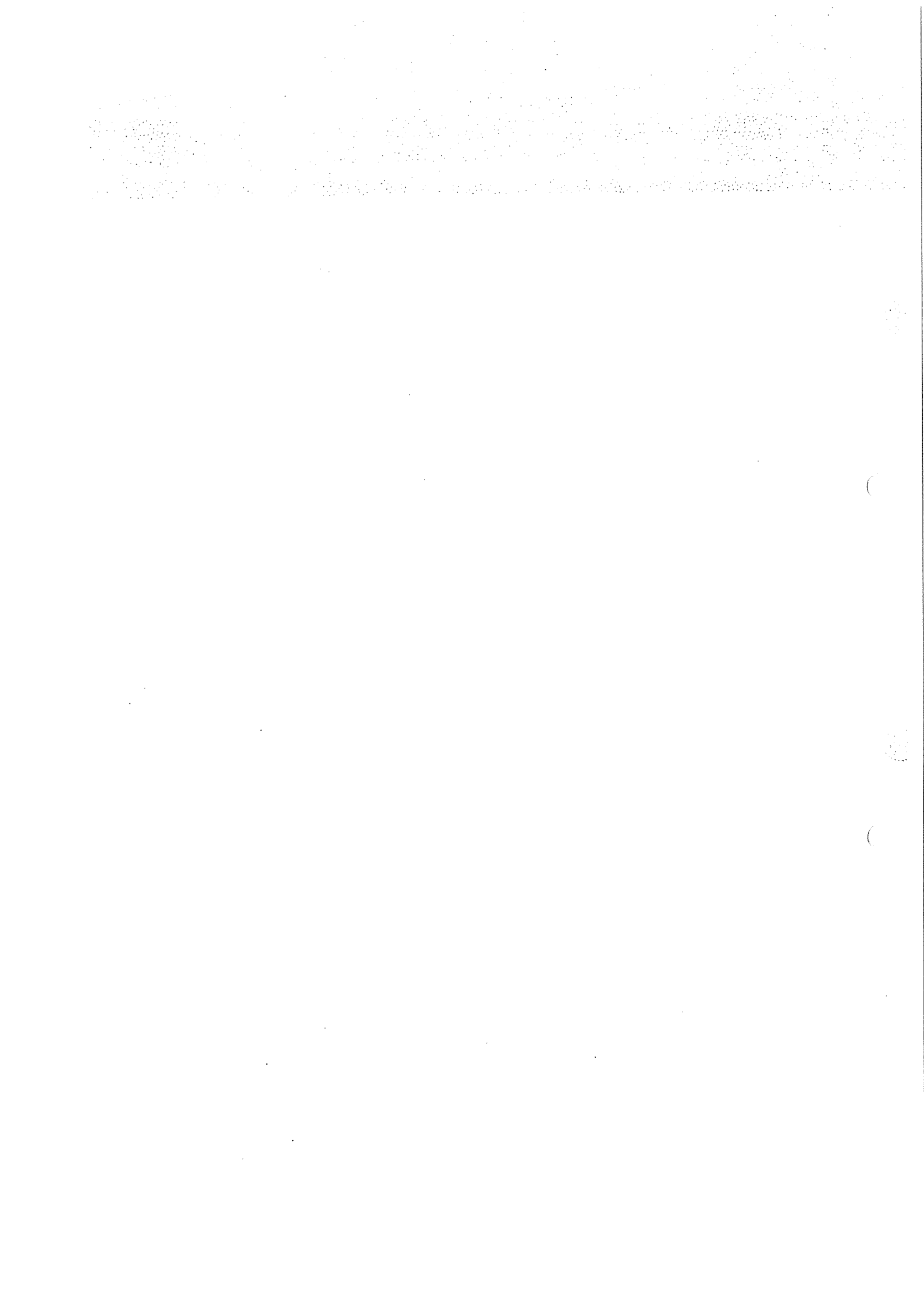
# AN OVERVIEW OF THE UNITED STATES GOVERNMENT LANGUAGE PROFICIENCY SCALE

## Martha Herzog

### How Did the Language Proficiency Scale Get Started?

The United States has had special problems defining foreign language competence because of the historic lack of emphasis on languages in our general educational programs. To a large extent academic gaps had to be filled by the Government for Government purposes. However, lessons learned by the Government have been used by others.

The foreign language competence of U. S. government employees was not examined during the first 175 years of our history. However, in the early 1950s, as a war with Japan was followed by a war in Korea, the United States' lack of preparation in foreign languages was recognized. In 1952 the Civil Service Commission was directed to inventory the language ability of Government employees and to develop a register of employees' language skills, background, and experience.

However, the Commission had no system for conducting an inventory, no proficiency test, and no criteria for constructing a test. All that was available were the employees' college and secondary school grades, lists of their language courses, and self-report on their job applications. Those self-reports were likely to state something like "fluent in French" or "excellent in German." The Commission concluded that the United States Government needed a system that was objective, applicable to all languages, applicable to all Civil Service jobs, and unrelated to any particular language curriculum. The academic community did not have such a system. The U. S. Government had to develop its own.

Initially, the concept met resistance. Some Government agencies feared loss of autonomy. Everyone understood that test results could embarrass many employees who claimed to be "fluent" or "excellent."

Nevertheless, the State Department began work on solving the problem at their language school, the Foreign Service Institute (FSI), under the leadership of their Dean, Dr. Henry Lee Smith. Dr. Smith headed an interagency committee that devised a single scale, ranging from 1 to 6 and combining all skills. Although other agencies lost interest, FSI continued to refine the scale. In 1955 the State Department surveyed all Foreign Service officers. Using the new scale, fewer than half the officers reported a usable level of language. A test of about 200 officers showed similar results. In 1956 the Secretary of State announced a new language policy that included a statement that language ability "will be verified by tests."

FSI's first tests were unreliable, with results varying from tester to tester. The faculty found it difficult to apply the scale consistently. Tests were considered subjective and were thought to be much easier in some languages than others. However, many valuable lessons were learned from these initial tests. FSI used this experience to revise the scale. A change was made so that each skill was evaluated separately. The scale was standardized to six base levels, ranging from 0 = No functional ability to 5 = Equivalent to an Educated Native Speaker.

Equally important was the fact that in 1958 FSI created an independent testing office headed by Frank Rice and Claudia Wilds, who had studied with Professor John B. Carroll, a noted educator and testing expert. The FSI Testing Unit developed a structured interview in direct support of the 6 point scale. Standardized factors were developed for scoring. The interview format ensured that all factors were tested. The emphasis on a well-structured interview reduced the problems of associated with the earlier tests.

The development of standardized rating factors reduced subjectivity. The factors provided agreement by testers on important aspects of test performance and helped to focus their attention during testing and rating. This innovation created the framework for inter-rater reliability and led to a high degree of consistency in scoring.

At this point the interview became a mandatory test at FSI. For many years it was known world-wide as the FSI interview, or even the FSI.

Not only did the FSI interview and the FSI scale gain wide recognition but other agencies, including the United States Information Agency, the Agency for International Development, the Central Intelligence Agency, adopted the system as well. In 1968 several U. S. Government agencies cooperatively wrote formal descriptions of the base levels in four skills--speaking, listening, reading, and writing. The scale became part of the United States Government Personnel Manual. The original challenge given the Civil Service Commission could now be met.

## The STANAG Project

Eventually BILC became interested in the American approach to language evaluation. By 1976, after lengthy coordination, BILC adopted the scale in a standardized NATO agreement—the STANAG 6001. There were some parallels to the United States' system. The STANAG scale included base levels 0-5 in four skills. Parts of the 1968 version of the United States' level descriptions were used. Level 0 and Level 5 were similar. All writing descriptions were the same as the American version. However, the remaining descriptions were different. Also, the STANAG does not imply any particular type of test while the American scale is closely identified with the structured interview.

## The Revision Project

While BILC was arranging to use a version of the scale, the United States was reexamining the 1968 definitions. By 1982 many agencies found the level descriptions insufficient. Issues were identified by the Interagency Language Roundtable (ILR), a governmental information-sharing body that had taken on greater importance following the 1979 President's Commission on Foreign Language and International Studies. The ILR determined that:

1. the "plus" levels that had been used within agencies for several years required formal, written definitions;

2. the treatment of the four skills was not commensurate in representing attainment at each level;

3. more precise descriptions of functional ability were needed;

4. clarification of the concept of texts was needed.

DLIFLC was active in the ILR revision project. Although the Defense Department had been consulted when the 1968 definitions were drafted, earlier DLIFLC tests were norm-referenced and not statistically related to the criteria of the scale. The project to revise the level descriptions started in 1982 and concluded in 1985 when eighteen Government agencies that teach and test foreign languages approved the document. In 1985 the new level descriptions were printed in regulations and manuals. For almost fifteen years the revised level descriptions have been used to:

1. provide a scoring system for the structured interview's scoring system;

2. provide the scoring system for tape-mediated speaking tests;

3. construct tables of specifications for listening and reading tests;

4. validate standardized tests;

5. ensure comparability of test scores across languages;

6. ensure comparability of tests across United States Government agencies.

## The U. S. Academic Scale

The American Council on the Teaching of Foreign Languages (ACTFL) is a professional organization of foreign language educators. ACTFL promotes the study of languages and cultures as an integral component of American education and society. The

organization also has the mission of informing American schools and the general public about proficiency testing.

During the same period that the ILR was re-working the Government scale, ACTFL began to develop a related system for the United States' academic community. In 1986 ACTFL Proficiency Guidelines were published for academic use. In 1999, the speaking Guidelines were revised. ILR members assisted with both editions.

The ACTFL Guidelines have a direct relationship to the ILR scale. However, the scale was adjusted to take account of the smaller proficiency gains of students in non-intensive language learning programs. The following chart shows that relationship.

| ILR Scale | ACTFL Scale |
|---|---|
| ILR Base Level 0 | = Absolute Zero, Novice Low, Novice Mid, Novice High |
| ILR Base Level 1 | = Intermediate Low, Intermediate Mid, Intermediate High |
| ILR Base Level 2 | = Advanced Low, Advanced Mid, Advanced High |
| ILR Base Levels 3, 4, and 5 | = Superior |

ACTFL developed an Oral Proficiency Interview that is similar to the Government test. They have a comprehensive program to train educators to test according to the scale. ACTFL places a great deal of emphasis on quality control so that testers, who are located throughout the United States, do not deviate in their ratings.

## Reflections on Our Progress to Date

How far has the United States Government come since the Civil Service Commission was tasked in 1952 to survey language-qualified employees? There have been many advances in both the Government and in the academic community. The ILR scale makes it possible for tests to be functionally equivalent across languages. United States

Government agencies can now measure language ability with a common metric. The emphasis on proficiency, which grew out of increased use of the scale in both the Government and academia, has led to more competent language users. The scale provides a common vocabulary for discussions about testing in the United States, and now Government and academic testers cooperate in a number of areas.

At the same time, we must inquire whether there are still gaps in the ILR scale. For example, have we yet achieved descriptions of the four skills that are commensurate?

Are the descriptions of writing proficiency sufficient? Can the descriptions be readily used for less-commonly taught languages? Can modern linguistic terms be added without making the descriptions difficult for the general reader to understand?

Perhaps this is a good time, too, for the BILC community to reflect on the STANAG. Should BILC possibly examine the utility of written descriptions of "plus" levels? Should BILC member nations take advantage of United States Government and academic experiences? Would it be useful for BILC to promote understanding of the differences between proficiency and performance testing? Should we try to develop a common testing vocabulary across BILC and the PFP nations?

These are the questions the Study Group on Testing and Assessment will begin to address during the 1999 conference and the questions I would encourage all BILC members to reflect upon.
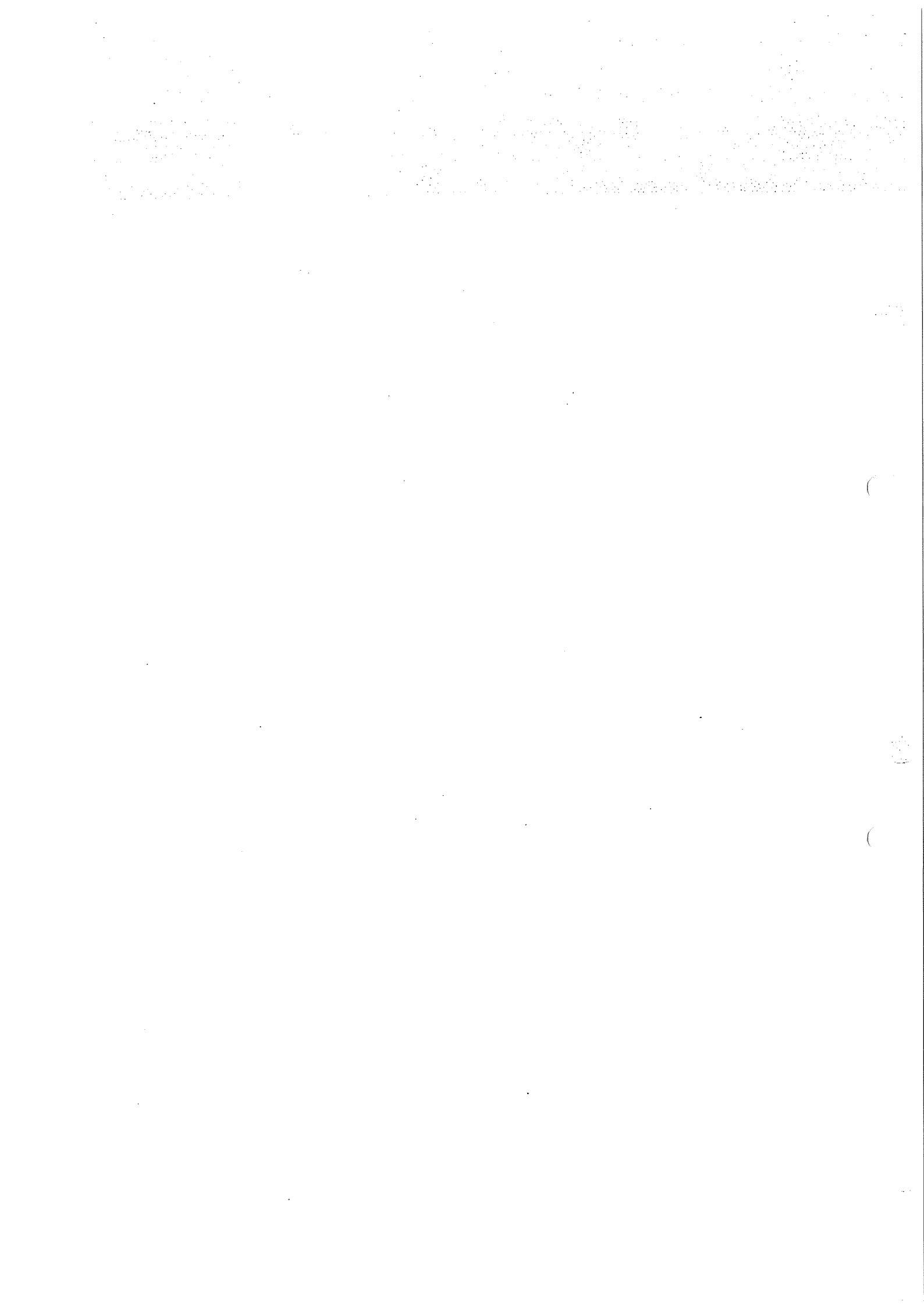
## 1999 BILC Conference Netherlands

## How to Make Grammar Real Fun

Presentation by Col Gernot Pauschenwein, Austrian Armed Forces Language Institute,
to be held on June 1, 1315-1400hrs

When being asked by Peggy to come up with a title of a presentation, which would justify the Austrian participation on observer status in the exclusiveness of the BILC Conference, I was dumbfounded - or gobsmacked as the Brits would say - for I had been of the erroneous opinion that an observer's duty would be to observe. And here was this fax, requesting our speedy submission of a presentation to make. Not only did I err in my opinion, also my hopes that in the wake of the Vienna Seminar I could rest on my laurels proved false.

Tough luck! I kept a stiff upper lip and – after due consideration - extemporaneously suggested the title to read, **How to Make Grammar Real Fun** - something which I myself had always wanted to know, but never dared to ask. I was quite aware from the very outset that telling such an expert forum how to motivate their students of an English grammar class is tantamount to carrying coal to Newcastle or should I say tulips to Amsterdam.

However, I'd rather try bring to our awareness things which might seem commonplace for the resilient breed of language teachers in adult education who have to persevere the radical changes in the philosophy of language teaching. Obviously, within the **33 years** of its existence also BILC has witnessed many trends in language learning. I am referring to the **functional approach** in the syllabi for the achievement of what has come to be called **communicative competence**. Since we decided that **grammar teaching** is no longer the game we wanted to play, we have chosen to nail our colours to the communicative competence mast, with emphasis being put on the **efficiency** rather than on the **correctness** of communication.

This is why I would like to abuse the floor to advocate a **return to grammar** learning, which has been neglected ever since the adoption of the communicative approach in the 1970s. The communicative use of the language is a useful aim in language learning, but it is **not all** that language

is about. I think it's time the pendulum swung back to a revival of grammar as a means of familiarising the student with the language system.

Now, the title quite obviously includes two nouns, which seem to be in conflict which each other, to say the least. Actually, **grammar** and **fun** sounds oxymoronic and is generally perceived as a contradiction in terms. Let me first share with you some thoughts on grammar in ELT:

*What is grammar?* To ask this question - even rhetorically - to this expert audience may seem extremely patronising. But grammar is one of those tricky words that mean different things to different people. To most people grammar is primarily rules, and rules to them means prescriptive guidelines. However, grammar rules are meant to **describe rather than prescribe** the system, the way the language works. Failure to distinguish between these two meanings leads to problems.

In an ideal world the two meanings would be one. In reality they aren't. We all accept that languages are dynamic rather than static, and over the centuries they change. What is harder to accept is that they also change **in our own lifetime**. The grammar we learnt as children might now be marked archaic, and usages that were unknown or unacceptable in our childhood are now both current and correct.

**Grammar rules** are merely an attempt to make **generalisations** based on observation of current language use. But all generalisations are dangerous, even this one on generalisations. Frequently grammar rules are wrong. Wrong because they oversimplify. The validity of rules only extends to the limits of knowledge. That is why we should think in terms of **working hypotheses** rather than of inviolate rules. Grammar rules are still presented as concrete blocks of knowledge - almost like the tablets of stone that Moses brought down from the mountain.

By eliminating the concept of rules from our grammar teaching, we will also eliminate the immorality associated with grammar mistakes. After all, grammar rules were **not made in heaven,** and so it is no sin to break them.

Now that we have looked into the *What is grammar?* let's ask ourselves *Why teach it?* This is a question that wouldn't have occurred to any language teacher before the 1970s. Traditionally, knowing a language

meant knowing its grammar. But then influential linguists started saying that language ability should consist in the skill of doing things **with** a language rather than having a knowledge **about** that language. Initially, the early advocates of this **communicative approach** did not at all think of abandoning grammar, they emphasised that the course content needed to reflect the **systematic properties** of the language. But once communicative came to be applied not only to the **content** but also to the **method**, many teachers decided that grammar and communication were in conflict. This is a false opposition. True, there are times when learners need to experiment, to be fluent without worrying about accuracy, but there must be some forms, some grammar, to be truly fluent with.

Another reason why the grammar-communication opposition is false is that we often have grammatical choices that offer a choice of meaning. If I say *My wife said she was coming to the party.* I merely report what she said. If I say *My wife said she's coming to the party.* I suggest the possibility that she may still come. Then I might say *If she doesn't come soon, I'm leaving without her.* indicating that my mind is made up, which is not the case in the traditionally-taught sentence *If she doesn't come soon, I'll leave without her.*

Yet there are countless books that set out rigid rules for tense changes in reported speech and for the three types of conditionals. Sometimes such rules are given and at the same time broken by authorities like Winston Churchill. He wanted to express the idea that one shouldn't end one's sentence in a preposition. What he is said to have said is *Ending one's sentence in a preposition is a style of English we will not put up with.* Speaking of prepositions at the end of the sentence: I'll give you a tough nut to crack - at least for non-native English speakers:
**What did you bring the book I don't want be read**
**TO OUT OF UP FOR?**

Back to grammar. There is this persistent theory that students don't need to study grammar. It has been suggested that learners who acquire a foreign language through **comprehensible input** can gain a mastery of the grammar of the foreign language in the same way as they acquire the grammar of their first language. This may be true in the case of a few perfectionists, but most learners will only reach a level where they can poorly communicate. At such a stage they usually **fossilise** and make no

further progress except in terms of vocabulary development. The step from an upper-intermediate level to proficiency is only rarely made through exposure to comprehensible input alone. Take for instance migrant workers who have been living in a country for fifty and more years, being exposed to the language spoken there and **not** having developed their productive competence. They remain on a survival level and make no effort to eradicate mistakes. If he who speaks a foreign language is twice a man, then he who remains half a life in a limbo of imperfection, is to be pitied as half a man. A formalised study of the grammar system is the only way out of this unsatisfying situation.

The study of grammar is **not an end in itself**. For the ordinary student who has little access to comprehensible input it is a **short cut** in the learning process. We hope that our students will **internalise** grammar to such an extent that they **forget** what they have studied. Paradoxically, students have to study grammar in order to forget it. (*I forget what I was taught, I only remember what I learnt*).

What and why has been elaborated on. Now, *how?* (nice rhyme). *How should grammar be taught?* Many course books incorporate lively ways of presenting and practising new structures. In addition, there is an abundance of literature on classroom ideas and activities, like games, group work, songs, role-plays, puzzles and what not. This commercial material is easily available on the market - at least for English

Teacher manuals advise the use of all sorts of resources to make grammar lessons more interesting - questionnaires, charts, maps, pictures, drawings, and realia of various kinds. Traditional grammar practice, i.e. exercises in which the students are to produce language through speaking or writing in controlled situations, develops their **productive** or **constructive capacity**. Very rarely does this type of grammar practice lead students to insights in comprehension. While it will help eliminating grammatical mistakes, it will not prevent students from making comprehension mistakes. I am going to refer to this in a minute.

A teaching method popular in today's **learner-centred classrooms** is to get the students to work out the grammar for themselves. Such **discovery** and **problem-solving techniques** are just one way of raising language awareness. Another method is the once-despised **talking about language.**

Fairly advanced students are asked to judge the grammaticality of certain sentences or to consider the appropriateness of particular sentences for particular contexts, or to discuss the effect on meaning of changing an active sentence into passive or vice versa. For instance *Smokers must occupy rear seats!* - a notice in London buses - is absurd in the passive. Just as *Dogs must be carried!* is ridiculous in the active.

**Word order** has a big effect on meaning, but is often neglected. Take the results of a changed word order in the amusing example of the bishop, the baboon, and the banana.

> *Only the bishop gave the baboon the banana.*
> (*Only* can go in any position, thereby changing the meaning!)

**Intonation** is another distinguishing factor. The sentences

> *He traded   in old cars.*
> *He traded in   old cars for new bikes.*

are quite different.

So there are a great many pitfalls for the student of English, which -if taken advantage of - may be used as a **challenge** rather than result in discouragement.

Speaking of discouraging students: A tricky issue is **error correction.** How and when to do it - is a much-discussed subject. To correct or not to correct that's the question. Somehow my personal favourite has come to be a kind of **delayed-action** correction, i.e. dealing with spoken or written mistakes retrospectively. My reasons for not correcting on the spot are:

**Firstly,** students should **not be afraid** of making mistakes - as mistakes are the best opportunity of learning. Making errors is an important part of the learning process. A sense of guilt has no place in the learning process, it is hindrance to learning. We must learn to see mistakes as the student's demonstration to stretch beyond the limitations of his or her knowledge. Students who are frightened of making mistakes will never take risks. They will choose the safest way of communication, which is silence. Thus one can say the absence of mistakes is the absence of learning.

**Then** there is the danger of **embarrassing** the speaker in front of her or his peer group. Though not everybody reacts in the same way to having public

attention drawn to their errors, there is always the risk of a participant losing face, to which the trainer must be sensitive.

**Thirdly**, interrupting the flow of a **fluency** activity and spending overly much time on correction could be detrimental to achieving the initial aim of the lesson.

And **finally**, the **nature** of the error is relevant. Not all errors are easy to correct, particularly the fossilised ones, while very minor errors are unlikely to interfere with communication. In this respect one has to differentiate between **construction** mistakes and **communication mistakes**:

*They doesn't want to go out.* is perfectly understandable while *I am here for two weeks.* is perfectly correct as a sentence, but has to be taken with a grain of salt, especially when uttered by a German speaker. The message he or she might wish to convey is *I have been here for two weeks.* while the listener would assume that total duration of the student's intended stay is two weeks. Comprehension mistakes are serious because often there is no evidence that a mistake has been made. There is no point in learning to say correct sentences in English if they don't mean what we want to say.

Delayed- action correction gives you time to think how best to deal with the error. To this end it is advisable to take notes when they occur and to return to them at a later stage.

Anyhow, students should be involved - from the very outset of a course - in the decision on the handling or strategy of correction.

This brings me to another discussion topic worth dealing with when jointly agreeing on the rules of **classroom management** or on the **code of conduct** to apply: the question of **how to address one other**. Again my personal preference is being on **Christian-name terms** with one another. I feel that a relaxed, laid back atmosphere is conducive to a **favourable working climate**. Of course, our students being military varying in ranks, might be reluctant to do away with formal authorities, but for the sake of language learning we should encourage them, simply by offering them to address us by our first name, hoping that they will follow suit. It is up to the class anyway to restrict such conduct to language classes only.

Now, we have already entered into the second term of the title – **fun**. It's all about motivating students. Such **motivation** as the sum of individual motives may be of positive or negative nature: Students saying **I want to study hard!** are preferable to teachers saying **You must study hard!** The time-proven proverb **Spare the rod and spoil the child!** does not hold true for this case.

When I just mentioned the students' motivation, I have to make it likewise clear that it is as necessary to keep the **teachers** happy. Teaching English is not always fun, but it could be. No matter how difficult the grammar subject is, there are means of presenting it in a more interesting, challenging way, without neglecting your students' level. Of course, not all students have a good sense of humour, but the majority loves a good laugh every now and then. Choosing activities which are entertaining, makes students feel at ease. Chipping in a **joke** as a warm-up, as a reward or to just to deal with grammatical patterns is always met with approval. Tit for tat you should ask them to prepare jokes as well, provided they are decent.

Once in while a tiny little **test** can also be quite motivating. It yields excellent learning results in that students will always remember where they failed in the test.

However, of paramount importance for the motivation and the fun experienced during grammar teaching is the teacher's attitude to grammar as such. Language is a **rich and adaptable instrument,** serving a total of **seven functions** according to the British linguist Michael Halliday:

the **instrumental** (getting things done), the **regulatory** (influencing the behaviour of others), the **interactional** (interaction between the self and the others), the **personal** (using language as a means of developing one's own identity and personality), the **heuristic** (using language as a means of exploring and establishing the boundaries between the self and the environment), the **imaginative** (creating a world of one's own), and lastly, the **representational** (expressing propositions).

Looking at this broad keyboard on which the user of the language wants to play, we have to ask ourselves whether or to what extent the notion of communicative competence really embraces all that.

As I said earlier: **The communicative use of the language is a useful aim in language learning but it is not all that language is about.** It is the **content**, but teaching **grammar** should be one of its **methods**. With this I would like to conclude my appeal for a **renaissance** of grammar, not without asking you for your opinion on that matter. I would be extremely grateful for an exchange of ideas with this expertise present.

Thanks for your attention and many happy returns to BILC and all the best for its future endeavours for the worthy cause of making this world a better place by improving communication among nations through language training.
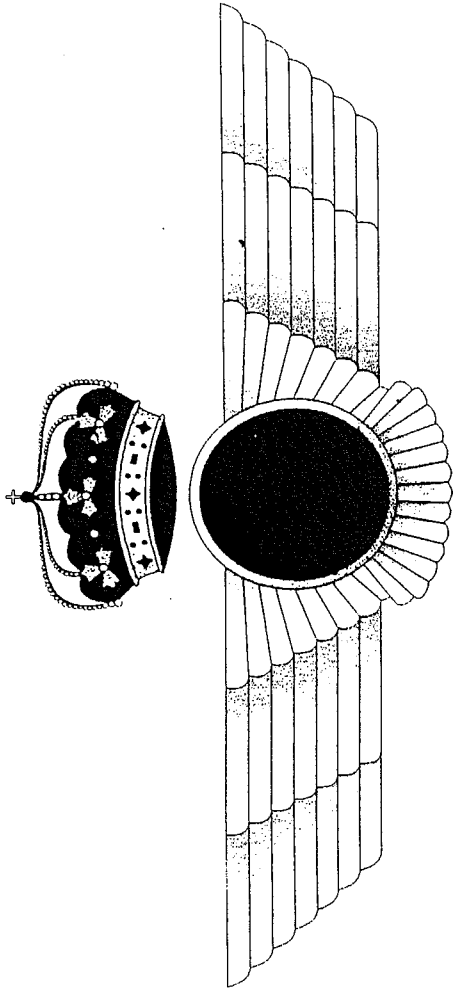
# EXPERIENCE IN THE USE OF MULTIMEDIA SYSTEMS IN THE SPANISH AIR FORCE

PREPARED FOR: B. I. L. C.
DEN HAAG
1-6 June 1999

PRESENTED BY: JAIME DE MONTOTO Y DE SIMON

LANGUAGE SCHOOL

SPANISH AIR FORCE

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**E.A.**
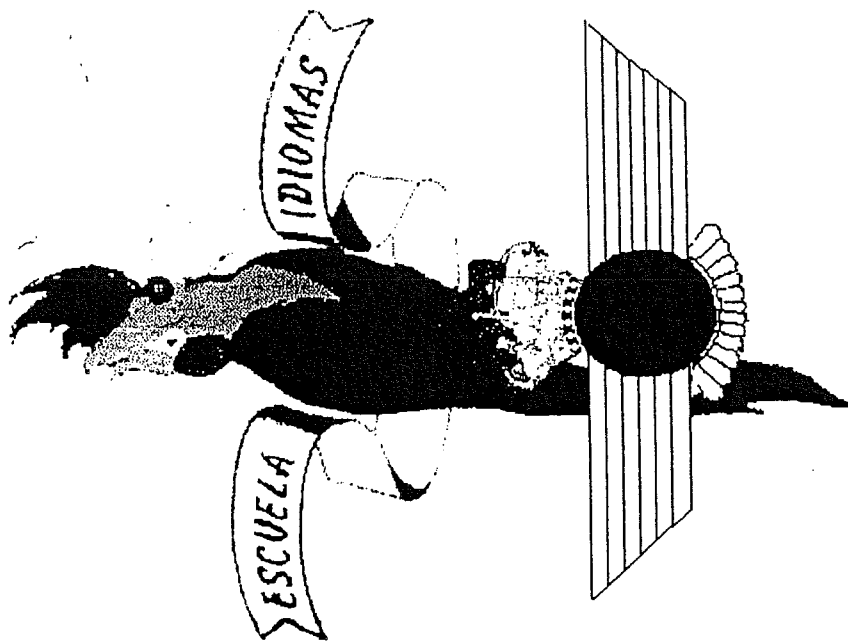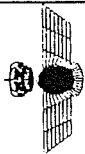
## BRIEFING OUTLINE

- INITIAL SITUATION (1984) / FIRST EVALUATION.

- NEW EVALUATION (1996) / RESULTS / LINES OF ACTION.

- USE OF MULTIMEDIA SYSTEMS / RESULTS.

- CONCLUSIONS.

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**E.A.**

## INITIAL SITUATION OF SLP PROFILES IN THE SPANISH AIR FORCE (E.A.) IN 1984

- CONOCE = 2.2.2.2.
- POSEE = 3.3.3.3.   (Rough equivalence)
- DOMINA = 4.4.4.4.

- THERE WERE NO INTERMEDIATE PROFILES (3.3.4.2. or 2.2.3.1. or 3.4.4.3.)

- LOW PROFILES WERE NOT OFFICIALLY SANCTIONED (USUALLY)

- PERSONNEL HAD TO RESIT EVERY 7 OR 5 YEARS; 3 RESITS NECESSARY.

- IT WAS NECESSARY TO MAINTAIN A MINIMUM 3.3.3.3.SLP FOR 20 YEARS TO OFFICIALLY CONSOLIDATE IT.

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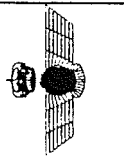
## 1st EVALUATION ( 1984 )

- IT WAS NOT A PROBLEM TO FIND PERSONNEL WITH SUFFICIENT COMMAND OF LANGUAGES (MAINLY ENGLISH) FOR MEETINGS AND NATO JOBS ( MILREP, PERMREP ).

- BUT: IN CERTAIN AREAS WE LACKED PERSONNEL WITH GOOD LANGUAGE LEVEL .

- DECISION: TO ENHANCE LANGUAGE FORMATION THROUGH CLASSIC METHODS.

- THE SYSTEM WENT ON WITHOUT CHANGES UNTIL 1996.

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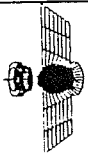
## VERY SLOW INCREASE...

- **AERONAUTICAL ENGLISH:**
  - Pilots
  - Radio Operators
  - Air Traffic Controllers

- **COMMON ENGLISH:**
  - Courses in USA or UK
  - Squadron exchanges

- **COMMON FRENCH:**
  - Courses in France
  - Squadron exchanges

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E.A.

# NEW EVALUATION OF THE PROBLEM IN 1996

(SPAIN IN THE INTEGRATED MILITARY STRUCTURE?)

- UPSURGE OF THE PROBLEM

- STUDY OF PERSONNEL NEEDS:

  – NUMBERS
  – RANKS
  – SPECIALITIES
  – S.L.P. PROFILES

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**E.A.**
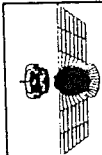
# RESULTS OF 1996 EVALUATION

- IT WAS NOT A PROBLEM TO SEND WELL PREPARED PERSONNEL TO NATO POSTS, BUT:

  – THE SPANISH AIR FORCE (E.A.) WOULD BE DEPRIVED OF PREPARED PERSONNEL REMAINING AT MADRID HQ AND AIR STAFF, SO:

  – IT WAS NECESSARY TO SUDDENLY INCREASE THE NUMBER OF PERSONNEL WITH A GOOD COMMAND OF ENGLISH AND FRENCH (SPECIALLY ENGLISH).

- <u>MAIN LINES OF ACTION</u>

  – ENCOURAGE LANGUAGE TRAINING

  – FOSTER LANGUAGE TRAINING

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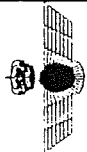
# TO ENCOURAGE LANGUAGE TRAINING...

### E.A.

- DEMANDING A HIGHER ENGLISH LEVEL TO ENTER THE AIR FORCE ACADEMY (AGA) AND THE AIR FORCE NONCOMS SCHOOL (ABA) NOT POSSIBLE DUE TO LACK OF LEGAL TOOLS.

- REQUESTING A MINIMUM S.L.P. TO REACH C.R. STATUS: (PILOTS, CREW MEMBERS, AIR CONTROLLERS).

- REQUESTING A MINIMUM S.L.P. FOR STAFF COURSE.

- OFFERING BENEFITS:

  – PAY INCREASES LINKED TO POSTS LINKED TO S.L.P,s
  – CAREER VECTORS/TRACKS

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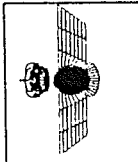
## TO FOSTER LANGUAGE TRAINING...

E.A.

- AT LANGUAGE SCHOOL (ESID), EITHER:

  – MORE TEACHERS, CLASSROOMS, ETC., OR,

  – NEW METHODS = MULTIMEDIA!!

- AT AIR UNITS, EITHER:

  – LANGUAGE LABORATORIES, TEACHERS...(A LOT OF MONEY!)

  – MULTIMEDIA (CHEAPER? COST/EFFECTIVE?)

- OTHERS:

  – COLLABORATION/AGREEMENTS (GRANTS) WITH PRIVATE LANGUAGE SCHOOLS

  – GRANTS TO FACILITATE COURSES IN UK. AND FRANCE

  (BETTER RELATION COST/EFFECTIVENESS = MULTIMEDIA)

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## USE: LIKE FLIGHT SIMULATORS / LINK TRAINERS

**E.A.**

- (THEY CANNOT REPLACE REAL FLYING; THEY ARE COMPLEMENTARY AND MAKE IT EASIER)

- (THEY REDUCE INSTRUCTION FLYING HOURS BECAUSE YOU GET A BETTER EFFECTIVENESS FROM REAL FLYING HOURS WITH AN INSTRUCTOR)

- SAME USE FOR MULTIMEDIA SYSTEMS.

  - THEY DON'T SUBSTITUTE CLASS HOURS WITH A TEACHER.
  - BUT HELP MAKING BETTER USE OF CLASS TIME (ALWAYS WITH A TEACHER)
  - AND EVEN MORE EFFICIENCY OF HOMEWORK.

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*J. DE MONTOTO*   *LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE*

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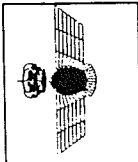
# 1st. STEP: TO CREATE A MULTIMEDIA CLASSROOM (ESID)

## E.A.

(SPANISH AIR FORCE LANGUAGES SCHOOL)

- EQUIPMENT

  – 1 CENTRAL SERVER FOR THE TEACHER
  – 20 WORKSTATIONS FOR PUPILS

- SOFTWARE

  – "ENGLISH DISCOVERIES"... ENGLISH
  – "TALK TO ME" (NOT SO GOOD)....FRENCH & GERMAN

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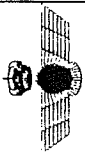
## 1st. STEP (Cont.)...

- TO START WITH:

  – TEACH THE TEACHERS. NO REBUFF (OUF! THANK GOD!)

- IMMEDIATELY AFTER:

  – START TEACHING THE PUPILS ATTENDING 6 WEEKS CRASH COURSES:

    » 1 HOUR OF MULTIMEDIA CLASS EVERY WEEK (TO START WITH AND GET EXPERIENCE)

    » 2 HOURS OF MULTIMEDIA CLASS PER WEEK (AFTER THE SECOND COURSE)

# WHAT WE FEARED
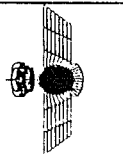
# USE OF MULTIMEDIA

## E.A.

- IT DOESN'T SUBSTITUTE THE TEACHER; IT COMPLEMENTS HIM.

- IT MAKES THE STUDY OF GRAMMAR, VOCABULARY, ETC...MORE ATTRACTIVE.

- IT PERMITS STUDYING ACCORDING TO IRREGULAR TIMETABLE (NO TIME SCHEDULE NECESSARY)

- IT ALLOWS EACH PUPIL TO WORK ON PERSONAL DEFICIENCIES.

- PUPILS FIND STUDY A LOT MORE ATTRACTIVE:

  − THEY STUDY MORE HOURS AND ARE MORE CONCENTRATED.

  − THEY GET MORE OUT OF THEIR WORK.

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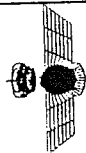
# 1 st. STEP RESULTS

- DIRECT:

  – INCREASE OF INTEREST IN STUDYING ENGLISH AND FRENCH (SPECIALLY IN THE LESS ATTRACTIVE FIELDS)

  – BETTER RESULTS AT THE END OF COURSES (SPECIALLY IN VOCABULARY AND GRAMMAR)

- INDIRECT:

  – AROUSED GENERAL INTEREST FOR THE STUDY OF LANGUAGES AMONG THE PERSONNEL OF HQ (SPECIALLY THE PERSONNEL WHO HAD TO RESIT THEIR S.L.P. THAT YEAR)

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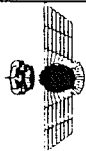
# 2nd. STEP

**E.A.**

OPENING MULTIMEDIA CLASSROOM (14:30 TO 16:30) TO ALL PERSONNEL IN SPANISH AIR FORCE HQ.

- FIRST: ONLY PEOPLE WHO HAD TO RESIT THIS YEAR APPEARED. (MANY OFFICERS; FEW NCO'S)

- LATER:

  − PERSONNEL WHO WANTED TO GET AN S.L.P.

  − PERSONNEL WHO WANTED TO REFRESH ENGLISH AND FRENCH KNOWLEDGE.

- SECRETARIES AND OFFICIALS STARTED TO APPEAR.

... A CLEAR SUCCESS OF THE SYSTEM!

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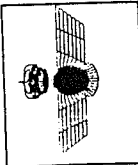
## 3rd. STEP

- BUYING MORE EQUIPMENT (HARDWARE AND SOFTWARE) AND DISTRIBUTING IT TO THE UNITS.

- 95 PC'S (BRAND NEW) → CENTRAL SERVERS

- 255 WORKSTATIONS ( OLD PC'S)

- 19 AIR UNITS WITH MULTIMEDIA SYSTEMS

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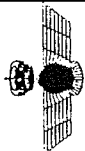
## 3 rd. STEP RESULTS (Long Term)

- MORE AND MORE PERSONNEL TRIES TO PASS THE S.L.P. TESTS. (MAINLY ON ENGLISH).

- BETTER INITIAL SLP'S OF ESID PUPILS.

- BETTER FINAL SLP'S AT THE END OF ESID COURSES.

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# ENGLISH CRASH COURSES FINAL TEST

## E.A.

Total SLP Added ( 3.3.3.2. = 11 ; 1.2.2.1. = 6 )



Legend: slp 11, slp 10, slp 9, slp 8, slp 7, slp 6, slp 5, slp 4, slp 3
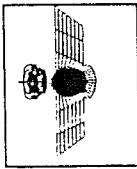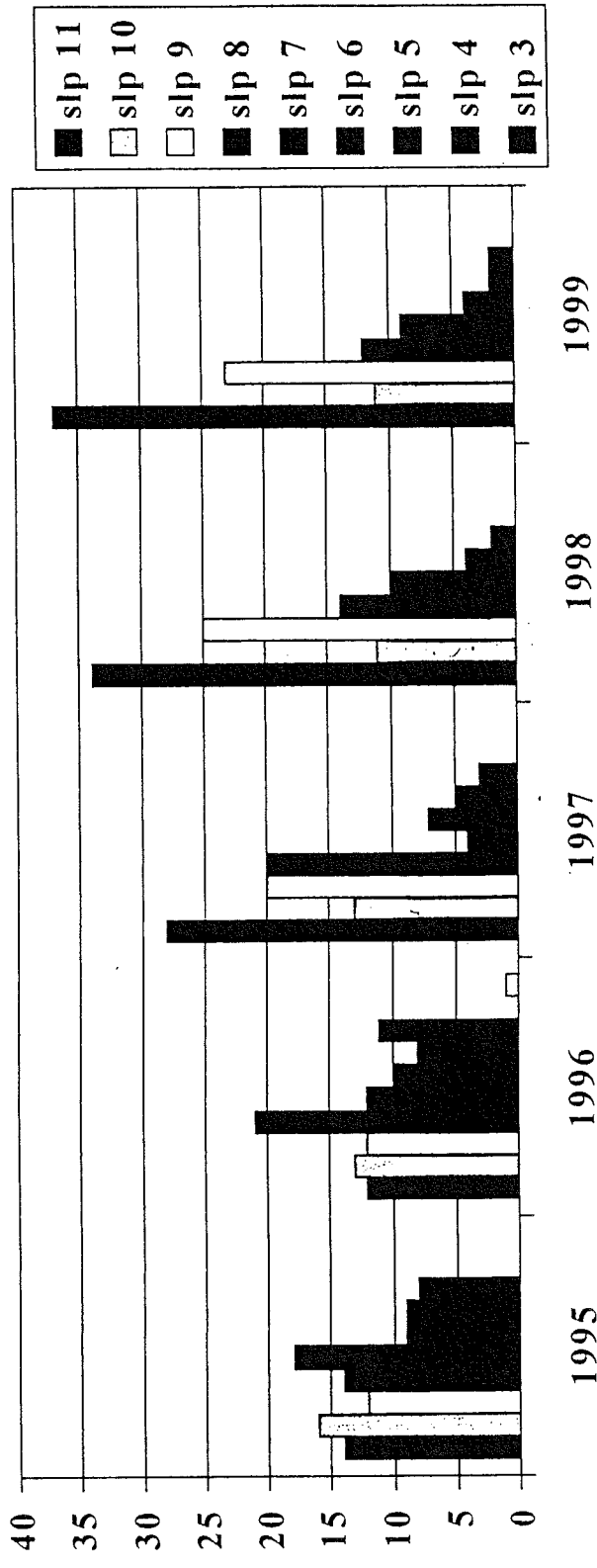
J. DE MONTOTO          LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE          Slide # 19
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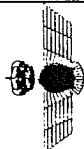
# FRENCH CRASH COURSES FINAL TEST

## E.A.

Total SLP Added ( 3.3.3.2. = 11 ; 1.2.2.1. = 6 )

Legend:
- slp 11
- slp 10
- slp 9
- slp 8
- slp 7
- slp 6
- slp 5
- slp 4

Years: 1995, 1996, 1997, 1998, 1999

Y-axis: 0, 10, 20, 30, 40, 50, 60

STATISTICS OF S.L.P. PROFILES

E.A.

ENGLISH S.L.P. (EVOLUTION 1995 - 1998)

SLP 1.1.1.1.
SLP 2.2.2.2
SLP 3.3.3.3.
SLP 4.4.4.4.
Total

J. DE MONTOTO    LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE

NATO UNCLASSIFIED

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# STATISTICS OF S.L.P. PROFILES
# ENGLISH S.L.P. (EVOLUTION 1995 – 1998)

**E.A.**

| | 1995 | 1996 | 1997 | 1998 |
|---|---|---|---|---|
| SLP 1.1.1.1. | 996 | 994 | 1184 | 1346 |
| SLP 2.2.2.2 | 1398 | 1378 | 1432 | 1572 |
| SLP 3.3.3.3. | 1005 | 1027 | 1011 | 1037 |
| SLP 4.4.4.4. | 81 | 82 | 102 | 131 |
| Total | 3480 | 3481 | 3729 | 4086 |

Legend:
- SLP 1.1.1.1.
- SLP 2.2.2.2
- SLP 3.3.3.3.
- SLP 4.4.4.4.
- Total

NATO UNCLASSIFIED

125

STATISTICS OF S.L.P. PROFILES

E.A.

ENGLISH S.L.P. 3 OR 4 (EVOLUTION 1989 - 1998)

Generals
Officers
NCO'S

J. DE MONTOTO | LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE | Slide # 23

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# E.A.

## STATISTICS OF S.L.P. PROFILES
## ENGLISH S.L.P. 3 OR 4 (EVOLUTION 1989 - 1998)

| | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 |
|---|---|---|---|---|---|---|---|---|---|---|
| Generals | 4 | 10 | 9 | 11 | 13 | 10 | 9 | 11 | 11 | 12 |
| Officers | 108 | 89 | 84 | 98 | 110 | 123 | 138 | 142 | 134 | 139 |
| NCO'S | 21 | 19 | 21 | 26 | 28 | 31 | 36 | 45 | 42 | 43 |

**J. DE MONTOTO**      **LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE**      *Slide # 24*

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E.A.

STATISTICS OF S.L.P. PROFILES
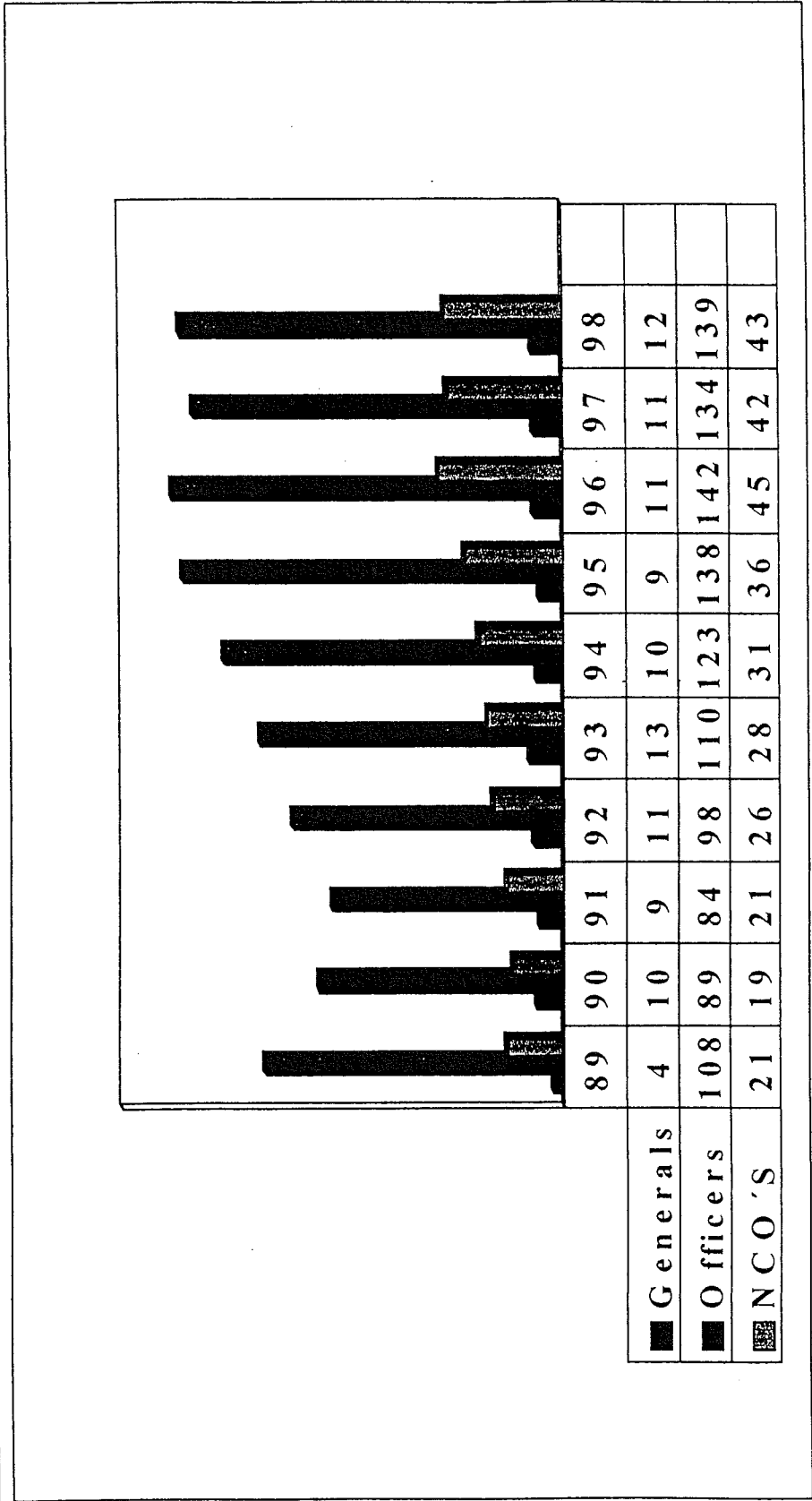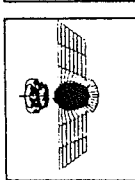
FRENCH S.L.P. (EVOLUTION 1995 - 1998)

SLP 1.1.1.1.
SLP 2.2.2.2
SLP 3.3.3.3.
SLP 4.4.4.4.
Total

800
700
600
500
400
300
200
100
0
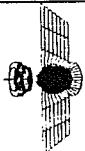
1995    1996    1997    1998

J. DE MONTOTO

LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE

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# STATISTICS OF S.L.P. PROFILES
## FRENCH S.L.P. (EVOLUTION 1995 - 1998)

E.A.

| | 1995 | 1996 | 1997 | 1998 |
|---|---|---|---|---|
| SLP 1.1.1.1. | 124 | 127 | 146 | 175 |
| SLP 2.2.2.2 | 273 | 283 | 335 | 368 |
| SLP 3.3.3.3. | 178 | 173 | 176 | 178 |
| SLP 4.4.4.4. | 5 | 3 | 11 | 16 |
| Total | 580 | 576 | 668 | 738 |

J. DE MONTOTO   LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE

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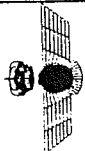
STATISTICS OF S.L.P. PROFILES

FRENCH S.L.P. 3 OR 4 (EVOLUTION 1989-1998)

■ Generals
■ Officers
■ NCO'S

E.A.
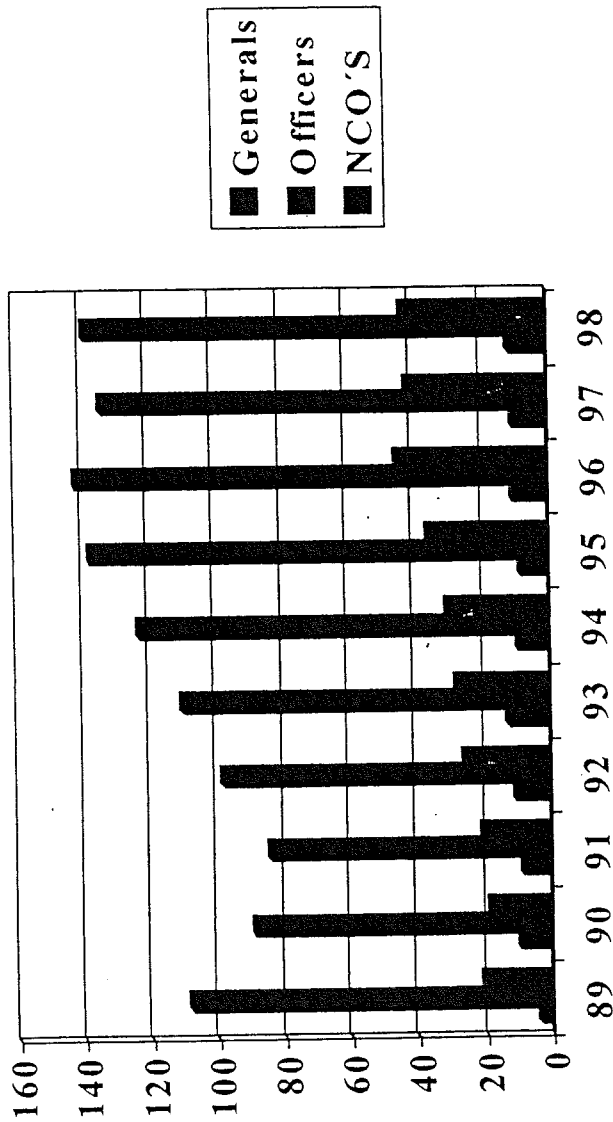
J. DE MONTOTO     LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE

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## STATISTICS OF S.L.P. PROFILES
## FRENCH S.L.P. 3 OR 4 (EVOLUTION 1989-1998)

**E.A.**

| | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 |
|---|---|---|---|---|---|---|---|---|---|---|
| ■ Generals | 4 | 10 | 9 | 11 | 13 | 10 | 9 | 11 | 11 | 12 |
| ■ Officers | 108 | 89 | 84 | 98 | 110 | 123 | 138 | 142 | 134 | 139 |
| ■ NCO'S | 21 | 19 | 21 | 26 | 28 | 31 | 36 | 45 | 42 | 43 |
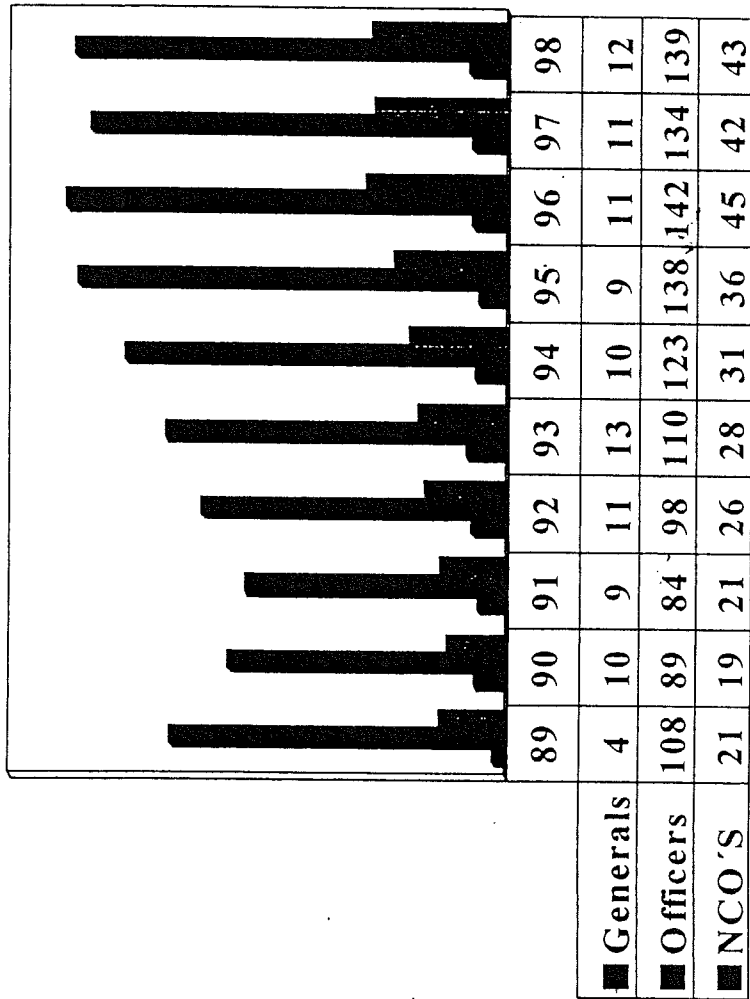
*J. DE MONTOTO*  *LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE*  *Slide # 28*
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**E.A.**
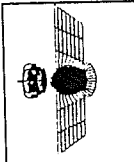
## 3 rd. STEP RESULTS (Long Term) (Cont.)

- VETERANS WITH A GOOD S.L.P. (THAT NEVER GET THE OPPORTUNITY OF ATTENDING ESID COURSES) CAN UPDATE THEIR LANGUAGE KNOWLEDGE AT THEIR HOME UNIT.

- CONSTANT RISING OF THE NUMBER OF E.A. PERSONNEL WITH 3.3.3.3. AND 4.4.4.4. PROFILES.

**J. DE MONTOTO**   **LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE**

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## E.A.

## FINAL CONCLUSIONS

- THE MULTIMEDIA SYSTEM DOESN'T SUBSTITUTE THE TEACHER; IT HELPS AND COMPLEMENTS HIM AT A REASONABLE COST. (**HIGH INSTALLATION COSTS BUT MINIMUM MAINTENANCE COSTS**)

- IT FOSTERS THE PUPIL'S DESIRE TO LEARN. (BECAUSE IT'S SOMETHING NEW?) = **MORE PEOPLE STUDY LANGUAGES**

- IT MAKES LEARNING A LANGUAGE MORE EASY AND AGREABLE = **THE PUPIL GETS MORE OUT OF HIS (OR HER) WORK**

# E.A.
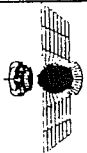
## FINAL CONCLUSIONS

- IT PERMITS PUPIL TO WORK ON PERSONAL DEFICIENCIES DURING (AND OUT OF) COMMON CLASS TIME. CLASSMATES CAN WORK ON DIFFERENT FIELDS AT THE SAME TIME WITH OR WITHOUT TEACHER SURVEILLANCE=**HELPS TO GET A MORE HOMOGENEOUSLY STRUCTURED COURSE WITHOUT HINDERING THE REST OF THE CLASS.**

- IT ALLOWS TO DECENTRALIZE TRAINING (IN TIME AND PLACE) = **THE PUPIL CAN STUDY AT HIS HOME UNIT AND PROFIT OF FREE MINUTES DURING WORKING HOURS** (BETWEEN FLYING PERIODS, DURING LUNCHTIME OR AFTER HOURS).

- THERE IS THE POSSIBILITY OF LINKING THE SYSTEM TO THE INTERNAL NETWORK OF AN AIR BASE = **IT PERMITS ANYBODY TO LEARN DURING ANY MOMENT OF FREE TIME, EVEN WITHOUT BOTHERING TO GO FROM HIS WORKING PLACE TO MULTIMEDIA CLASSROOM.**

*J. DE MONTOTO*     *LANGUAGE SCHOOL (ESID) SPANISH AIR FORCE*

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**E.A.**
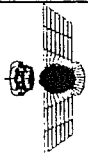
## TO SUM UP

- MULTIMEDIA SYSTEMS RISE THE EFFECTIVENESS OF THE WHOLE MILITARY LANGUAGE TRAINING SYSTEM WITH A REASONABLE INITIAL COST AND MINIMAL MAINTENANCE COSTS.

- THE EXPERIENCE OF THE SP "EJÉRCITO DEL AIRE" SHOWS THAT.
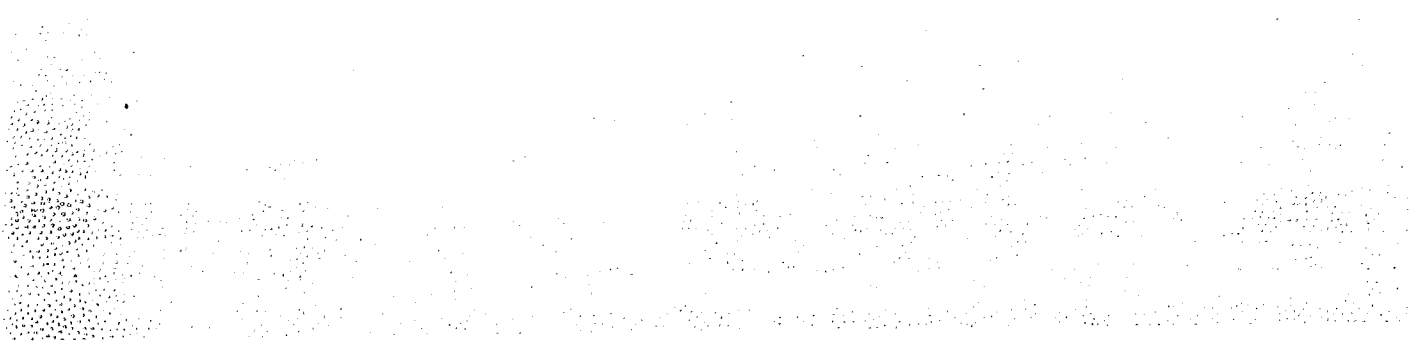
**Spanish Delegation
Language Examination Board of the Army
English Language Department**

**Consequences of a fruitful contact with BILC**

**Lieutenant Colonel Carlos Rey**

Over the last 10 years the evolution of events in Spain has led the country to a total integration into some international bodies, such as Nato, in the field of defense, or the European Union, in the political realm. This process has proved to be a challenge for people who are not fully accustomed to living with a second foreign language as an indispensable working tool.

In those last 10 years, we have had the big opportunity to become a member of BILC, and there, together with other countries sharing the same interests, we have come to know about the STANAG 6001, which with its ease and concision of concept manifests great wisdom in describing the levels of mastering a language.

Apparently, the well adjusted level descriptions seem to have been always there, at hand for everybody who thinks the problem over. But, there is no doubt that the concretion and precise expression in defining a process or its phases, demand a high knowledge and an enormous amount of investigation, along with a highly cooperative mood, such as the one found in BILC.

From the time Spain started sending representatives to BILC annual metings, we still haven't finished receiving advanced information , inspiration for our tasks, news about interesting investigation or application programmes, and in the end, all of this has enabled us to participate in the experiences and advances of the other countries' teams.

It is clear that the evolution inside our Armed Forces' centers of teaching and evaluation of languages, wouldn't have been adequate for the circumstances without Spain's participation as a member of BILC, where year by year, we have collected the best skills from every one to design our plans and research on a scale that is possible for us.

After having drunk from BILC's fountains, it is no longer possible to stop the imagination or the eagerness to continue with the study and application of new procedures for teaching and evaluating the language skills.
A global evaluation system, that is well integrated into the teaching process, is of paramount interest to our Armed Forces

First, we need to achieve a precise identification of objectives. Then we have to invest both time and effort simultaneously, giving the teaching and evaluation a high coordination in order to obtain the indispensable economy of resources, while fostering the results, a response in time, and all working at an adequate scale with normalized procedures enabling the feasibility and comprehension of the whole.

There are comparatively few people working in the fields of language teaching and evaluation , as well as in the process management for language, within the Spanish Armed Forces. This fact implies some scalar difficulties making it even more difficult to advance at a good pace.

Fortunately, this year, under the auspices of the Army Doctrine Command, we have established contact with the Modern Languages Center ( CLM) belonging to the University of Granada.

In this first contact with the CLM, besides the pleasant mutual discovering, it has been made crystal clear that the CLM is an important investigation center in, among other areas, the investigation and application in the multimedia classroom, in the generation of material for self-study and teaching in the oral skills in small groups.

The CLM staff is as determined as we are in the investigation of the keys of the language teaching process and the natural phases of language learning. Then: Why not do it together? That would give us human resources and depth in the effort, along with continuity and critical contrast in order to get as close as we can to the truth.

We have informed the Army Doctrine Commad about the results of the contact with the CLM, and consequently we hope to continue with new projects of joint research, if possible, in the not too distant future.

For a possible joint investigation with the CLM and other universitary bodies which could participate when available – the cooperative agreement includes the Armed Forces and the National University -, we have thought of and proposed the following research fields:
- Analysis of the learning process of a language.
- Opportunity and contents for the evaluation within the process.
- Integration of the evaluation into the learning process.
- Production of evaluation materials.
- Use of multimedia techniques.
- Favouring the general process, looking for economy of means, energy and time.
- Designing of the diverse courses which are necessary in an integrated pattern within the general teaching process.

If the aforementioned happens to be possible, it is apparent that we could obtain a good rationalization in a restrictive economy, together with the efficiency that the coordination and cooperation of those organisms interested in the same goals would generate.

The cooperation with the CLM and the rest of the University of Granada would give way to seminars for analysis on shared necessities, joint research, interdisciplinary works, integrated development programmes, and a possible opening towards other bodies , in the measure that the Command of our Armed Forces Teaching Directorate could support.

Going back to the beginning, the positive evolution enjoyed by the Spanish Armed Forces, due to their belonging to the BILC is evident. In our case it can be said that being in the BILC framework, and with the help and collaboration of the University we could go a long way towards an intelligent integration of all the factors acting in the language teaching process leading to obtaining the levels described in the STANAG 6001, so that the Spanish Armed Forces are efficient and interactive in international cooperation.

If at present, due to restrictions in resources or planning time, the described collaboration with Granada University's CLM were not available, and were postponed to a future date, we would commence all the proposed lines of investigation on our own and in our own strength.

Madrid, April of 1999.
The Lieutenant Colonel.

Signed: CARLOS REY
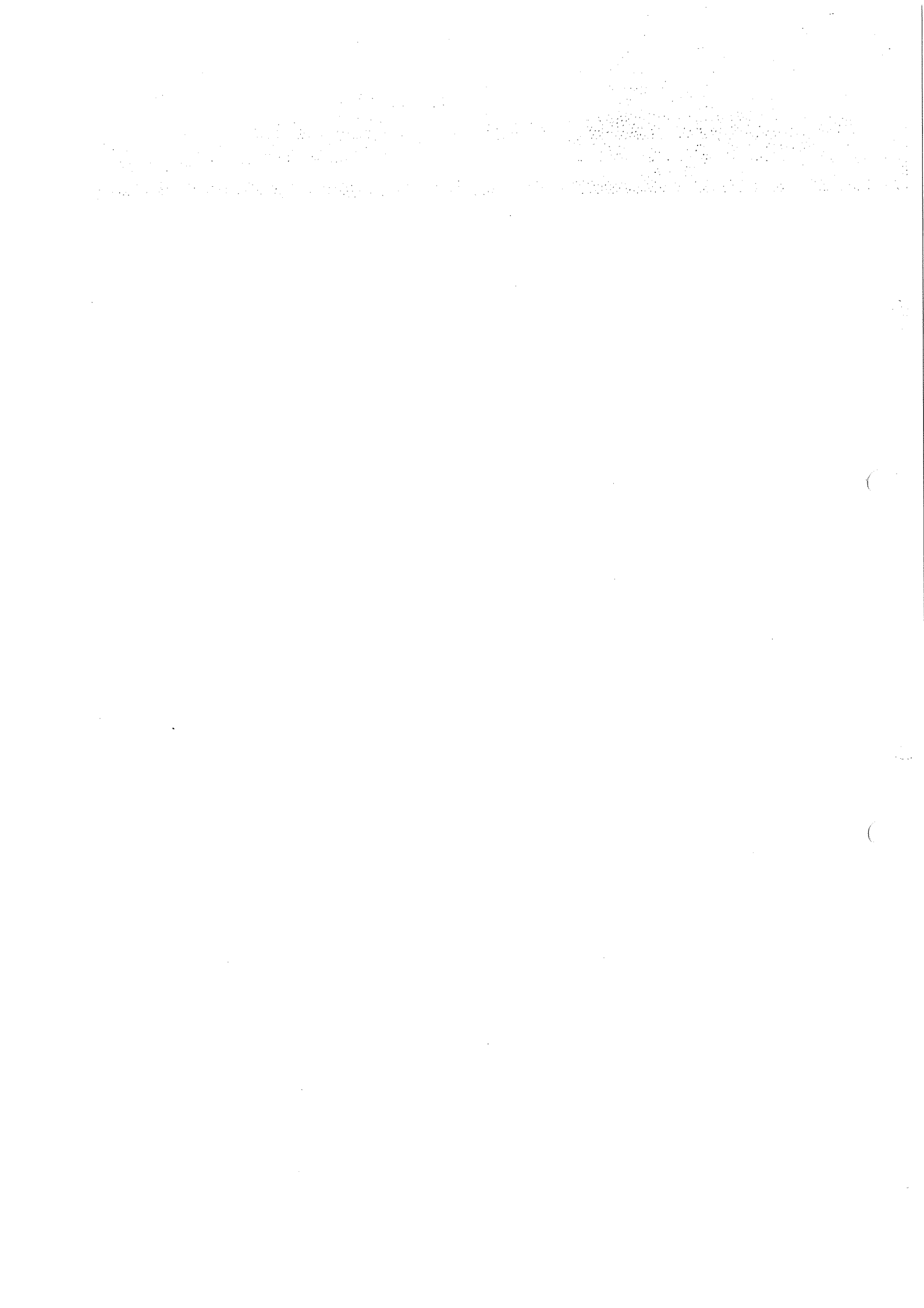
# 33 Years of BILC:

## Where We Were Then, Where We Are Now,

## Where We Want to Be in 2010

Michel Schwarz, Bundessprachenamt[1]

June 1999

Thirty-three years of BILC reflect thirty-three years of change in the language teaching profession at the Bundessprachenamt. To put the topic of my presentation into its proper perspective, let me just briefly touch on the tasks of the Language Training Division. (Figure 1) Now let me describe how we have been affected, and continue to be affected, by developments in the field of language teaching and learning.

As a founding institution of BILC back in July 1966, the Bundessprachenamt has gone through some major changes in the way we teach and test foreign languages in order to meet the increasing foreign language requirements. The most incisive changes came in the mid-seventies in the wake of the seminal Council of Europe publications on the pragmatic definitions of minimal functional competencies in a foreign language, **The Threshold Level** in 1975 and **Un niveau seuil** in 1976, later followed by **Waystages**.[2] The publication of skill-oriented language proficiency levels as STANAG 6001 in October of 1976 and its subsequent adoption throughout NATO provides a further convenient dividing line for classifying our teaching and testing before that period as *pre-communicative*, and after that as *communicative* language teaching and testing. As with any paradigm shift in a major field of study like that of learning and teaching foreign languages, the changes were gradual rather than sudden. The following characterizations of pre-communicative and communicative language learning, teaching and testing as practiced at the Bundessprachenamt for the last 33 years should not be considered as mutually exclusive, but more often than not as complementary.

## 1. Precommunicative Approaches to Foreign Language Learning

### 1.1 Behaviorism and structural linguistics

In 1966 the prevailing paradigm that informed the practice of language learning and teaching at the Bundessprachenamt and countless schools across Western Europe and North America derived, on the one hand, from the behaviorist school of psychology and, on the other, from the structural and descriptive school of linguistics. Foreign language learning was largely a matter of repetition and reinforcement of grammatical elements called "structures". Based on B. F. Skinner's central work, **Verbal Behavior**, stimulus-response conditioning was considered central to gaining mastery of the foreign language.[3]

Our level descriptions of the time clearly reflected the structuralist influence. (Figures 2 and 3) Although these definitions remained in official use until 1997, they were in fact superseded by the STANAG levels in the late seventies.

One of the first "modern" structural trends to influence our teaching at the Bundessprachenamt was the so-called "audiolingual method".

### 1.2 The audiolingual method

Not only did structural or descriptive linguists believe that natural languages could be cut up into small units, but they also held that these units could be described scientifically,

contrasted and put back together in logical progressions on which language teaching and learning could be based. Here then was the rationale for pattern drills. Through these drills the language was to be funneled into the students' brains. Therefore, it is no surprise to find that Bundessprachenamt learning materials of the time include texts featuring countless permutations of the "structure and vocabulary of the day" and drills which adhered strictly to the behaviorist learning formula of stimulus (S) – response (R1) – reinforcement (R2) – repetition (R3). This text, taken from our Level A book from the mid-sixties, is probably very similar to texts for beginners many of us were exposed to in school (Figure 4)[4] Though it is about as far from being authentic as a text can be, its authors were probably quite proud of having included so many examples of the vocabulary and structures to be learned in such a short paragraph.

### Role of the student

Behavioristic drills were, of course, conducted orally so that students' learning strategies would not be misguided by encountering the written form of what they were trying to memorize before its acoustic contours were indelibly engraved on their memories. The learner was thought to be an impressionable organism that could be formed at will. If you believed the hype, the audiolingual method was very learner-friendly indeed. All learners had to do was to listen carefully to the perfectly modeled language presented by the teacher or on tape, imitate that model accurately, respond to and perform controlled practice exercises, and they would automatically learn the new language which was, after all, nothing but a new set of verbal habits, a new form of verbal behavior.

### Role of the teacher

The teacher's role in this type of foreign language learning was central and active, because audiolingualism is a teacher-dominated method. If the teacher modeled the language correctly and provided sufficient practice materials; and controlled the direction and pace of learning properly and if the learner memorized the essential patterns and structures, then mastery of the foreign language was guaranteed. Any failure in achieving the desired mastery was attributed to inadequate teacher or learner behavior -- the method itself was fail-safe and perfect. In fact, many teachers and even more administrators loved it because it was easy to implement and to control.

### Instructional materials and media

To safeguard proper implementation of the audiolingual method, instructional materials were very elaborate in prestructuring learning experiences step by step. (Figure 5) This pattern, for example, was followed by an exercise consisting of 28 initial questions with three substitutions per question. Including responses, reinforcements and repetitions, this meant that the exercise contained a grand total of 448 utterances, half of which were to be produced by the student.

In keeping with the importance placed on aural/oral learning in this approach, the tape recorder and the language laboratory were also considered essential instructional tools. The tape recorder provided the opportunity for intensive drill work and controlled error-free practice of basic structures.

### Testing

Testing at the Bundessprachenamt in the late sixties and throughout the seventies was an interesting mixture of traditional German testing techniques, familiar to both teachers and students from their school experiences, and discrete point multiple-choice tests similar to those developed in America, for example, by Mackey and Lado. The traditional tests most

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frequently included tests like the dictation, the "Nacherzählung" or *re-narration* of a spoken text on the basis of notes taken during the narration, translations from the target language into German and from German into the target language, and an unstructured interview. Marking involved elaborate systems for counting errors and subtracting points from the total possible score.

Multiple choice tests were regarded with extreme suspicion and were used only as placement or diagnostic tools for large numbers of candidates. They had virtually no face validity among ordinary teachers and students.

With both traditional examinations and multiple choice tests, the prevailing view was that language learning meant learning to use certain grammatical structures and vocabulary items, based on a logical progression from "elementary" via "intermediate" to "advanced".

Of course, foreign language learning and teaching based on audiolingualism was neither as monolithic nor as pure at the Bundessprachenamt as this short historical review might suggest. Throughout the years when *audiolingualism* was popular, teachers and materials writers, steeped in the earlier tradition of the *grammar translation method,* continued to insist on clearly establishing the semantic <u>meaning</u> of any practice drill. The following example from one of our English textbooks from 1974 underscores the concern our teachers and materials writers always had for providing meaningful learning activities.[5] (Figure 6) The emphasis is on the structures to be practiced, but the student is forced to come up with the semantically appropriate response.

The following exchange between Calvin and his mother is a good illustration of the gap between pattern practice, or "drill and kill" and communication in real life.[6] (Figure 7)

## 2. Communicative Approaches to Foreign Language Learning

### 2.1 From the LAD to "communicative competence" and second language acquisition
Interestingly, the book which possibly most strongly influenced the movement toward meaningful use of language came out in the same year as Skinner's **Verbal Behavior,** but was barely noticed by members of the teaching profession until the mid-sixties. I'm referring of course to Noam Chomsky's now classic **Syntactic Structures,** in which Chomsky criticized linguistic theory for ignoring the fundamental characteristic of language –the creativity and uniqueness of individual sentences.[7] The central term of Chomsky's theory is *language acquisition device* or LAD, referring to our innate capacity to process linguistic data and, in doing so, to construct a mental grammar. Man's innate capacity to learn languages places a basic language learning competence, rather than behavior modification schemes, at the center of language learning and teaching.

Although Chomsky and other linguists of the time were originally concerned with first language acquisition, their views were soon adapted to the learning or acquisition of second or foreign languages. Dell Hymes, for example, stressed the need for an "ethnography of communication" that would include in the act of communication considerations of setting, participants, topic, and purpose, in addition to form. Hymes is acknowledged as the person who first used the term "communicative competence".[8]

### 2.2 The Council of Europe and the notional/functional approach
As early as 1971 with the establishment in Europe of the Council for Cultural Cooperation, a small multinational group of experts began to examine the feasibility of developing

a unit/credit system for foreign language learning by adults. Such a system would be based on language universals rather than on grammar and vocabulary, and would serve as a uniform and relatively objective basis for assessing the language abilities of job applicants, for example, without reference to language-specific information. In 1974, 1977 and 1980 J.L.M. Trim, then director of CILT, and closely involved in the CCC's work from the outset, was a featured speaker at BILC conferences. In his 1980 paper Trim summed up the Council of Europe's work.[9] Some of the key phrases in his description were :

**learner-centred, needs-based, communication in particular ways for particular purposes in particular situations, explicit learning objectives,** and the **"functional-notional"** approach.

In 1982 and 1983 these developments lead to a programmatic change in language teaching and testing at the Bundessprachenamt when standard language learning textbooks were replaced with the **Syllabus.**[10] In the words of Herr Rohrer, then Head of the Language Training Division at the Bundessprachenamt, speaking to participants at the 1983 BILC Conference, the **Syllabus** was "a voluminous compendium of guidelines for the construction of communicative skill-oriented curricula -- complete with detailed, minutely elaborated examples of instructional units."

## 2.3 The communicative approach as envisaged in the Syllabus

**Role of the student**

The communicative method is learner-centered. The learner's needs, defined on the basis of a needs analysis, incidentally one of the main topics at the 1980 conference, make up a major part of the course content. This means that the learner is expected to take responsibility for describing the situations in which he needs to be able to communicate and the concepts and linguistic resources he hopes to acquire during the course. While students on levels 1 and 2 may feel that the basic notions and functions of the **Threshold Level** or **Un niveau seuil** meet their needs perfectly, students on levels 3 and 4 are expected to contribute authentic reading and listening texts from their own areas of expertise.

**Role of the teacher**

The teacher in the communicative approach is both an equal partner in communication and a facilitator/coordinator, enabling students with differing interests and needs to benefit from the course. In practice, the teacher on the lower proficiency levels plays a relatively traditional role, teaching the notions and functions, but also the grammar structures and vocabulary, that all beginners require for survival in the target culture.

On the higher levels, the teacher's greatest responsibility is to give learners as much responsibility as possible for the learning process by setting appropriate tasks, suggesting possible sources for finding the necessary information or material, and standing by to assist students if the need arises.

**Instructional materials and media**

In 1983 it was decided in the Bundessprachenamt that there would be no basic textbooks for general language courses offered in the language training institutions of the Federal Armed Forces. On all levels the major emphasis of the communicative approach was to be on authentic "input" and realistic situations in which to practice the four skills. This decision was strongly influenced by Stephen Krashen's work on second language acquisition and second language learning.[11] Krashen put forward the theory that the student would learn successfully if given enough comprehensible input. An advantage of Krashen's theory was that he was

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aware of the fact that the process of first language acquisition could not simply be repeated in the second or foreign language class, and that formal teaching is useful and necessary. One of the major tasks teachers and course writers face is to help the learner make sense of the input he receives. Of course receiving plenty of input cannot be equated with successful learning.

In our curricula on the lower levels topic areas and topics are clearly defined and can be presented in a relatively orderly way with the kind of didactic progression that beginning learners usually need and often demand.

Examples from our **Syllabus** show how we tried, on the basis of a communicative curriculum and using authentic texts, to cover all relevant aspects of the language in each lesson plan. It was expected that the teacher would collect materials and then create modules based on the framework of the sample lessons but more specifically suited to the needs of his students. (Figures 8 and 9)

Since the curricula were intended to replace standard textbooks, they are absolutely indispensable on the lower levels, where teachers and students need to know exactly what will be covered in the course. However, even on the higher levels, basic requirements of a quality program demand that all courses must be based on clearly defined goals. As the freedom to choose among topics grows, the need for clearly stated language behavioral objectives rises.

**Testing**

The present testing system was introduced in 1981. Our goal was "to test communicative ability in the four skills as objectively and economically as possible within the framework of STANAG 6001". Since then, examinations at the Bundessprachenamt have remained basically unchanged.

Our new level descriptions, officially approved in 1998, indicate what we test under the heading of communicative language use. (Figures 10 and 11)
Looking at the whole picture, we find that much of what we have done up to now falls under the heading of traditional instruction. To sum up, instruction has emphasized:

- learning facts
- individual achievement
- passing exams
- attaining a degree or certification
- covering a limited area of expertise
- receiving information
- using isolated technology (i.e. not as a central element in the learning process).

**Where we are now**

Having decided on the communicative approach, implemented our new testing system, and set out our goals in the **Syllabus** and several curricula, we felt in the 80's that we had set something in motion which would continue moving along almost indefinitely, something like the Volkswagen Beetle, which never seemed to need more than minor alterations. But we were wrong. We have found recently that there are significant discrepancies between and within groups in the ways they apply the system.

You could say that our present situation resembles this cartoon of two Volkswagen beetles: (Figure 12)

On the one hand, we have the "traditionalists" with very specific values or criteria which they consider universally valid. On the other hand are the "whatever" people who think teachers, materials writers, examiners and learners should do their own thing as long as they meet the general objectives of the course.

In our case, the "traditionalists" might be teachers who, due to their work with level 1 and 2 learners, perceive a need for definite guidelines, and whose students often beg for "more grammar" and "required" vocabulary lists. If they are teachers in our smaller schools throughout Germany, with no in-house materials development support, they might prefer a standard textbook to the non-prescriptive suggested lesson plans, texts, workbooks and grammar exercises the Bundessprachenamt has so far provided. "Traditionalists" are also found among materials developers tasked with introducing teaching staff members, who "rotate" into our test development section for a year, to the parameters of test writing.

The "whatever" people are often materials developers who, due more to practice than to academic considerations, have internalized the technical parameters of test development and the concept of communicative effectiveness to such an extent that they think that the overall communicative result, the proficiency in communication, should not be itemized or structured and that underlying principles are self-explanatory and should not be analyzed -- even in testing. Other "whatever people" are teachers who work with students in specialized courses or on advanced levels. Since their students can handle difficult texts on a variety of topics, these teachers tend to think anything goes as long as students continue to be motivated to absorb enough comprehensible input. Rather than demanding clearer guidelines or a didactic progression of learning content, they may regard the **Syllabus**, the curricula which are based on it, and the sample lesson plans as restrictive, cumbersome and unnecessary and even as obstacles to meeting students' communicative needs within the framework of the SLP system.

Looking at the two groups from a higher perspective, we can say that the "traditionalists" had goals, whether "love, peace, and happiness" or clearly stated topic areas, notions, functions and so on, while the "whatever group" had a complete, unified view of the language. Our task within the last few years has therefore been to try to unite the two perspectives into a cohesive whole.

Paradoxically, the financial constraints which lead to cuts in interdepartmental seminars, thereby contributing to communication breakdowns, are actually having a beneficial effect. With less money to spend, there is now more emphasis on quality management and therefore on improving standards. It's not enough just to say we're doing a good job; we have to prove we're doing a good job.

A look at the development of learning shows the direction in which we want to go. (Figure 13) From considering what we should be doing in the traditional classroom, we've moved to the didactics of computer-based learning, and are now looking into network-based learning and tele-learning.

Learning in the so-called "Information Age" will emphasize:

- problem-solving
- teamwork
- learning to learn
- continuous learning
- interdisciplinary knowledge
- interactive learning, and
- integrated technology.

Our goal is to have learning which centers on problem-solving activities, involves group work, places great emphasis on learning to learn and sees learning a foreign language as a continuous process that involves interdisciplinary knowledge and is best learned in an interactive environment where technology is integrated into the whole learning process. 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 inquiries to take.

In our plans for implementing computer-assisted foreign language training, we have found it useful to distinguish among

1. **tele-teaching**
2. **tele-tutoring and**
3. **distance learning.**

Since these slides were also presented last year during the BILC Conference in Fremley in 1998. I'll be brief: (Figure 14) In **tele-teaching** the main emphasis is on knowledge imparted to students by a teacher or an instructor. Learners who are in classrooms or learning centers far from the university or studio in which a lecture or presentation is recorded receive the same information as on-site students. Within the given technological framework they can also ask questions and participate in discussions. Tele-teaching typically involves broadcasting a university lecture, talk or conference to a distant university or the seminar room of a company or agency. Do we need this, and, if so, where? What learning materials are appropriate?

**Tele-tutoring**, on the other hand, puts more emphasis on learners' active roles than on the role of the teacher. (Figure 15) Using various media possibilities, and always guided by a tutor or subject matter expert who acts as a moderator, learners work online (or off-line) on topics of interest. Unlike traditional tele-teaching programs, tele-tutoring enables learners to communicate directly among themselves and to form learning teams with a tutor in virtual classrooms.

Last, but not least, among the three options mentioned above is **distance learning**. (Figure 16) In our context of computer-assisted foreign language instruction in the information age, "distance learning" 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 or tutor, there should be one on hand who can be reached via a mailbox system to provide help --and external motivation-- as needed.

For a more comprehensive overview, we have what we call our "total concept" of computer-assisted language instruction. (Figure 17) A telephone hotline and email are essen-

tial parts of the infrastructure needed for providing tutorial assistance whenever and wherever it is necessary. But I would also like to add the option of a chat room on the world-wide web for effective practice using spontaneous speech. Another important contribution that the new technologies can make to teaching and learning materials is the integration of important intercultural aspects of the target language into the learnware through video sequences.

We've used the term "marketing" to cover selling people on the idea of computer-assisted language instruction. It is not at all difficult to convince user agencies of the advantages of modern technology. But we still need to convince teachers that good foreign language learnware is not intended as a substitute for good teacher-based instruction.

Learners must also be motivated to make use of the possibilities of computer-assisted foreign language instruction, especially in self-study phases. And although intrinsic motivation might be psychologically more valuable than extrinsic motivation in helping a learner learn a language successfully, I would like to see extrinsic motivators like monetary incentives or special job assignments to keep selected learners on task for maintaining and improving their language skills.

The first step in getting learners started on a computer-assisted foreign language program is the introductory session or phase. Here students learn the pedagogic concepts underlying the program, they get pinpointed instruction on the use of their particular learnware and on scheduling and other organizational matters. Some commercial learning packages, such as **English Express,** include placement, progress or diagnostic tests and an end of course test. A logical first step in using this program would be to administer the placement tests in order to place individuals in the appropriate actual (or virtual) learning group.

The total concept is a topic for an afternoon's discussion. Time does not permit me to go into more detail here, so let me move on to my conclusion.

The title of this paper suggests that we already know where we want to be eleven years from now. Personally, I hope to be retired and living happily somewhere under palm trees at the seaside. But speaking for my younger colleagues at the Bundessprachenamt, I see some trends that we should be ready for. The buzzword that is going around at the moment is "Campus Bundeswehr", conveying the idea that the German Armed Forces will soon make up in quality what they lack in quantity, providing continuous quality learning programs to students throughout the Bundeswehr, whether in learning centers or via the net. And we at the Bundessprachenamt, as qualified teachers and materials developers, will not only provide expertise for traditional language courses, but must be ready to serve as the "Center for Language Competence" for the German Armed Forces, advising teachers, software developers, administrators and policymakers on ways of applying sound didactic principles to the practice of language teaching, testing and learning in the information age.

As a service institution, we will try to provide whatever language learners in the armed forces need, wherever and whenever they need it.

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**Footnotes:**

[1] Thanks to the other members of my team, Ann Beck and Dr. Gerd Brendel, for their part in writing this paper.

[2] Van Ek, J.A. and Alexander, G.G., 1975. **Threshold Level English**, and Coste, Daniel, Courtillon, Janine, et.al., 1976, **Un niveau-seuil.**

[3] Skinner, B. F., 1957, **Verbal Behavior.**

[4] BMVg, 1963, **Lehrbuch Englisch, LSt A.**

[5] BMVg, 1974, **Englisch, LSt I.**

[6] Watterson, Bill, 1993. **The Days Are Just Packed.**

[7] Chomsky, Noam, 1957, **Syntactic Structures.**

[8] Hymes, Dell, 1974, **Foundations of Sociolinguistics....**

[9] Trim, J.L.M., 1980, reprinted in **Contributions to International Language Coordination: 22 Years of BILC,** 1988.

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Figure 1

# Language Training Division

## Tasks

- Provide
  - Language training in more than 30 languages
  - Language training in German as a foreign language
- Develop
  - Principles of language training and testing
  - Instructional and testing materials
- Maintain
  - Quality standards in teaching and testing MOD-wide
  - National and international contacts

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Figure 2

## Proficiency Levels
## 1960's until 1997

| Skills: | A (NATO Level 1) | B (NATO Level 2) | I (NATO Level 3) | II (NATO Level 4) |
|---|---|---|---|---|
| **Listening** | Understands simple statements and questions with a very limited general vocabulary and important basic structures. | Understands simple statements, questions and conversations in which a limited general vocabulary and the most frequent structures are used. | Understands conversations containing moderately difficult structures and vocabulary, and can also follow fairly lengthy, moderately difficult discussions on familiar topics. | Understands conversations that contain structures and vocabulary of a high standard, and can follow lengthy lectures etc. at a high level on familiar topics. |
| **Speaking** | Can express himself clearly in the form of simple questions and answers within the limits of a few important basic structures and a very limited general vocabulary. | Can participate in simple conversations and express himself clearly on simple topics within the limits of the most frequent structures and a limited general vocabulary. | Can participate in conversations with fairly difficult themes, though makes mistakes in structure, and can express himself clearly on familiar topics. | Can participate in conversations and discussions on a high level, and can express himself clearly and in detail on familiar topics. |

Figure 3

## Proficiency Levels 1960's until 1997

| Skills: | A (NATO Level 1) | B (NATO Level 2) | I (NATO Level 3) | II (NATO Level 4) |
|---|---|---|---|---|
| **Reading** | Understands, with the help of a dictionary if necessary, simple texts that contain a very limited general vocabulary and a few important basic structures. | Understands, with the help of a dictionary if necessary, simple texts that contain a limited general vocabulary and the most frequent structures. | Understands, with the help of a dictionary if necessary, texts containing moderately difficult structures and vocabulary and covering a wide range of topics of general interest. | Understands, with the help of a dictionary if necessary, texts containing difficult structures and vocabulary and covering a wide range of topics of general interest. |
| **Writing** | Is able, within a very limited vocabulary, to write simple dictations reasonably correctly and to use a few basic structures correctly within a given context. | Can express himself reasonably correctly on simple themes, using short, coherent sentences containing the most frequent structures and a limited general vocabulary. (If necessary with the aid of a dictionary). | Can express himself reasonably correctly on familiar topics using appropriate vocabulary and making only occasional structural and idiomatic errors. (If necessary with the aid of a dictionary). | Can express himself reasonably correctly on familiar topics and makes discriminating use of his vocabulary. (If necessary with the aid of a dictionary.) |

Figure 4

⊙ **Narration**

⊙ GETTING UP



⊙ At six o'clock every morning the
⊙ corporal on duty blows his whistle.
⊙ The students get up and go to the
⊙ washroom. There are several wash-
⊙ basins with taps for hot and cold
⊙ water. Between ten past six and half
⊙ past six the washroom is always
⊙ crowded.

⊙ This morning Paul and John got up
⊙ early and went to the washroom.
⊙ They brushed their teeth with a
⊙ toothbrush and toothpaste; they
⊙ shaved with an electric razor; they
⊙ washed with soap and water and
⊙ they dried their hands and faces
⊙ with a towel. Then they went back
⊙ to their bedroom and dressed. On
⊙ working days in summer the students
⊙ usually wear trousers and a shirt,
⊙ socks and black boots, no jacket,
⊙ but a cap.

⊙ John and Paul put on their working
⊙ dress and left the bedroom at a
⊙ quarter to seven. They were ready
⊙ and went to breakfast.

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Figure 5

## Audiolingual Learning Units

Intro: Now listen to an example spoken by a teacher and a student:

T: (S) Have they rehearsed the parade yet?

S: (R 1) They're still rehearsing it.

T: (R 2) They're still rehearsing it.

S: (R 3) They're still rehearsing it.

T: (S) tomorrow morning

S: (R 1)They're going to rehearse it tomorrow morning.

T: (R 2)They're going to rehearse it tomorrow morning.

S: (R 3)They're going to rehearse it tomorrow morning.

T: (S) since 8 o'clock this morning

S: (R 1)They've been rehearsing it since 8 o'clock this morning.

T: (R 2)

S: (R 3)

T: (S) last night

S: (R 1)They were rehearsing it last night.

T: (R 2)

S: (R 3)

S = Stimulus
R 1 = Response
R 2 = Reinforcement
R 3 = Repetition

English Grammar E/G 1 - 40
Language School of the Bundeswehr -
Materials Development Section

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Figure 6

**English**
**Level I (Nato level 3)**

The German Minister of Defense
1974

**Exercise 25**

(1) *Teacher:* He's at the library. What do you think he's doing?
*Student:* I don't know what he's doing. But if I were at the library,
I'd be reading.

(2) *Teacher:* He's in the café. What do you think he's doing?
*Student:* I don't know what he's doing. But if I were in the café, I'd
be having a cup of coffee.

at the barber's
in the swimming pool
etc.

**Exercise 26**

(1) *Teacher:* He was at the library. What do you think he was doing?
*Student:* I don't know what he was doing. But if I had been at the li-
brary, I'd have been reading.

(2) *Teacher:* He was in the café. What do you think he was doing?
*Student:* I don't know what he was doing. But if I had been in the
café, I'd have been having a cup of coffee.

**Exercise 27 (combines 25 and 26)**

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Figure 7



Drill and Kill

Figure 8

# Preparing and conducting a lesson in _____
## on NATO Level __

Based on the Level __ Curriculum, Topic Area: _____

a. **Specify:** <u>**Skill-oriented use of the language**</u>

b. **Create:** <u>**Communicative activities to be carried out in the class-room**</u>

c. **Select:** <u>**Grammar and vocabulary**</u> **") to be covered in relation to topic and text**

d. **Consider:** <u>**Activities involving the other skills**</u>

**SYLLABUS:**
Guidelines for Skill-oriented Language Instruction

The language training division of the Bundessprachenamt
(1983, reprinted in 1987)

Figure 9

"An example for preparing and conducting a reading lesson in English on
NATO Level 1"

Based on the Level 1 Curriculum, Topic Area: "Holidays and Travel"

## a. Skill-oriented use of the language

Topic Area:        Holidays and Travel
Topic:             Travelling with the underground in London
Type of text:      Train schedule
Reason for reading:Find information and act accordingly
Types of reading:  "Pre-reading comprehension", selective reading
("Reading acts")

## b. Communicative activities in the classroom

Situation: You are in London and want to take the underground from
_____ to _____

### Learning activities for suggested types of reading

*"Pre-reading comprehension"*
What kinds of words and ideas can we expect to find in the text?
Write words and ideas on the board or on a transparency

*Selective reading*
Students are given a worksheet and a schematic map of the London
underground. The map may also be presented on the overhead pro-
jector. (Worksheet requires notes on where to change trains when
going from ____ to ____.)

## c. Grammar and vocabulary ("Sprachliche Mittel")
Topic-related vocabulary:      to buy a ticket -- to get off at ____ ...

## d. Other skills
Speaking/listening: Ask how to get from ____to ____; Tell someone else
which train to take and where to change trains.

Figure 10

# Definition of Proficiency Levels for the Language Skills

## Bundessprachenamt*

| Level | Requirement | L / Listening | S / Speaking | R / Reading | W / Writing |
|---|---|---|---|---|---|
| 1 | Elementary competence within a limited and familiar general framework | **Communicative frame**<br>Common phrases, unambiguous contents and remarks related to everyday matters such as public transportation, shopping or the workplace. The situation is clear and is delimited by such external factors as time and place.<br><br>**Linguistic ability**<br>The level 1 listener: understands concrete utterances made in short, simple sentences and recognizes simple organizing signals, such as "first" and "finally". Interlocutor must speak slowly and repeat if necessary. Listener generally understands listening texts from the media and conversations between native speakers only if the contents are completely unambiguous. | **Communicative frame**<br>Communication in typical everyday situations which are clearly delimited by external factors such as time and place, for example shopping, routine tasks at the workplace and using public transportation. This may involve asking questions and making statements.<br><br>**Linguistic ability**<br>The level 1 speaker: can convey his basic intention in short, simple utterances, although frequent errors in pronunciation, vocabulary and grammar may distort meaning. He seldom expresses himself in a natural, fluent way. Repetitions are common. | **Communicative frame**<br>Unambiguous texts which are directly related to everyday matters in the reader's private life or work, for example advertisements, signs, application forms or short notes and memos.<br><br>**Linguistic ability**<br>The level 1 reader: understands the basic meaning of simple texts ("global reading") and can find specific details through thorough reading or selective reading. Can frequently only comprehend texts with the help of a bilingual dictionary. | **Communicative frame**<br>Communication for simple general purposes, for example, writing lists, notes, short faxes and postcards and filling out forms or formulating simple requests.<br><br>**Linguistic ability**<br>The level 1 writer: can convey his basic intention in writing using short, simple sentences, although errors in spelling, vocabulary and grammar are frequent. He seldom expresses himself in a natural, fluent way. |
| 2 | Limited competence within a general and professional framework | **Communicative frame**<br>Includes utterances made in a dialog or small group on familiar general or professional topics such as the environment, education or job procedures. Although the situation is clear, it is not necessarily delimited by such external factors as time and place.<br><br>**Linguistic ability**<br>The level 2 listener: understands utterances containing explicit and some implicit information, recognizes organizing signals for more complex trains of thought, for example, "although" and "instead of", but does not always recognize different stylistic levels. Occasionally asks interlocutor to repeat utterances. Media texts on unfamiliar topics and conversations among native speakers can usually only be comprehended globally. | **Communicative frame**<br>Communication in everyday situations and situations at the workplace where what is meant is clear, though not necessarily delimited by external factors. Topics may include, for example, the environment, education or job procedures. In these situations the speaker may describe or explain something, report on something or express a personal opinion.<br><br>**Linguistic ability**<br>The level 2 speaker: can convey his basic intention using relatively simple sentences and avoiding difficult or unfamiliar grammar structures. Errors in pronunciation, vocabulary and grammar may distort meaning. He generally expresses himself in a way that is appropriate to the situation, although his command of the spoken language is not always firm. | **Communicative frame**<br>Texts on familiar general topics or topics from the reader's own field, such as articles from newspapers and professional journals and job-related texts.<br><br>**Linguistic ability**<br>The level 2 reader: understands texts containing explicit and some implicit information. With the help of a bilingual dictionary he comprehends texts globally, selectively, and in detail, though he reads very slowly compared to a native speaker. | **Communicative frame**<br>Communication in familiar general or professional areas such as formulating private letters or office correspondence, brief reports and memos.<br><br>**Linguistic ability**<br>The level 2 writer: can convey his basic intention using relatively simple sentences and avoiding difficult or unfamiliar grammar structures. Errors in spelling, vocabulary and grammar may distort meaning. He generally expresses himself in a way that is appropriate to the occasion, although his command of the written language is not always firm. |

* Translation of definitions as approved in August, 1998

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Figure 11

## Skills

| Level | Requirement | L / Listening | S / Speaking | R / Reading | W / Writing |
|---|---|---|---|---|---|
| 3 | Competence within a general social and professional-specialist range including not entirely familiar subject areas | **Communicative frame**<br>Includes utterances made in larger groups or in lectures on general and professional-specialist topics which may not be entirely familiar from such areas as economics, culture, science and technology as well as from the listener's own field.<br><br>**Linguistic ability**<br>The level 3 listener: understands utterances containing explicit and implicit information, can generally distinguish between different levels of style and often recognizes humor and irony. Rarely needs to ask an interlocutor to repeat utterances and understands utterances made in the media or in conversations between native speakers, both globally and - for the most part- in detail. Regionalisms and dialects are not always comprehended, however. | **Communicative frame**<br>Communication even in somewhat unfamiliar general social or professional-specialist situations such as lectures, negotiations, presentations and briefings. Topics may come from such areas as economics, culture, science and technology, as well as from the speaker's own field. In these situations the speaker may describe, argue the case or give reasons for something, or explain something in a systematic way.<br><br>**Linguistic ability**<br>The level 3 speaker: conveys meaning correctly and effectively in sentences which are generally well-structured. Rarely makes errors in vocabulary, grammar or pronunciation which are serious enough to distort meaning. He expresses himself fluently and in a way that is appropriate to the situation. | **Communicative frame**<br>Texts on not entirely familiar general and professional-specialist topics taken, for example, from newspapers, magazines, and personal or job-related papers. Topics may come from such areas as economics, culture, science and technology as well as from the reader's own field.<br><br>**Linguistic ability**<br>The level 3 reader: understands texts containing explicit and implicit information, can generally distinguish between different levels of style and often recognizes humor and irony. Understands globally, selectively and in detail, occasionally requiring a dictionary. Still does not read as fast as a comparable native speaker. | **Communicative frame**<br>Communication even in somewhat unfamiliar general social or professional-specialist areas such as formulating private letters or job-related texts, reports, position papers and the final draft of other papers. Topics may come from such areas as economics, culture, science and technology as well as from the writer's own field.<br><br>**Linguistic ability**<br>The level 3 writer: conveys meaning correctly and effectively in sentences which are generally well-structured. Occasionally makes errors in spelling, vocabulary and grammar. Expresses himself fluently and in a way that is appropriate to the occasion. |
| 4 | Firm competence in a general social and professional-specialist range including unfamiliar subject areas | **Communicative frame**<br>Utterances of all kinds –including those made in larger groups, in lectures and during negotiations–even on unfamiliar general or professional-specialist topics from such areas as economics, culture, science and technology as well as from the listener's own field.<br><br>**Linguistic ability**<br>The level 4 listener: understands utterances from a wide spectrum of complex language and recognizes nuances of meaning and stylistic levels as well as irony and humor. Understands utterances made in the media and in conversations among native speakers both globally and in detail and generally comprehends regionalisms and dialects. | **Communicative frame**<br>Communication even in unfamiliar general or professional-specialist situations such as lectures, negotiations, presentations and briefings. Topics may come from such areas as economics, culture, science and technology, as well as from the speaker's own field. In these situations the speaker may describe, argue the case or give reasons for something, or explain something in a systematic way.<br><br>**Linguistic ability**<br>The level 4 speaker: conveys meaning correctly, effectively and naturally in well-structured, stylistically-appropriate sentences. With his firm grasp of various levels of style he can also express shades of meaning | **Communicative frame**<br>Texts involving complex trains of thought, including texts from unfamiliar general and professional-specialist areas. These texts may be taken from newspapers, magazines and the professional literature written for the educated reader, and may contain topics from such areas as economics, culture, science and technology, as well as from the reader's own field.<br><br>**Linguistic ability**<br>The level 4 reader: understands texts globally, selectively and in detail, with a firm grasp of stylistic nuances and of irony and humor. Rarely needs a dictionary and reads almost as fast as a native speaker. | **Communicative frame**<br>Communication even in unfamiliar general or professional-specialist areas, such as formulating private letters or job-related texts, reports, position papers and the final draft of other papers. Topics may come from such areas as economics, culture, science and technology as well as from the writer's own field.<br><br>**Linguistic ability**<br>The level 4 writer: conveys meaning correctly, effectively and naturally in well-structured, stylistically-appropriate sentences. With his firm grasp of various levels of style he can also express shades of meaning. |

In the "Standardized Level of Proficiency (SLP)" the four skills, "Listening, Speaking, Reading and Writing" are given in this order as a four-digit number, with the position of the number indicating which skill is meant, and the number itself representing the skill level. An SLP of 3321, for example, means level 3 in Listening, Level 3 in Speaking, Level 2 in Reading and Level 1 in Writing.

Figure 12



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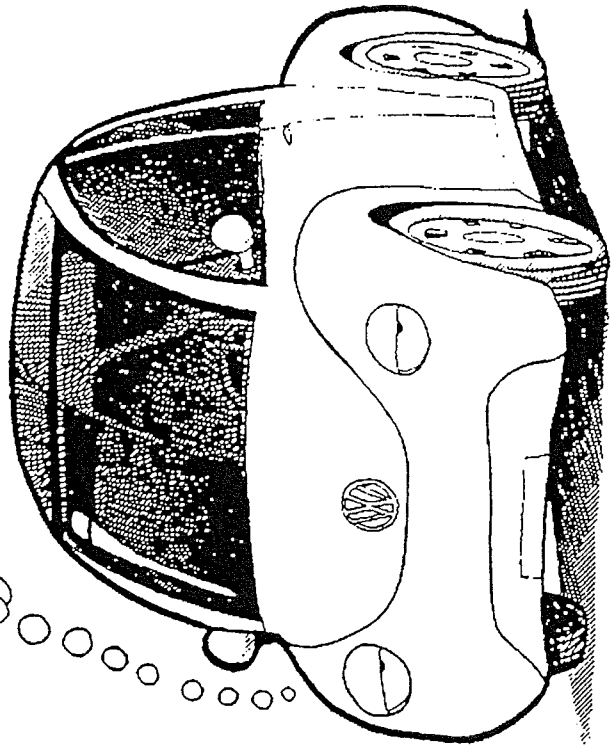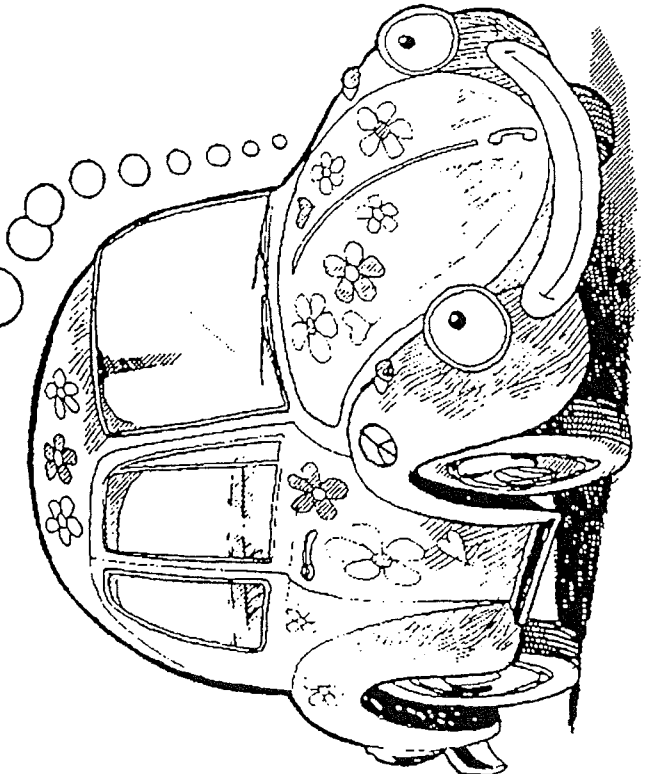
Figure 13

# Development of Learning

## Classroom learning

## Computer-based learning

## Network-based learning+Telelearning
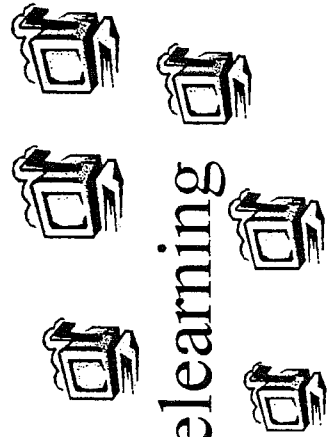
Figure 14



"Tele - Teaching"
teacher/program-centered learning
(canned learning programs)

teacher / program

learner

learner

learner
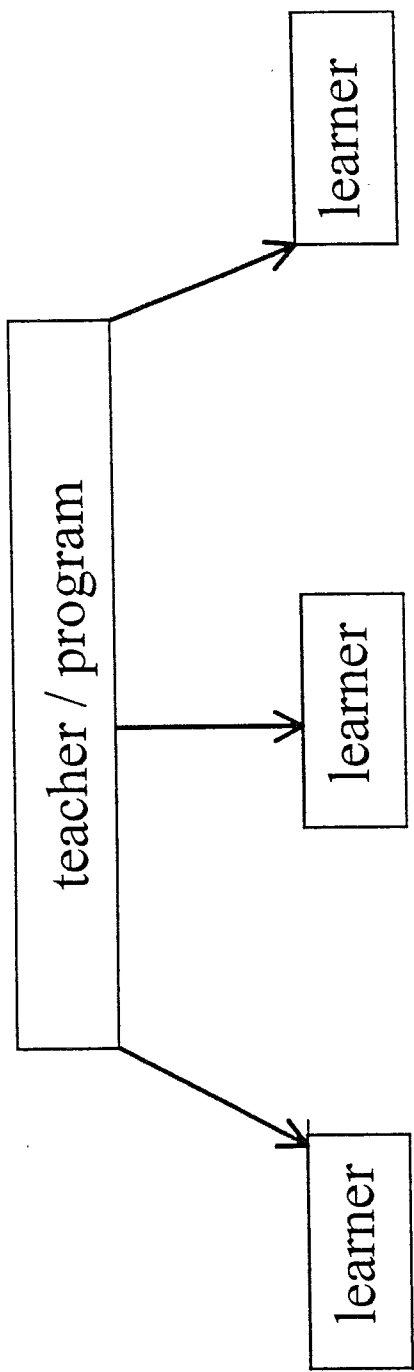
e.g. video transmission of a lecture to a distant classroom

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Figure 15



"Tele-Tutoring"
active learning in a team

Tutor | Server

learner

learner

learner
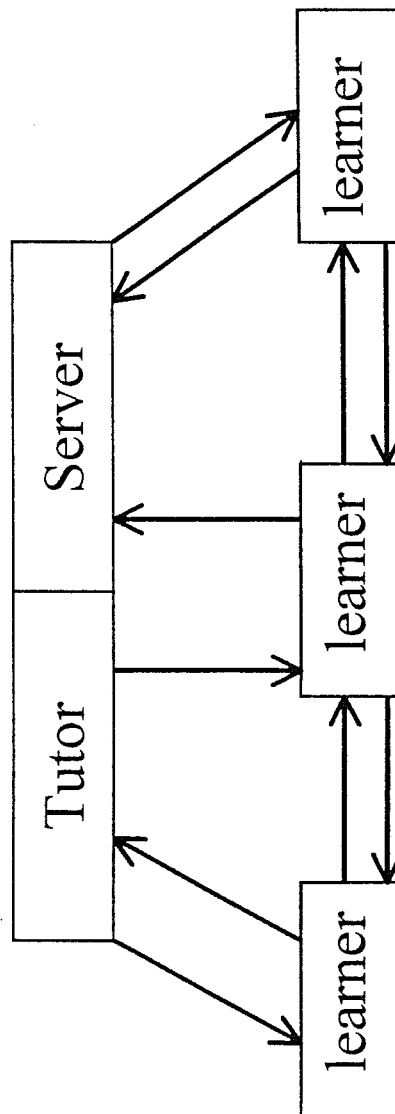
e. g. two-way video teleconferencing, tutorial assistance
via the telephone, e-mail or internet

Definitions are based on the report: "Bildung und Medienkompetenz im Informationszeitalter",
of the AG 4, forum 2000, BMBF and BMWi, Bonn, February 1998, p. 22

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Figure 16



"Distance Learning"
learner-centered learning

Tutor

Server

learner

learner

learner
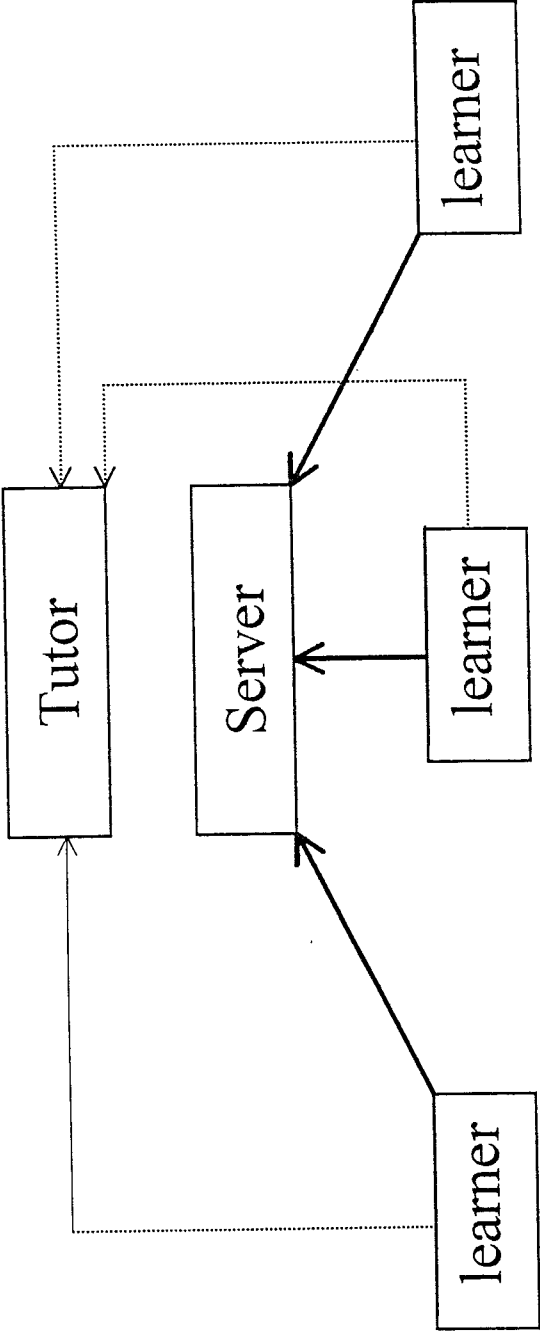
e.g. individuals work in a net, possibly with tutorial assistance

Bundesprachenamt Ref. S Grundlagen: Beck, Brendel, Schwarz

Figure 17

CUSA: Total Concept

- Teaching and learning materials
- Marketing
- Hotline
- E-Mail
- Internet-Chat
- Monetary incentives
- Infra-structure and administration

Introductory session
learners, coordinators, tutors/teachers

Learning phases
instructional and self-study phases

Concluding session
learners, tutors/teachers

Bundessprachenamt Ref. S Grundlagen: Beck, Brendel, Schwarz
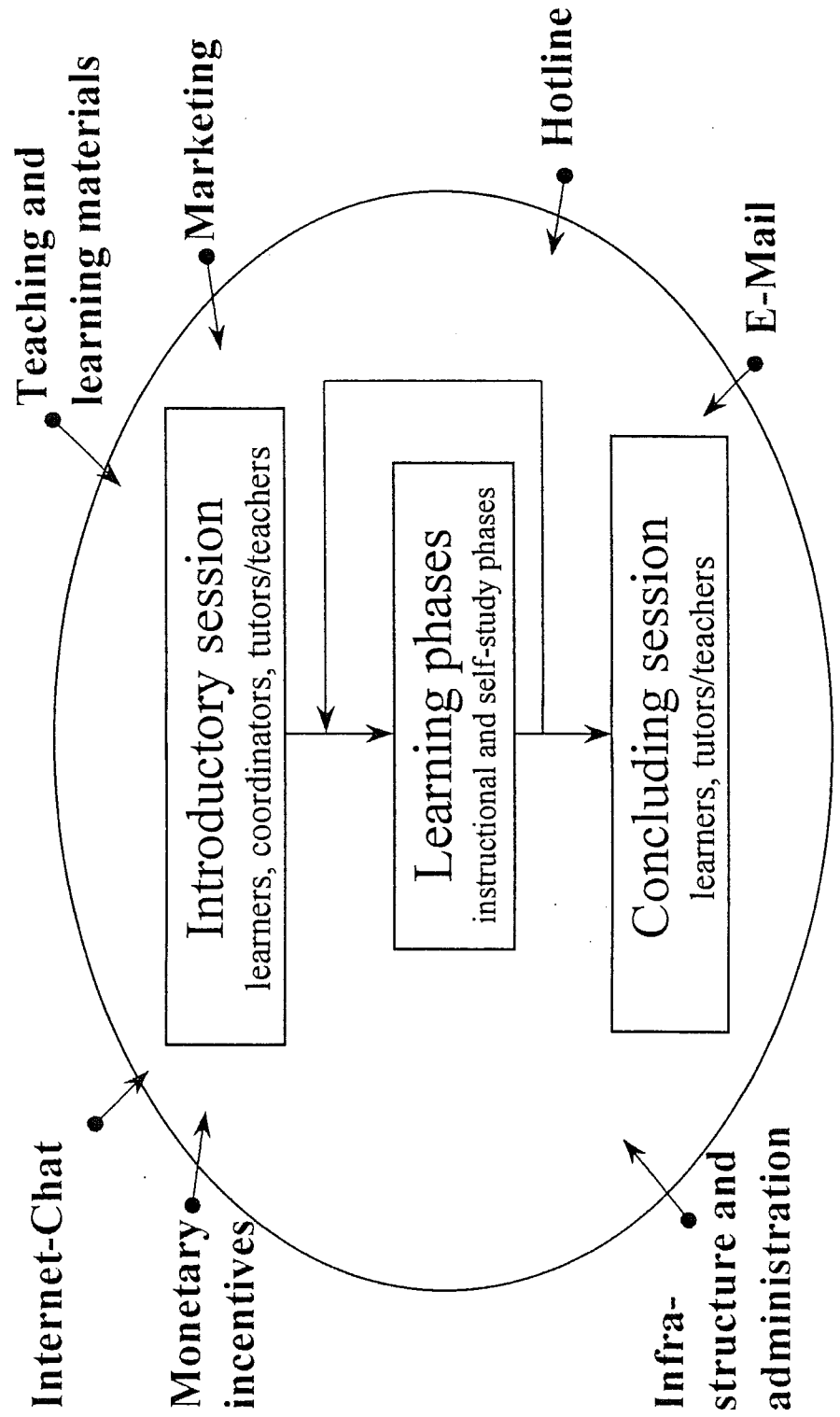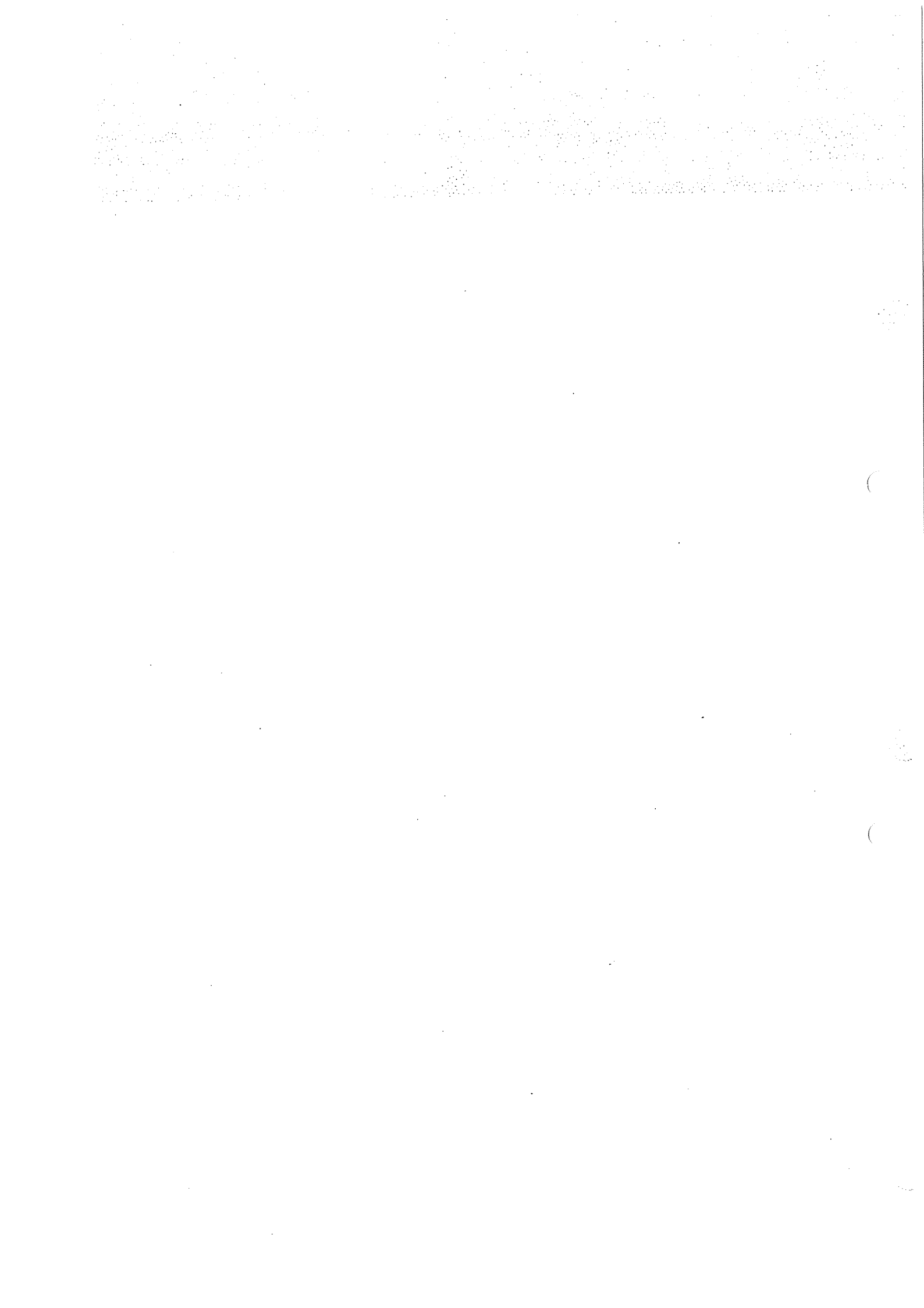
Capt. Hayri ALBAYRAK, MA
Army Language School
TURKEY

## TOWARDS THE GOOD LANGUAGE TEACHER PROFILE:
## THE RELATIONSHIP BETWEEN TEACHER-ROLES AND EFFECTIVENESS

Although the concept of teacher effectiveness is not a new subject and although more and more research has been carried out, it is still a difficult job to outline effectiveness in concrete terms. Before further discussion I would like to give a summary of the story about a tribe mentioned in J.A. Peddiwell's book *The Saber-Tooth Curriculum*. In Paleolithic times our tribe developed effective teaching methods and technologies based on the basic survival needs. There were saber-toothed tigers, woolly horses and fish in muddy water. The young were taught how to scare tigers with firebrands, how to catch woolly horses for clothing, and how to fish with their hands.

However, their survival needs changed with the beginning of the Ice Age because the tigers no longer lived in the cold climate and died, the woolly horses ran away, and the fish disappeared in the muddy water. Big, wild bears, antelopes and new fish came in their places. Unfortunately the bears were not scared by firebrands, antelopes could run like the wind, and new fish hid in the muddy water. The tribe soon realized that their teaching methods and technologies were not relevant and effective since scaring tigers, catching horses, and fishing with hand belonged to the past. Now their needs were learning how to trap bears, catch antelopes, and build fish nets. But the "teachers" of the tribe uttered boldly:

> Don't be foolish....We don't teach fish-grabbing to grab fish; we teach it to develop a generalized agility which can never be developed by mere training (in net-making). We don't teach horse-clubbing to club horses; we teach it to develop a generalized strength in the learner which he can never get from so prosaic and specialized a thing as antelope-snare setting. We don't teach tiger-scaring to scare tiger; we teach it for the purposes of giving that noble courage.(Quoted by R. C. SPRINTHALL, 1977:365)

The saber-tooth tribe story can provide us with some helpful hints in defining some aspects of teacher effectiveness. At least we can deduce that teaching is not like factory production, and effectiveness does not consist of conducting a set of prescribed activities. Teacher effectiveness and what students learn cannot be screened by checking whether they accomplished a set of prescribed activities as though they were merely factory workers.

It can be said that what the students learn is the output of teaching process, and thus should be used as a criterion for monitoring teacher effectiveness. However, in this process one should also consider other variables contributing to the output. These factors can be divided into two main groups: internal factors such as time, materials, class environment, student background, class homogeneity, and external factors such as assessment, administration, evaluation and measurement techniques. If we consider the difficulty of isolating these variables, we may conclude that what the students learn cannot give the full picture of teacher effectiveness.

The evaluation of teacher effectiveness is based on some assumptions that the characteristics of effective teachers are known. These assumptions are generally based on philosophical investigations and defined conceptually rather than in practical terms. Even they may possibly be true in theoretical sense, but they are not helpful enough in practice. This creates the dilemma that we tell what makes a good teacher, whereas we are not able to distinguish what a good teacher is in practice. As Michael Connelly (1993:165) suggests:

> While we may know what makes a good teacher in general terms, we do not know what a good teacher is in practical, person-specific terms. We may "know" what good teachers are, but we cannot "recognize" who they are.

To overcome this dilemma and give some useful and practical tools in language teaching, we can identify certain aspects of the good language teacher through observing his/her roles in the class. In fact, as it is known, teacher-roles vary from class to class, from subject to subject, and from age group to age group. Instead of being stable, teacher effectiveness is associated with a wide-range of teacher-roles. These roles may act as a starting point for characterizing the good language teacher profile. The roles that we can observe during the class session can be classified into seven models as developed by Professor Herbert Thelen (Quoted by SPRINTHALL, R. C. 1977:411-14). Each model given a metaphorical name represents some certain characteristics of teacher-roles in practice.

## Model 1: Socrates

This teacher sees himself or herself much like the wise old tutor of antiquity. Craggy and crusty, this reputation is based on love of argument, debate, and deliberately provocative statements. He or she often takes the role of devil's advocate, arguing for unpopular views. The self-image is of a person constantly searching, asking questions, and rarely, if ever, coming to a conclusion. Finality is rarely appropriate. Rather, the teacher strolls around the classroom asking new questions when the old ones have been fully debated. The style is highly individualistic and unsystematic.

Every once in a while, when professional agencies mention teacher certification, someone is bound to hold Socrates up as an example of an excellent teacher who would not meet the usual standards. His or her lesson plan consists of relentless questioning. Through constant confrontation, much like a cross-examination in a trial, pupils are forced to defend their own conclusions, or more likely, to end up agreeing with the cross-examiner.

## Model 2: The Town-Meeting Manager

This teacher is always seeking consensus and cooperation among members of the class. Educators who speak of the importance of community fall into this category: they view their classes as communities of interdependent and equal human beings. Thelen notes that the town-meeting manager is more of a moderator than an expert. As moderator, the teacher encourages members to participate and contribute to the group. Thus, he or she views the process of seeking this democratic consensus as more important than the specific outcome.

Educators have just begun to take a closer look at the idea of community as an educational force for the classroom. Should this idea continue to take hold, teachers may have to view themselves more and more as moderators seeking consensus and group participation.

This model should not be confused with the idea of direct involvement in the school by people who live in the community, by community residents as teachers and as policymakers in the school program. The classroom as a community does not include such "outsiders." Instead, it includes only the teacher and the pupils working together as a group. Direct participatory democracy is the major educational objective when the teacher perceives himself or herself as a town-meeting manager.

## Model 3: The Master/Apprentice

This teacher perceives himself or herself as a genuine model for students (we are using the word model in its literal sense, as something to be emulated). The teacher is like an old-fashioned preceptor, and the pupil is the apprentice. This teacher is concerned with far more than academic performance; he or she is concerned with how the student learns to live. Consequently, the teacher plays multiple roles, as teacher, father, mother, friend, colleague, and boss. The pupil becomes a miniature version of the master. Perhaps we should rename this model the Father or Mother Goose image. The teacher gathers the flock around and the class becomes a "gaggle", waiting to be imprinted.

## Model 4: The General

This teacher adopts pretty much of an "old blood and guts image". He or she lays down the law and expects and demands obedience. There is no room for any sort of ambiguity, and the teacher has the power to reward or punish as

he or she sees fit. Thelen reminds us that this teacher doesn't necessarily use severe punishment. In fact, the teacher can be kind and gentle as long as the pupils remain dependent and subordinate. The self-image obviously has to do with the teacher knowing best and the pupil following orders. Like an army recruit, the pupil's job is to do exactly what he or she is told. When you have a general for a teacher, it's true to say: "I'm free to do as I please as long as I do as I'm told." Thelen notes that this model is more prevalent than all the others combined.

## Model 5: The Business Executive

This teacher functions as a business executive, operating a company (the classroom) and working out business deals with the employees (the pupils). The pupils write contracts specifying what tasks they will take on during the contract period. The business executive then consults with each employee during the task, to exert a kind of quality control, and inspects the final product. An air of efficiency and crispness goes along with this image. Detailed "production charts" may line the walls of the classroom, and the chief executive can usually be identified by a very tidy desk. This corporate image has become "official" in some newest classrooms, where thick wall-to-wall carpeting is now standard equipment.

## Model 6: The Coach

This teacher is worlds apart from the business executive. The atmosphere now resembles that of a locker room. Pupils are like members of a team; each one is insignificant as an individual, but as group they can move mountains. The teacher views his or her role as inspirational - desire, dedication and devotion are the hallmark of team talks. "Go get this one for the Old Gipper," or words to that effect, echo down the corridors, and the pupils can be heard responding in unison precise phrases learned by the heart. The coach is totally devoted to the task. The only measure of effectiveness is the outcome, the final score. "Nice guys come in last when the name of the game is WIN. In the coaching metaphor, "Winning isn't everything, it's the only thing."

## Model 7: The Tour Guide

This teacher bears an unmistakable resemblance to a professional guide. He or she clearly knows the way around, all the facts, all the time - indeed, the teacher seems to be a walking encyclopedia. He or she also tends to be somewhat reserved, disinterested, and laconic. After all, the guide's been over this route many times before and has heard every possible question hundreds of times. The answers are comprehensive and soundly programmed. Technically perfect, the guide shows only a hint of boredom. He or she could be conducting a tour of the Washington Monument, the Empire State Building, the Mayflower, Yosemite, Sutter's Creek - we've met the type before, we will

meet again, and not only in class. It is, after all, a relatively safe, impersonal role.

In this discussion we have treated briefly the roles that the teacher assumes in the classroom. However, if we evaluate Thelen's models in terms of language methodologies, we may say that no single model alone sufficiently contributes to teacher effectiveness. In other words, the characteristics of teacher models mentioned above should not be thought in terms of "right" or "wrong" and "good" or "bad". The either/or logic in this process may be misleading, for each model has positive contributions as well as limitations that are important to bear in mind.

On the other hand, teacher effectiveness demands a combination of the seven models parallel to teacher behaviors derived from classroom activities. The most common attributes shaping teacher effectiveness such as transmitting knowledge, teaching the process of inquiry and problem solving, encouraging student-student interaction and dealing with student errors require the language teacher to adopt a variety of roles in the classroom. The following table (Figure 1) describes some of the activities and roles they require the language teacher to adopt:

| ACTIVITY | ROLE |
| --- | --- |
| • Students repeat a sentence after the teacher models it | Master/Apprentice |
| • The teacher encourages student-student interaction by assigning a group work | Town meeting manager |
| • The teacher asks students to form their own generalizations by providing many examples of a particular grammar point | Socrates |
| • The teacher describes the meals of day in Britain by giving the meanings and usage of words breakfast, lunch and dinner | Tour guide |
| • The teacher gives appropriate instructions and time limit for students before they begin to an activity | General |
| • The teacher puts students' own works on the classroom walls to maintain an atmosphere of competition | Business executive |
| • The teacher advises students how to do the best in a given task | Coach |

**FIGURE-1**

Many activities can be added to this list, but it is enough to show that effective teaching comprises several roles dependant on the type of activity carried out in the classroom. No single role itself is really adequate as a

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framework for effective teaching. If you consider the effective language teacher wholly, only then we may begin to realize that these roles are actually indispensable aspects of effective language teaching. The following diagram summarizes the point that the effective teacher adopts each of the defined roles simultaneously.
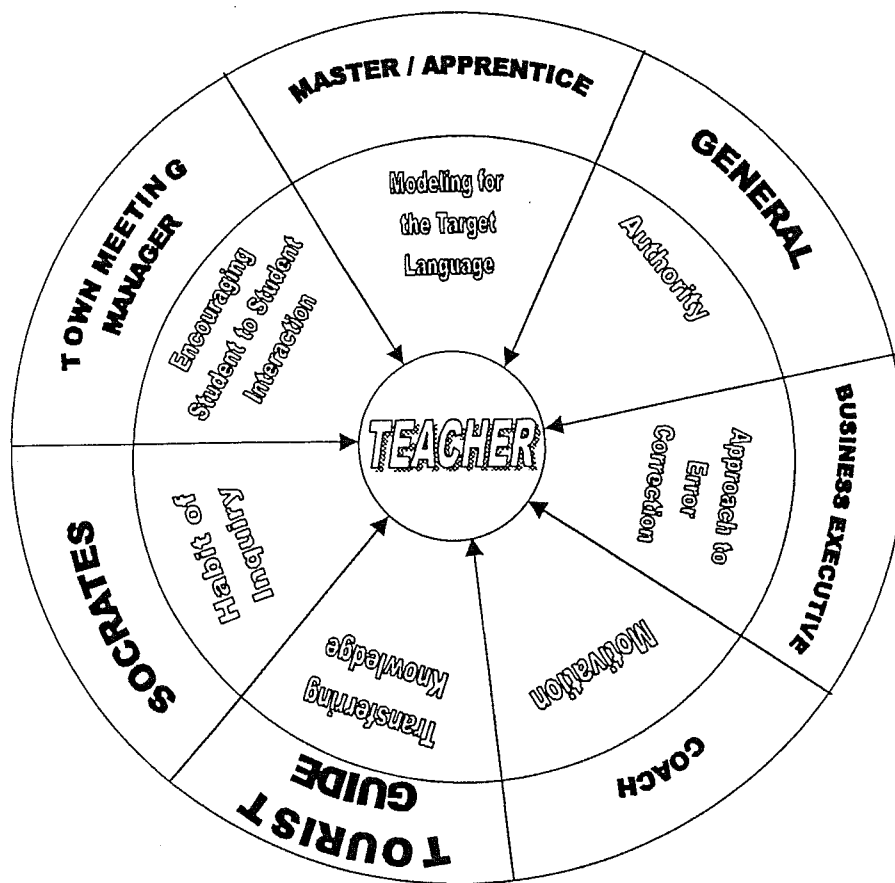


FIGURE-2

In this diagram the inner circle represents the teacher who acts in accordance with the type of the activity carried out in the classroom while the outer circle displays activities, and the roles each activity requires the teacher to adapt.

It should be noted that Thelen's seven models enable us only a basis for further discussion. In practice, however, they may not be fruitful enough to define the effective language teacher in concrete terms. Or rather, we can describe many aspects of bad teachers but we cannot describe good teachers.

We roughly defined the effective language teacher as the one who adopts seven models with relation to the classroom activities. On the basis of this definition, the profile of the effective language teacher is beginning to emerge. At least we would outline some qualities of effective teaching through observing teachers at work. Based on the combination of the seven teacher models, effective teaching tends to exhibit the following characteristics in terms of classroom activities:

1. has a good sense to use available technologies: tape recorders, slide projector, overhead projectors as well as drawing pictures and ever-trustworthy chalkboard.
2. motivates language learners through authentic materials.
3. provides continuous feedback.
4. has a little fun in every lesson, however simple it is.
5. doesn't go on with the lesson after the bell has gone because learning is just as tiring as teaching and the students need their break.
6. shows students how best to use the capacities they have.
7. adopts different teacher roles during the lesson.
8. his reaction to student errors is encouraging.
9. gives reasonably accurate answers to students' questions.
10. is friendly.
11. doesn't play favoritism in the classroom. ( doesn't speak differently to weak and good students.)
12. doesn't shout for no good reason.
13. has eye-to-eye contact with the students.
14. uses the students' names enough.
15. uses his voice effectively to make his meaning clear and to command students' attention.
16. varies his position in the classroom according to the activity.
17. gives the students the opportunity to use English to talk about topics that interest them.
18. tells the students how much time they have to do an activity.
19. summarizes what the lesson was about.
20. spends most of the time on teaching not on testing.
21. is never sarcastic.
22. uses the board to record useful information.
23. states the aim of the lesson.
24. checks the students' homeworks.
25. doesn't plan to do too much in the classroom.
26. asks comprehension questions.
27. improves his knowledge.
28. creates activities at the right level for students.
29. challenges the students to build their language skills.
30. knows that all normal people can learn at different rates and different ways.
31. where feasible, plans out of school visits for students so that they may meet with people in the community.

32. prepares and gives frequent tests.
33. has knowledge of linguistics, psychology, sociology and pedagogy to help students learn.

The list of qualities is long and through further observations one may add many qualities to the list.

All in all, we all know that becoming a good language teacher demands extensive development over a long period. Effective language teaching requires a great change in teacher behaviors. Yet, there is no formula for good teachers. Also this change cannot be realized in a short time. Through training, supervising and adopting new technologies, we would achieve this change gradually. Otherwise, teachers would say with a blaming tone what the protagonist Rip Van Winkle says in Washington Irwing's story:

> No, that's somebody else got into my shoes. I was myself last night but I fell asleep on the mountain, and they've changed my gun, and everything's changed, and I'm changed, and I can't tell what my name is or who I am.

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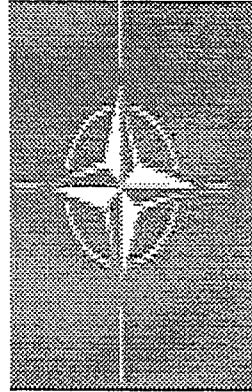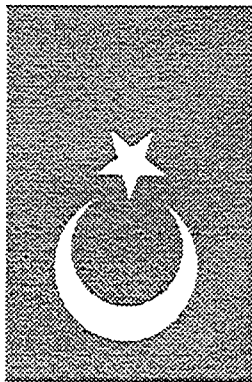
NATO BILC CONFERENCE 1999

"THE PROFILE OF AN EFFECTIVE LANGUAGE TEACHER"
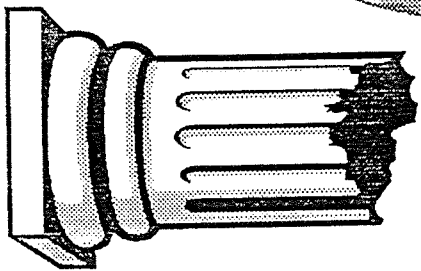
# SOCRATES
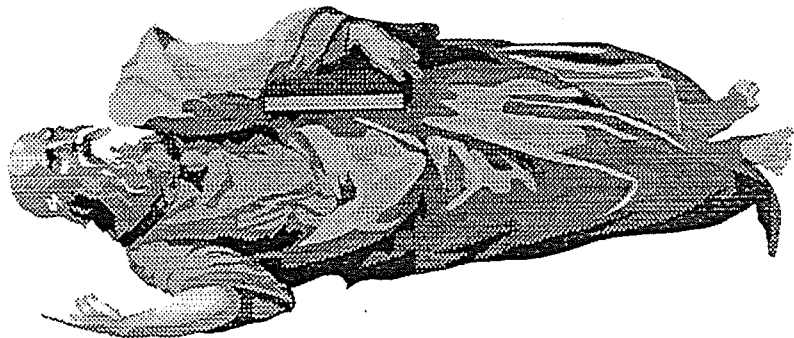
- Tutor
- Argues
- Asks questions
- Forces students
- Non-standard

# THE TOWN-MEETING MANAGER
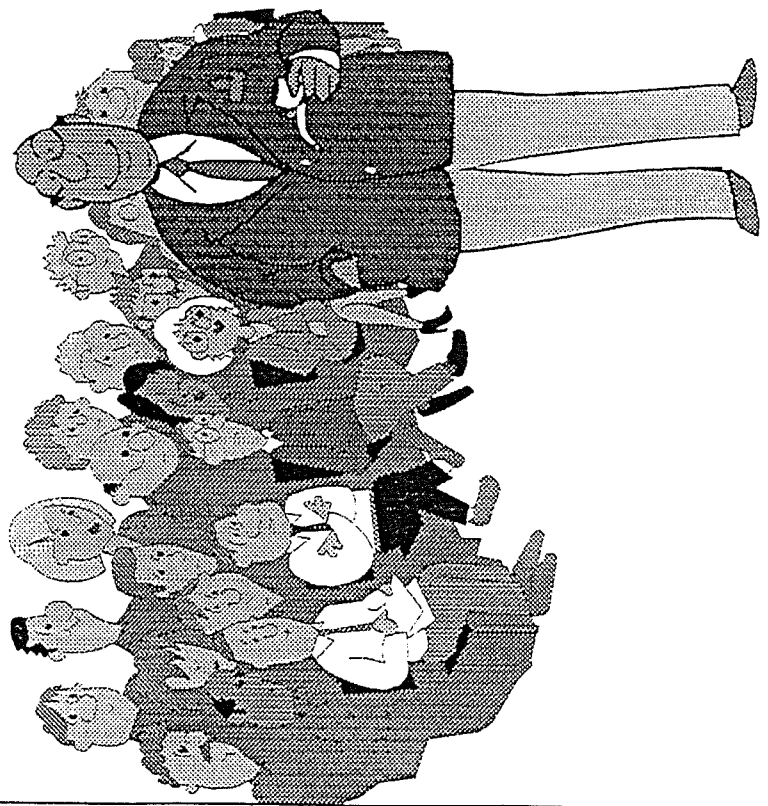
- Seeks cooperation
- A moderator
- Encourages students
- Works with the students

# THE MASTER/APPRENTICE
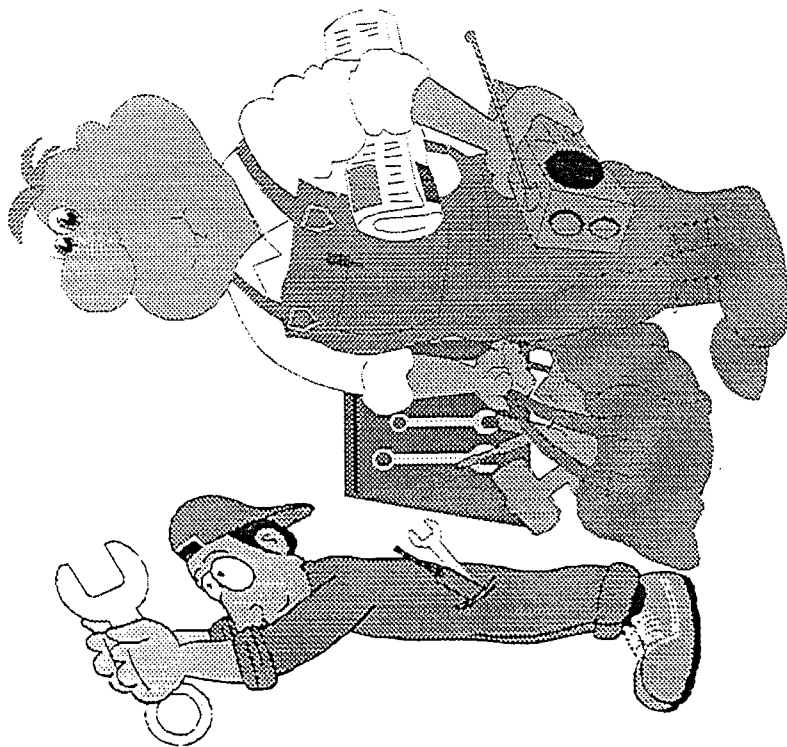
- Model for students
- Concerned
- Plays multiple roles

# THE GENERAL
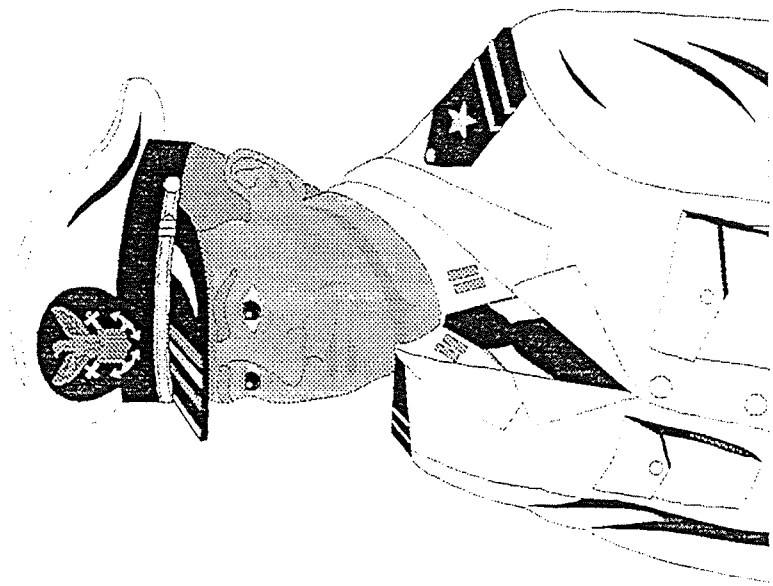
- Expects obedience
- No ambiguity
- Rewards or punishes
- Knows the best

# THE BUSINESS EXECUTIVE
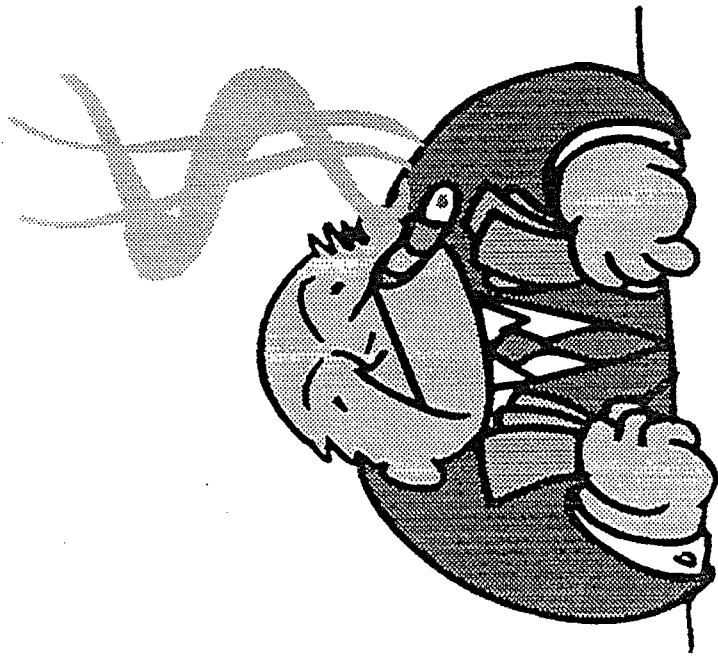
- Operates the classroom
- Works with students
- Exerts control
- Uses detailed charts

# THE COACH
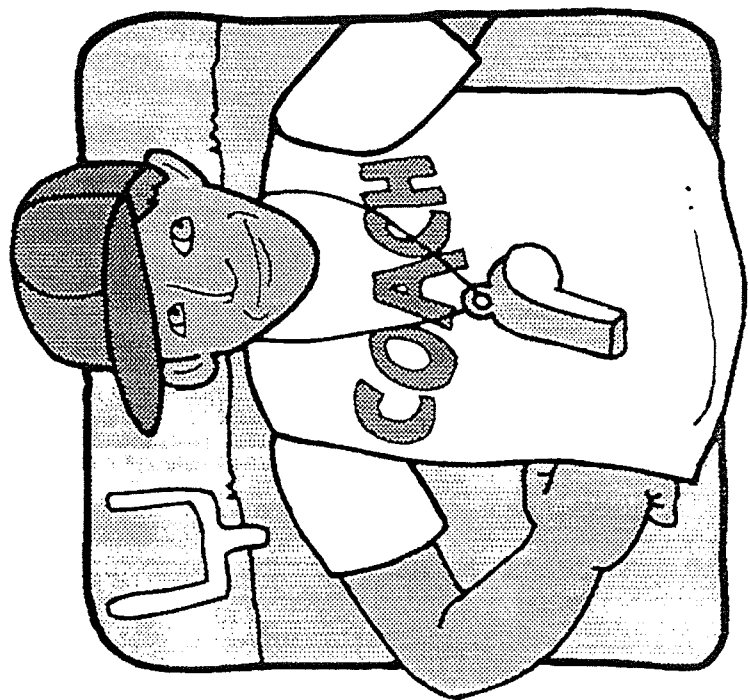
- Inspirational
- Totally devoted
- Effectiveness is outcome

# THE TOUR GUIDE

- Guide
- A walking encyclopedia
- Forces students
- Answers are programmed
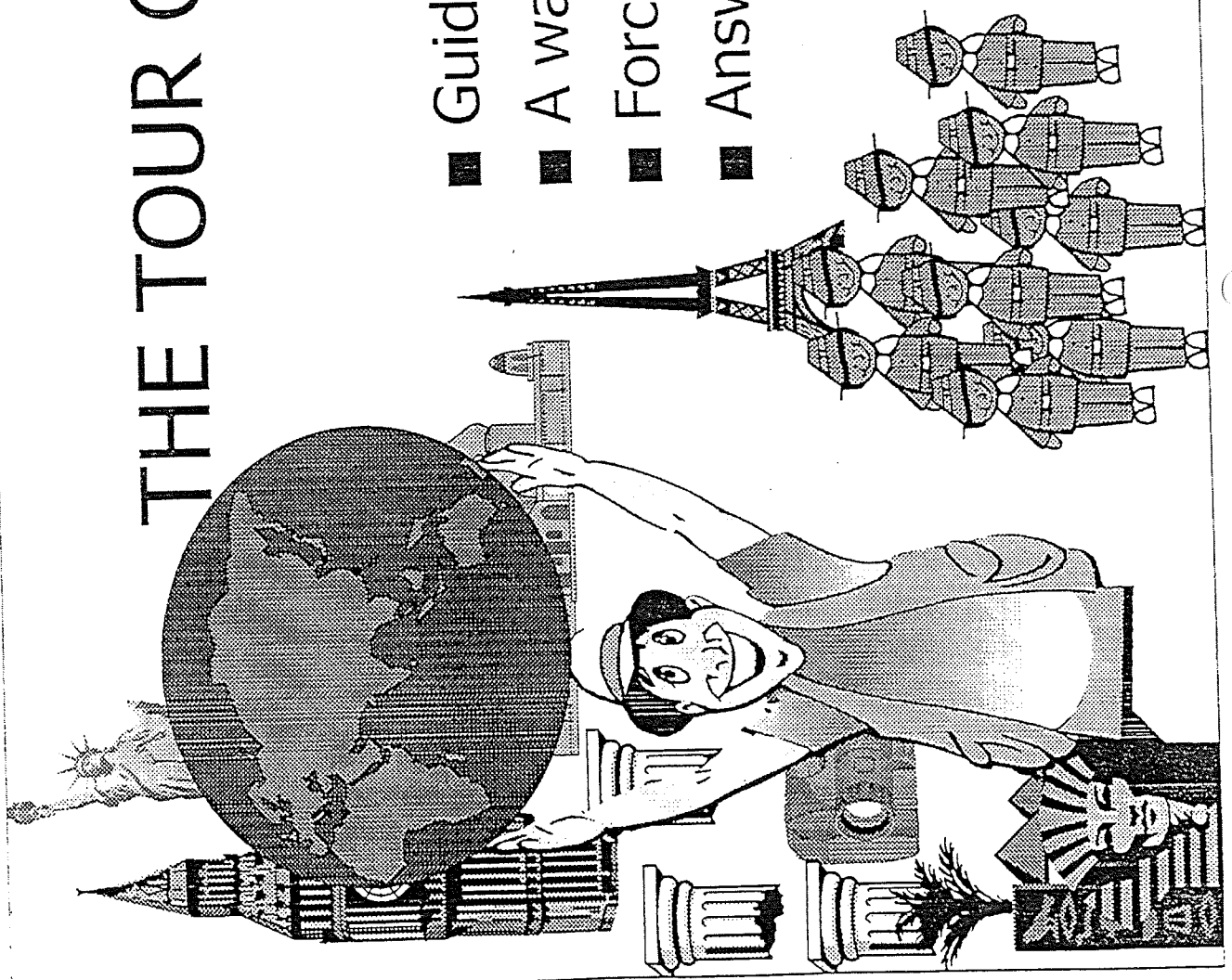
# ACTIVITIES and ROLES

**Students repeat a sentence after** ⇧ **Master / Apprentice**
**the teacher models it**

**The teacher assigns a group work** ⇧ **Town Meeting**
**Manager**

**The teacher asks students to form** ⇧ **Socrates**
**their own generalizations**

**The teacher describes the meals** ⇧ **Tour Guide**
**of the day in Britain**

# ACTIVITIES and ROLES

The teacher gives appropriate
instructions and time limit
⇧ **General**

The teacher puts students' own
works on the classroom walls
⇧ **Business Executive**

The teacher advises students
how to do the best
⇧ **Coach**
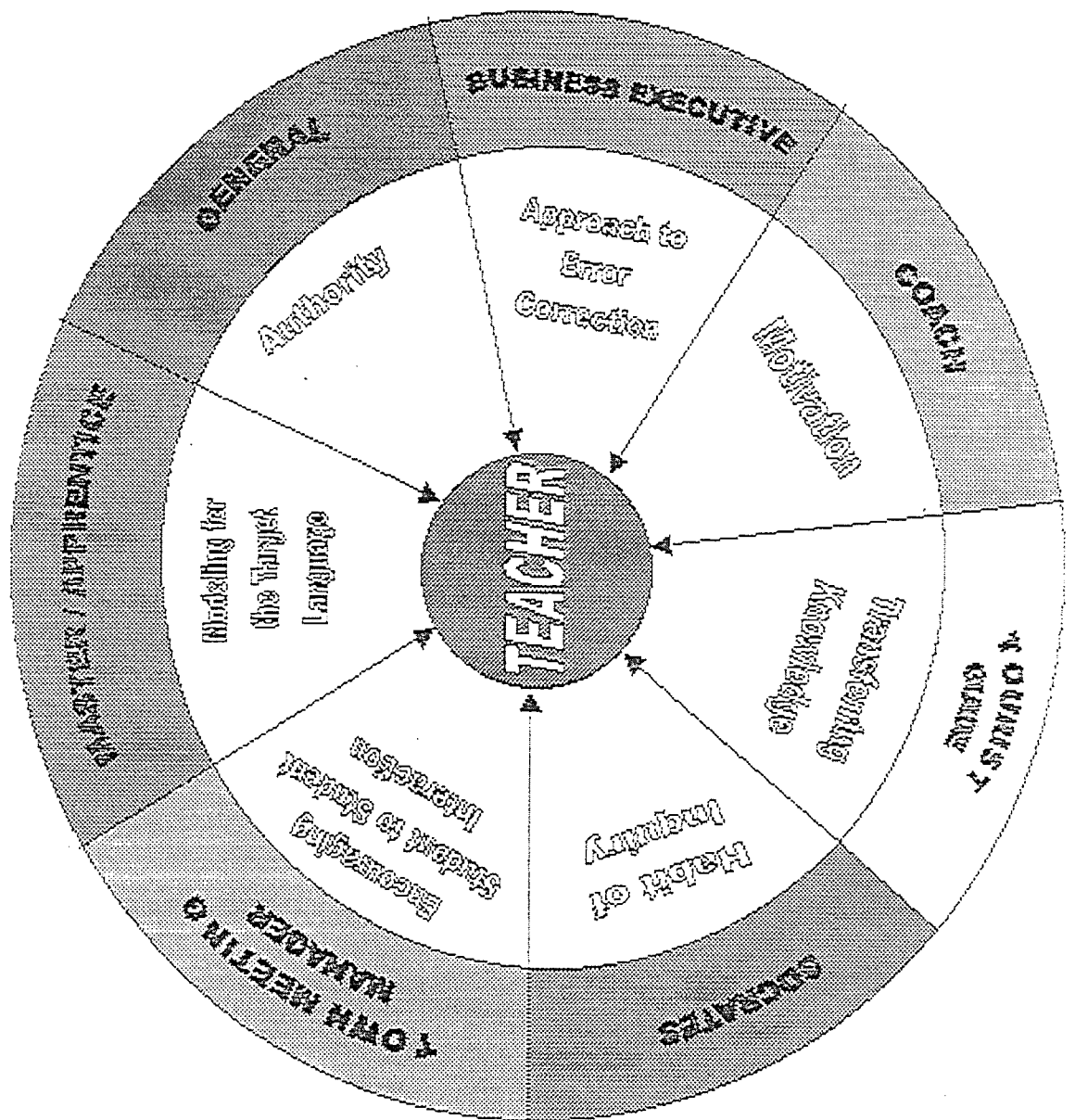
# Characteristics that effective teacher tends to exhibit
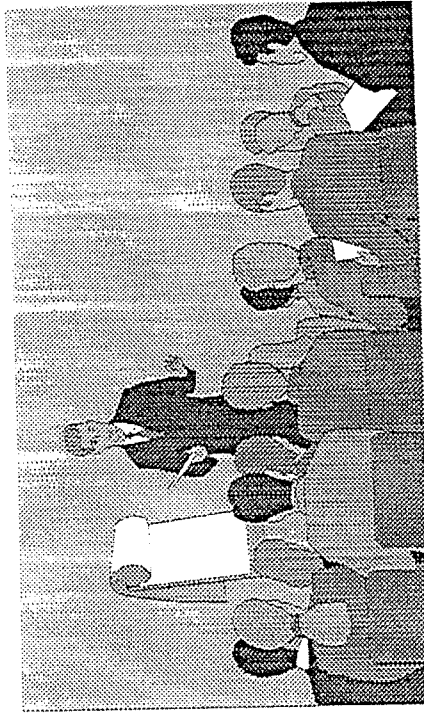


- Available technologies
- Authentic materials
- Feedback
- Fun
- Students need their break
- Uses students capacities
- Various teacher roles

# Characteristics that effective teacher tends to exhibit

- Is encouraging
- Gives accurate answers
- Is friendly
- Plays no favoritism
- No shouting
- Eye contact
- Uses students' names
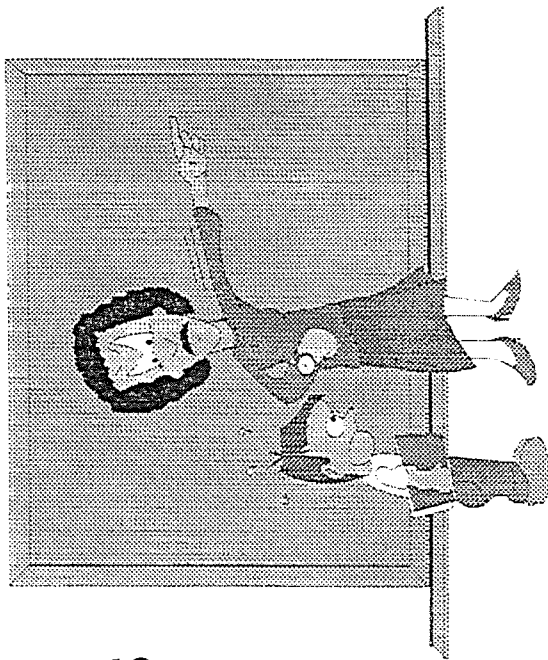
# Characteristics that effective teacher tends to exhibit

- Uses voice effectively
- Varies his position
- Gives opportunity
- Tells the time for an activity
- Summarizes
- Concentrates on teaching
- Is not sarcastic
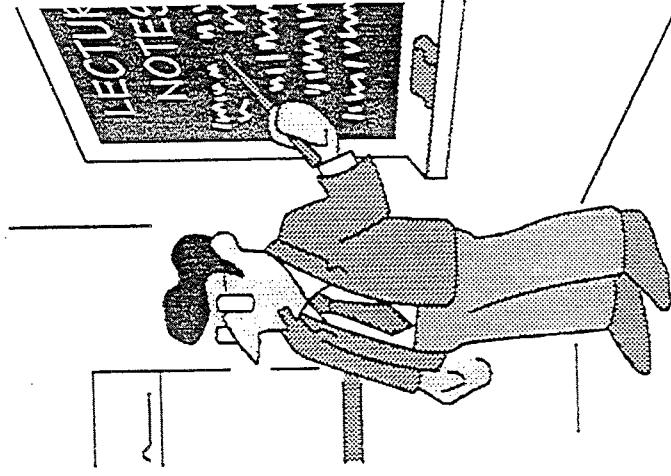
# Characteristics that effective teacher tends to exhibit

- Uses the board
- States the aim
- Checks homework
- Doesn't plan too much
- Improves himself
- Plans activities at right level
- Challenges students
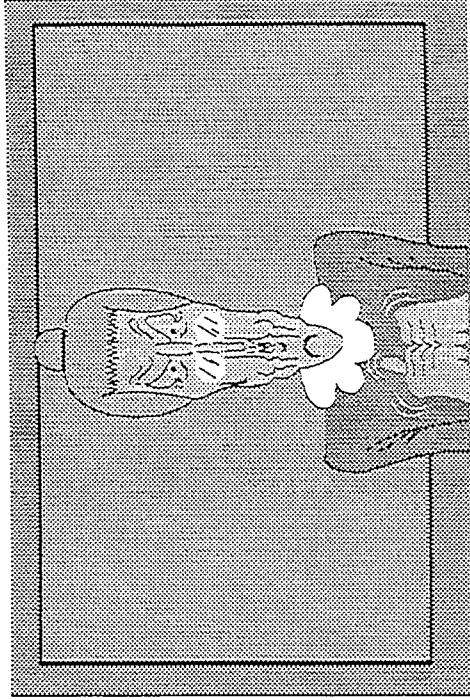
# Characteristics that effective teacher tends to exhibit

- ▪ Students learn at different rates
- ▪ Plans out of school visits
- ▪ Gives frequent tests
- ▪ Has knowledge of
  - – linguistics
  - – psychology
  - – sociology
  - – pedagogy
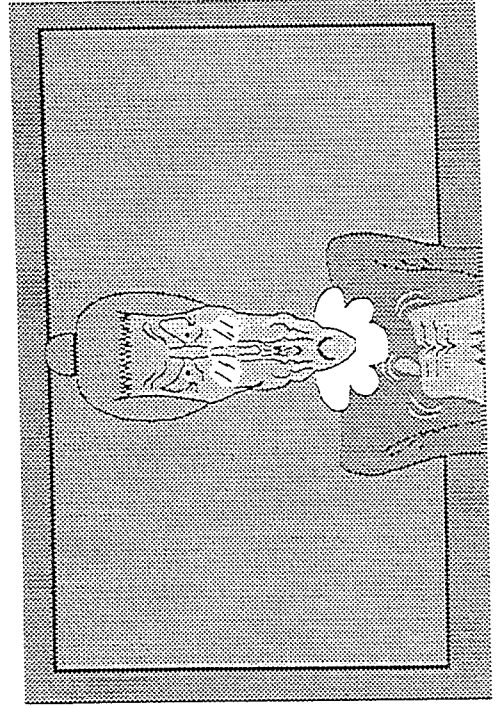
# ITALIAN ARMY LANGUAGE SCHOOL

1. <u>INTRODUCTION</u>                                        **Slide 2**
   I am Lt. Col. Francesco Andreani, Head of the Training
   Office at the Italian Army Language School.


                                                              **Slide3**

My briefing will cover the following topics:
- The tasks of the Italian Army Language School.
- Language training for the Folgore Airborne Brigade and
  the lessons learned.
- Language training for the Ariete Armoured Brigade.
- Language training for the 'Julia' Mountain Brigade.

2. <u>THE SCHOOL'S TASKS:</u>                                **Slide 4**
   - The school teaches the languages required by the Italian
     Army.
   - It is the Army language certification authority.
   - It is responsible for co-ordinating and controlling
     language training throughout the Army.

# LANGUAGE TRAINING FOR THE FOLGORE BRIGADE

a. In January 1999 the school was asked again to train units destined for service in Bosnia.

The unit to be trained was the Folgore Airborne Brigade, which is stationed at three different locations:

- In the Livorno area there are Brigade Headquarters, 185 parashute Regiment, an Artillery Regiment, a Logistics Support Battalion, and a Headquarters Unit and Tactical Support Battalion.
- At Pistoia, 40 km from Livorno, there is 184° parashute Regiment.
- At Siena, 200 km from Livorno, there is 186° parashute Regiment.

**Slide 6**

At the time, we did not know exactly which units would be deployed, so we decided to provide language training for the whole Brigade.

**Slide 7**

b. The Brigade was expected to be deployed in May of this year, and an initial meeting was held at Brigade Headquarters in Livorno on January 1999. A second meeting was held twenty days later in Perugia to discuss the organisation of the courses in detail.

**Slide 8**

As we had just three months in which to train the

personnel involved, we decided on a plan made up of the following:

- 4 intensive crash courses of one week each to be held in Perugia for 20 key personnel from Brigade Headquarters.
- The installation of 'English Discoveries', an interactive self-study English language course, at the Headquarters of the units concerned.
- Part-time English language courses to be held on-site at the units involved.

c. <u>Language Training in Perugia</u>      **Slide 9**

Initially, two groups of officers and NCOs from the Brigade attended English courses in Perugia. Each group did 2 weeks in Perugia, followed by 2 weeks normal duty back at their Brigade, and then a further 2 weeks of lessons in Perugia, for a total of 4 weeks of English. The courses consisted of 44 hours per week.

**Slide 10**

The Commander of the Folgore Brigade realised that he would need personnel at the headquarters in Sarajevo who could speak French. To meet this need, SLEE organised a four-week crash course in Perugia for 16 students (2 Officer, 6 NCO and 9 Volunteers).

**Slide 11**

At about the same time as this was being organised, the 9th "Col. Moschin" Special Forces Regiment, belong at the same Bde, also requested English and Serbo-Croatian courses, with an emphasis on Speaking and Listening, for 6

NCOs to be sent to Bosnia. SLEE therefore organised a four-week intensive course consisting of 44 hours per week, and the results were very good. So it was decided that a similar course should be organised for the Brigade that would replace it in Bosnia.

**Slide 12**

Taking the students' initial levels into account, the results obtained at the end of the courses in Perugia were very good.

- In English 50% of the students obtained an SLP for listening and speaking of 3,3 and 50% an SLP of 2,2.

- In French, all students obtained an SLP of 3,2 for listening and speaking. Reading and writing were not tested as the aim of the courses was to improve speaking and listening.

**Slide 13**

d. <u>Lessons Learned from the courses held in Perugia</u>

- For English and French, four intensive weeks are sufficient for improving the students' communicative ability only. The age of the students was found to be a key factor in determining how much improvement they made.

- For Serbo-Croatian, we found that six-week intensive courses are the best solution. In fact, this solution has been used with the Ariete Brigade, which is taking over from the Folgore Brigade in Bosnia.

**Slide 14**

The school is currently in the process of preparing modular programmes for crash-courses in Perugia for each of the different languages taught (for example, an Arabic course consisting of 12 weeks, 44 teaching hours per week.)

e. <u>English Discoveries</u>                              **Slide 15**

To provide the members of the Brigade with the opportunity to study as much English as possible, "English Discoveries", a self-study course on 12 CD-ROMs, was installed at Brigade Headquarters and at each of the regiments. However, it was not possible to provide adequate tutoring to go with this course. The Folgore Brigade is taking the course to Bosnia, where it will be used by personnel in their free time.

f. <u>Lessons Learned Regarding Self-Study Aids</u>     **Slide 16**

- Some regiments were slow to recognise the potential of the self-study course.
- There were problems in ensuring that everyone had the necessary computer hardware needed to use the course.
- Students using the course need the help of on-site tutors. To deal with this need, a number of Second Lieutenants with an excellent knowledge of English are being selected in order to be sent periodically as tutors to the units involved.
- For languages other than English, there are no other interactive language courses on the market that are as good as 'English Discoveries'.

g. <u>On-Site Language Training</u>          **Slide 17**

From January to February 1999, about 1.200 Officers, NCOs and Volunteers were given a placement test by SLEE examiners in order to identify their language levels. On the basis of these results, they were then divided into groups by level and courses were begun at Livorno, and Siena with teachers who were recruited locally.

h. <u>On-site Language Training. Lessons Learned</u>   **Slide 18**
   - These courses were only organised for English.
   - It was extremely difficult to find qualified teachers to teach them.
   - Classes were highly motivated.
   - It was difficult for SLEE to monitor the courses, specially in Livorno, 350Km far from Perugia.

                 **Slide 19**

i. The best solution we have found for on-site language training is as follows:
   - Turn to the local market and pick out the best and most suitable private language school. Sign a contract with a school at each site where courses are to be held, and provide guidance on course content and teaching materials. In the case of the Ariete Brigade, we signed contracts with the British Institutes.
   - Monitor the courses and observe the lessons given by the teachers who are selected and paid by the private language school.
   - The final exam should be given by SLEE, so that it also

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serves as a way of validating the contractor's performance.

4. <u>TRAINING FOR THE ARIETE BRIGADE</u>    **Slide 20**

   a. On the basis of our experience with others units, in May we started planning language training for the Ariete Brigade, which is to replace the Folgore Brigade in Bosnia.

   b. During a meeting with the Brigade Commander and his staff, we identified the most important needs and took the following action:

   (1)French:
   Crash courses were held in Perugia for 16 key personnel chosen by the Brigade Commander. They were divided into four classes, and did a total of four weeks of lessons of 44 hours per week, Monday to Friday. Like the Folgore Brigade, they did 2 weeks in Perugia, 2 weeks back at their Brigade, and then 2 more weeks in Perugia. Moreover, two more revision and consolidation sessions consisting of private tuition at their Brigade were held before the Brigade left for Bosnia.

   (2)100 hours of French lessons were planned at Brigade Headquarters for two key members of the Brigade who could not leave to attend the crash courses in Perugia.

   (3) <u>French for the Brigade Commander</u>
   A one-week crash course for the Brigade Commander was also organised in Perugia.

(4) <u>Serbo-Croatian</u>: courses were held in Perugia for 8 members of the Brigade chosen by their Commander. These students were divided into two groups. Each group attended a six-week intensive crash course along the same lines as the French course: 2 weeks in Perugia, two weeks back at the Brigade, and 2 more weeks in Perugia.

c. <u>English.</u> After a study of the schools available locally, a private language school called "British Institutes" was chosen to give 800 hours of lessons on-site for personnel from Brigade Headquarters, the Tactical Support Unit, the Logistics Battalion and two Regiments. In each case, two classes were formed and given 8 hours of lessons per week. The private language school gave the initial placement tests and taught the specific language essential for the mission in Bosnia. Their teachers received training and teaching materials from SLEE. Our school also sent educational co-ordinators to check and monitor their work.

d. <u>Final tests:</u> Final tests in all three languages were administered by SLEE.

e <u>The Ariete Brigade</u> will be deployed in Bosnia at the end of Settember, we don't know yet the effectiveness of the courses. However, we believe that for these courses, in order to reach the teaching objectives set, it is essential to know beforehand which units and regiments

will be deployed abroad. This allows better use to be made of the time available for lessons, and produces better final results.

5. <u>TRAINING FOR THE JULIA BRIGADE</u>     **Slide 23**

   a. On the basis of the international agreement signed in 1998 with Hungary and Slovenia, the Julia Mountain Brigade will form the backbone of the Italian-Slovenian-Hungarian Multinational Brigade, which will have its Headquarters in Udine.

   b. <u>Requirements</u>

   From preparatory meetings, two points emerged:

- Language teaching should concentrate on English, as it is the working language of the multinational Brigade.
- The teaching of Slovenian and Hungarian was desirable, but not a priority.

   c. <u>Courses</u>     **Slide 23**

   On the basis of these requirements, the following courses were set up:

- <u>English:</u> two-week crash courses of 44 teaching hours per week were held on-site. These were attended by 20 students divided into four groups from Brigade Headquarters in Udine, and 12 students from a Mountain Regiment in Venzone (50 km from Udine).
- <u>Self-Study English course</u>: Call (Computer Assisted Language Learning) with a tutor for 18 hours a week, for a total of about 200 hours.

- <u>Slovenian and Hungarian:</u> For each language, a crash course has been organised for a group of 4 participants. Each course will do a total of four weeks of lessons spread over six weeks, and each week there will be 8 lessons per day from Monday to Friday, and 4 lessons on a Saturday. The aim of these courses is to take students up to an SLP of 2210; that is to say, adequate listening and speaking skills in professional contexts, minimum reading skills and zero writing skills.

d. <u>Teaching</u>

SLEE has chosen a language school near the Brigade Headquarters to prepare and deliver these crash courses, and has provided the school and its teachers with the specific training and materials essential for the courses and the students' special language needs.

e. <u>Conclusions</u>

These courses are still in progress. A report on their outcome will be given at the next BILC seminar.

# 33 YEARS OF BILC: LESSONS LEARNED
# THE HELLENIC ARMED FORCES' EXPERRIENCE
## Panagiotis Kahrimanis

Mr Chairman, Ladies and Gentlemen

As an instructor at the Hellenic army Language School, I would like to extend my greetings to all delegation members attending the Conference.

I notice many familiar faces in the audience and I am very pleased to see you again.

For those of you who do not know me, I would like to introduce myself. My name is Panagiotis Kahrimanis. I have been teaching English for 26 years and all of my students have been military personnel. We do not train any civilians at our school.

The languages taught in our curriculum are English, Bulgarian, Servo-Croatian, Turkish, and Albanian.

We place a lot of emphasis on foreign language training, because we consider it an essential tool for inter-personal communication and for the successful accomplishment of various military missions at home and abroad.

The curriculum itself is military oriented and the emphasis is upon military technology.

The materials we use to train our military people are derived from authentic sources, such as defence news, military review, Jane's Defence weekly, and other relevant materials of military nature.

In the field of specialized English there are courses in electronics, communications, flying as well as in many other areas.

As far as the Navy is concerned, the Language Training is nowadays only provided to the Cadets of the Naval Academy and the students of the Petty Officers Schools. After their graduation, the

military personnel of the Hellenic Navy who wish to acquaint or increase knowledge of the language they prefer, attend courses in the mainstream providers of the private sector on their own expenses and at their own convenience.

Under the above circumstances, the responsibilities of the Hellenic Navy School of Languages have been thus reduced to evaluating from time to time personnel performance in foreign languages for special purposes, such as for selecting personnel among those who volunteer for PfP missions and other assignments abroad, or for selecting personnel to attend educational courses abroad.

Testing and assessment of personnel also takes place at certain stages of their career such as when they graduate from any obligatory postgraduate studies the Navy offers, so that we will be aware of their proficiency level mainly in English, but also in other widely spoken foreign languages.

Having given a brief background of the Hellenic Armed Forces Language Schools and their objectives, I will now turn to the main topic of the Conference 33 YEARS OF BILC: LESSONS LEARNED THE HELLENIC ARMED FORCES' EXPERRIENCE.

An evaluation: Although our participation at BILC has been limited to only two years, our experiences have been of great value.

Most valuable knowledge in the field of military language training has been added to our experience as permanent BILC members.

We consider BILC as a very important instrument in language co-ordination.

By attending the BILC seminars and conferences over the last two years, we have learned how we can work together on the development of language training and how we can co-ordinate individual effort in order to prevent waste of time and resources.

Through increased co-operation and co-ordination we can become far more efficient. No progress can be made without it.

There is no doubt that a number of significant events have taken place ever since BILC was founded 33 years ago:

- the establishment of STANAG 6001.
- the correlation of tests by participating countries.
- the dissemination of information on the great variety of course materials from a list published by BILC.

What would be some of the benefits which we have gained beside the aforementioned? As far as I am concerned, BILC has made it possible for us to make many contacts which have been of benefit to us and to our students as well.

Another important BILC contribution to PfP countries have been the seminars which have been of great value to those countries.

It would be unfair not to mention the study groups and their contribution to BILC.

The findings of these groups have been helping teachers to plan and deliver their lessons.

Topics such as 'Language Training for Special Purposes' and 'Continuing Teacher Development' are of vital importance and their significance cannot be over- emphasized.

Another significant contribution to teaching is the use of technology as a means of improving student performance. If used wisely, and in co-ordination with a good teaching methodology, technology can be a valuable tool in the field of language training.

Has BILC fulfilled its purpose?

As a non-funded, non-executive organization, in my opinion it has accomplished a lot.

In the field of language training, it has provided the ground for the exchange of ideas and information.

In my opinion, BILC has lived up to language training challenges at the strategic, operational, and tactical levels.

Also, BILC has brought together a significant number of experts in the fields of teacher development, technology, etc. These people have shared their expertise with BILC members and their contributions to instructional techniques and educational technology in the field of language training.

Technology alone cannot do the trick. It should be combined with a good teaching methodology. What is a good teaching methodology?

- It is one which will include activities that will provide meaningful feedback to the students.

- It is one which will locate student weakness and errors.

Activities based on technology should be worked out by a team of teachers. These teachers must be experienced and must work in close co-ordination with a programmer.

It should also be geared towards meaningful student feedback and should be used by teams of qualified and experienced teaching personnel.

How successful has BILC been over these 33 years since its establishment?

Due to our limited experience I would rather stick to the positive aspects of my evaluation.

BILC has accomplished more than the points I have already stressed in my presentation.

Because the language requirements of our individual countries are different, much of the work conducted by BILC is accomplished through bilateral arrangements established by a direct result of our conferences.

The contacts which are made outside of the plenary sessions at our meeting are of substantial importance.

How has BILC helped us in our methods of instruction?

In my estimation the study groups and their findings have been of great assistance both in planning and in delivering of instruction.

We have implemented most of the study group findings and we have incorporated them into our teaching techniques.

In addition to the study group findings, experts in the areas of teacher development have made valuable contributions to instructional techniques.

The use of technology in classroom instruction in co-ordination with a good teaching methodology have also been some of the most positive contributions in the fields of language training.

In addition, BILC has been most effective in the dissemination of information in the field of language training and in the circulation of reports on projects and research within the field.

In our effort to design military language materials for special purposes, BILC has provided us with unique experiences in the field of teacher training. These experiences have to do with the making of transition from teaching general English language skills to language for special purposes.

Since English for special purposes is of paramount importance within our military framework our efforts are geared towards that end.

That is to implement the findings of the study groups and to incorporate them into our curriculum.

On behalf of the Hellenic Delegation I would like to send our best wishes to the host country and to all other delegations for a successful and fruitful conference.

PARTNERSHIP FOR PEACE

COORDINATION CELL

LTC CABRIDENS
SO E & T 2

PfP UNCLASSIFIED
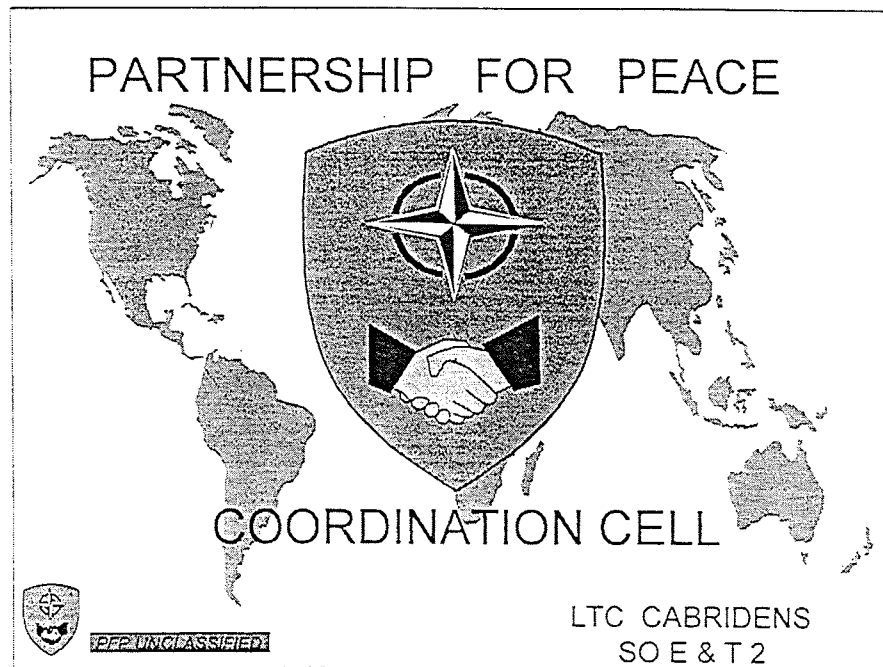
BILC Conference, Garderen (NL), June 99

" Language Training in support of Partner Nations "

ITEMS:

• PN LANGUAGE TRAINING REQUIREMENTS

• NATO LANGUAGE TRAINING OFFERS

• STANDARDIZED TESTING MATERIAL & LANGUAGE TESTING
COURSES STATUS

**LANGUAGE TRAINING REQUIREMENTS**

- 13 countries responded (see table)

- 99 teachers needed (39 beg + 41 int + 19 adv)

- US National Guard still planning the assistance

As I previously reported to you in Vienna, the **US National Guard** proposed to send US reserve linguists to the PfP countries in order to provide them with an English language training for a 30-90 day period.

Since last BILC conference we've got two additional answers (FIN & KAZ) to the PCC/E&T questionnaire . Now we've got 13 answers (!) (**10 PfP + 3 NATO**) and here is the last amendment (vufoil):

- this is a satisfactory & representative panel,

- PfP nations are ready to start Language training ASAP,

- most of nations want their OFFs & NCOs to be trained throughout the day and for a 30-90 day period,

- language laboratories are available in the prevailing majority of countries

- big diversity of language training systems ranging from TOEFEL, HEADWAY, ECL, IDL, MICHIGAN to their own developed systems,

- the number of English level classes for beginners & intermediate students is twice as much as for advanced students,

- **800 officers & 500 NCOs need language Trg.**

- **99 teachers (! + vufoil) are necessary to carry out this language training: 39 teachers for beginners, 41 for intermediate and 19 for advanced.**

* As it might be difficult to cover those requirements, prioritizing of needs is likely to be considered: the ADV level Trg could be one of thepriorities because the number of trainees is considerably smaller and there is a need for efficiency through the envolvement of the trainers. Moreover, the availability of language LABS might be a good preriquisite for nations to direct their national effort towards BEG & INT students.

The US National Guard is still planning the assistance (!) to Partners.

**NATO TRAINING OFFERS (1)**

• " PfP Operational NATO Terminology Staff Training Seminar "

- for Army Officers (OF2 - OF5)

- to familiarize them w/ the Mil Terms for CJTF PfP EX (OPS Lang, LOG, COM, Crisis Management)

- 1 course / year

- 21-25 June 1999 at Larissa (GR)

PFP UNCLASSIFIED

This brand new NATO Language Training offer is an Operational Language Course named " **PfP Operational NATO Terminology Staff Training Seminar** " (!) where Lieutenants up to Colonels (!) from both NATO and Partner nations will familiarize with (!) the NATO terminology used within a NATO CJTF headquarters whatever the area of expertise such as LOG, COMMs,....

This Operational Language Course (!) is sponsored by AFSOUTH (Naples) and is to be held in **Larissa (GR)** (!) over the period **21-25 JUN 99.**

This Operational Language Course is based on the Staff Officers Military Terminology Course run by AFCENT.

**NATO TRAINING OFFERS (2)**

- " LANDCENT TACTICAL ENGLISH COURSE (TEC) "

- for Army Staff Officers working at Multinational Brigade level

- VOC, C2 systems, Def OPS, # Tactical OPS (road moves & convoys, check-points, engineer, ROE, inspections, LOG)

- 3 month Study period + 2 week Course

- 2 courses / year, 25 slots each.

- 1st course in Vilnius (LIT), 13-24 MAR 2000

The **LANDCENT T.E.C (!)** is based on the A.O.E.Course run by AIRCENT and id designed for Army Staff Officers working at Multinational Brigade level (!). This TEC like AOEC has a 3 to 4-month study period followed by an 2-week application workshop (!) and will take place twice a year (!) (!) .

**Two vufoils** depict the content of the different study periods and Workshop.

Conclusion:

This kind of both operational and linguistic course has a great success among Partners and so far the 4 **NATO English courses** (!) **are oversubscribed** and I guess the 2 new ones will meet great success as well.

**NATO LANGUAGE TRAINING COURSES**

- AFCENT ⟶ STAFF OFF MIL TERMINOLOGY
- AIRCENT ⟶ AIR OPS ENGLISH Course
- ASG/ UK +DEN ⟶ NATO OPERATIONAL ENGLISH
  UK +SWE + JUNIOR STAFF OFF COURSE
- ACLANT ⟶ MARITIME OPERATIONAL LANGUAGE SEM
- AFSOUTH ⟶ PfP OPS NATO TERMINOLOGY STAFF TRG SEM
- LANDCENT ⟶ TACTICAL ENGLISH COURSE
- BALTAP ---- PWP TERMINOLOGY COURSE
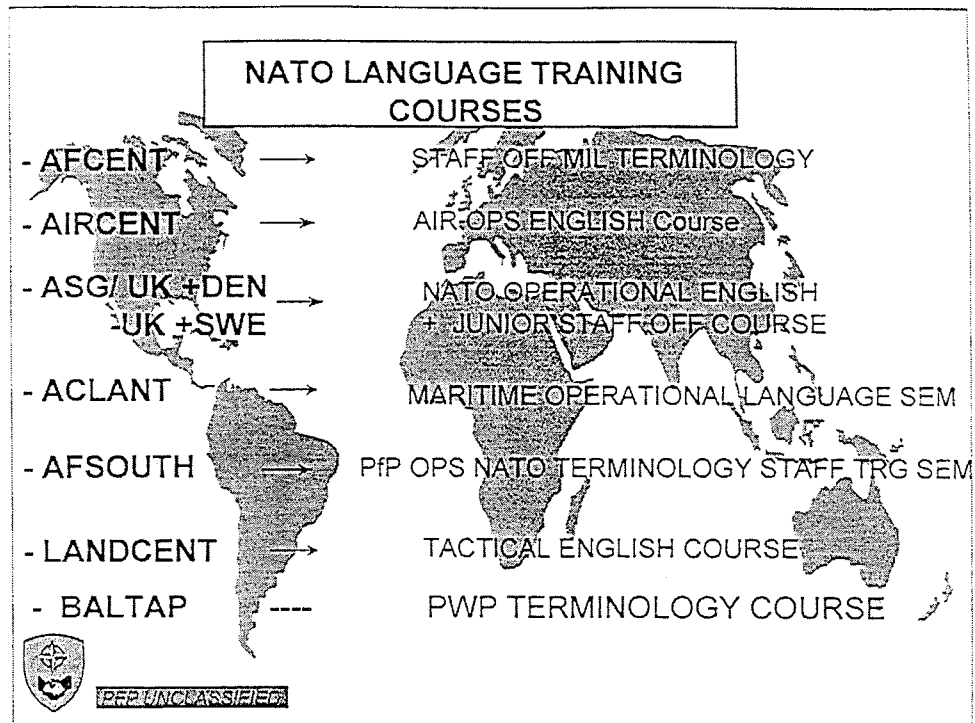
## NATO LANGUAGE TRAINING COURSES:

(!) S.O.M.T. C (2 weeks, designed to Officers foreseen to multinational HQs, MOD, GS - SLP 2,5):

- SEP 98: **19 students.**

(!) A.O.E.C (4 months self study period (Written,Audio& Video material) ÷ a 2 week residential period, for aircrews, air controllers with SLP 2,5):

- MAY 98:**28 students,**
- NOV 98: **32 students,**
- MAY 99:**32 students**

(!) N.O.L.C + (!) J.S.O.C, (designed to familiarize junior officers with NATO operational procedures for Peace Support Operations (PSO) by teaching them the NATO terminology followed by an operational staff work period within practical setting):

- JUN 98: **20 students,** - OCT 98: **20 students**

- JUN 99: **20 students**

(!) M.O.L.S (ACLANT, 4 months self study period (Written,Audio& Video material) ÷ a 2 week residential period, designed to familiarize Navy Officers (OF2-OF5) with NATO terminology & procedures):

- MAY 99: **22 students,**

- SEP 99:

(!) PfP Operational NATO Terminology Staff Training Sem: JUN 99

(!) T.E.C : Vilnius (LIT),13-24 MAR 2000

(!) BALTAP PWP TERMINOLOGY Cse: Aalborg (DA), 6-10 Sep 99

REMINDER

VALIDATED/STANDARDIZED TESTING MATERIAL

COURSES TO TRAIN TEACHERS IN SETTING
&
VALIDATING STANAG TESTS

PFP UNCLASSIFIED
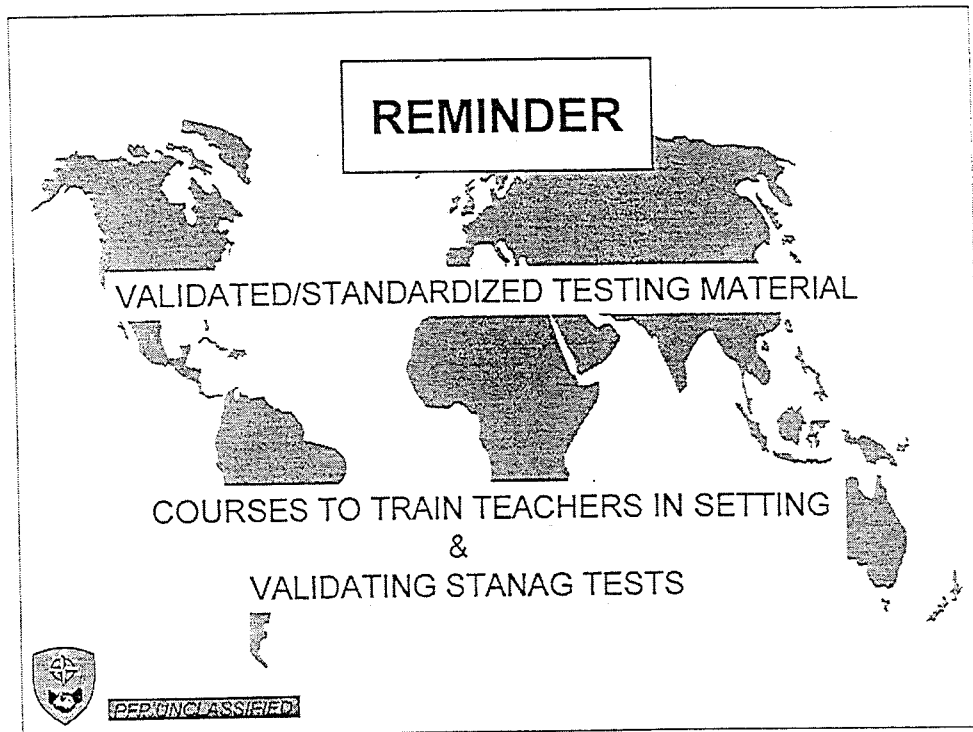
At the two last BILC events, the PCC recommended and
strongly encouraged BILC representatives to strive for the
development of:

- validated/standardized testing material (!),

- courses to train teachers in setting up and validating
STANAG tests (!).


So now, where do we stand ?


Has any language experts Working Group already met together
in order to reach an agreement on a "NATO/PFP" standardized
test ?


Is there any intent to push forward the creation of a NATO
course to train teachers in setting up and validating STANAG
tests ?

LANGUAGE TRAINING ASSISTANCE REQUIREMENTS AS OF
21.05.1999

| NATIONS | OFF/NCO* (PRIORITY) | LEVEL BEG-INT-ADV | SPEC/OPS/SERVICE/ENGLISH | DURATION in WEEKS | STUDENTS/ TRNG GRPS AT A TIME | LABORATORY/LNG TRG SYS | MILITARY ACCOMODATION DAILY COST USD | STARTING DATE |
|---|---|---|---|---|---|---|---|---|
| ALB | OFF* NCO | BEG - INT - ADV BEG | SERVICES/BRANCHES | 5 5 | 15 / THREE 15 / ONE | YES / HEADWAY | 45 USD | |
| AUT | OFF NCO | INT - ADV INT - ADV | ARMY STAFF OPS INTERNATION STAFF OPS | 6-8 6-8 | 15 / TWO 15 / TWO | YES/ STANAG 6001 | FREE | |
| CZE | OFF* NCO* | BEG - INT - ADV BEG - INT - ADV | MILITARY TERMINOLOGY | 12 12 | 15/08+13+08 15/04+08+02 | 12 LABS / LVL1=6001 LVL2=ECL LVL3=TOEFL | FREE | |
| EST | OFF* NCO | BEG - INT BEG - INT | ARMY / C2 | 4 + 4 + | 15 / TWO 15 / TWO | YES/ US IDL SYS | FREE (MIL FACILITY) 100 USD (HOTEL) | |
| FIN | OFF | INT - ADV | INT STAFF WORK /CRISIS MANAG, NEGOTIATE, REPORT | 2 | 15 / ONE | YES /OWN SYSTEM | FREE WHEN POSSIBLE | ASAP |
| HUN | OFF* NCO* | INT BEG | ARMY - AF - NAVY | 12-45 12-45 | 12 / SIX 12 / SIX | YES (6) / # SYS | FREE | |
| KAZ | OFF* NCO | BEG - INT - ADV BEG - INT - ADV | ADV: methodology to train the trainers | 6 6 | 10 / THREE 10 / THREE | YES (1) / All US Systems | 50-150 USD | |
| KYR | OFF* NCO | BEG - ADV BEG | PKO & NATO TERMINOLOGY for ADV | 4 + 4 + | 10 / ONE 10 / ONE | YES (1) / DLIEC | 40-110 USD | |
| LAT | OFF* NCO | BEG - INT BEG - INT | ARMY/INF | 14 14 | 10 / TWO 10 / ONE | YES / DLIEC | 20 USD | |
| MOL | OFF | BEG | no specific requirements | 8 | 10 / ONE | NO /NO | 12 USD | |
| POL | OFF* NCO* | ADV BEG | SPECIAL TERMINOLOGY STAFF PROCEDURES | 2 20 | 15 / TWO 10 / FOUR + | YES(OFF)(NCO)/ STANAG 6001 | 30 USD | |
| ROM | OFF* NCO | BEG BEG | SERVICES/BRANCHES SERVICES/BRANCHES | 12 12 | 10 / THREE 10 / THREE | YES / MICHIGAN TOEFEL | 61 USD | |
| SLK | OFF /MOD /MIL ACADEMY /AIR ACADEMY | INT INT BEG - INT | GENERAL MILITARY ARMY C3 GAL, AF TERMINOLOGY | 12 4 + 4 + | 15 /ONE 15 /ONE 15/ TWO | YES YES/ ALC/ HEADWAY | 30 USD | 15 AUG-22 DEC99 SEP- DEC 99 |
| SWI | OFF | INT - ADV | NATO/PfP STAFF OFF | 2 | 10 / ONE | YES | 100 USD | 2000 |

# SUMMARY TABLE for TEACHERS & LEVEL TRAINING GROUPS

## 05/21/99

| TR GPS | CAT | COURSES DURATION in WEEKS | | | | | | TOTAL |
| | | 2 | 4-5 | 6-8 | 12-14 | 20 | +20 | |
|---|---|---|---|---|---|---|---|---|
| NUMBER OF TRAINING GROUPS | OFF | 5 | 9 | 6 | 35 | 0 | 6 | 61 |
| | NCO | 0 | 4 | 5 | 19 | 4 | 6 | 38 |
| | TOT | 5 | 13 | 11 | 54 | 4 | 12 | 99 |
| NUMBER OF LEVEL GROUPS | BEG | 0 | 6 | 3 | 20 | 4 | 6 | 39 |
| | INT | 2 | 5 | 4 | 24 | 0 | 6 | 41 |
| | ADV | 3 | 2 | 4 | 10 | 0 | 0 | 19 |

BOTTOM LINE:

99 TEACHERS = 39 BEG + 41 INT + 19 ADV

# V. NATIONAL REPORTS

# AUSTRALIAN DEFENCE FORCE SCHOOL OF LANGUAGES

## NATIONAL REPORT - BILC 1999

### Introduction

1.      The end of this century will fortuitously coincide with the move of the School of Languages from Point Cook (35 kms west of Melbourne) to Laverton (28 kms west of Melbourne). For more than seventy years both these Air Force bases co-existed but with an ongoing rationalisation program, Point Cook will close in 2 years and hence all lodger units must vacate.

2.      The School of Languages will move at the end of 1999 to a new purpose built facility which is currently under construction.

3.      The Mission of the Australian Defence Force School of Languages is to provide training in Languages Other Than English for both military and civilian personnel whether they be from Foreign Affairs, Immigration or Federal or State Police Forces.

### Some Recent Trends

#### Management of Language Services

4.      As brief background, the School went under the microscope in 1995 as part of the Commercial Support Program which basically sought to establish what Defence activities could be civilianised. The outcome proved that against outside bids to provide language training, the School of Languages' "In House Option" was the most capable of meeting Defence's language training requirements.

5.      Nevertheless, it still behoves the School to be on the lookout for other organisations or individuals that may be able to provide language training more efficiently than the School. Even so, the School has, through many years of experience, been able to achieve a fine reputation in Australia and abroad for training in most Asian and South West Pacific languages. The large throughput of military students in these languages ensures also that we achieve some economy of scale. That is, the average operating cost per training day is kept low.

6.      However, two experiences in 1998 and 1999 showed up the excessive cost of doing some business "in house" albeit thoroughly and professionally. The first involved conducting an ad hoc course in Filipino for an Army Major and his wife prior to his attendance at the Army Staff College in Manila. The second case involved the training of a Lieutenant Commander as the next Assistant Defence Attache in Seoul. In both cases neither Filipino nor Korean had ever been taught at the School. Considerable resources were thrown into both ventures, particularly course development with pleasing results. However the questions the School now asks are whether this investment will yield dividends in the future for it is unclear that there will be ongoing requirements for training in these languages.

#### Partnerships

7.      The School has recently looked at entering into partnership with the Australian National University in Canberra. The purpose is to tap into the university's expertise and experience in teaching languages albeit for a different market. Within the Faculty of Arts the university has a long history in teaching languages such as German and Italian which the Defence School of Languages does not have

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and in addition has a flourishing South East Asian Studies Faculty which may be able to assist the Defence School in languages such as Korean. Clearly however, the School would need to closely monitor the training carried out on our behalf by the University noting that tertiary institutions have a different academic mission and are not accustomed to providing language training with military modules.

## Decentralisation

8. The School continues to focus on taking language training to the customer. In this regard, a "campus" of the School has been established in the national capital, Canberra (a capital city in the same mould as Bonn or Washington DC only smaller). Canberra is home to Defence Headquarters and a large number of Defence personnel are posted there sometimes for two or more consecutive postings. It thus made some sense to establish a facility there to obviate language students separating from families and moving to Point Cook some 700 kms away. Among the 30 students who graduated in Canberra last year in Chinese and Indonesian were Australian military as well as civilians from Foreign Affairs and also from New Zealand Defence and Foreign Affairs.

9. In Perth, Western Australia a detachment has been set up at the Headquarters of Special Forces (SAS Regiment) to provide tailor made, typically intensive training in a number of Asian languages, particularly Thai and Indonesian.

10. The Special Forces arrangements bring with them special problems. The courses run for them in Indonesian do not run in parallel with the mainstream Indonesian courses conducted at Point Cook. The challenge for the School is to take onboard local advice from the Regiment on what level of language it considers it needs and then distil that advice and use it in course development.

## Tok Pisin (Pidgin English)

11. The demand for courses in Tok Pisin (the unifying lingua franca in Papua New Guinea) continues to rise in consequence to developments in Bougainville. The Pacific languages Department had one of the busiest years on record with over 600 Australian military and Foreign Affairs personnel trained in Tok Pisin in support of Operation Bel Isi. To achieve this the School deployed Staff to Perth, Brisbane, Sydney and Canberra as well as sea riding (ie as non crew members) in the amphibious ship HMAS TOBRUK. Cultural awareness was also a key component of the training package delivered to deployed personnel.

## Developments in CD ROM Technology

12. The School has continued to use CD ROM technology in conjunction with Indonesian and Tok Pidgin courses. The CD ROM for Tok Pidgin was produced in house using native speaking staff and the expertise within the Information Technology Unit. This CD ROM aims to shave 2 weeks off the length of the standard Tok Pisin course since it is sent to prospective students before they arrive at Point Cook for their course. It is an introduction to Pidgin English and contains graphics of customs and traditions of the many tribes inhabiting Papua New Guinea. Student feedback has been positive though some criticisms have been taken on board and will be addressed in modifications to the pilot CD ROM.

13. The School's experience with CD ROM technology has been positive but its use needs to be carefully managed and monitored. Both students and staff however are of the view that it will always be an adjunct to language learning.

**Most Recent Happenings**

14.    The unstable situation unfolding in East Timor (the former Portuguese colony, annexed by Indonesia in 1975) is not likely to improve in the medium to long term.  In the event Australian Defence Force and additional Foreign Affairs personnel are required in East Timor, the School of Languages has developed courses in Tetum for a number of personnel.  There were many challenges for staff in putting the course together. The language is not well developed or documented, and is a combination of the most widely spoken dialect and the influence of Portuguese, Indonesian and local dialects

**Conclusion**

15.    The School is entering an exciting era, as it prepares to move to modern, innovatively designed facilities at year's end.  Demands on the School remain high and, despite perennial budgetary constraints continues to be able to provide effective language training pitched to the differing requirements of our customers., whether they be Navy, Army, Air Force, Foreign Affairs, Immigration, State or Federal Police Forces and some private, fee paying organisations.
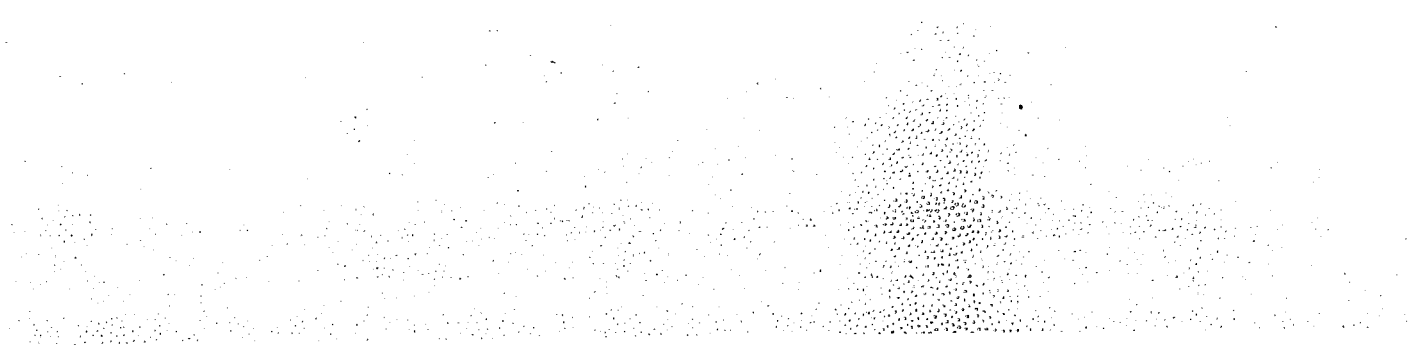
# BILC-Conference in Amsterdam
## from 30 May to 4 June, 1999

## STATUS REPORT
## ON AUSTRIA'S MILITARY LANGUAGE INSTITUTE

The **Military Language Institute (MLI)** was founded in 1985 as an offspring of the **National Defence Academy's** Institute for Advanced Officer Training.

The Institute is tasked with language **training** and **testing, translating** and **interpreting**, as well as with applied research, like methodology and terminology. Consequently, most of the staff members, which are almost entirely drawn from career or "militia" (i.e. reserve component of the AAF) officers, hold academic degrees in teaching, translating, or interpreting. While in the **English** department specialisation as either teacher or translator/interpreter has come to be feasible, the officers in charge of the other languages covered, i.e. **French, Russian, Italian, Croatian, Slovenian, Hungarian, Slovak,** and **Czech**, have to make ends meet to satisfy all the versatile and complex demands even though task-sharing would be considered desirable.

With the tremendously **enhanced international activities** the requests from both the forces and the MoD agencies exceed by far our capabilities, limited by our scarce resources. In order to cope with this new challenge to the Austrian Armed Forces (AAF), the Institute submitted in 1998 an ambitious **revision** of the **TOE** to add **24 slots** on top of our current establishment **26 all ranks**. Our request was approved by the MoD and the Ministry of Finance as of 1 May, 1999. Thus, our staff strength will be raised by almost **100 per cent**.

**English** remains to be the **number one** in terms of demands for training and translating. In order to achieve **interoperability**, our Institute focuses on English language training with a view to establishing it as the **second working language** after German. This year we have launched a long-term training scheme, aiming at **raising** the proficiency levels of the career officers and NCO's to 3 and 2, respectively, while **restructuring** language training at the Military Academy and the NCO Academy to cater for these ambitious target levels.

Advanced officer training, like the general staff course, will then focus on another foreign language. Our six-to-eight-week **English block courses** are offered for target levels 2 and 3 (entrance levels 1.5 and 2.5) and have become especially **popular** with officers and NCO's earmarked for a tour with a **peace support operation** or an international staff. International participation so far has been moderate, with **Lithuania** sending a total of 4 officers and **Ukraine, Czech Republic,** and **Poland** sending one officer each. Besides 4 block courses per

year, there are continuous courses, each being taught with 4 training periods during 40 weeks a year. Target levels for these courses range from 0.5 to 3.

Other languages taught at the Institute are French, Russian, Italian and all other languages of neighbour countries and also Croatian, Polish, Ukrainian, Romanian and Turkish. Not all of these languages can be covered by personnel of the Institute. For that reason and to be able to cope with interpreting and translating tasks, we have to resort to **outsourcing**. This is also done to cover requirements for English training outside Vienna at numerous units and installations of the AAF. There are about 60 "guest teachers" and "guest interpreters and translators" contracted by us. Even though contracting out seems to be an inexpensive and feasible solution, it should only be considered as a last resort since special requirements as to military terminology or sensitive classified matters can hardly be met by personnel not occupied with such matters on a regular basis.

Quite a **novelty** is the fact that the Institute also provides training in **German** as a foreign language. Since 1994 we offer courses for military officers of Central and East European countries target level 2, including military terminology and background to the Austrian military and life and institutions. In addition, we offer German language tutorials for international students of the National Defence Academy. Altogether 60 international students from 14 countries have attended German language training so far.

**Co-operation** with partner nations is well-advanced and yields **excellent** and mutually beneficial **results**. Special mentioning deserves the **support** rendered by our Polish, Czech, Slovak, Hungarian, Slovenian, and French counterparts when it comes to the exchange of **lecturers** and **expertise**.

With respect to language training material and methods we are have started trial runs for the introduction of **CD-ROM based training material** into our courses.

In the wake of major renovation works to our Baroque-style military installation, the Institute had to be relocated to a rented office building nearby, exposed to the hustle and bustle of Vienna's main shopping mall, the Mariahilfer Straße. Upon completion of the construction work the Institute will move back into its old, refurbished quarters, which is not likely to happen before 2004.

In concluding one can state that the MLI, or SIB as the German acronym reads, has gained even more **significance** within the AAF and is going to play an even more important role in our forces' strive for **internationalisation**. As we try to **enhance** both our human **resources** and our international **co-operation** we are definitely on the right track towards improved **communication** and thus towards more **stability** in Europe.

# BILC CONFERENCE 99 - NATIONAL REPORT FOR CANADA

## FOREIGN LANGUAGES

### Introduction
During the past year, CFLS (O), has experienced an increase in the number of students especially in the operational and career courses. At the same time, we have had to deal with moving preparations as well as an overall reorganization of our institution. We have also dealt with an increase in requirements for special courses from other governmental agencies.

### Peace Support Operations

Peace Support Operations continued to be one of our main assignments. Again last year, language requirements varied from the most common ones like Serbo-Croatian and Arabic to Krio dialect for Sierra Leone. Due to the rotations for Bosnia Herzegovina, language training was conducted on various bases across Canada. In all, during the past year, we provided language training as well as Peace Support booklets and tapes for approximately 4000 students in various languages.

### Courses offered to the Department of National Defence and other Governmental Agencies
Spanish language courses on a part time basis continued throughout the year and are expected to continue in the future. We also provided language training to the Royal Canadian Mounted Police in Serbo-Croatian/Albanian languages.

We were able to obtain a year long contract to teach Japanese to personnel in the Solicitor General's Office.

### Conversion Courses
Serbo-Croatian has been the only in-house Conversion course offered this year. The students joined this course with level 2 Russian proficiency in all language skills. The course duration is 12 months compared to 18 months for a regular course. In the past, we tried to fit the course into a 10 month period, however, this experience proved that, because of the school breaks and holidays, the training was cut too short to bring students to a solid level 3 proficiency.

### Basic Courses
We have just been informed that we will not be starting any new Basic courses except Serbo-Croatian in August 1999, due to the ongoing NATO engagement in Kosovo. The following are the presently on-going Basic Courses:

### Arabic (Iraqi) Basic
Right now we have two courses running at the same time. The course duration is two years. One will finish at the end of 1999, the other will continue until the end of 2000.
We have redesigned the course objectives and the course material had to be adjusted to fit the course objectives.

**Persian (Farsi) Basic**

CFLS(O) commenced teaching Persian (Farsi) for the second time after a six year break. The course duration is 330 days and the students are expected to reach level 3 proficiency in all language skills except speaking, for which the requirement is to reach level 2. Translation and transcription skills are also evaluated as final learning objectives.

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

During the past year, CFLS(O) has provided language training in 11 languages to Attaché designates and their assistants as well as spouses. Most of these courses run for 10 to 11 months with the exception of Russian and Chinese courses which regularly run for two years.

In August 1998, and for the first time, we had a request for Hindi language training for the Military Attaché designate. Although it was only a two-week course, the Attaché designate found it to be very useful and said he would recommend it to his successors.

Ukrainian was the other newly taught language this year. We had very little pedagogical material to teach this language intensively. However, with an extensive search on the Internet and from other sources, as well as teacher prepared material, we were able to put a course together in a very short time.

**Exchange Officer courses**

We continued training exchange officers in Dutch, German and Norwegian during the past year. Normally, these courses run for 11 months, however, the Dutch Exchange course was cut short due to an early posting requirement.

In August 1999, we will offer our first Korean Exchange Officer training course.

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

MTAP-EFL 99 course started on the 3$^{rd}$ of May and will continue until the end of October 99. This year we received the largest number of students, 36 in all. However, even though this will be the fourth serial we have conducted, we are still being challenged with setting up the course, since the response from PFP countries has once again been very slow. Another challenge we encountered has been the students' level of the English language. While some of them arrived with perfect level 3 scores, others need to acquire Basic English skills. Apart from receiving English language training, the students with high level English are challenged by various projects.

**Italian Officers EFL Training**

CFLS(O) will again conduct EFL classes for 12 Italian Officers for one month. The objective of the course will be to bring the Officers' English language proficiency to a higher level, in a total immersion environment. The students will stay with English speaking families. This accelerates their progress and exposes them to Canadian culture and customs at the same time.

**Curriculum Development**

Throughout the year, the demand for Peace Support booklets has continued with the addition of some new languages such Macedonian/English and Albanian/English. Spanish/English/French booklets for Western Sahara as well as the Hassaniya dialect

have been finished. Sango/French/English booklets for Central African Republic and Krio for Sierra Leone have also been completed.

Other course development includes:

| | |
|---|---|
| Dutch : | Completed |
| Serbo-Croatian : | 15 day course has been updated |
| Spanish Basic course: | Modules 1-5 is being revised |

## Ongoing and Future Course Development Projects

The Ukrainian Attaché Curriculum is being developed as the course progresses.
The Chinese (Mandarin) course revision (Modules 1-5) will commence in June. The revision will also include the addition of Chinese characters.
We have recently offered our services to develop handbooks for the newly arrived Kosovar refugees. The handbooks will be in both official languages to Albanian and vice versa. We believe that these handbooks will help the refugees and base personnel in their daily encounters.

## Testing

As we stated in last year's national report, CFLS Ottawa has changed its testing policy in order to differentiate performance testing from proficiency testing. All our students are tested with performance checks throughout their course, after a pre-determined number of training days, to see if they are meeting the course objectives.

At the end of their course, our students are tested for certification with general proficiency tests in listening and reading comprehension from the Defence language Institute, the DLPTs, and they are accredited with a profile. These are excellent tests that have undergone an extensive validation which we at CFLS Ottawa were never able to do, due to the small number of students enrolled in each Foreign Language course.

This year we added the speaking skill to the profile. Thanks to our American colleagues, last year, two members of our testing staff received training at DLIFLC in the administration of the SPT, the Speaking Proficiency Test. They, in turn, trained CFLS testers to give the SPT in the Serbo-Croatian, Russian, Polish, German, Dutch, and Mandarin languages. We have encountered some difficulty in having this new test accepted by both the teachers and the students. Their main concern is the final level attained. We, on the other hand, are preoccupied with the accuracy of the test results. It is easier to achieve a higher level in the speaking skill when only a limited field is tested. Such is the case with the performance check. We are however very pleased with the built-in quality control mechanism of the SPT. Two (2) testers give an individual rating and then negotiate the rating if there is a discrepancy. This approach has standardize the process. The SPT tests an individual's ability and uses the ILR as its rating criteria.

CFLS decided to cease accrediting students with a proficiency profile based on the results of a performance check, and as of September 1998, our foreign language profiles have reflected this change.

**Conclusion**

Our diversified and growing customer base has kept us very occupied during the past year. Since we are trying to maintain the same quality service, we have, at times, been overwhelmed. However, we have gained a great deal of experience and have set the foundation for several new programs. We are ready to meet the challenges of the coming year.

## Defence-Sponsored Language Training Program

The language training program within the Ministry of Defence of the Czech Republic follows the regulation based on the NATO standard STANAG 6001. This regulation has already been fully implemented into the MoD language educational system. After the Czech Republic joined the NATO, this regulation has been updated.

Management of the language training is under the control and direction of the Personnel and Social Section, MoD. This section is responsible for the foreign language system, formulates the policy and directs the system.

The study of foreign languages is provided by:
- Defence Language Institute, Military Academy in Brno,
- MoD language training centres,
- military high schools and military univesity-level schools,
- language training in garrisons and
- language training abroad.

The Defence Language Institute in Brno serves as MoD professional adviser for methodology and testing. The Institute also monitors and supervises other MoD language training centres. The methodological and testing cell, as a part of the Institute, is responsible for drawing up the content of instruction, developing tests, recommending study materials, etc.

The new system of language training is rather flexible, more effective than the previous one but relatively expensive. English language has priority but the great emphasis is also laid on other languages – French, German, Spanish, Russian and Czech language for foreigners. We have also implemented and started testing Hungarian and Polish languages according to STANAG 6001.

MoD have paid the great attention to language training starting from management and control through instruction and testing, international coordination of STANAG 6001 tests, improvement of professional competence of language teachers.

Due to huge demands, MoD provides contracts for English language training. MoD selects and contacts civilian language schools in regions which are able, under the methodical management and control of the Defence Language Institute, Military Academy in Brno, to prepare required numbers of military and civilian personnel especially for the SLP 1 or 2.

In September 1999 we are going to open operational and specialized language coures focused on adequate military terminology. These courses will be organized for 2 or 3 weeks. We also plan to open one-month refreshment courses for officers,

NCOs and civilian personnel who are "the key personnel" and have to be prepared for the level 2 or 3 of STANAG 6001.

Nowadays, a very urgent problem for MoD to solve is the military terminology (and translations) and NATO documents coordination.

The international coordination in the BILC framework is very heplful for us.

# DENMARK: NATIONAL REPORT 1999

## 1. FOREIGN LANGUAGE COMPONENT OF MILITARY PROFESSIONAL EDUCATION

A) Obligatory foreign language
In the Military academies of the three services of the Defence Forces English is taught on the basis of previous studies: five years in public school plus three years in high school. Therefore during the 3 + 1,5 years officers´ basic education the common & military language training is aimed (maybe too ambitiously) at SLP 4343. In NCO schools English language training has a purely technical character.

B) Optional foreign languages
In the Military academies the study of a second foreign language is obligatory, but the cadets can choose either German or French. Most of them choose German (aimed at SLP 4342) because they have already been taught that language for three years in public school, whereas French (aimed at SLP 2222) must be started on from zero. This has lead to a situation where there are so few Danish officers with an acceptable knowledge of French that it causes problems for our participation in a number of multinational operations.
In NCO schools no other foreign languages than English are taught.

C) Testing
So far the STANAG 6001 testing system is only applied to military personel going to posts abroad.

## 2. MILITARY LINGUISTS

A) RUSSIAN
Russian speaking military linguists are still (since 1957) being trained at the Danish Army Specialists Training School (DASPETS) as part of the National military service system. After a four months period of basic military training the young conscripts ( 10-15 voluntaries) go through an intensive eighteen months language training (aimed at SLP 3333), after which they are commissioned Reserve officers. During the last four obligatory service months they are at the disposal of CHOD for supporting international military cooperation programmes. The 1999 graduates are supporting EOD and staff training courses in the Baltic countries.
For a four years period following immediately after the end of the National service the linguists are bound by contract to serve not less than four weeks per year.

B) SERBO-CROATIAN
Due to the participation of Danish troops in the peace supporting operations on the Balkans there is a permanent need for military translators with Serbo-Croatian language. Up till now this need has been covered (not always efficiently) by giving a six weeks supplementary course (aimed at SLP 2221) to Russian speaking linguists who volunteer for a six or twelve month service period in the area of operations.

C) OTHER FOREIGN LANGUAGES
From 1995 and 1997 Polish and Arabic languages (respectively) are not longer taught at the DASPETS except for annual refresher courses for already trained linguists.

D) CURRICULA

From the origin Danish military linguists were trained for intelligence work, primarily for interrogation. In 1996 a MOD working group decided to change this scheme, and the conscripts called up in 1997 for language training at the DASPETS were following a quite new curriculum aiming at "pure" translator skills. After the graduation of this class in May 1999 it has been decided to modify once more the curriculum in order to broaden the training in the direction of working within the framework of peace supporting operations.

3. DANISH LANGUAGE FOR FOREIGNERS

An annual number of 6 – 12 cadets and young officers are given a twelve months immersion course of Danish language at the DASPETS (while living in Danish families) to prepare them for long term education in Danish military academies and schools.

4. ENGLISH FOR POLISH STAFF OFFICERS

Quite exceptionally this year DASPETS has given a three months supplementary course of English to a group of fifteen Polish staff officers who are going to serve in the German-Polish-Danish Army Corps. The aim of the course was to bring the student from SLP 2222 to 3333.

# National Report Germany 1999

## A. Language Training

### 1. English

The role of English as the most prominent and important language taught was highlighted by an urgent operational requirement to establish two-week, special purposes courses for OSCE observers at short notice. Military glossaries (general military terminology, peacekeeping terms, CMTC terminology) have been revised to support Bundeswehr personnel both during their language training and on the job. The demand for other ESP courses, such as a one-week course for state prosecutors cooperating with prosecutors in other European Community countries, is still increasing.

### 2. Romance Languages

The demand for French language training continues to be high with a growing emphasis on level 3 courses. The requirement for level 3 Spanish courses has stabilised on a high level. Training in the other Romance languages Italian, Portuguese and Romanian is conducted on a regular basis from level 1 to level 3.

### 3. German as a Foreign Language

The program to implement and support instruction of German up to SLP 2 within the armed forces of friendly non-NATO nations has been continued.with the same intensity as in 1997. Besides providing expertise, testing and teaching materials and educational technology, the following seminars for foreign teachers of German were again conducted based on the positive feedback in the previous year:

- *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*
- *Developing and Administering Skill-Oriented Examinations in Accordance with STANAG 6001*

Appropriate proficiency tests for levels 1-1-1-1 and 2-2-2-1 for in-country testing continued to be made available to participating nations .

In 1998 a new language course for verification personnel was introduced. Prerequisite is SLP 2 or higher as the course aims at SLP levels 3-3-3-2 and focuses on German for specific purposes, i.e. Militärfachsprache for verification personnel.

### 4. Slavic Languages

Three serials of special courses in Czech and Polish for Federal Border Guards have been conducted at the Bundessprachenamt as a pilot project. Based on the success of the pilot project, these courses, which consist of two three-week phases each, will be taught by the user agency in future. The courses aim at providing participants with the essential phrases needed for routine border guard duties. These phrases are offered as ready-made drill and practice material printed in books and recorded on cassette tapes for rote learning suitable for both group and individual study and practice.

### 5. Seldom-taught Languages

A pilot 18-month Albanian course was started for selected electronic warfare personnel. The course aims to take participants without any prior knowledge of the language to SLP 3332. The second serial of another 18-month course was started in Latvian. Another relatively new language course in Afrikaans is trying to duplicate last year's success of the pilot course. We are also continuing to offer intensive task-based drill and practice courses in Turkish for German customs personnel. Special thanks go to our colleagues at the Australian Defence Force School of Languages, in particular to Commander Wayne Mitchell, for having made

their Thai and Indonesian language teaching and learning materials available to us. These materials have greatly enhanced our language courses in those two languages.

## 6. CALL

Our efforts to enhance language training in the Bundeswehr by integrating computer assisted language learning into existing and planned language training schemes have been continuing in two directions: firstly, the establishment of multi-media language learning centers and secondly the organization and delivery of computer–aided language learning via the Bundeswehr net and the Internet. Progress is being made on both fronts with money earmarked for purchasing multi-media language centers where Bundeswehr soldiers can maintain and improve their skills in English and French during the self-study phases of our so-called Kombi courses and cable laid as a first step in providing the infrastructure for our full participation in the Bundeswehr electronic data net.

## 7. Other Institutions With Military Language Training

More and more of the 28 Bundeswehr training institutions where foreign language instruction is being offered under the technical guidance and supervision of the Bundessprachenamt have introduced elements of computer assisted language instruction. The Bundessprachenamt provides professional guidance for these measures and provides appropriate recommendations for the use of new technologies in learning and teaching foreign languages.

The Army Officer School moved from Hanover to Dresden in September 1998. Hanover retains a branch with one foreign language instructor. In Dresden there are now seven instructors who teach general and job-related English to about 900 course participants annually. Each army officer candidate receives 100 hours of English instruction., about the same number of hours as air force and navy counterparts. Course objectives are set at either NATO levels 2 or 3 depending on previous command of the language.

The Federal Armed Forces Command and Staff College in Hamburg offers English and French for national general or admiral staff assignments as well as German as a foreign language for the international courses at the college. Besides these regular courses, the so-called 'Euro-course' held in English where international students from non-NATO countries deal with security policy issues and staff work on multi-national staffs has been conducted for the second time. It includes a preliminary English language course, which has been received favorably, but felt to be too short by both teachers and students.

## B. Materials Development

The package of self-study materials (grammar, exercise and test modules) for students of English who are not able to attend regular courses is now complete for levels 1 to 3. They will now be complemented by commercially produced CALL materials which have been introduced throughout the Bundeswehr.

The French version of a computerized placement test has been implemented. A Spanish version is being developed.

The first part of a new German course has been completed starting the level of absolute beginners and leading to SLP level 1 in all four skills. The course combines military German and general basic structures of the German language from the very beginning. It is aimed specifically at company and battalion commanders of various foreign countries who are preparing to pass the SLP level 2 language requirement which is a prerequisite for Bundeswehr follow-on military training. This course development project will continue with materials leading to SLP level 2.

Development of course materials (printed and recorded) in Czech and Polish for federal border guard duty has been completed.

NATIONAL REPORT : HELLAS (GREECE)

## Foreign Language Training Organization in the Hellenic Armed Forces.

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

a.  Army Language School:
- English, Turkish, Albanian, Servo-Croatian, Bulgarian as well as military terminology are taught today at all levels of training raging from elementary to advanced.
- The School also provides afternoon tutorial lessons in English and French.
- The length of training in all languages is equal to one academic year from September to next July ( 10 months).

b.  Navy Language School:
- Testing and assessment of personnel in English, French, German, as well as in other foreign languages is provided on request.

c.  Air Force Language School :
- Intensive training in English, as well as in French, German, Turkish and Italian is provided on request.
- Intensive training in English for special purposes is also provided.
- Testing and assessment of personnel in English, French, German, as well as in other foreign languages is provided on request.

d.  All the above mentioned military schools can organize and conduct:
- Intensive preparatory seminars for career cadres for assignments or missions abroad in foreign languages.
- Written and oral testing for career personnel in order for them to obtain language proficiency in most of the widely spoken European languages.

e.  English is taught primarily in the Cadet Officer and NCO Schools of the Armed Forces. As a second language French, German, and Italian are also taught. Foreign language training is not extended to the professional field, but for English it is limited to the Pre-Lower phase (between levels 2 and 3 of STANAG 6001), while for the other languages it is limited to 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 of the widely spoken European and non European languages.

g.  The co-ordination and co-operation responsibility in language training between schools lies with the General Staffs Training Directorates with the National Defence General Staff acting as the authorized co-ordinating staff instrument.

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

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

a.　To define the requirements and provisions for the essential material, technological and financial facilities for the schools and cadres of the Armed Forces. The aim of this effort is the mastery of at least two widely spoken foreign languages by all cadres at levels 3 and 4.

b.　To potentially extend the teaching of additional foreign languages to a higher level of language proficiency in the Cadet Officer and NCO Schools, as well as to the post-graduate Schools, aiming to be able to instruct most of the European languages at level 3 in the Cadet Schools, and at level 4 in all others.

c.　To make cadres achieve language proficiency in one or two languages, so that the General Staff officers will be able to speak at least two foreign languages at level 4.

d.　To determine the level of language proficiency as a criterion for the cadres to be admitted to Seminar or other Schools.

e.　To achieve closer and more substantial co-operation mostly between Greece and the other NATO member countries, and secondly between Greece and other neighbouring countries with regard to language training in general, as well as to specialized training. Such co-operation can be achieved by exchanging visits, views, and experiences, armament procurement, hosting international seminars, or by sending training personnel to seminars or schools of intensive specialized training abroad, or by setting up electronic network connection of computer devices between the Army Language Schools and their respective institutions in Greece or abroad.

## Conclusion.

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. 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 the necessary general diplomatic, economic, and technical knowledge, corresponding technology, as well as in the use of language.

# National Report – Hungary

*Overview*

Hungarian Home Defense Forces have three basic language teaching institutions:
- Language Department of Janos Bolyai Military Technical College, (from next January it will be integrated into the MZNDU.)
- Language Institute of Miklos Zrinyi National Defense University (MZNDU) and
- PfP Military Language Training Center of Miklos Zrinyi National Defense University (PfP MLTC MZNDU)

The primary function of all three language institutes is to prepare Hungarian officers and civilians working for the military for NATO assignments, contacts with PfP– partner nations, participation in joint exercises, peacekeeping and peacemaking operations, international cooperation medium and top level officials in the MoD and in military headquarters.

- Language Department of Janos Bolyai Military Technical College teaches English, French, German and Russian languages at the basic and intermediate levels.

- Language Institute of Miklos Zrinyi National Defense University teaches commonly taught European languages such as English, German, French, Italian, Spanish and Russian as well as all the languages of neighboring countries such as Rumanian, Slovakian, Croatian, Serbian, Slovenian , Ukrainian and Hungarian as a second language at the basic, intermediate and advanced levels. It also prepares officers for NATO STANAG exams at levels 2 and 3.

- PfP Military Language Training Center of Miklos Zrinyi National Defense University teaches two official NATO languages and German at the intermediate and higher levels.

## The Present Situation

General and NATO-compatible military English teaching has top priority in all military language teaching institutions. Some language teachers are native speakers, some of whom are former military officers. Hungary receives a lot of support in language teaching from the UK and USA as well as from Germany, France and Sweden.

We have permanent teachers and advisors from the above mentioned countries, who help us a lot to achieve better results in language training. In the 1998-99 academic year Hungarian Home Defense Forces announced the language training the top priority.

The MoD and the General Staff organized the so called "regional language training" system. In ten military cities of Hungary officers learn general English from the basic level in small intensive groups for one year. After that they go to the PfP Military Language Training Center of Miklos Zrinyi National Defense University to obtain the necessary knowledge for intermediate level exam with military bias in English, French or German languages.

## The Future

In the next few years the basic goal will be to organize English, French, German STANAG 6001 courses and exams. For NATO assignments, the necessary STANAG level is the average 2222 and for certain assignments 3333 which demands an advanced level in general and military language knowledge.
Both the Language Institute of Miklos Zrinyi National Defense University and the PfP Militay LanguageTraining Center of Miklos Zrinyi National Defense University are working on appropriate teaching and examining materials. The two institutions prepare and give STANAG exams for officers going to different NATO positions. The length of STANAG courses is different from 1–6 months according to the level of students. It is very

important to organize the language learning process better from the very beginning to the advanced level to decide the language requirements for different military positions and to accredit STANAG as an official government examination system.

The growing participation of Hungary in different NATO activities increases language requirements in teaching and quality control of NATO compatible military language.

# ITALIAN ARMY LANGUAGE SCHOOL (SLEE)

# ITALIAN NATIONAL REPORT

1. **ENGLISH**
   English continues to be the language which is taught most at the SLEE. During the academic year 1998-99 the following courses were held, each of 34 hours per week:
   - 36 twelve-week intensive courses with 8 students in each
   - 11 one-month refresher courses
   - one sixteen-week course for Officers going to do the Joint Service Staff College course
   - special courses for officers, NCOs and enlisted military of units to be sent to the former Yugoslavia (these courses varied in length according to the specific needs of the personnel taking them)

   There continues to be a demand for one-to-one "crash courses" lasting one or two weeks, 44 hours per week, for personnel assigned to important positions in multinational headquarters or organisations.

2. **FRENCH, SPANISH, PORTUGUESE AND GERMAN**
   These are the languages of the Armed Forces with which Italy most frequently works in Multinational Headquarters. Intensive and refresher courses are held for these languages and have the same format as the English courses. The students' entry level is normally 1 or 2, and the aim is to take them up to level 3. There has been greater demand for French courses in particular, and these have now doubled in number.

3. **ITALIAN**
   At present the Italian Armed Forces do not intend to offer Italian courses. For military personnel from other countries who wish to study Italian, the SLEE makes use of Perugia's University for Foreigners. The University regularly holds Italian courses lasting one, two, three and six months, and the SLEE can offer board and lodgings to a limited number of personnel attending them. Recently, officers from the United States, Great Britain, Slovenia and Tunisia have stayed at the SLEE, and an Argentine and a Brazilian officer will be arriving shortly.

4. **OTHER LANGUAGES**
   Each year the SLEE organises nine-month intensive basic and advanced courses in Serbo-Croatian, Arabic, Russian, Farsi and Swahili, particularly for intelligence personnel. The aim of these courses is to take the students up to an SLP of 3,3,2,2. The SLEE is currently running Serbian and Albanian courses for units going to the former Yugoslavia, and a course of Slovenian for officers who will attend the Staff College in Ljubljana. Courses in Hebrew, Arabic, Chinese, Hindi, Amharic and Romanian are being prepared for officers who will serve abroad as military attachés. These courses will last 4 weeks, 40 hours per week, and will be based exclusively on teaching communicative skills.

5. **ON-SITE LANGUAGE TRAINING**
   The SLEE's duties include organising, co-ordinating and monitoring language training for the whole Italian Army. In particular, the SLEE has organised:
   - On-site language training at the units that will be part of multi-national contingents operating in English and French and, in the case of the Julia Brigade, Hungarian and Slovenian, as they will

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be part of an Italian-Hungarian-Slovenian tri-national Brigade. For these courses the SLEE identifies the best private schools in the area of the units concerned, provides them with training programmes and materials, and monitors the work of their teachers.
- Language training with locally recruited teachers at the Military Academy (600 hours of lessons over 4 years), the Warrant Officers Academy (230 hours in 1 year) and the Sergeants Training School (130 hours in 4 months). 90% of the students study English, and the remaining 10% French or Spanish.

## 6. COMPUTER ASSISTED LANGUAGE LEARNING

At the SLEE in Perugia there are two computer laboratories, each equipped with seven multimedia PCs. These can be used by teachers with their classes as part of their normal timetables, or by students who wish to work on their own outside of class time (afternoons, evenings and weekends). Materials available include off-the-peg CD ROMs for English, French, German, Spanish, Russian and Arabic, dictionaries, encyclopaedias and other reference materials on CD ROM. Teachers can author their own materials for the European languages using the Wida Authoring Suite, and this is being used to create exercises to go with the English, French, German and Spanish course books that are currently being prepared within the school. There are plans to change the layout of the two computer laboratories and to link up the computers on a Local Area Network with Internet access.

Throughout Italy many army personnel are studying English using a course called English Discoveries. The course consists of 12 CD ROMs that go from beginner level to advanced, and the SLEE has bought and distributed 40 copies of the course throughout Italy. English Discoveries is designed for students working on their own, but there are tutors to help them get started, create a learner contract and help them stick to it. These tutors are either teachers or second lieutenants from the SLEE, or army personnel from the regiments where English Discoveries is being used. Tutors attend a two-day course in Perugia that is designed to familiarise them with English Discoveries and teach them the skills needed by a tutor.

## 7. MATERIALS DEVELOPMENT

To date the SLEE has produced the following materials:
- English, French and Spanish course books for classroom use, each consisting of 20 units of military material designed to take personnel to Level 2.
- Self-study courses for English, French, Spanish, Portuguese and German consisting of 10 units and designed to take students to Level 1.
- a CD ROM containing NATO STANAGs in English and French with translations into Italian.
- a CD ROM on mines for EOD personnel.
- Phrase books in 9 languages (Italian, French, English, Macedonian, Russian, Serbian, German and Arabic) complete with 3 cassettes to be distributed to personnel serving in Former Yugoslavia.

## NORWAY: NATIONAL REPORT 1999

### 1. ENGLISH

STANAG testing has now been introduced at all three Norwegian military academies. Since our cadets already have 12 years of English training behind them on admission, they are already at NATO STANAG level 2. Our ambition has been to raise their proficiency to level 3 in our Course 1 which is of two years' duration, and to level 4 in Course II, also a two-year course. Experience so far is that the majority of cadets manage level 3, and about 50% level 4 in Course II.

We find that the written part of the test still represents the hardest challenge to our people. This means that more time will have to be devoted to writing skills in the courses offered, probably at the expense of reading and listening comprehension skills since they seem to offer no major problems to our cadets and students.

### 2. TESTING

Norway has stayed loyal to the STANAG 6001 testing system developed as a multi-level test at the SHAPE Language Testing Centre. Seminars are conducted on a regular basis in order to update the testers. At the same time all testers are involved in revising the existing tests and in developing new testing material.
Since the language profile required is 3 across the board, we are developing a level 3 course which is being tested out at our Army Academy. A lot of work, however, still remains before we have a fully developed product. Hopefully, it will be possible to present the course at a later conference.

### 3. FRENCH AND GERMAN

These two languages are no longer offered at the Army and Naval Academies, but are offered as electives at the Air Force Academy.

### 4. RUSSIAN

Two courses are offered at present at the Norwegian Defence Intelligence and Security School:

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 female), 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.

b) A six-month basic course (Russian language only). This course is well suited for senior students who are military officers, police, custom personnel and other civil servants; occasionally students from outside the government are 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

Serbo-Croatian is taught to give personnel with a knowledge of Russian a working proficiency in this language for work with UN and NATO forces in the former Republic og Yugoslavia. The course lasts for 10 months.

## POLAND – National Report 1999

### I. LANGUAGE TRAINING FOR PROSPECTIVE MEMBERS OF MILITARY PERSONNEL

Persons accepted to military schools represent knowledge of foreign languages at a secondary school level. It is compulsory for all students to study a foreign language. The main languages taught are English (70%), German, French, and Russian.

Foreign language training at military schools includes as follows:
- 480 hours of instruction - at military universities and academies;
- 180 hours of instruction - at warrant officer schools.

Language education syllabuses in the above schools include:
- lessons provided by language centres of military schools;
- language education conducted within the framework of subject-specialism;
- self-tuition and other forms of additional language training.

Institutional language education provides the cadets with essential knowledge of military and specialised terminology. In the new model, which is currently being implemented, before commissioning, each student is required to achieve level 2222 in one foreign language.

### II. LANGUAGE TRAINING FOR MILITARY PERSONNEL

Basic activity connected with the teaching process and perfecting knowledge of foreign languages is provided by full-time language training centres of military establishments among which there are:
- *Military School of Languages at Lodz – the main centre which accomplishes the language training priorities set up by MoD;*
- *Language Training Centres of Military Districts and those of the Three Services - providing courses for their own personnel;*

- *National Defence Academy – providing courses for their own students, who undergo the course of command-post studies;*
- *Military University of Technology – providing courses for the MoD institutions located in Warsaw.*

Educational potential of the centres enables them to provide language training in the form of residential 5–month courses with 550 hours of instruction for approximately 1,200 members of military personnel and civilian employees annually. The language courses follow the stipulations of STANAG 6001 level 1-3. The language, which is dominant is English. The other languages taught are German, French and Russian for which there is less demand.

Moreover, language education is supplemented by:
- *additional residential language courses conducted by civilian centres – sponsored and supervised by MoD;*
- *specialised training abroad and overseas;*
- *individual off-duty language tuition.*

Besides, language centres throughout the country organise both refresher and revision courses to maintain language capabilities of military personnel at an appropriate level.

In conclusion, every year the number of trainees increasing language qualifications amounts to 2,000, which includes 1,600 those who study English.


## III.    SYSTEM OF EXAMINATIONS

All language exams within the structures of MoD are conducted according to the provisions of STANAG 6001. For level 3 and 4 exams, MoD has established the Central Examinations Board, which is responsible for administering of the said exams throughout the country. The CEB is composed of experienced Polish linguists and foreign experts, which ensures compliance with NATO standards.

# BILC CONFERENCE 1.999

# NATIONAL REPORT - SPAIN

## EMID (DEFENCE MILITARY LANGUAGES SCHOOL)

ACTIVITIES DURING 1.998

1.- **Language training**

a) Arabic, Russian and German:

- From SEPT. 97 to JULY 98: advanced courses to 12-16 students each language. The final level was 3 or higher in the four skills.

- From SEPT 98 to JULY 99: basic courses to 16 students each one. The aim of these courses is to reach level 2 or higher in all language skills.

b) English:

- A five months course with six different levels to personnel of Common Services of the Ministry od Defence.

c) Spanish:

- A five months course for 17 students from non-NATO countries. The final level was up to 4.

2.- **Testing**

The proficiency level tests have been done according to STANAG 6001 as follows:

a) German, Arabic, Russian, Italian anf Portuguese Tests to all Armed Forces personnel and Civil Guard.

b) English and French to Common Services and Civil Guard.

c) Spanish to foreing students.

PROJECTS

The projects under way are:

    a) Introduction of multimedia aids to:

        - on site learning
        - distance learning

    b) English courses delivery to soldiers as a distance programme.

    c) Exchange of teachers, tests and training methods with military schools of languages
       from other NATO nations.

# NAVY REPORT ON FOREING 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.

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 their 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, such Italian, Portuguese, etc.

Scholarships are given to those students who want to improve their language skill abroad, a minimum SLP (2,2,2,2) is required.

ACTIVITIES DURING 1.998

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

**English:**

Officers ......................................... 653
NCOs ............................................ 417
Rating .......................................... 112
Civilians ....................................... 58

**French:**

Officers ........................................ 201
NCOs ........................................... 123
Rating .......................................... 45
Civilians ....................................... 35

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

United Kingdom ............................... 45
France ........................................... 8

EXAMS:

They take place twice a year with the following results:

### English:

Applicants ........................................ 396
SLP 4,4,4,4 ..................................... 14
SLP 3,3,3,3 ..................................... 177
SLP 2,2,2,2 ..................................... 150
Below SLP 2,2,2,2 ........................... 55

### French:

Applicants ........................................ 76
SLP 4,4,4,4 ..................................... 2
SLP 3,3,3,3 ..................................... 37
SLP 2,2,2,2 ..................................... 27
Below SLP 2,2,2,2 ........................... 15

# LANGUAGE EXAMINATION BOARD OF THE ARMY

Over the last year the Board has continued with its normal function involving the testing of NATO standars for language profile SLP. It also has responsability in its advisory role as the direct consultant for language issues for the Army Headquarters Teaching Department. Both related to English and French languages.

In the field of the exams, the new experiences in the edition of the testing material, has given more security to the Board in the quality of grading the STANAG levels, reasuring us of the reliability of our own tapes for testing oral comprehension.

The cooperation and coordination of the Army Board with the boards of the Air Force, the Navy and the Defense Central School produced highly satisfactory results during the year. The good fruits in coordinating the production of testing materials and the procedures are proof that we are on the right path.

In its mission as advisory body, the Board has opened contacts with the Modern Languages Center of the University of Granada. The contacts will allow good cooperation for the research in the teaching and evaluation of languages.

The Board has observed significant improvements in the general proficiency of the examinees in English language, compared with the results of former years.

# AIR FORCE LANGUAGE SCHOOL (ESID)

MISSIONS:

1.- To impart English and French crash courses of initial and intermediate level.

2.- To supervise the work of Air Force Officers and Noncoms sent to England or France to follow English and French crash courses. Evaluate results and schools.

3.- To give technical support ( on language matters) to other Air Force Schools.

4.- To test and evaluate the levels of Air Force personnel in English and French.

5.- To support the selection of personnel who will occupy posts or accomplish courses abroad.

6.- To impart English, French and German long term courses (October to May) for military personnel and their families.

ACTIVITIES DURING 1.998:

* FOUR English Crash Courses of six weeks, with four levels each, for a total of 237 students (Officers and Noncoms).

* THREE French Crash Courses of six weeks, with two levels each, for a total of 46 students (Officers and Noncoms).

* ONE Course for Air Traffic Controllers during 12 weeks for 6 NCOs of the Army.

* English, French and German Courses for MOD personnel and their families from October 1998 till May 1999 (517 English, 131 French and 29 German pupils).

* Testing English and French to Air Force personnel:

     English: 1084 (From Generals to Airmen)
     French:    212 (From Generals to Airmen)

* Piloting the introduction of multimedia aids to language teaching in the Spanish Air Force Schools and Units (19 Air Units with multimedia systems).

* ONE special French crash course for test pilots (they were to be formed at Test Pilots Centre of the French *Armee de l'Air*).

NATIONAL DEFENCE COLLEGE,
SWEDEN

May 1999

## NATIONAL REPORT ON FOREIGN LANGUAGE PROJECTS IN THE SWEDISH ARMED FORCES

## A. BACKGROUND

The Swedish Armed Forces are currently undergoing substantial changes. Our defence posture is changing radically from the traditional defence against the threat of invasion to a 'stand-by defence'. This change, obviously, has come about as a result of the end of the Cold War. Also, with the changing security-political situation in the Nordic area, it has become increasingly important for Sweden's armed forces to extend its international commitments. Working internationally now constitutes one of the four main tasks of the Swedish Armed Forces, apart from matters related to the defence of the nation. Another effect of the current situation is that defence expenditure is being cut back considerably, entailing substantial cut-backs and downsizing of the armed forces. However, the emphasis on international efforts and the increasing military contacts with other nations entails increased efforts in the field of foreign language training, especially English.

English, especially Military English, is being phased into all levels of our new officer training system, rendering academic credits so that officer-students will be 'compatible' with the civilian academic market.

## B. STANAG 6001 AS A MODEL FOR SETTING LANGUAGE STANDARDS.

At various steps of the new officer training programme, testing and evaluation of students will ascertain attainment of a specified STANAG level which has to be achieved. For this, special tests have been prepared for the following categories of officer trainees:

- After completion of the Regular Officer Programme (2 yrs) - level 2,0
- After completion of the Tactical Programme (1 yr)       - level 2,5
- After completion of the Staff Programme at the of the
  National Defence College (1 yr)                         - level 3,0
- After completion of the Advanced Command Programme
  at the National Defence College (2 yrs)                 - level 3,5

# C. TESTS AND MATERIAL PRODUCTION

**Testing**

It is to be noted that tests in English for the above categories do not, for practical reasons, cover all of the four skills. These tests mainly cover items such as: vocabulary, acronyms, reading comprehension, grammar, and, for applicants to the National Defence College, also a short essay.

Apart from entry tests and achievement tests with the above-mentioned category of students, a special STANAG 6001, level 3 test has been devised to test any officer or officer-student who is expected to take part in the following type of overseas activity:

- staff positions in an international HQ (e.g. UN service or of the SFOR type)
- PFP exercises or other international military exercises
- attending a full course at an English-speaking military academy or college
- attending a shorter course under the auspices of NATO or PFP

The receiving party or host nation will demand some kind of testimonial as to the language skills of a prospective student or staff member and this is where the STANAG level 3 test comes in.

The test, which covers the four skills: listening, oral interview, reading and writing (essay plus letter) is adapted to demands for STANAG 6001 level 3 and has been co-ordinated with standards evolved from the SHAPE Language Testing Centre in Belgium.

**Materials**

A series of special ELT files, mainly for officer trainees, is soon reaching completion with the production of a file for Air Force officer trainees. The series is called: **Military English for Officer Training** - Army/Navy/Airforce with a separate file for each corresponding armed service.

The files are built up into sections, each one dealing with military aspects, such as: ranks, orders, drill, international work, radio communications, doctrine/operations/tactics and equipment.

The same layout and general structure apply to all three files.

Simultaneously, teachers' files have been produced to match the student files.

Another material project has been the production and testing of a self-study course in English for the following categories of military student:

- students revising and preparing for an entry test
- students needing material in between two college steps
- personnel preparing for overseas service or courses

The material consists of the following elements:

- **A Self-study Course in Military English** (by Hanna Nygren)
  texts, tape, exercises and key plus a half-way and final test
- **Military English - basic grammar and exercises** (same author)
  rules, exercises and key

A future development of the self-study course will be to investigate the possibility of using IT as a platform for a widened access to the material.

In addition, the Language Section of the National Defence College in Stockholm, Sweden, has been involved in the production of a **Military Dictionary** (English-Swedish/Swedish-English) which comes in the form of a 'ruggedized' book plus a CD ROM disc. The dictionary itself is designed for use 'in the field' (or onboard a ship or in a hangar!) and the disc is for office use.
The dictionary has been produced by a commercial publishing house and is sanctioned by the Armed Forces.

Over the next couple of years, materials development projects will involve the revision and updating of the officer trainee files in accordance with the changing shape and size of our armed forces! Similarly, new tests will be developed and evaluated.

John Åkermark          Ingrida Leimanis
        Language co-ordination group
        National Defence College of Sweden

## NATIONAL REPORT - TURKEY
## BILC CONFERENCE 1999

Besides teaching English as a joint operations language for T.A.F. personnel taking part in multinational peace support operations for NATO and UN, teaching English for Special Purposes(ESP) and military purposes continues to gain importance.

Also, in accordance with Land Forces' language teaching policy, a second language for Armed Forces personnel is becoming vital to keep up with the continuous and rapid technological progresses and developments of the 3$^{rd}$ millennium.

The demand for teaching Turkish to the personnel of the friendly and ally nations is increasing in terms of bilateral military agreements.

Turkey pays great importance to the PfP programme, and considers the PfP programme as an important mechanism to enlarge the peaceful environment by improving friendly relations further with all PfP countries.

PfP training center has been established on 9$^{th}$ March 1998. The principal objective of the PfP training center will be to provide qualitative training and education support to military and civilian personnel of partners in accordance with NATO/PfP general principles and interoperability objectives.

Military Attaché (MA) and Administrative Attaché (AA) courses which were inaugurated in 1998 to develop speaking and writing skills of the MA and AA designates for foreign posts will again be organized this year with new syllabus and programs designed under the light of last year's assessments and questionnaires.

A symposium on "New Trends and Targets in Foreign Language Teaching Toward 2000's" will be held on 23$^{rd}$-24$^{th}$ June 1999 in Army Language School Küçükyalı/İSTANBUL, with the attendance of the academicians from the universities and expert linguists. The purpose of this symposium is to:
- Follow the innovations and exchange ideas in ELT & FLT.
- Adopt the results to the Military ELT & FLT policy.

Army Language School has concentrated its efforts to obtain ISO 9001 Quality Assurance Certificate ensuring the compliance of all training and education processes and documentation with international standards.

## CONCLUSION

All efforts have been made to fulfill the needs and improve the standards of foreign language training of the T.A.F. personnel. Modern education methods and techniques as well as the technology have been intensively used for this purpose.

## BILC NATIONAL REPORT – UNITED KINGDOM 1999

1. There was no written national report from the UK in 1998 as it was felt that delegates had become aware of the language-training situation in the UK through participation in the conference at Mytchett. Consequently there has been considerable change since the last report in 1997. On the other hand 'plus ça change, plus c'est la même chose'. The second edition of the Military Language Policy paper reported in 1997 is now being written. It will be followed by a revised edition of the Military Language Training Policy paper and consequently direction for language training establishments should become clearer.

2. There is to be a re-organisation within the Ministry of Defence, which will result in the passing of responsibility for chairmanship of the Defence Language Training Committee (DLTC) to a new department and away from Colonel Robin Bacon. The new Secretary of the DLTC is to be Wing Commander Sean Gracie, who is a former CO of DSL and BILC delegate. Centralised training at DSL in the Romance Languages has proved so successful and the demand is now such that the European Languages Wing is to split in Sep 99 into the Slavonic Languages Wing and the Western European Languages Wing.

3. Commander Simon Airey RN took over from Lt Col Vicky Martin as CO DSL in March this year. The study into the rationalisation of the Training Group, of which DSL is a part, resulted in the rationalisation of the group from 6 schools on 4 sites to 7 schools on 5 sites with effect from 01 April 99. The Competing for Quality study on the future of DSL, reported in 1997, never bore fruit and was succeeded by 'Strategic Private Sector Involvement', which in turn gave birth to 'Public Private Partnership'. Staff at DSL await the outcome of this initiative with bated if cynical breath.

4. The Operational Level (SLP 2.5, 2.5, 22) examination has still not been approved by the DLTC as they are also revising the system of monetary awards for success at all examination levels and for requalification. In essence the new scheme will allow for higher reward for requalification after 3 years than on initial qualification in an attempt to encourage linguists to maintain their fluency for longer without further expensive training. It is believed that the new operational level will be included in the revised scheme. Simultaneously DSL has been collaborating with a civilian software house to produce and trial a computer based SLP test. So far the test, which indicates listening and reading levels and extrapolates to give an indication of the active skills, has been trialled in English only. Subsequently it is planned to produce it in all the major target languages for FLT. It is envisaged that it could be used as a placement test or as a progress test, but would need to be combined with appropriate tests of the active skills if used to provide a full SLP profile.

5. Training for Partnership for Peace has picked up again with the British Military English Course (BMEC), the replacement course for the old English Language for Central and Eastern Europe (ELCEE), having been run for 2 iterations. In future it is planned that Turkish Officers attending DSL for English training will also join these

courses, thus giving them an even wider cultural mix. There will be at least 2 and possibly 3 of theses courses run each year. English for Junior Staff Officers Course, another course aimed at PfP countries, is also being run at Beaconsfield as a precursor to a NATO run course in Denmark.

6. English Language Wing at DSL also continues to provide bespoke military English language-training courses and has provided courses in English for Specific purposes also, notably in English for amphibious operations and English for Intelligence.

# Bureau for International Language Coordination
# 1999 Conference
# National Report - USA

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

COMMAND GROUP
OPERATIONS, PLANS AND PROGRAMS
CURRICULUM AND FACULTY DEVELOPMENT
EVALUATION, RESEARCH AND TESTING
LANGUAGE SCHOOLS

## COMMAND GROUP

The Defense Language Institute Foreign Language Center (DLIFLC) is under the command of COL Daniel D. Devlin, USA. Devlin is the Institute's Commandant and the Presidio of Monterey Installation Commander, and reports to the commanding general of the Combined Arms Center. Col. Johnny Jones, USAF, has served as Assistant Commandant since 31 October 98. Jones's predecessor, Col. Eugene Beauvais, USAF, departed for an assignment at the Pentagon in August 1998 and was replaced on an interim basis by Lt. Col. Rodric Gale, USAF. The Presidio of Monterey Garrison is commanded by COL Peter Dausen, USA. Dausen replaced COL David Gross, USA, who departed in July 1998 to accept an assignment in South Korea. LTC Gordon Hamilton, USA, succeeded LTC Jack Isler, USA, as Executive Officer (the position now known as Chief of Staff). Dr. Ray Clifford is DLIFLC Provost, the Institute's senior civilian and chief academic official. Debra E. Smith serves as Command Sergeant Major.

## OPERATIONS, PLANS AND PROGRAMS

In 1998, there were 259 registered Command Language Programs (CLPs): 193 Army, 28 Air Force, 23 Navy, 11 Marine Corps, and 4 others supporting U.S. military linguists in the field. The Operations, Plans and Programs Directorate (OPP) assisted these CLPs in a variety of ways. OPP provided $198,000 worth of foreign language materials to these CLPs, plus an additional $39,000 in reimbursable materials and $30,000 in materials sent directly to individual linguists. OPP also trained a total of 148 CLP Managers (95 Army, 28 Air Force, 19 Navy, and 6 Marine Corps) in four resident and four nonresident iterations of the Command Language Program Managers' Course during fiscal 1998. OPP hosted a CLP Managers' Seminar attended by 220 people to promote sound management of CLPs. The 704th Military Intelligence Battalion, Fort Meade, Maryland, was named CLP of the Year 1998.

Every spring, military linguists from CLPs all over the world compete in DLIFLC's Worldwide Language Olympics (WLO), organized by OPP at the Presidio of Monterey. The 1998 Olympics drew 154 teams to the Presidio. An additional 43 teams participated via Video Teletraining (VTT), a system of studios and satellite dishes the Institute uses to export training to the field (see below).

LingNet, DLIFLC's computer network for linguists, grew both in terms of users and file libraries in 1998. A grant in fiscal 1998 allowed expansion of the LingNet server. With the demise of the Center for Applied Language Learning (CALL), DLIFLC assumed some of CALL's functions. Among these were the Virtual Resource Center/Foreign Language Database (for less commonly taught languages) and the CALL Website. The latter, though no longer being updated, was assumed by LingNet on 30 September 1998.

OPP coordinates DLIFLC's nonresident training programs. DLIFLC delivers nonresident instruction in two ways: First, VTT allows instructors at the Presidio of Monterey to conduct classes for students thousands of miles away. During fiscal 1998, DLIFLC conducted 7,156 hours of training in 11 languages for students at 13 locations. Desktop Video Teletraining (DVTT) equipment was used to augment the traditional VTT system of studios and dishes. DVTT accounted for an additional 40 hours of training per month in 4 languages, delivered to 4 locations. The second method of delivering nonresident training is via Mobile Training Teams

(MTTs). DLIFLC instructors taught 1,087 students in 12 languages, delivering a total of 7,664 hours of instruction as part of MTTs in fiscal 1998.

## CURRICULUM AND FACULTY DEVELOPMENT

In 1998, the Curriculum and Faculty Development Directorate (CFD), composed of divisions for Curriculum Development and Faculty Development, added a new division, Diagnostic Assessment.

The Curriculum Development Division is charged with the development of both traditional textbooks and educational software. Textbook projects in 1998 included the Korean Basic Course Semester III, a revision of the Ukrainian Basic Course, and the development of a complete Serbian/Croatian Basic Course based on a textbook developed by the Canadian Forces Language School. In-house software development projects included a Korean Content FLO (Final Learning Objective) module; a Spanish homework supplement; and a computerized Introductory Grammar Track for Arabic, a joint project of CFD and the two Middle East schools. The Computerized Grammar Track should be completed by the end of FY99 and is designed to be fully exportable to other agencies or users. Curriculum Development worked on advanced Serbian/Croatian modules for the Defense Investigative Agency (DIA) and on Chinese (Mandarin), Persian (Farsi), and Korean modules for CALL on a reimbursable basis. As FY99 began, Curriculum Development was working on materials for the first semester of Chinese (Mandarin) and the third semester of Russian; Web-based prototypes in Chinese, Russian, and Spanish; the Grammar Track, Semesters II and III; software conversion projects; a pilot project using speech recognition; and OLEADA support. OLEADA (Spanish for "tidal wave"), a CALL legacy function, is a multilingual text processing technology including searchable text collections, a concordance, and access to government and commercial on-line dictionaries. CFD is now in the process of evaluating OLEADA's potential usefulness in foreign language pedagogy.

Faculty Development is charged with both pre- and in-service training to enhance faculty effectiveness. During 1998, Faculty Development conducted 12 cycles of the Pre-Service Instructor Certification Course (the so-called "Pre-ICC"), 92 tailored resident faculty development workshops, 25 tailored nonresident ICCs, and, in conjunction with OPP, 9 CLPM workshops. Other faculty development opportunities included English courses and semester-long introductory foreign language education courses.

The Diagnostic Assessment Division was established in January 1998 to provide linguists with individualized help in attaining their learning goals. Assessment personnel use a ninety-minute three-skills interview to create a "Diagnostic Profile Assessment" and a detailed learning plan for each linguist. During 1998, Diagnostic Assessment selected diagnostic teams for Arabic, Russian, and Spanish, conducted 15 Russian and 38 Arabic interviews, and established archives of materials to support learning plans. In 1999, Diagnostic Assessment hopes to increase the size of the existing teams, select teams for Korean and Persian, respond to increased nonresident requirements, and establish a regular resident support program.

## Evaluation, Research and Testing

The Directorate of Evaluation, Research and Testing (ES) completed Defense Language Proficiency Test (DLPT) IV batteries, forms C and D, for Czech, Japanese, Polish, Spanish, French, Hebrew, and Tagalog. An English Language Proficiency Test, a joint project with the Defense Language Institute English Language Center, is nearing completion.

During April 1998, ES developed a Russian prototype of a computer-delivered DLPT for testing reading and listening. Computer-delivered tests for the 20 other languages for which conventional DLPT IV batteries now exist will be completed in November 1999.

During 1998, ES worked to further refine the speaking test procedures generated by the Unified Language Testing Program. A workshop on the refined procedures will be taught starting in June 1999. It will feature enhanced training materials for all testers. Other plans include a comprehensive orientation for managers and for non-testing faculty members and the institution of a system of "master testers" to ensure quality control of the proficiency testing process.

The Research Division completed the Speaking Test Modality Study and the Cross-Training Study in 1998. Studies in progress include the Proficiency Evaluation Study, the Interagency Tape Exchange, and a study of correlations between grades and proficiency test scores.

The Evaluation Division developed questionnaires for participants in the resident and nonresident programs, CLPM Workshops and Seminars, the Language Olympics, and teacher training courses. Evaluation personnel plan to perform a systematic analysis of trends identified in questionnaires and create a Decision Matrix to regularize and monitor the awarding of waivers that allow students who did not attain the 2/2/2 proficiency goal to proceed to follow-on training. The Evaluation Division maintains contact with follow-on training sites to determine student success after leaving DLIFLC.

## Language Schools

Below are the percentages of students reaching Level 2 proficiency in listening and reading and Level 1 proficiency in speaking. Results are listed for fiscal 1998 and the base fiscal year of 1985, for the six language programs that are currently the Institute's largest. Overall figures (covering all the Institute's language programs) are listed as well.

| Language | FY85 | FY98 |
|---|---|---|
| Arabic | 0 | 68 |
| Chinese | 2 | 94 |
| Korean | 21 | 65 |
| Persian | 68 | 84 |
| Russian | 15 | 84 |
| Serbian/Croatian | 0 | 51 |
| OVERALL | 29 | 76 |

# Defense Language Institute
# English Language Center

## I. Introduction

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

DLIELC consists of the Resident English Language Program conducted at Lackland Air Force Base, Texas; the Nonresident English Language Program, which provides instruction for United States military personnel as well as for other 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, 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 and civilians sponsored by host-country DoDs attend 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 ECL of 80 or 85. Prerequisites for less technical courses are ECLs of 65, 70, or 75. There may also be an Oral Proficiency Interview (OPI) rating requirement for courses where an individual's speaking level is important. Ratings on the OPI are expressed in terms of Listening/Speaking levels; for example, 2/2.

International students are given an ECL test in their respective countries prior to departure for the continental United States. Students who do not meet the English language proficiency requirements for direct entry into the technical or professional program, or who require Specialized English Training as a course prerequisite are programmed for language training at DLIELC.

The curriculum used at DLIELC is the American Language Course. The American Language Course (ALC) is proficiency-based and variable in duration. It includes General and Specialized English materials. Upon entry to DLIELC, the international students are placed at the appropriate proficiency level in the ALC and receive six hours of General English instruction daily until they attain the required ECL score.

The objective of General English is to improve the students' communicative and sociolinguistic competence. This goal is achieved by organizing instruction around language functions and by emphasizing the four language skills as well as a variety of language learning strategies including cooperative learning.

During the last nine weeks of scheduled training at DLIELC, provided that the minimum ECL score has been achieved, the international students study in the Specialized English Training phase of the ALC. The Specialized English Training Phase of the ALC is a fixed nine-week course and is provided to those students who have achieved the ECL required for entry into follow-on 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 students' professional military or vocational fields.

In addition, DLIELC conducts courses for selected personnel who are responsible for the teaching of English in their own countries. These range from basic instructor courses to those designed for language school managers.

DLIELC also conducts an eight-week Language Laboratory Maintenance Training Course; one to three weeks of Observer/Professional Training tailored to cover the administration of an English Language Training Program; the 16-week Test of English as a Foreign Language Preparatory and Academic Writing Course; and a 16-week Advanced English Language Proficiency course that concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills for US Army Officers and international students.

Finally, DLIELC conducts a basic English as a Second Language program for US Army recruits.

## III. Off-Campus English Language Programs

During fiscal 1998, 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 OPIs 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 the Czech Republic, Saudi Arabia, Pensacola, Florida, Hungary, Puerto Rico, Japan and temporary personnel in FY99

were also deployed to Japan, the Czech Republic, Ecuador, Kazakstan, Latvia, Mongolia, Poland, Puerto Rico, Romania, and Slovenia.

## IV. Curriculum Development Update

During 1998, DLIELC continued the development of the Nonintensive American Language Course, which is designed to be used in nonintensive programs, such as those at military academies. The course consists of four volumes, each volume to be taught in about 60-65 hours.

DLIELC also continued work on converting all the language audio cassettes to audio CDs. DLIELC customers now have a choice of purchasing language activities on cassette tapes or audio CDs for all four nonintensive volumes and for Books 1-15.

Interactive 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 have been converted to interactive multimedia lessons and are also available on CD-ROM. In addition, the interactive multimedia lessons for Books 13-18 are nearing completion and will be available in the Summer of 1999. Finally videos to accompany Books 13-18 are now available.

The Special Curriculum Projects Section continued the development of courses of special interest to NATO/Partnership for Peace (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 was available for sale the fall 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 in 1999.

In the Specialized English Training curriculum there are 47 professional/technical areas composed 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 three 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. Overall English language proficiency is evaluated with the 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 paper and pencil forms of the test.

DLIELC has developed and validated a computerized adaptive (CAT) version of the ECL test, and is in the process if implementing networked delivery on the resident campus starting in May 1999. It is anticipated that the CAT ECL will reduce testing time and improve test security. In addition, DLIELC is working on converting the resident book quizzes to a computer-delivered format, scheduled to begin in the fall of 1999. The American Language Course Placement Test (ALCPT), a reading/listening proficiency test similar to the ECL Test is available for countries to use in their own English language training programs; presently 60 equated forms are available and more are planned. The ALCPT is a one-hour test that assesses listening and reading comprehension in an easily-administered and easily-scored format.

In 1998 DLIELC developed two forms of 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 are scored on the 0-5 scale used by the Interagency Language Roundtable. which parallels the rating scale used in the NATO/STANAG 6001. The forms were validated in 1998-1999, and are scheduled for release in 1999.

# VI. STUDY GROUP REPORTS
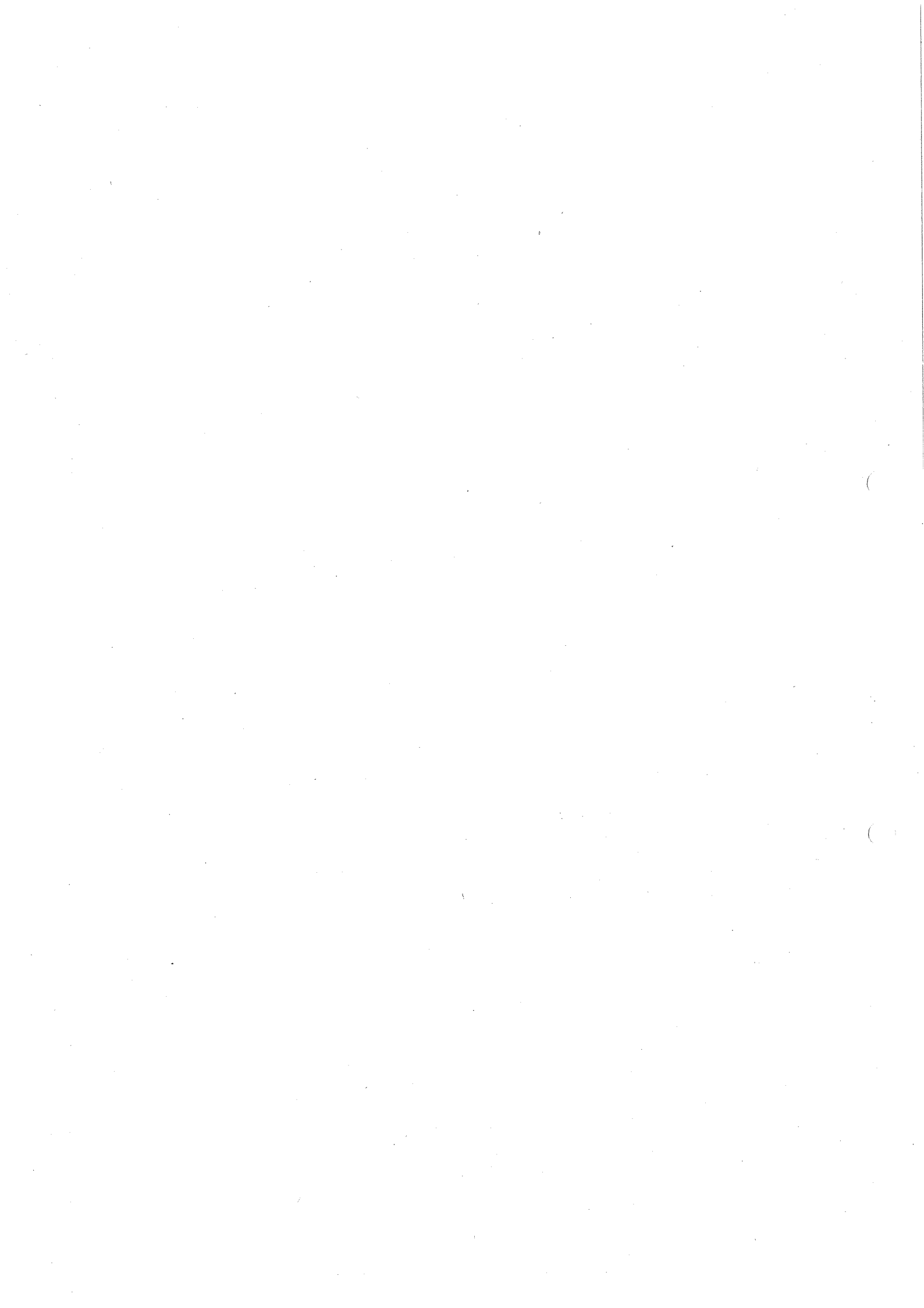
## Study Group 1

## Components of an effective Language Programme

**Definition of programme**

The entire national or Alliance process by which language training is implemented. Because this definition is so large and somewhat vague the study group recommends that the BILC member countries entertain the following consensual general principles which should assist in establishing and maintaining an effective language programme. These observations are rendered to present the non-exceptional language programme.

**Setting the aim**

It is vital that policy makers formulate clear aims. These aims should always be developed in conjunction with language specialists of the appropriate language institutes. In this way these aims will better be formulated on a realistic basis. All else flows from that.

**Planning/preparation for initial training**

The right language proficiency objectives have to be set first. The study group recommends a general/base level of proficiency of 2.2.2.1 be attained by students in order to be eligible for operational/specialised language courses. Such a general language standard will facilitate two things: firstly, expeditious development of specialised/operational learning and teaching materials and secondly, the organisation and conduct of classroom instruction and distance learning. There are no economies to be attained in the development of an individual's general language acquisition. There are no short cuts. There is no substitute for orderly basic language training conducted by an institution dedicated to that purpose.

**Operational/specialised materials**

Establishing a sound base level of general language proficiency from which to develop short-duration specialised modules in particular well-defined subjects will prove to be efficient from resource perspective and more effective from a academic perspective. This will save time and money.

- Because the students will have a base level of general proficiency the operational materials can start at the same departure point.

- The duration of the materials can be limited. Material can be updated easily.

- Specialists on military and civilian subject matter can be more productively utilised.

- Operational/specialised modules can be more easily shared among nations, informally distributing the costs of development.

It is understood by the study group that due to the complexity of the subject more profound elaborations should be made - preferably on conference level.

# STUDY GROUP 2

## Language Training for Special Purposes

1. Contrasting language training for survival purposes vs language specialization training for high level professional purposes, such as diplomacy.

**Introduction:**

The purpose of this presentation is to explore the common factors and the differences between language training for survival purposes and that for high level professional purposes.

**Survival Courses/ High Level Professional Courses::**

<u>Common Factors</u>: Use of authentic material, teaching training is a common factor, however it varies according to the course. A needs analyses should be done before the program is set up.
Thorough planning is a common factor.

(Past experiences)

<u>Different Factors</u>: Time (duration), material content, and teaching approaches, level of proficiency.

<u>Observation</u>:
To maintain balance between Pragmatic efficiency and Pedagogic efficiency: that is, a balance between resources and the training needs.

2. **Training Teachers to teach language for special purposes.**

It is essential for teachers to receive preparatory training on subject matters by military and civilian experts through workshops.

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<u>Common factors</u>:

Identification of needs: from students, as well as from sponsors.
teaching background is an important factor.
A program, consisting of modules should be provided for teachers. They also should receive training from specialists.
Teachers should be provided with course objectives but at the same time teacher creativity must be encouraged.
We train teachers so as to maximise enable student interest. For example: performance tests.
Teachers should be made aware of the students' background, language aptitude through MLAT, psycho-linguistic tests.

## 3. The role of authentic materials:

Ensures that language is not taught in a vacuum.
- should reflect the nature of the target situation,
-   source of language input,
-   generates varied classroom language activities.
-   solution: ask the target audience, acceptance from  teachers.
-   Authentic material replaces outdated material, provides exercises and
    activities.

We use authentic situations because they are closer to the target situation.
Authentic material should not be modified, it loses its authenticity.
However, for survival level some of the authentic material can be modified.
- Sources:  internet (BILC Web site), newspapers, publications, guest
   speakers,, music, recorded conversations, video taped extracts however,
   some problems: hard to find the right, relevant material,

Authentic information, notices, instructions are very useful tools in the classroom.
After mastering the art of selective listening for authentic material, street language should be practised in the class.

The use of authentic material increases after level 2, after students master the basics of the language towards specialization.

## 4. Conclusion:

In conclusion,
Suggestion: For specialized courses entry level should be higher than "0".
Our discussions revealed the importance of keeping separate the concepts of survival language training <u>and</u> more specialized, usually longer term language training. The separateness allows language schools to allocate the right resources and preparation to each type of training to ensure that students time devoted to language training is effective and that ever scarce resources are not wasted.
The group further endorsed a wide interpretation of authentic language materials again to maximize student motivation and interest and ensure that the language learned is carried out in as realistic an environment as possible.

# REPORT: STUDY GROUP 3

# TOPIC: TESTING AND ASSESSMENT

Study Group Members

Lieutenant Colonel Jean Lefebvre, Canada
Lieutenant Commander Andre Gervais, Canada
Lieutenant Colonel Gerald Joncheray, France
Mr. Herbert Walinsky, Germany
Lieutenant Commander Konstantinos Panagopoulos, Greece
Colonel Rosario Alderisi, Italy
Captain (N) Mario Pontil, Italy
Mr. Ola Johan Berntsen, Norway
Lieutenant Commandesr Jozef Kowalewski, Poland
Major Tomasz Kielkowski, Poland
· Captain (N) Eugenio Valero, Spain
Commander Simon Airey, United Kingdom
Dr. Ray Clifford, United States
Ms. Peggy Goitia Garza, United States
Dr. Elvira Swender, United States

Dr. Martha Herzog, Chair

## 1. Introduction

The Study Group began with a short briefing from each member nation describing its testing program, testing issues, and objectives for this Study Group. While there were numerous objectives, the over-all theme of the group's presentations concerned the need for valid, reliable language tests as well as a defensible set of criteria for development and implementation of the tests.

During the BILC Conference, Lieutenant Colonel Jean Cabridens from the Partnership Coordination Cell presented the tasking from the JSSG that BILC reach agreement on language standards and that this be followed by common training in test design. The Steering Committee voted in favor of making the Study Group an on-going Working Group tasked with reviewing the interpretation and subsequent implementation of the STANAG 6001. The BILC Chair emphasized that members of the Working Group must make a commitment to spend the time and arrange for communications in order to fulfill these taskings.

## 2. Discussion

During the Study Group meetings, members analyzed the current STANAG 6001 in terms of its usability by language teaching professionals, the accuracy of gradations between levels, and the congruence of level descriptions across skills. Other scales were examined and analyzed, including the Interagency Language Roundtable (ILR) scale used within the United States and the scale prepared by the Bundessprachenamt in Germany.

There was also discussion of the types of tests used by member nations--proficiency, performance, achievement, aptitude, placement, diagnostic. It was concluded that proficiency and performance tests are those most emphasized by BILC nations. However, placement and diagnostic tests play a major role in some settings.

Some time was spent reporting on the procedures used for developing and validating tests.

The U. S. also handed out familiarization guides related to the English Language Proficiency Test.

## 3. Plans for the Next Year

Because the Working Group received a major tasking that could not be performed during the few hours available at the BILC conference, it was necessary to agree upon procedures for working together by electronic mail or FAX. Most nations present were able to assign a Point of Contact (POC) immediately and provide an e-mail address or FAX number.

Work will begin in July with a deadline of late November (at the time of the BILC seminar) to complete new descriptions of Levels 0 and 1 in four skills, along with Level 2 in two skills. Work on the remaining skills and levels will be done after November with a desirable completion date during the June BILC conference time-frame.

Rough drafts will be sent by e-mail or FAX to Working Group members, who will have a two-week deadline for returning comments or suggestions. Every effort will be made to gain consensus by providing explicit reasons for decisions, preferably based on practical testing experience. As each portion of the document is complete, it will be shared with BILC member nations not participating in the Working Group (i.e., the Czech Republic, Denmark, Hungary, the Netherlands, and Turkey.)

Other materials produced by this Working Group will be shared with all BILC nations and, when applicable, with the PFP nations.

# BILC 99 STUDY GROUP 4 - REPORT

Chairman: Lt Col (Retd) D Bedding
Members: Mr Wolfgang Banek - Germany
Drs Wim Beckmann - Netherlands
Mr John Åkermark - Sweden
Colonel Halit Uysal - Turkey
Ms Marta Koldová - Czech Republic
Mr Panagiotis Kahrimonis - Greece
Sec; Maj Cliff Rose -UK

Topics;
- Evaluating Teacher Effectiveness
- Preparing Teachers to Integrate technology into the learning programme
- Training Teachers to use effective teaching techniques
- Instilling the Concept of Reflective Teaching

Session 1    -    Evaluating Teacher Effectiveness

The group first discussed what they understood by Teacher Effectiveness before going on to discuss the various methods at their disposal to evaluate it and the actual practices used in their own countries or institutions.

It was agreed that in the field of military language training the teacher had to have a thorough knowledge of their subject in order to be effective. They had to have sufficient presence to control classroom dynamics. They themselves had to be well motivated but must also have the ability to motivate the students. Specialised military knowledge would be an advantage in establishing their credentials but providing that they were able to draw on the students' own knowledge of military affairs in their own language and establish an appropriate rapport anyway this was not essential..

The group discussed the following methods of evaluating teacher effectiveness;

- Observation - the group concluded that observation was not usually popular with qualified teachers because it was not always integrated into a well thought out programme of teacher evaluation. If used as a tool of evaluation observation had to be frequent and carried out according to agreed objective criteria. There was then an attempt to formulate what these criteria ought to be but it proved impossible to do so in the time available.
- Feedback questionnaire - Nearly all members use some form of feedback questionnaire where students are invited to comment directly or indirectly on teacher effectiveness. It was felt that it might be useful to collect samples of these feedback questionnaires to assist in the formulation of questions.
- Examination of results - There was some discussion on whether there was a link between results and effectiveness but that overall some measure of 'value added' success would be a better indicator. A crude comparison might be dangerous.

- Information on teacher performance was also obtained during live wash up or debrief sessions. It was agreed that the if the teaching staff were not present more valid information would be obtained
- One delegate commented that in the course of interviewing exam candidates who had failed weaknesses in course structure and teacher effectiveness could sometimes be identified.
- Where the manager of training was also involved in teaching he/she received information about the effectiveness of other members of staff.
- Another idea was the rotation of staff among parallel groups and the close monitoring of the groups' performance as this could show up differences in effectiveness.

**Session 2 - Preparing Teachers to integrate technology into the learning programme.**

Members agreed that the use of technology in learning programmes had been discussed on numerous previous occasions and no member was aware of any research which proved the effectiveness of technology at any point of the Ray Clifford triangle. There was an inclination to feel that the role of modern technology was being oversold.

The group traced the development of technology in LT over the life of BILC, which included the following;
- OHP
- Tape Recorder
- Language Lab
- Video
- Satellite TV
- The Internet
- CALL / SALC
- Multi-media

To address the training needs the group felt that 2 types of training were required

1. The mechanical operation of the equipment.

2. The methodological incorporation of the technology into the traing programme and linked to that the evaluation of off the shelf resources.

Conclusion;  The group felt that there was a danger of using technology for its own sake and that this was to be resisted. Furthermore that technology had not yet been developed which could act as anything more than a teaching aid.

Session 3 & 4

Training Teachers to use effective teaching techniques.

It was first agreed that the use of the term 'training' for teachers who were already qualified aroused some hostility and resentment in the target population and that a more acceptable term for the process would be 'Professional Development'.

Professional development itself could be divided into 2 main categories;

    a. Development of language proficiency.
    b. Development of methodological and andragogical techniques.

The discussion concentrated on post appointment development as most institutes had no control over national teacher training schemes.

<u>In Post</u>

1. In-house training

    a. Conducted by own staff. Practice varied between 'sitting by Nellie' for one year to peer group discussions and resource production. It was generally agreed that this was successful for relatively inexperienced teachers but met considerable resistance from those, who had seen it all before. One serious constraint was the inability to gather all teachers together during working hours to pursue their development.
    b. Conducted by external experts. Although this could confer more street credibility on the process it was essentially identical to the above but tended to lack transferability and to be more expensive. It also suffered from the same constraint.

2. External Courses.

    a. Off the shelf. This was felt to be the most practical solution for most institutions since it enabled the participants to exchange ideas and experiences with those from other institutions and to be released from work on a drip feed basis whilst profiting from overall economies of scale. These off the shelf courses might be available either internally to the country or in the target language country with the added advantage of further L2 exposure. For those not usually able to travel widely this would be an opportunity to experience the target culture at first hand thereby increasing motivation.
    b. Tailor made. Some courses do already exist such as the DLI Lackland courses. Such courses tend to be geared to teaching specific courses such as the American Language Course. Individual countries were rarely in a position to be able to afford tailor made packages for national purposes as their throughput would be insufficient.

3. The group identified a number of problem areas, which are listed below;

    a. Time
    b. Money
    c. Motivation
    d. Size and nature of teaching staff
    e. Differing national educational ethos leading to problems in defining a common approach particularly in institutions employing a number of different nationalities.

<u>Conclusion</u>

4. All agreed that the subject of the 4 th session 'Instilling the concept of reflective teaching' was highly desirable and should be the overarching aim of professional development programmes. It was felt that there was little more to say on the subject.

5. The group felt that there was little disagreement on any of the core issues and that nations had programmes, which suited their circumstances. However all agreed that they would benefit from wider tailor made packages, which would reflect the requirements of BILC members and be aimed at general teaching techniques and good teaching practice within a military context rather than the concentration on the teaching of specific courses.

6. It was felt that this topic had been fully discussed and that the way ahead lay in determining what could be done by BILC to assist the membership and that this was in line with requests currently being placed on the organisation by NATO.

## THE WAY AHEAD

7. The group felt that this topic would be best handled in the future by practical measures rather than discussion groups. The following were suggested;

    a.     The exchange of questionnaires teacher assessment proformae and other relevant documents. It was suggested that this could be effected by the use of the BILC Website acting as the focal point for the exchange.

    b.     The Steering Committee may wish to consider and consult on the feasibility and practicability of holding BILC sponsored Professional Development courses, which could concentrate on military specific Language Proficiency and updating teaching skills particularly in relation to modern technology. They may wish to canvass further opinions via the BILC Website.

# VII. CONFERENCE PHOTOGRAPH