



*On the need to emphasise  
implicit language layers in  
skills-oriented language  
training programmes*

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## Bachelor programme at NDLIA

1. avdeling		2. avdeling		3. avdeling	
Høst 1.semester	Vår 2.semester	Høst 3.semester	Vår 4.semester	Høst 5.semester	Vår 6.semester
SPR1610 Grunnemne i moderne standardarabisk (20 stp)		SPR2610 Arabisk påbygning (15 stp)	SPR2611 Avansert arabisk (15 stp)	SPR2610 Arabisk for etterretningsprofesjonen (10stp)	
SPR1611 Grunnemne i arabisk dialekt (20 stp)		SPR2612 Midtøstens moderne historie (10 stp)		SPR3611 Politisk tenkning i Midtøsten (10 stp)	
					SPR3612 Arabiske kulturuttrykk (10 stp)
SPR1620 Grunnemne - russisk skriftlig (20 stp)		SPR2620 Russisk leseforståelse, oversettelse til norsk og resymè (10 stp)		SPR3620 Russisk for etterretningsprofesjonen (10stp)	
SPR1621 Grunnemne - russisk muntlig (10 stp)		SPR2021 Lytteforståelse og tolkning (10 stp)		SPR3621 Russisk politikk, kultur og samfunn (10 stp)	
	SPR1622 Russisk historie (10 stp)	SPR2622 Praktisk russisk muntlig (10 stp)		SPR3622 Russisk litteratur (10 stp)	
		SPR2623 Skriftlig oversettelse til russisk, praktisk grammatikk (10 stp)			
MILM1602 Introduksjon til etterretningsprofesjonen (7,5 stp)		MILM2601 Analyse og etterretningsdialog (20stp)		MILM3601 Etske og juridiske forhold i etterretningsprofesjonen (5 stp)	
	MILM1603 Innhentingdisipliner (7,5 stp)			MILM3602 Etterretningssvikt og varsling (10 stp)	
MILM1601 Vitenskapsteori (5 stp)				OPG3601 Bacheloroppgave (15 stp)	

## *Learning outcomes from NDLA's bachelor study plan*

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- Competence:

The student...

- Has insight in issues, linguistic as well as cultural and ethical, concerning translation between Norwegian and the language s/he specialises in, and s/he has an internalised understanding of the importance of reliability in conveying information from one language into another, both in general and within an intelligence setting

## *Learning outcomes from NDLA's bachelor study plan*

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- Skills

The student...

- is able to efficiently, accurately and reflectingly utilise his/her language skills and knowledge of the politics, culture, society of his/her area of specialisation as a professional intelligence tool, for example by producing reliable summaries or full translations to and from the foreign language, orally or written, or by reading, describing, and analysing texts from different sources and genres, assessing elements such as the source text's credibility or agenda, its social, cultural, historical context etc.



## *Understanding the unsaid*

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How can we understand what is not said – (when this happens) in a foreign language?

Is this at all something that can be taught?

Indeed, *do* we need to pay heed to implicit layers of meaning, silent dimensions of language, in foreign language programmes designed for military purposes?

(If yes,) why is it important for us to enhance awareness of the unsaid?

## *The (hidden) fundament: the view of language*

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### ***Saussure: Language as a system***

Language – la *langue* – is a system of arbitrary signs



Learning a foreign language =  
Learning signs and structuring rules

Vs: *parole* – the singular manifestation of language, the utterance

*... language as dialogue, communication – живая речь/  
living discourse?*

View: A decisive role is being played by the unsaid and implied.  
Though often traceable in an utterance, the unsaid defies  
categorisation, escapes system.

The unsaid constitutes a realm of interpretation.



Learning signs and the structuring rules is the first step.  
True communication requires skills, and will, to enter the utterances'  
realm of interpretation, and map the vague contours of the unspoken.

*Verbal depth perception*  
*– a metaphor*







Grammar  
Semantics  
cases verbal aspects  
Syntaxis orthography Phonetics

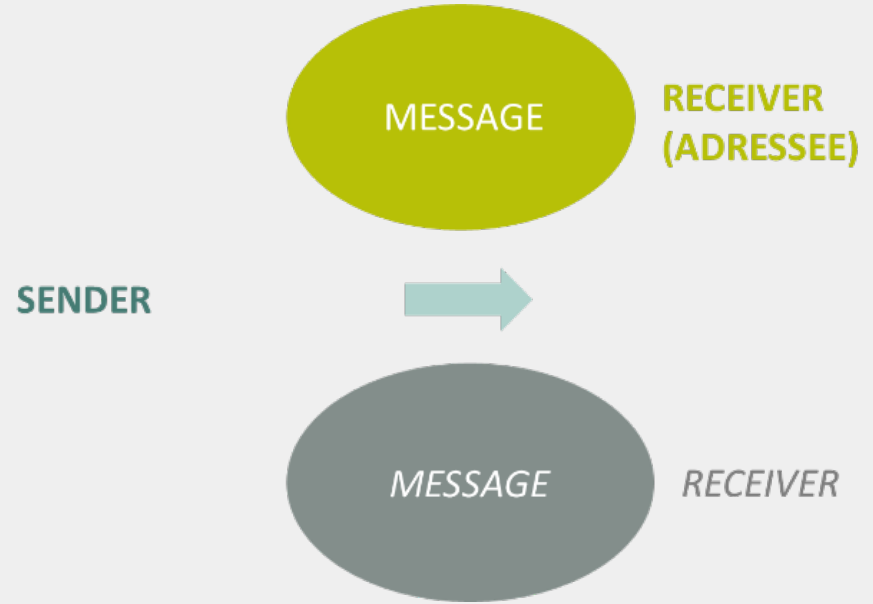
Context

CULTURE time polemics  
Irony Rethorics  
Silent knowledge Tabu  
Adressivity  
hidden references Metaphores

Horizon of understanding  
Lacunes

## *Communication & and the workings of addressivity*

The sender's perception of the addressee – what s/he knows or assumes to know about the addressee – deeply influences his utterance:



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“Misnaming and misdescribing are not the only mistakes we can make in talking. Nor is lying its only immorality.” Stanley Cavell

## *Literature*

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- Bakhtin, Mikhail (1986): *Speech Genres & Other Late Essays* (Caryl Emerson, Michael Holmquist, eds), University of Texas Press
- Bakhtin, Mikhail (1963): *Problemy poetiki Dostoevskogo*, Sovjetskij pisatel', Moskva
- Cavell, Stanley (1976): *Must we mean what we say? – A book of essays*, Cambridge University Press
- Hutcheon, Linda (1994): *Irony's edge – the theory and politics of irony*, T.J.Press Ltd, Cornwall