

2021 BILC Conference

KEEPING PACE WITH THE TIMES

Providing Flexible and Timely Training Solutions

A Virtual Event

10-14 May 2021



Bureau for International Language Co-ordination
www.natobilc.org



Panel Discussion #1
12 May 2021
Moderator: J. Dubeau

ENGLISH LANGUAGE TEACHER



How my students see me



How my friends see me



How my family sees me



How society sees me



How parents see me



How it really is

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NATO Defence Education Enhancement Programme

Pavel Anastasov, NATO

Outline

What NATO is trying to accomplish with DEEP and how BILC supports Partner Nations
Why the DEEP program is important and the role English language training plays in capability building

Questions

Can nations that have already requested DEEP support add the language component if they later realise they need support in this area?

Because of the pandemic, BILC's visit to BiH had to be cancelled and replaced with an online workshop. Has DEEP defined the next steps & timelines for future BiH & BILC collaboration?



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Adapting Curricula for Virtual Training – the Australian Experience

Wing Commander Tony Peck, Australia

Summary

Considerations when teaching online; the main changes needed in curricula from F2F to virtual training; how DITC managed the change to virtual training, and the ongoing considerations for future courses.



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Best Practices in Online Training: The Austrian Armed Forces Approach

Colonel Thomas Fronек, Austria

Summary

In 2017 the Austrian Armed Forces Language Institute started an initiative to digitalize language training and testing. During the COVID-19 pandemic, methods and approaches have been specified and improved. The presentation focused on the experiences gathered over the past year.

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'Practitioners not students' – Maintaining Language Capability

Wing Commander Elizabeth Seymour & Lt-Col Matthew Sharp, UK

Summary

With much of our focus (as teachers and trainers) being on excellence in classrooms and in assessment, we will be aware that those we teach are learning for a job or role. This presentation looked at the UK approach to supporting its personnel after they have left the classroom to maintain language skills; an environment that was 'remote' long before our experiences of the global pandemic.

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The Lockdown Sessions: Experience with and Lessons Learned from Distance Teaching at the Federal Office of Languages

Dr. Dugald Sturges, **Germany**

Summary

The first quarter of 2021 saw the Germany move at short notice from classroom instruction to online teaching. While most of the tools needed for this transition were already in place, this was the first time teachers and students used this technology in an exclusively DL environment. This presentation described some of the lessons learned, especially with regard to the limits of online instruction in comparison to face-to-face teaching.



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Questions re teacher preparation for all panelists

Could you tell us more about how you prepared your teachers/instructors for on-line teaching?

Did teachers receive some training before they started teaching online? If so, who carried out the training, and what did it include?

Was training about how to use technology and various platforms, or did it also include methodology training as well?

How did you support teachers who faced problems using technology?



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Adapting Curricula for Virtual Training – the Australian Experience

Wing Commander Tony Peck, Australia

Questions

- What is the length of the courses that you run?
- What is the optimal number of students per group for the courses? (teacher/students ratio)
- How were resources allocated? Did they need more teaching and support staff?
- Do you think that hybrid courses in the future will cause loss of cultural immersion for international students?

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Best Practices in Online Training: The Austrian Armed Forces Approach

Colonel Thomas Fronek, Austria

Questions

- You mentioned that online courses need 1/3 more training time. Could you pls give us more detail? Do you mean they are receiving more time, or that teacher prep. needs more time?
- Did you notice any difference on proficiency tests after completion of online training?
- Content Management is an important aspect of digital learning/teaching. Who manages the content? How big of a team and what is the composition (blend of teaching staff, instructional designers, IT, etc.)?
- Which pre-pandemic tool proved to be the most useful when pandemic started?

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'Practitioners not students' – Maintaining Language Capability

Wing Commander Elizabeth Seymour & Lt-Col Matthew Sharp, UK

Questions

- Could you please elaborate on the informal language networks, and on the 'language activist' and 'champion' concepts?
- How were the informal practitioners recruited?
- Have you done any research concerning the time devoted to studies (maintenance) by the students?

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The Lockdown Sessions: Experience with and Lessons Learned from Distance Teaching at the federal Office of Languages

Dr. Dugald Sturges, **Germany**

Questions

- You mentioned in your presentation that speaking skill was the skill that suffered the most due to online teaching. How have you addressed this problem?
- Were you able to identify the determining factors for this and was this the same issue in the different level groups?
- What makes the writing (skill tested) more difficult? Is it because of spelling and use of spell check? or is it pen & keyboard difference?

What's the difference between
a cat and a comma?



One has claws at the end of its paws,
and one is a pause at the end of a clause.



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Gratie Danke Ευχαριστίες Dalu

Thank You Köszönöm

Спасибо Dank Tack Gracias

谢谢 Merci Seé
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Obrigado

