

BILC
CONFERENCE
1976
QUEBEC, 12 - 16 JULY

BUREAU FOR INTERNATIONAL LANGUAGE CO-ORDINATION

Report on Annual Conference held at
La Citadelle, Quebec City, from 12 to
16 July, 1976.

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PROGRAMME

- Monday 12 Jul 0930 Opening Addresses by Maj Gen Paradis (NDHQ Ottawa) and Brig Gen Gutknecht (Comd 5 Combat Group), and administrative briefings. Conference photograph. Coffee, followed by conducted tour of La Citadelle.
- 1400 Address: "What is new in language training?" by Dr H H Stern.
- 1530 Formation and meeting of Study Groups.
- 1800 Cocktails.
- 1930 BILC Dinner, including address by Mr McWhinney, Department of Finance.
- Tuesday 13 Jul 0900 Address: "Testing" by Dr J Hutchinson.
- 1045 Steering Committee - Session 1.
- 1400 Symposium: "Andragogy and Pedagogy".
- Wednesday 14 Jul 0715 Departure for Ottawa by Canadian military aircraft.
- 0930 Visit Federal Language Training Centre (Programme A) at Carson Road, Ottawa.
- 1030 Presentation: "Suggestopaedia" by Mr G Racle.
- 1130 Visit Federal Training Centre (Programme B) at Asticou, including presentation on the work of the Centre, and lunch.
- 1400 Guided tour of Ottawa by coach.
- 1800 Cocktails and dinner at Air Force Mess, Ottawa.
- 2030 Return flight to Quebec.
- Thursday 15 Jul 0900 National reports - Belgium, France, Germany (1).
- 1045 Study Groups
- 1400 Steering Committee - Session 2.
- 1730 Visit to Canadian Forces Base, Valcartier, including tour of the base, a presentation on its role, and cocktails and dinner in the Officers' Mess.
- Friday 16 Jul 0900 National reports - Germany (2), USA.
- 1030 Study Group reports.
- 1100 Steering Committee report, open forum and closing addresses.

DELEGATESBelgium

Cdt W Cranshoff

France

Lt Col M Lautier

Netherlands

Lt Col K Helder

Germany

Herr H Maur

Dr A Siegloch

Frau A Beck

United Kingdom

(Delegates)

Sqn Ldr R A Smith

Lt Cdr A McL Rutherford

(Secretariat)

Col J J N Manson

Maj D I Williams

United States

Col S L Stapleton

Dr J Hutchinson

Mr P de Lespinois

Dr J R Frith

NATO

Maj R N E d'Helft

SHAPE

Mr D H Ellis

Canada

Mr A Letellier

Lt Col A C Taschereau

Lt Col G Kozoriz

Maj J Pinault

Mr M P Rangongo

Mr M Carrier

Mr W Popyuk

Mr P Godbout

Mr L Molgat

Mr R Lapointe

Mrs M Wesche

Mr R Mareschal

Miss S Delisle

Mr J C Hughes

(Administration)

Maj C Leclerc

ACCOMMODATION

Delegates were accommodated at the Officers' Mess, 2nd Battalion, Royal 22e Régiment, La Citadelle, Quebec. Rooms for the plenary sessions, study groups and steering committee were also provided within the barracks.

12 JULY 1976

ADDRESS

by Dr H H Stern,

Ontario Institute for Studies in Education

What is New in Language Training?

Rethinking the Relationships Between Theory, Research & Practice

Introduction

- 1. I thought it might be useful and appropriate at this meeting if I tried to sketch out current thinking on language training as I see it. My experience has been mainly with language training in schools, in universities, in the advanced education of language teachers, and with research. During the past eight years I have been responsible for the development of the Modern Language Centre of the Ontario Institute for Studies in Education in Toronto. I have little direct experience of language training for military purposes. Therefore I present to you very much an outsider's view.
- 2. It is useful periodically to rethink the premises on which our practice is based. Meetings of this kind offer a welcome opportunity for looking at developments in perspective. Is our practice as good as it might be or should be? Could it be improved? Do we meet the needs of our students in language training? Have changes occurred that demand a review? I would like to refer to
 - a. Changes in thought over the last 15 years in practice, theory, and research.
 - b. New thinking.

Current Practice

- 3. Suppose we went around language schools in various parts of the world and observed language classes, and talked to teachers, organizers, and administrators, what would we find?
 - a. Class
 - dialogue work
 - filmstrips or cartoons
 - question and answer
 - much oral work
 - pattern drill practice
 - practice with tapes in the lab
 - objective tests

b. Materials

- 6, 8, or 10 years old, all based on previous materials of that vintage
- carefully constructed and graded
- in some cases a definite 'systems approach'
- in some cases materials renewed over the last 5 years with a more 'cognitive' emphasis and in some instances greater emphasis on interesting content and more immediate relevance

c. Talking to Instructors

- (1) Emphasis on audiolingual practice and 'language for communication'.
- (2) Expressing an eclectic philosophy.
- (3) Adapting it to different students.

d. Talking to Administrators

They would probably say that it was quite an efficient operation; but in spite of advanced methods and well-developed techniques they would express disappointment with general effectiveness, and wonder about the cost-effectiveness. They would express a demand for improvement and wonder which way to turn to improve matters within a shrinking budget.

Origins and Development of our Current Thought and Practice

4. What I have sketched has its origin in the audiolingual theory of the early sixties. Retrospectively, we recognize it has been a revolution in thought and practice. A new methodology, the audiolingual method and the language lab, and a new way of thinking about language learning have become widespread. We would note much of these influences throughout the world and little difference would be noted between schools and educational institutions for adults.
5. We would also note the influence of linguistics and psycholinguistics and of a new branch, applied linguistics, followed soon by another new development, sociolinguistics. These sciences were expected to yield a fool-proof technology of language learning. There was a wholesale dependence on science (linguistics) and technology (the language lab). In the early sixties many language educators were excited about the possibility of this scientific approach from which one can derive a whole system of language training, and many still act as if this was unquestionably right even today. This view stands in contrast to earlier developments; for previously language training was mainly a practical affair. The 'theory' was the practitioner's thought.
6. By the late sixties this new theory however had gradually become eroded or, if you like, exploded. Attacks upon the linguistics and psycholinguistics of the early sixties became widespread. New linguistic theories, new psycholinguistic thought and now also new sociolinguistics

led to questioning of the influence of the language sciences on language training.

7. Results of the same research threw cold water on some of the innovations and led to a critical look at language training:

Scherer-Wertheimer	Audiolingualism
Pennsylvania Study	Audiolingualism
The GUME Project	Audiolingualism
The Keating Report	Language Lab
NFER Study	Early Start
IEA Studies	Conditions of Learning
Montreal & Ottawa Studies	Early immersion and other approaches to French
Bibeau Report	Language training in the federal public service

8. A certain disillusionment with the earlier audiolingual ways of language training led to a renewed methodological debate: the audiolingual theory became the old orthodoxy and hopes were pinned on the cognitive code theory. Various new systems of language training appeared:

eg Lozanov's suggestology
The Silent Way (Gattegno)
Curran's Community Method

9. These experiences led to an increasing demand for an emancipation of language training. Some went so far as to advocate a rejection of science, of a dependence on linguistics or psychology or any other expertise: the teacher was to become (again) independent of the illusion of a fool-proof science and should use his own intuitions, relate to his students and not to some "research divinity". If you train for communication, it was argued, as every language teacher does, then at least you should be able to engage in meaningful communication yourself. Some place the emphasis on sensitivity training rather than on scientific research.

10. The development had gone full circle; for in the past language teaching theory was indeed only the thought and a reflection of teaching experience uncontaminated by linguistics and so on, and at this point teachers were urged to repudiate once more the inroads of science.

11. Similar thoughts of rejection of a dependence on science affected education generally. For example, the American educationalist Schwab contrasted the notion of the 'practical' to the notion of the 'theoretic'.

Curriculum activities belong to the practical; they require a different mode of operation from the theoretic or scientific mode. Applying this to language training, one could argue that in language training we are not involved in hypotheses or scientific proof; in other words, the theoretic. We are concerned with planning, deliberating, policy-development, decision making, evaluating, and then revising our plans of action: the realm of the 'practical'.

Current Thought and Development: A Synthesis and New Directions

- 12. Where do we stand then in this on-going debate? Let us assess the current thought and development and try to find a synthesis and new directions.
- 13. The rejection of the contributions of the language sciences in our view is misguided. Four areas have continued to have important contributions to make: linguistics, psycholinguistics, sociolinguistics, educational theory, a multidisciplinary approach.
- 14. None of them can be 'applied' neat^{ly} to language teaching. Schwab is absolutely right: the teacher or supervisor is not involved in a scientific operation. We therefore need intermediaries between the language sciences and language teaching practice, which synthesize findings and sift them for application: this is the role of 'applied linguistics' or, as it is sometimes called today, 'educational linguistics'. On the institutional level certain language centres fulfil this function.
- 15. Language teaching theory cannot be based on scientific disciplines alone. Practice itself must contribute to the development of our theory. In the past, the options were seen too much as an alternative, either practice without thought or a theory based on the sciences. What we need is theorizing which uses both the language sciences and language teaching practice and experience as a resource for theory development.
- 16. What researchers have recognized today is that the second language learning processes as they occur in classroom settings and the actual practices of language teaching must become the subject of enquiry so that what in the past was lost simply because teachers were unaccustomed to conceptualizing their own experience can at last be re-instated and confronted with the findings from the disciplines.
- 17. Let me give two examples to illustrate this: in the sixties contrastive linguistics was developed as a study designed to predict the difficulties of learners from a purely linguistic analysis and comparison of the language of origin and the target language. When contrastive analysis was applied, it was often found that, in fact, what was predicted to cause difficulties did not do so. Other things caused far more difficulties. So the interest shifted to error analysis: what are the actual problems that students have with the language? It is the combination of the two, contrastive analysis and error analysis that is likely to be most fruitful.
- 18. My other example is the definition of objectives. Many of us recognize how important clear objectives are for the development of a good language program. Nearly two decades ago, the American, Bloom, and his colleagues developed an ingenious psychological taxonomy of educational objectives which has been very widely applied in educational

training programs. The same taxonomy was then applied by some language teaching theorists to language training. A taxonomy of language learning objectives, such as the one developed by Valette, is very ingenious. But it was simply an application of an instrument not specifically designed for language teaching. No one has so far bothered to find out whether it represents what language teachers view as their objectives or whether this taxonomy reflects the implied or explicit objectives of learners in actual language learning situations.

19. It is for these reasons that researchers today regard it as one of their priorities to find out about language learners and learning and language teachers and teaching in actual language classroom settings.

20. You might well ask what is so novel about this. Teaching studies, you might think, are familiar enough and you would think again of such studies as the Pennsylvania Project. But these are not in fact studies of the teaching process. They look merely at the results of teaching, by comparing results of one method with those of another. What researchers have not done at all is to try to investigate the processes of teaching in relation to the processes of learning that are on-going or that fail to go on.

21. In the same way, although there has been much research on learning in general and even on language learning, there has been little research on learning second languages and particularly on second language learning in classroom settings. Therefore, the kind of task that lies ahead of those of us who want to make a research contribution to language teaching is to investigate the learning and teaching processes in realistic classroom settings in order to find out what promotes and what hinders good language learning.

22. We do not repudiate earlier work on the contribution of the language sciences, but I feel that it is the job of those among us who stand halfway between the language sciences and the needs of the language classroom to draw on both sources, the theoretical and the practical, to develop viable studies and guidance for the policy-makers and teachers and to revise our position not only in the light of new scientific developments, but also in the light of new practical experiences.

23. A good language teaching theory must be based on the dual sources: on the contributions of practice and practitioners as much as on the knowledge, research and theories of linguists.

Example: The Strategies of Exceptional Adult Language Learners

24. With these beliefs in mind, we are engaged at the Modern Language Centre in studies of learning and teaching of second languages in classroom settings. Rather than give you details of these investigations, I would like to conclude my talk by drawing your attention to an interpretation of language teaching and learning which has developed from these studies and which, in my view, has direct bearing on the theme of your meeting, Adult Language Learners.

25. In one such study, we have interviewed some thirty exceptionally successful language learners to find out what strategies underlie their outstanding success.

26. It will not surprise you to hear that we found that the strategies that they employed were not the whole story; the context and circumstances in which they had found themselves had a lot to do with their success. But we were able to identify some definite learning strategies that might be of interest to you.

a. The Adaptive Strategy. Our good learners by no means have everything going their way. Some of them had poor teaching, others had certain personality characteristics which militated against language learning. But the good learner has the insight and the capacity to analyze the circumstances or his personality characteristics, to come to terms with them and to make the best of them. Thus one subject complained about the dull routine method used by the teacher; but the good language learner still made use of the practice to his advantage. In short, they made the best use of existing opportunities.

b. The Active Strategy. Good learners do not sit back expecting the teacher to do all the work and expecting the language just to come to them. At certain stages in their learning career, they plan their language learning in some way. They equally are actively involved in the learning process through a variety of techniques -- by voluntary practice. They recognized that they needed practice and they made sure they got it, by adding to the practice opportunity provided in lessons, eg listening to records or the radio or going to movies, and by creating opportunities demanding the use of the second language. The good learner constantly revises his interlanguage.

c. The Formal Strategy. The good language learner develops an awareness of and knowledge about the second language. He has a certain technical know-how. He tests out the characteristics of the language, observes, compares, investigates the way the language operates. He constantly extends and revises the system. He searches for meaning.

d. The Functional or Communicative Strategy. The good language learner realizes that he must use the language in real communication to learn it, and he selects situations which demand language use.

e. The Internalization Strategy. The good language learner realizes his dependence on a teacher; but increasingly monitors himself. He acquires a certain vigilance and strives to develop a feeling for the second language which emancipates him from the teacher as well as from his first language as a reference system. He takes active steps to internalize gradually the language.

f. The Affective Strategy. Learning a new language makes affective demands: accepting the disorientation, confusion, and bewilderment that is inevitable in situations in which we cannot communicate. The good language learner approaches this with a certain sense of humour, is prepared to laugh at himself, and has good will towards the second language and its speakers, as well as persistence and purposefulness.

27. We have made similar investigations on language learning with students at the school level although we were not as successful in identifying specific strategies. At present, we are planning further investigations on language learning.

Conclusions

Some conclusions from the adult language learning study for language training:

- 28. a. Too close step-by-step direction of language classes by teachers may not always produce the desired effect because it gives too little chance to learners to develop their own strategies.
- b. Students can be made aware of language learning strategies and techniques. They themselves are capable of introspecting about their language learning experiences, their difficulties, and their successful techniques or gimmicks. They should be considered more as partners in the techniques and plans used by instructors.
- c. I am not suggesting long lectures on language teaching methods, but occasional hints and brief discussions on different ways of learning so as to change classroom learning from a fairly mechanical, routine operation into a deliberate and co-operative undertaking.
- d. Teachers need to become more sensitized to learning preferences and differences in student reactions to different learning situations.

Implications of this review

- 29. If we want to learn something from the experience of language training theory, research and practice over the last 15 years and want to see improved language training in the future, then we must recognize that our theories and policies have three sources, each of which is equally important:
 - a. Language sciences. We continue to need the input of linguistics, psycholinguistics, and sociolinguistics, and specific studies on the languages.
 - b. We need research in the language sciences and systematic inquiries on language teaching and learning.
 - c. We equally need the direct input from practice in schools, universities and adult training.
- 30. Thus if you want to review language training in the military setting, you ought not only to rely on the input of educationalists on adult education or of psycholinguists on language learning at the adult level, valuable as their observations would be; you need the conceptualizations that arise directly from your practical experience, from the intuitions, observations, and experiences of practising teachers. It is the combination of language sciences, language pedagogy, and actual practice that holds out the hope of better practice as well as a more satisfying theory.

Federal Language Training Centres

1. Delegates visited the Federal Training Centres at Carson Road, Ottawa, and Asticou, Hull, on 14 July. These centres cater for the teaching of French to English-speaking public servants, who attend full time courses at the centres. Programme A is located at Carson Road and Programme B at Asticou.

2. Each centre is divided into 4 units, and the following organization of unit A-4 at Carson Road is typical.

- a. Staff: 1 Director (LAT-3)
5 Senior Teachers (LAT-2)
38 Teachers (LAT-1), including one in charge of testing and another in charge of the documentation centre
1 Administrative Assistant
2 Secretaries
1 Technician

- b. Students: between 130 and 140 students, all public servants, divided into 19 groups (at the first or second levels). The groups are further classified as 'B', 'C' or 'D', according to the students' aptitude.

- c. Premises: 19 classrooms
9 offices
1 documentation centre
6 staff rooms
1 students' lounge
1 teachers' lounge
2 rooms for special tutoring
1 main lounge for meetings and special activities
1 videotape room
1 laboratory.

14 July 1976

The following article was made available by M Racle to accompany his presentation on Suggestopaedia to BILC delegates at the Ottawa Staff Development Centre, Carson Road.

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LA SUGGESTOPÉDIE PEUT-ELLE REVOLUTIONNER
L'ENSEIGNEMENT DES LANGUES?

par G. Racle
Directeur de Suggestopédie-Canada

Au cours des dernières années, l'enseignement des langues est passé par une succession de phases d'espoirs et de désillusions. Les laboratoires de langues n'ont pas tenu leurs promesses, peut-être parce qu'ils sont arrivés trop tôt et que l'outil technique a existé avant les programmes d'utilisation. Les méthodes d'enseignement qui semblaient avoir fait ou devoir faire leurs preuves sont maintenant remises en question: "On peut se demander si les matériels didactiques actuellement utilisés dans l'enseignement des langues étrangères ... correspondent aux aspirations et tendances actuelles de l'apprentissage des langues vivantes." (1)
"Dans l'état actuel de nos connaissances en la matière, on ne peut travailler que dans le provisoire."(2)

Dans ces circonstances, est-il donc possible de parler d'innovations valables dans un domaine si souvent remis en question? Il semble pourtant que les expériences que nous avons entreprises depuis 1973, à Ottawa, dans le cadre des cours de langues secondes s'adressant aux fonctionnaires fédéraux permettent de donner une réponse positive et prudemment optimiste. Les résultats obtenus jusqu'ici sont en effet fort encourageants et des plus prometteurs: ils nous ont semblé suffisamment significatifs, au regard de l'acquisition d'une compétence communicative dans une langue seconde, pour légitimer un bref exposé sur le sujet.

C'est en Bulgarie que les premières expériences d'un enseignement renouvelé des langues ont eu lieu, il y a une dizaine d'années, à un Institut, appelé Institut de Recherches Scientifiques en Suggestologie et dirigé par un médecin, le Dr Georgi Lozanov.

La Suggestologie:

Après 15 à 20 ans d'expérience pratique en psychothérapie, le Dr Lozanov est arrivé à déterminer un certain nombre de facteurs qui peuvent expliquer les succès rencontrés dans sa pratique thérapeutique. Ces facteurs, reconnus et identifiés progressivement, le Dr Lozanov les appelle des facteurs suggestifs. Autrement dit, le succès d'un processus thérapeutique s'explique par la présence de certains facteurs suggestifs positifs, facteurs présents d'ailleurs dans tout acte de communication et donc dans tout processus pédagogique: c'est ainsi que s'explique le passage du Dr Lozanov de la psychothérapie à la pédagogie.

Ces facteurs suggestifs sont nombreux et divers. Ce qui les caractérise, c'est qu'ils se situent à un niveau inconscient. Il y a en effet, dans tout échange humain, un plan logique, rationnel, conscient. Il y a aussi un plan émotionnel, inconscient. Par exemple, lorsqu'on écoute un conférencier, on subit l'influence de plusieurs facteurs, plus ou moins inconscients: le timbre de la voix, les gestes, les expressions de physionomie, le comportement, et aussi l'habillement, la couleur des murs, etc... etc. Il est tout à fait possible de n'être pas d'accord avec ce que dit le conférencier,

non pour des motifs logiques et rationnels, mais tout simplement parce que le ton de sa voix est désagréable, parce que la couleur de ses vêtements n'est pas en harmonie avec le décor, etc. Citons le Dr Lozanov lui-même:

"En ce moment, vous écoutez mes paroles, la logique de mes paroles, mais en même temps, plus ou moins consciemment, vous acceptez l'intonation de ma voix, ma physionomie, mon comportement, et beaucoup, beaucoup d'autres détails inconnus de vous et de moi; et vous avez, de ce fait une rétroaction psychologique, un contrôle de la vérité de mes paroles. Vous me croyez ou vous ne me croyez pas... Et ce sont des facteurs suggestifs, ces facteurs émotifs plus ou moins conscients."(3)

Ces facteurs suggestifs ont une importance extrême dans notre vie, mais ils passent généralement inaperçus. De plus, ces influences psychologique inconscientes ne sont pas tous dirigées dans le même sens; nous recevons des influences positives et également des influences négatives, soit au même moment, soit consécutivement. Il n'en résulte donc pas, habituellement, de résultats positifs et tangibles. En ce, d'autant moins, que nous sommes, en faits, régis par une norme sociale négative qui limite le développement de nos propres capacités. Nous n'utilisons peut-être en effet que 4 ou 5 de nos capacités mentales (4), le reste demeurant à l'état de "réserves" disponibles, mais inutilisées. La suggestologie, ou science de la suggestion, a donc pour but d'étudier les interactions entre l'individu et son environnement. Et l'Institut de Recherches scientifiques en Suggestologie de Sofia s'efforce de pénétrer plus avant dans ce domaine, et surtout d'en étudier les applications possibles et pratiques. La suggestologie peut, en effet être utilisée en différents domaines: en médecine, en chirurgie, pour le traitement des maladies mentales, pour l'entraînement des sportifs, en publicité, etc. Mais le Dr Lozanov a surtout concentré les efforts du centre qu'il dirige vers l'application de la suggestologie à l'enseignement. La nouvelle science, la nouvelle forme de pédagogie qui est sortie de ces travaux, le Dr Lozanov l'a baptisée: suggestopédie.

La Suggestopédie:

La suggestopédie se propose de mettre les "réserves mentales" à contribution en organisant un système cohérent, qui vise à coordonner les signaux suggestifs que nous recevons, signaux émotionnels plus ou moins inconscients:

"Nous parlons de suggestion quand certaines réserves de la personne sont activées grâce à une activité mentale inconsciente."(5)

En utilisant le biais de stimuli non spécifiques, dans un état de veille absolument normal (il n'est pas du tout ici question d'hypnose, sous quelque forme que ce soit), le système tend à mettre les réserves de l'intelligence en action, tout en éliminant l'effet des suggestions négatives antérieures. Il s'agit donc d'un processus dialectique désuggestion-suggestion à la fois simple (en théorie) et complexe (dans son application pratique).

"Notre but premier n'est pas de suggestionner, mais de désuggestionner, de nous libérer de suggestions reçues depuis notre enfance, car nous sommes tous sous l'influence de suggestions recues de la société dès notre enfance... Dans nos expériences, nous avons établi que ces facteurs suggestifs que nous subissons de notre naissance jusqu'à notre mort limitent nos possibilités." (6)

Il faut donc trouver le moyen d'échapper à la norme sociale, restrictive et limitative, pour ouvrir la voie au développement de la personnalité. Pour ce faire, l'enseignement suggestopédique doit créer des conditions

d'apprentissage qui déconditionnent, désuggestionnent l'étudiant en activant, en stimulant toutes ses fonctions qui ne sont pas habituellement utilisées à leur pleine capacité. Il est nécessaire également de contourner les barrières psychologiques derrière lesquelles les individus se protègent et qui bloquent l'utilisation totale de leurs possibilités.

C'est ainsi que certains facteurs suggestifs qui permettent de contourner ces barrières et de stimuler les capacités mentales sont de première importance en suggestopédie. Ils ont été retenus par les chercheurs de l'Institut, après expérimentation, et sont à la base de l'enseignement suggestopédique. Les principaux sont basés sur les relations inconscientes entre l'apprenant, la méthode, et les utilisateurs de la méthode (sécurité, confiance, détente), le double-plan, les arts qui créent un environnement émotionnel spécifique qui accroît la réceptivité.

Ces différents facteurs suggestifs s'imbriquent étroitement, se renforcent et leur utilisation fait partie d'une approche globale. En ce sens, il n'y a pas de gadgets en suggestopédie, pas de recette magique. On peut donc parler d'une science pédagogique qui concerne l'individu tout entier, qui développe toutes ces capacités, toute sa créativité, et qui repose sur une approche globale. C'est un système, aussi scientifique que possible qui intègre les principes de base de la pédagogie et les principes de la suggestologie. La suggestion, en suggestopédie, est donc un mécanisme de base, comme il peut l'être d'ailleurs en psychothérapie. Ce qui fait que la méthode aura, en fait, d'autres effets que des effets purement pédagogiques.

Suggestopédie et enseignement des langues:

L'application de la suggestopédie à l'enseignement des langues est certainement une des utilisations des plus intéressantes, et peut-être des plus spectaculaires de cette nouvelle science pédagogique. C'est d'ailleurs un des domaines qui a retenu très vite l'attention du Dr Lozanov et de son équipe, et qui a fait, à Sofia d'abord, l'objet de nombreuses expérimentations: il était facile, en effet, de trouver des volontaires vu l'intérêt qui se manifeste en Bulgarie pour les langues étrangères; d'autre part, il est assez simple de mesurer objectivement l'efficacité de la méthode, et particulièrement, d'obtenir des mesures précises de mémorisation et d'acquisition d'automatismes.(7) Les résultats obtenus à l'Institut de Sofia ont été si remarquables qu'ils ont retenu l'attention.(8) Ces résultats ont pu être obtenus en traduisant les principes théoriques rapidement mentionnés plus haut en un modèle pratique utilisable et efficace. La création d'une atmosphère suggestive agréable, l'intégration des arts comme enseignement, l'importance du programme d'enseignement sont quelques-uns des éléments constitutifs de ce modèle.(9)

En d'autres termes, il s'agit de créer une situation globale d'apprentissage qui soit pleinement favorable à l'activation des facultés intellectuelles de l'apprenant. Tout, dans le programme, doit aller dans ce sens, si l'on veut effectivement supprimer ou réduire les mécanismes de défense, les inhibitions, les craintes qui s'opposent si fortement et si fréquemment à l'apprentissage d'une langue. D'où l'utilisation d'une atmosphère agréable: la salle de cours ressemble plus à un salon où l'on cause, qu'une salle de classe. D'où l'utilisation de musique classique pour la présentation d'une nouvelle leçon: la musique crée en effet un climat émotionnel qui facilite la réception du message. D'où l'utilisation de leçons très substantielles par le contenu et l'accélération du processus d'enseignement. D'où également l'orientation directe du cours vers la communication, et dès les toutes premières heures. D'où surtout l'importance du comportement du professeurs qui doit être spécialement

formé dans ce sens.

Les résultats vont au-delà, d'ailleurs, d'un apprentissage purement linguistique: puisqu'il fait appel à toutes les ressources de la personne humaine. Celle-ci s'en trouve elle-même épanouie. Le Dr Lozanov mentionne par exemple la disparition de maux de tête, d'insomnie, d'irritabilité etc. Avec les fonctionnaires fédéraux, les résultats obtenus jusqu'ici sont très prometteurs; non seulement l'apprentissage se fait dans de très bonnes conditions, mais également un grand intérêt est créé chez les étudiants, et pour cette forme d'apprentissage, et pour la langue étudiée, et pour la culture véhiculée par cette langue.

Je fournirai en terminant ce commentaire d'un de nos étudiants qui ne pouvait revenir pour un troisième cours:

"... Votre programme bien qu'il ne soit pas aussi libéré des traditions que je le souhaiterais, est sans doute le programme le plus progressif que j'aie rencontré à ce jour. Si les cours de français, à tous les niveaux d'enseignement, étaient aussi bien conçus que les vôtres, je suis sûr que le bilinguisme serait aujourd'hui un fait et non un but à atteindre. Votre méthode d'étude est la seule offerte par une institution traditionnelle qui m'ait convaincu que j'avais, non pas mémorisé, mais réellement "intégré" des éléments d'une langue étrangère. Plus important peut-être encore, votre méthode m'a véritablement donné le désir de continuer l'étude du français jusqu'à ce que je me sente capable de parler couramment. Pour ce faire, je me fonderai, non pas sur l'étude de listes insensées de verbes et de noms, mais plutôt sur une relation active avec des francophones et sur la culture des Canadiens français. Peu de pays ont la chance d'avoir, comme le nôtre, deux cultures distinctes, peu de villes ont le privilège, comme Ottawa-Hull, de bénéficier d'un tel mélange de ces cultures. Pour ma part, je désire désormais tirer parti plus profondément de nos avantages et je dois dire que votre cours est en partie responsable de ce désir. ... Bonne chance à vous-même et à vos étudiants pour le cours à venir et merci de m'avoir donné le privilège de suivre l'enseignement de votre centre."

.....

Pour en savoir plus -----

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Notes:

- (1) R.Richterich, Conférence prononcée au Colloque de la CILA sur l'enseignement de la compétence de communication en langue seconde, Université de Neuchâtel, 15-17 mars 1976, p.2.
- (2) id. p.5.
- (3) Une expérience d'enseignement avec la méthode suggestopédique, Ottawa 1975, pp. 286-287.
- (4) G.Lozanov, Sugestologia, Sofia, 1971, p.4.
- (5) G.Lozanov, Osnovi na Sugestologiata in: "Problemi na sugestologiata", Sofia, 1973, p.40.
- (6) Une expérience.... p.287.
- (7) G.Lozanov - A.Novakov, Sugestopedicheskaia methodika pri obouchenii inostraniim iazikam, (La méthodologie suggestopédique dans l'enseignement des langues étrangères) Problemi...p. 127.
- (8) La Commission de la Fonction publique du Canada a manifesté son intérêt pour les travaux du Dr Lozanov dès 1971. En 1972, une équipe de spécialistes faisait séjour de travail à l'Institut de Sofia. A partir de 1973 la suggestopédie a été expérimentée à Ottawa, dans le cadre des cours s'adressant aux fonctionnaires. En 1974, des professeurs des Université McGill et de Toronto étaient formés au Centre de recherche de la Commission, et utilisaient cette pédagogie pour des cours d'été de français.
- (9) Pour plus de détails voir: G.Racle, Introduction à la suggestopédie dans: "Une expérience...", pp. 213-255.

STUDY GROUP REPORT - SYNDICATE 1ANDRAGOGY/PEDAGOGYStudy Group Members

Squadron Leader R A Smith (UK) -- Chairman
 Colonel J J N Manson (UK)
 Lieutenant Colonel K Helder (NL)
 Lieutenant Colonel M Lautier (FR)
 Lieutenant Colonel A Taschereau (CA)
 Major J Pineault (CA)
 Frau A M Beck (GE)
 Dr J R Frith (US)
 Mr M Carrier (CA)

Introduction

1. Study Group 1 was asked to analyse the concepts of andragogy and pedagogy and their relevance to the field of language training. It soon became evident that a comprehensive study of these concepts was too complex to handle in the absence of specific supporting evidence and within the time limits of the conference.

2. It was felt that, rather than devote time to itemizing pedagogical principles which might not be relevant, the Study Group should discuss adult teaching and learning only and allow any comparison with a pedagogical approach to become self evident. Discussions were therefore confined to the practical aspects of the language programmes offered by the participants in the Study Group. Its members came from Canada, France, Germany, the Netherlands, the United Kingdom and the United States.

3. This short report follows the pattern of the Study Group's discussions and is divided into 3 parts:

- a. Identification of the general pattern of language training in the countries represented.
- b. Consideration of some of the more significant teaching and learning strategies which countries had adopted for adult language training.
- c. Conclusions as to which of the current trends in teaching methods and teacher training might be worth pursuing if not already adopted.

The Pattern of Language Training

4. The Study Group's discussions revealed, predictably enough, that language training encompasses a range of programmes which vary widely in length and intensity. At the one extreme is found the self-paced, teacher-independent approach with no formal classroom instruction; at the other there is full-time intensive study.

5. Three broad types of training were most generally favoured:

- a. The Regular Part-time Course. A part-time course usually taking about 4 hours per week over a period of up to 40 weeks.

b. Cyclical Training. Cyclical training is organized as a series of linked full-time short courses interspersed with periods of private study which the students undertake on their return to normal duties.

c. Full-time Intensive Training. At full-time courses students will undergo up to 30 hours instruction per week for periods of between 6 and 18 months.

6. Although the teaching establishments, represented by the BILC members, engage in the teaching of a considerable number of languages, their training programmes concentrate mainly upon the following languages:

English	Spanish
Russian	French
German	Arabic

7. The target population for these programmes ranges from raw recruits to senior public servants and military officers. The linguistic requirements of the learner vary from limited proficiency in one skill to mastery of all four skills. It therefore seems quite surprising that, from such a heterogeneous body of students and courses, any kind of pattern of teaching or learning methods could emerge.

Teaching and Learning Strategies

8. Although much profitable work is being carried out in certain restricted fields with new teacher-independent courses and in the use of an oral-suppressed method, the general approach to language teaching is still mainly audio-lingual. The onus is on dialogue work and uses extensively all the usual aids, like tape recorders, language laboratories, video tape recorders, slides and so on.

9. Within each programme, students are generally placed in groups of eight according to their age, aptitude and proficiency. Remedial teaching is also provided for those students encountering learning difficulties. In order to avoid monotony and to sustain interest, courses introduce variety into most curricula by organising such things as sports afternoons and socio-cultural activities. Although it is acknowledged that variety in a programme is necessary, adults normally receive far longer periods of one method of instruction than children whose school curriculum is based both on short lesson times and on a mixture of subjects. Adults generally prefer to have sufficient time in one lesson to get to grips with the topic in hand.

Guidelines for Future Development

10. Dr Stern's talk on the first day of the conference highlighted the fact that the student frequently faces crises in his learning and that his performance improves when he is allowed to develop his own learning strategy. In the well motivated adult we find that if he and the teacher establish a rapport, the student will not be afraid to express his views on his own training problems. The sympathetic teacher is then able to work with the student to ensure that he can arrive at the method most conducive to learning. Naturally such an approach cannot be given too free a rein. The constraints of time and the course objectives will often determine the degree of freedom to be allowed.

11. In spite of recent advances in educational technology, curriculum development and language teaching, the study group felt that considerable improvement was still possible in the general approach to teaching languages to adults. The study Group therefore suggests a number of ways by which the language teacher's work with the adult learner could be made more effective:

- a. Language course material should be related to adult experience yet sufficiently varied to allow for individual differences.
- b. Course developers should seek new ways of presenting language teaching materials which the adult student will find both acceptable and relevant to his needs.
- c. Training courses for language teachers should be designed to maximize the students' awareness and understanding of the characteristics of the adult learner.
- d. Students prefer to form relationships on equal terms with their teachers. Therefore teachers should be encouraged to form such 'horizontal' relationships with learners instead of the 'vertical' teacher-student approach so familiar from school days.
- e. Teachers should counsel adult learners on learning strategies during the period of the course.
- f. Teachers and course developers should take account of students' reactions in curriculum planning and development.

12. Those who have allowed greater co-operation between the adult student and his teacher, and who have encouraged the learner to take more responsibility for his own training have detected a welcome improvement in student morale and success on courses. They have received useful feedback which has prompted them, in their turn, to prepare course material better suited to the students' needs. By following the trends and recommendations outlined in this paper more language training establishments could improve their general efficacy and the adult learner could be allowed to contribute to the common aim of providing the most effective form of training.

STUDY GROUP REPORT -- SYNDICATE 2TESTING AT BILC PROFICIENCY LEVELS

Presented by Mr D H Ellis (SHAPE) -- Chairman

The Study Group:

- (1) continued its exchange of information on tests;
- (2) identified various tests for measuring the 4 language skills (see annex);
- (3) noted that several nations represented in the group were engaged on research and development into testing and that Germany in particular intended to provide specifications backed up by test item samples in the four skills in English and French at next year's conference;
- (4) noted the offer by members of the Study Group to make available tests to the IMS, NATO (in particular the U.S. offer of the ECL test in the receptive skills in English, and the Canadian offer of tests in all skills and in both languages);
- (5) invited the Plenary Conference to dissolve the Study Group in its present form as it had completed its mandate;
- (6) recognized that once BILC proficiency levels were adopted formally in the form of a standardized agreement, they would have to be accompanied by test specifications to put them into application;
- (7) recommended that the Plenary Conference set up a technical working group to carry out the above work.

NATIONAL REPORT -- BELGIUM

Presented by Commandant W Cranshoff

BELGIUM: REGIONAL INTER-SERVICE LANGUAGE CENTRES

(Centres linguistiques régionaux interforces)

1. Aim and scope

In order to promote effective bilingualism among the Belgian armed forces on the one hand, and to provide new links between self-tuition and the courses given in the existing language centres on the other, the Chief of the Belgian General Staff decided to set up a certain number of regional inter-service language centres: "Centres linguistiques régionaux interforces".

The new links are meant to help our military personnel in their preparation for the statutory examinations on their knowledge of the second national language:

- a first link between the examination which has to be passed before promotion to second lieutenant and the second examination which is passed approximately 15 years later, before promotion to senior officer;
- a second link between the "effective" knowledge tested before promotion to senior officer and the examination on "thorough" knowledge.

It is hoped that more officers will benefit from the new centres, the final aim being for all officers to possess a "thorough" knowledge of their second national language.

As opposed to the centralization that was thought to be of greater value in 1968 (see "BILC Bulletin" No 2, 1968), this is a definite step toward decentralization of means, not only because of the larger number of centres that are in operation but since these centres function more like lending libraries.

2. The Centres

The idea in fact is that each centre lends out portable tape-recorders for 2-month periods at the end of which all students are gathered at the centre for a briefing on their works and given advice as to how to continue with their studies.

In our opinion, this system has the advantage of giving officers greater freedom in their work: they are no longer bound to a set timetable or a definite place to go to. Indeed, due to exercises, camps, manoeuvres, guard duties, missions, etc it is not always easy for military personnel to attend classes regularly.

Now, wherever they are (a naval officer at sea, an army officer on a mission, or an air force officer who lives 20 miles away from his station or the language centre) and whatever time they have available, their portable tape-recorders and recordings enable them to work.

Twenty-three centres were set up in 1971 and they cover all garrisons in Belgium and Belgian garrisons in Germany. They consist of a teaching staff and a number of portable tape-recorders and tapes.

3. The courses

To start with, there are two new courses recorded on tapes in each national language:

- a "pre-effective knowledge" course, so called because it is available before the "effective" knowledge course which all officers attend at the Language Centre of the Royal Military Academy (Centre Linguistique de l'Ecole Royal Militaire) as a preparation for the statutory examination they have to pass before promotion to senior officer;
- a "pre-thorough knowledge" course, to be assimilated before the "thorough" knowledge course given by the Language Centre of the Royal Military Academy to those officers who want to pass this other examination.

Each course can normally be covered in two months and consists of tape recordings of an approximate 25-hour duration. Each officer will work on his tapes in his own time but, four times during the two-month period, he will attend in a group of five at the centre a two-hour session of correction and comments on his work.

4. Equipment

Calculations were made so as to determine the number of possible clients for each centre, and taking into consideration the fact that each tape-recorder will serve for six clients a year, it was decided that a total of 581 tape-recorders would be needed. These are provided in cases, complete with headphones and all accessories.

5. Teachers

These are recruited locally among trained secondary school teachers or, if such are not available, primary school teachers, qualified officers or university graduates.

French is taught by native French speakers, and Dutch by native Dutch speakers.

Each teacher has at any one time about ten students, on each one of whom he spends four hours in corrections and comments of works. He also, several times during the two-month period, summons his group or part of his group (eg five students) together so as to give in the classroom at the centre four hours of instruction per student, ie forty hours altogether for ten students. After this, students go to the Language Centre of the Royal Military Academy where they are tested on their ability to attend the course they have prepared for. If they do not pass this test, the staff of the Language Centre of the Royal Military Academy give them all desirable advice as to the best way to go on with their studies.

Teachers are recruited on a one-year basis and on recommendation of the Language Centre of the Royal Military Academy where they attend a one-week course to initiate them to the most adequate methods of teaching languages to adults. Teachers will be signed on again if their services are satisfactory, ie. if at least 60% of their students pass the test of the Language Centre of the Royal Military Academy. A teacher may not be signed on again if he fails to produce that 60% for two consecutive years.

6. Miscellany and conclusion

We should still point out that:

- the stress in all courses is laid on a practical knowledge of the target language;
- this new set-up is an endeavour to provide better service in the field of languages; it is in no way compulsory. Candidates may take any of the courses available and as often as they want to (eg if an officer feels like it, he can take the "pre-effective" course as a refresher once a year and every year for the 10 or 15 years that separate his commission as a second lieutenant from his promotion to senior officer);
- for a start, these new regional centres are open to serving regular officers only, but it is hoped to extend the service in the near future not only to reserve officers but also to NCOs and other ranks;
- priorities might have to be set in case of heavy demand.

These priorities would be:

- pre-effective before promotion to senior officer (urgent cases);
- pre-thorough;
- others (eg young officers for whom there is no emergency).

NATIONAL REPORT - FRANCE

Presented by Lt Col M Lautier

INTRODUCTION

1. My national report will include three main parts:
 - a. For the delegates who are not fully aware of what the Centre for Foreign Languages and Military Studies (CLEEM) actually is, I shall briefly summarize its functions.
 - b. I shall then speak of the newest training documents which have been worked out since the last conference.
 - c. Finally I shall say a few words about the French participation in the NATO terminology work.

CLEEM

2. Although CLEEM is an Army organization directly subordinate to the Army Staff and the Army Schools Education Directorate, it has very often to work for the benefit of the Air Force and the Navy, which have no equivalent centres, as well as within a joint framework. Its mission is three-fold:

Language Training (for military purposes)

a. We teach directly 8 languages - English, Russian, German, Spanish, Italian, Arabic, Czech, Chinese - and a score of other languages through reserve officers who belong to the Corps of Army Reserve Interpreters. In connexion with this language training, CLEEM is responsible for working out the necessary material (either written or tape-recorded), the test documents for written examinations, and providing panels for oral examinations. In addition, it is responsible for organizing the necessary courses for the area of Paris.

b. A few words about our system of tests for the Military Language Certificates. For the last three years we have had separate tests for the written and oral languages (3 levels in each category), as follows:

	Common Languages			Rare Languages		
For written languages:	1	2*	3*	1	2*	3*
For oral languages:		2*	3*	1	2*	3*

* with military terminology.

A similar system has been adopted by the Air Force and Navy.

c. In each garrison in France, courses are organized to prepare students for these tests. In addition, according to requirements, we run different full time courses for specific purposes (military attachés etc) and are also responsible for the training of Army Reserve Interpreters (2 periods each year and a training dossier).

Interpreting

d. We are responsible for providing interpreters for international conferences, for visits to France by authorities from abroad, and to accompany French officials on visits abroad. In principle our interpreters operate consecutive interpreting only, although very occasionally they may be called upon to perform simultaneous interpreting.

Translating

e. We are responsible for the translation of a great variety of documents in each section (from birth certificates to technical documents).

LATEST TRAINING DOCUMENTS

3. We have recently produced the following material:

a. Guidelines for Instructors (English, German, Russian, Spanish, Italian).

b. A Grammar for Adults' Usage (by Capt Barbeaux), containing 27 points of English grammar for adults, with all examples given in military vocabulary.

c. Two new monographs:

"The United States and its Armed Forces".

"The United Kingdom and its Armed Forces".

d. New glossaries and dictionaries are also being developed.

COMITÉ INTERARMÉE DE TERMINOLOGIE MILITAIRE ATLANTIQUE (CITA)

4. The French contribution to the NATO terminology task, related to the NATO Glossary (AAP 6), is provided by CITA, which is subordinate to the MOD Terminology Committee (whose task is to purify the military language) and to the Armed Forces Staff. The Committee is composed of:

a. Chairman

b. Vice-chairman

c. One expert for each of the 3 armed services.

d. The Head of the French Military Mission to the MAS and his 2 assistants.

The role of CITA is as follows:

a. to conduct a continual study of terms and definitions to include in the new edition of AAP 6, proposed by the Terminology Co-ordinator of the MAS,

b. to try to find a common position with the Belgian committee, taking into account the comments of Canada, to establish a FSN (French-speaking nation) position; at the same time UK/US Committees carry out a similar task to establish an ESN position.

c. Once a year a meeting is held of both the ESN and FSN representatives (in Paris in 1976), prior to the NATO Terminology Conference attended by representatives of all NATO nations (in Bonn in 1976).

National Report - Germany (1)

Presented by Herr Hanns Maur
President of the German Federal Bureau of Languages

As most of you already know President Dr. Dr. Scheller, to whom so much credit is due for the establishment and build-up of the Federal Armed Forces Language Service and the Bundessprachenamt, retired from public service at the turn of 75/76. You know that he favoured the idea of BILC very much and I will continue the work commenced by my predecessor, placing particular importance on the advancement and expansion of international co-operation.

The Bundessprachenamt, like all other government institutions in the German Federal Republic, has not remained immune from the effects of the current budget difficulties. In particular, certain personnel expansion measures, although professionally seen to be absolutely necessary, will, unfortunately, not be effected in the foreseeable future. On the other hand, there has been progress in matters of infrastructure, and it now seems certain that, at the end of 1977, work will commence on the construction of a multi-purpose building and a printing section.

The Bundessprachenamt and its subordinate Bundeswehr Language Services are, as before, working to full capacity. In 1975, the Language Operations Division completed approximately 135.000 printed pages of translation, and in the same year, the subordinate facilities in Germany and abroad completed 165.000 printed pages, thus giving a total of around 300.000 printed pages completed by the Language Services of the Bundeswehr, excluding the pool in the Defence Ministry. During the same period, the interpreters of the Bundessprachenamt and its subordinate facilities were called upon to give their services for a total of around 40.000 hours.

In the field of terminology, a further increase in computer-stored vocabulary was achieved. At the present time, approximately 900.000 word positions for the language pairs English/German, French/German, and Russian/German are computer-stored. During the arranging and coding of the vocabulary, consideration was given to numerous aspects: words can be recalled according to these aspects (such as language, source, subject), and distributed to the users. The complete stock of words is being micro-copied and distributed to the subordinate facilities which are already in possession of film readers for microfilm. Incidentally, a demonstration of the process applied in our terminology data bank was given before an international colloquium in Paris in June 1976, and permitted an interesting comparison with existing processes in France, Canada and the European Community.

The situation regarding language training in the Bundessprachenamt is as follows:-

Western Languages taught: English, French, Portuguese, Italian,
Spanish and German.

Eastern Languages taught: Russian, Polish and Czech.

In 1975, there were approximately 1400 students in courses of 4 - 6 months duration. The number of teachers employed was 43. In addition, a number of temporary teachers were employed for those courses which were heavily subscribed. As the French language unfortunately loses in importance, the requirement for German as a foreign language noticeably increases, due to Germany's efforts in the field of development aid.

In 1975, 143 students, representing 10% of the total student population, received instruction in the German language. They came from 22 different countries. Furthermore, we now also train foreign teachers who, in their own countries, will set up and develop German language training or will themselves be employed as teachers of German.

In the various subordinate professional institutions, a total of 135.000 hours language instruction was given.

In its efforts to extend foreign language training to as wide a dimension as possible, that is, to impart the communication skills in the NATO languages English and French, the Bundessprachenamt has, after a two-year trial period, finally developed the "Combi"-model. Consideration had first been given to the possibility of correspondence courses, but these were rejected after investigation had shown that they would be too expensive because of high personnel requirements, and that they were unsuitable for imparting the active communication skills. The solution to the problem is a combination of self-study and classroom teaching. In two-week phases of classroom teaching (so-called contact phases), the student, as a beginner, is made familiar with the phonetics of the language, here the direct influence of a teacher is of fundamental importance), and he receives his introduction through the appropriate use of the Bundeswehr teaching material, both written and recorded. In the following contact phases, the learning success of each previous self-study phase is consolidated, fluency is drilled, and an introduction to the material for the next self-study phase is given. At the end of each contact phase, with the exception of the first, there is a short test which serves as a qualification for entry into the next phase. Failure to pass any phase test after two attempts results in exclusion from further training under this scheme, thus preventing misuse or overloading of the Combi-model by incompetent students.

One important advantage of this model is that the student can determine his own learning speed during the self-study phase - a phase that is often enough affected by normal duty factors. He puts himself forward for the next contact phase only after he has thoroughly worked through the appropriate material. As each contact phase - for an English beginner there are five up to B Certificate level - is offered up to nine times a year, there is sufficient flexibility for a student to select the contact phase most suitable for his rate of progress. This system will provide homogeneous classes. Students with previous knowledge can enter the course at a stage appropriate to their knowledge.

The model is very economical, as teachers are only required for the contact phases; the much longer self-study phases raising no costs for personnel.

This model, as an important fact, makes it possible to carry out language training on a real extensively wide basis, catering for all those interested students who, because they cannot be released from duty for three months, are unable to attend courses in the Bundessprachenamt.

On a regional level, the model has proved itself over a two-year trial period with almost 2.000 students, and will now be extended to the whole of the Bundeswehr. It is intended to include other languages in the model.

In the Course Development Department, work on the development of teaching and testing material has been, and still is handicapped by the difficult personnel situation. The study groups are not adequately staffed for the variety and quantity of work to be done, and an increase in personnel, in particular the specialist course writers, is, because of the present financial situation, out of the question.

Work has been carried out or is being carried out on projects as follows:

1. English

- A course for Bw level I (STANAG Level 3), consisting of a Student's Book and two Teacher's Books, as well as 25 records with exercise material has been completed and introduced throughout the institutions of the Language service.
- Work has begun on a revision of the Teacher's Books, Levels A and B (STANAG Levels 1 and 2).
- The development of skill-orientated test models and their trials was vigorously continued.
- Work on the validation of a 200 MC item test for placement purposes is nearly completed.
- Additional teacher-independent exercise material has been developed for --
 - a. extension of vocabulary (phrasal verbs, adjectives),
 - b. improvement of the Reading Comprehension skill by CLOZE-type exercises, (The results of this work will be reported during this conference by Mrs. Beck).
 - c. exercises for Listening Comprehension.
- A specialist language course for the Navy had been developed and tried out.

2. French

- Work has vigorously continued on the Level B Book (STANAG Level 2), and it is anticipated that printing can begin early in 1977.
- As in English, the development of skill-orientated test models and their trials was continued.
- Teacher-independent exercise material as follows was developed:
 - a. Lexical exercises (adjectives) for Oral Production.
 - b. CLOZE-type exercises (vocabulary) for Reading Comprehension.
 - c. Exercises for Listening Comprehension (Radioscopes).

3. Russian

- The course for STANAG Level 2, consisting of a Student's Book, a Teacher's Book, and 20 records with exercise material is now ready for the printer.
- As in English and French, the development of skill-orientated test models and their trial is being continued.
- Teacher-independent exercise material for Listening Comprehension has been developed.

4. A certain amount of material for Polish and Czech at STANAG Levels 1 and 2 has been developed.

During the coming year, work in Russian and French will continue to be centred around the development of course material and language tests. In English, work will continue on the development of language tests, together with a revision of the course material for SANAG Levels 1 and 2, which, as it is now over ten years old, urgently requires modernizing.

Further, teacher-independent material for Reading Comprehension, Listening Comprehension, and the extension of vocabulary will be developed for all languages.

In addition to all the foregoing, the Bundessprachenamt has the urgent task of developing a set of general language examination regulations that will be binding for all institutions within the competence of the Defense Ministry. These regulations will have as a basis the newly defined skill-orientated achievement levels which are compatible with the STANAG Levels. Bearing in mind the stage which the work has now reached, it can be expected that the regulations will be ready at the beginning of the coming year.

For the BILC-conference 1977, Germany is ready to prepare her ideas on a "comprehensive and accurate system of testing" along the STANAG-lines plus worked-out models for each of the skills.

Thank you

NATIONAL REPORT - GERMANY (2)Vocabulary Exercises using the Cloze Technique

Presented by Mrs Ann Beck

1. Last year at the BILC Conference the German delegation suggested as a topic for practical study the possibility of using the cloze technique to develop vocabulary. We have since developed a trial series of lessons and have carried out an experiment to determine whether the cloze technique can in fact contribute significantly to the students' vocabulary. I would like to report on the results of that experiment.
2. Originally, ten texts were chosen from various sources on topics ranging from sugar beet production in Ireland to the history of 19th century science. These texts were generally about two pages long and contained a considerable amount of vocabulary not covered in our textbooks. A trial run with ten students from an intermediate level English course led us to believe that these texts were too long and too difficult to be used effectively in the time available, i.e. one hour for all five versions of a text. We therefore substituted five one-page texts with fewer new words (Note 1). I will say more about the lessons themselves in a moment.
3. From each of the five texts, ten words were selected and a 50-item multiple choice test with four choices in German for each English word was constructed. This test was administered on 15 April, two weeks after the beginning of the spring course, to all students of English. Of the 102 students enrolled, exactly 100 were present for the test. The average score on this test was 77% correct - rather high for a test of this type. Fourteen participants scored between 90% and 96%. These students were not asked to take part in the experiment, since we felt they would not have been able to improve their scores significantly. Of the 86 remaining students, every other one - based on the test scores - received a letter explaining that an experiment was to be carried out on a new technique for learning vocabulary, and that the 43 students listed were being asked to participate in this experiment. In addition to stressing the value of learning vocabulary in context, the letter suggested that the new technique would help the student learn to read more effectively. Of the 43 students who received this letter, 37 were present for the first lesson on April 28th and three sent suitable replacements so that the test group originally consisted of 40 students.
4. Before beginning the first lesson, we first gave a brief oral introduction describing the cloze technique and the lessons themselves. The students were told that each lesson would consist of a single text presented in five versions. In the first exercise, words 1, 6, 11, 16, etc. would be missing, in the second version, words 2, 7, 12, 17, and so on, so that each word in the text would be practised once actively and four times passively. The first exercise on each text was described as an exercise in global understanding - the object being to get the gist of the text and to fill in the blanks with appropriate words. After the first exercise, a tape would be played, giving solutions and explanations of new words in German. The object of the remaining four exercises was to help the student remember the vocabulary. At the end of exercises two to five the student could listen to a tape of the text and check his answers.
5. Following this introduction, the students were divided into two groups of twenty and taken into the language laboratories. With two exceptions, the procedure in the language lab was the same for all five lessons. As an introduction to the text, an appropriate title was written on the board and the students were asked to copy it down on the first page of the lesson. When they had finished writing a timer was set allowing ten minutes for the

first exercise. The students worked silently and alone. At the end of ten minutes, the supervisor played the tape containing solutions and explanations and the students listened to it through their headsets and checked their own papers. They were asked to make corrections in capital letters, but several commented that they were unable to make corrections or notes without losing their place in the text. Each of the five explanation tapes ran for approximately ten minutes.

6. The total time allowed per lesson, measured from the moment the timer was set for exercise one, was one hour. Following the explanations, the remaining time was spent in filling out exercises 2 to 5 or as many of them as the student was willing or able to complete. The average number of exercises filled out was approximately four. Participation was completely voluntary throughout and students were under no pressure to stay to the end of the hour, though most did in fact stay for at least 25 to 30 minutes after the explanations had been given.
7. I mentioned two exceptions to the usual lesson procedure. At the end of lessons one and five a questionnaire was given and students were asked to stop working on the lesson and fill out the questionnaire about ten minutes before the actual end of the period. They were told that they could stay ten minutes longer if they wished, but many left at the scheduled time -- reducing the time spent on the lesson itself. I will come back to the questionnaire later.
8. The lessons were held on Tuesday and Thursday afternoons for two half-weeks. At the end of the third week, on Friday 14 May, all English students again took a test. This test consisted of the vocabulary test given in April plus a 240-word cloze text containing 48 blanks. Since the time allowed for the first vocabulary test had been 1/2 hour, students were told that they could have up to 30 minutes on this section, but should go on to the second part of the test, i.e. the cloze text, as soon as they had finished part 1. The time actually needed for part one averaged about 15 minutes, leaving 20 to 25 minutes for the cloze text.
9. In the statistics that follow, the test group consists of 27 students who participated in either four or five lessons and for whom all test results were available. The control group consists of 40 students who participated in no lessons at all. Please refer to table 1 for details. Students whose test results were incomplete were not taken into account in either the test group or the control group. The results for one entire class (7 students) were omitted because several members of the group were suspected of cheating.
10. The results on the vocabulary test were as follows: the average score on the first test was 74.8% correct for the control group and 76.3% for the test group.
11. If we compare the two groups' scores on the second test, we see that the control group averaged 81.2, for a gain of 6.4 percentage points, while the test group achieved 88.7%, an increase of 12.4 points, or exactly 6 points more than the control group. The improvement of the control group can be attributed to three factors. First, there is the possibility that the students learned from the first test. Secondly, the temptation to cheat, even though the test had no effect on the students' marks, seems to have been strong. And thirdly, the students had had approximately four hours of English every day for the 19 days intervening. It is hardly surprising that

in 95 class periods the students picked up some of the words contained in the test. The gap between the two groups of students might also have been wider if the test had been more difficult. As it was, almost 30% of the items were answered correctly by nearly all students on both tests - which means that there was only limited room for improvement.

12. The cloze text, which was only included in the second test, was marked in two ways for each student. First, points were taken off for all words which differed from those used in the original. This is known as the exact-word-only method. The average score was 42.0% correct for the control group and 46.5% for the test group - a difference of 4.5 points. The second marking scheme gave credit for all blanks which were filled in in a way that was considered both grammatically correct and semantically possible. Since several students obviously overlooked the instruction that only one word was permitted per blank, acceptable fill-ins of two or more words were marked correct. It was assumed that this lenient method of marking would put the control group on an even footing with the test group. However, we were surprised to discover that the gap between our course participants and the control group was wider when credit was given for all acceptable words than it was under the stricter marking system. The control group averaged 67.9 and the test group 73.9 for a difference of 6 percentage points. This discrepancy may be due to the fact that the cloze lesson series encouraged the students to guess. Those who had participated had learned that the good reader can and should make use of contextual clues to fill in words he does not know.
13. The non-participants were either unable to grasp the meaning of the cloze text or unwilling to risk putting down an answer which might be marked wrong, and simply left blanks unfilled. Since the strict, exact-word-only system does not distinguish between mistakes of this type and acceptable words which differ from the original word, scores based on the exact-word-only method may not give an accurate picture of the non-native students' ability. I will come back to this problem later.
14. The two questionnaires referred to earlier contained the following questions:
- 1) Would you make use of other exercises of this type if they were available to you?
 - 2) For which particular subject areas would you especially like to have this type of exercise?
 - 3) How might the exercise be improved?

In addition to these three questions, the form following lesson 5 also asked whether the student had used a dictionary for the exercises. Of the 33 attending the fifth lesson, only three answered "yes". The others either felt that using a dictionary would have taken too much time or that the explanations from the tape were sufficient.

15. The students' comments following the first lesson were highly favourable. Thirty-six said that they would be interested in doing more exercises of this type and only four said the exercises would not interest them. Those in favour of the technique noted that they hoped to practice new vocabulary in context and to learn to make use of the context in reading. Some students expected to learn more about English grammar through cloze exercises and one felt that the technique was good memory training and would help him to develop "a feeling for the English way of saying things." A few students were more skeptical and made comments to the effect that they would use this type of exercise, but in a modified form. From their suggestions for

improving the lessons it was apparent that the cloze technique was not always seen as an essential feature of the exercise. One student objected to the arbitrary omission of every fifth word, and another suggested that each lesson should contain a maximum of ten new words and that only these ten should be left out in the repetitions of the text.

16. Most of the other suggestions emphasized technical problems. The paper of the exercise booklets should have been thicker, since the solutions to one version showed through from the following version; the tape of the text should have contained the text five times, rather than only once, to save rewinding between exercises, and the speaker should have spoken more slowly.
17. Following the fifth lesson in the series, 33 students filled out the questionnaire. This time 17 students said that they would not like to do more exercises of this sort. Of these 17, two said the texts were either too difficult or uninteresting, five did not think they personally had learned much from the exercises, and the remaining ten criticized the technique itself, saying that it was too time-consuming or was not appropriate as a vocabulary exercise.
18. On the other hand, sixteen students said they would like to do more exercises of this type. Although their comments indicate that they were not entirely happy with the way the lessons functioned, most critical remarks were aimed at weaknesses in the technique which were due to the experimental set-up. Several students felt that one hour was not enough time for the task, a problem which would not exist in actual practice, where each student would have his own tape or cassette with both explanations and text to work with as he wished. The lockstep method we were forced to adopt for our experiment accounts for a number of the negative comments we received.
19. It is also unfortunate that the students had no way of judging their progress when they filled out the questionnaire. Those who felt they had not profited from the exercises might have changed their minds if they had seen how much their test results improved in only 2 half-weeks.
20. One thing the questionnaire brought home to us was the fact that many students have no real conception of what it means to know vocabulary and to read. One student was disappointed to find that he could not actively recall all of the new words in each exercise. Others asked for texts using "everyday language", and "conversational English" apparently unaware that written texts are inherently different from the spoken language that is currently emphasized in foreign language courses. It became obvious to us that the exercises in their present form failed to satisfy these students because they were not aware of the importance of the passive skills.
21. Based on the results of the questionnaires and our own observations, we think the following changes would make the lessons more effective:
 - a. Texts should be selected more carefully and aimed at particular groups of students; our experiment was hampered by the fact that the texts were not appropriate for all levels and not of interest to all students participating.
 - b. Students should work with their own tapes at their own speed.

- c. The objectives of the exercise should be explained clearly in an introduction to the workbook and on tape. Emphasis should be placed on reading for meaning, and the student should be told that it is better to do a few versions analytically than to hurry through all five versions in an attempt to fill in blanks. The importance of passive skills should be stressed.
- d. There should be periodic quizzes for the student to check his progress.
22. Perhaps some of the most interesting results of the experiment fall under the heading of by-products. While trying to find out something about vocabulary learning, we learned some important things about our students; we had unrealistically assumed they knew things about learning that we take for granted and then found that much of the criticism we got was due to the simple problem that the students were being asked to do something - in this case, acquire largely passive skills - without really knowing why.
23. And while studying cloze as a teaching technique, we learned something about cloze as a testing technique. According to Stubbs and Tucker in volume 58 of the "Modern Language Journal", the exact-word-only method of marking correlates highly with the any-acceptable-word method, even for non-natives (note 2). This fact would seem to indicate that the two methods measure the same thing. In our experiment we found that the two methods do correlate well; for both the test group and the control group the correlation between the two marking methods was approximately .9. Please see table 2. A correlation of 1.0 would be perfect. On the other hand, Oller, writing in the "Modern Language Journal" in 1972, has warned that for non-natives the exact-word-only marking scheme does not correlate as well with other tests of language ability as the acceptable word method (Note 3). When we compared the cloze test with our 50-item vocabulary test, we found that our results bear this out (Note 4). Correlations for both groups were higher for both vocabulary tests when results were correlated with the results of the lenient marking system than when only the original word from the text was accepted. This may be due to the characteristics of the text we used or to some other factor, but it makes us wary of attempts to use the exact-word-only marking scheme on cloze tests for non-natives.
24. Experiments of this kind rarely produce conclusive, earth-shaking results, and we should be surprised if ours proved to be an exception. We set out to determine whether cloze exercises can help students to learn vocabulary. The test results show that the students who did four or five cloze lessons averaged six points more on the final vocabulary test than those in the control group, indicating that the cloze technique can be used as a vocabulary tool.

Should it be used in this way? Certainly no single technique offers the method for teaching vocabulary, since no two learners are alike. Even so, when we consider that no credit was given for participation and the students came during their free time, it is interesting that only seven of the original forty dropped out, while 27 came to all five lessons and six others were absent only once. In spite of all the drawbacks of the experimental set-up, the exercises seem to have provided enough motivation for at least three-fourths of those who were asked to participate. And although the technique was different from anything they had tried before, sixteen students liked it well enough to say they would do more exercises of this type if they could.

One even went so far as to say that he felt the cloze exercises could never become boring. In view of the difficult circumstances under which the experiment was conducted, we find this positive echo encouraging.

Notes:

- 1 Communication and Language: Networks of Thought and Action. Ed. Sir Gerald Barry. The Macdonald Illustrated Library
Macdonald: London, 1965.
- 2 Stubbs, J.B. & Tucker, G.R. The Cloze Test as a Measure of English Proficiency. Modern Language Journal, 1974, 58, 239-241.
- 3 Oller, J.W., Jr. Scoring Methods and Difficulty Levels for Cloze Tests of ESL Proficiency. Modern Language Journal, 1972, 56, 151-158.
- 4 All statistical data and correlations were computed on an IBM 370-158 using the program Data-Text. See:

Armor, David J. & Couch, Arthur S. The Data-Text Primer: An Introduction to Computerized Social Data Analysis Using the Data-Text System.
The Free Press: New York, 1971.

For general information on statistics see:

Gulldford, J.P. Fundamental Statistics in Psychology and Education, 5th Edition. McGraw-Hill: Tokyo 1973.

Cloze Technique Table 1

Test group N = 27⁺Control group N = 40⁺⁺

	Mean	SD	Mean	SD
Vocab. 1	76.296	7.634	74.800	8.097
Vocab. 2	88.74	7.100	81.200	8.623
Cloze, any	73.926	12.210	67.872	15.219
Cloze, exact	46.463	10.602	42.042	12.741

+ Students who participated in at least four of the five lessons

++ Students who participated in 0 lessons

SD = standard deviation. A measure of the variability of a distribution about its mean (average). A low standard deviation indicates a tendency of scores to cluster about the mean; a high SD indicates a wide variation in scores. In a normal distribution, approximately 68% of the cases lie between + 1 and - 1 SD from the mean and approximately 96% lie between + 2 and - 2 SD from the mean.

Cloze Technique Table 2

Correlation Coefficients

	cloze any		cloze exact		vocab.1		vocab.2	
	TG	CG	TG	CG	TG	CG	TG	CG
cloze any	-----		.911***		.502***		.604***	
		-----		.899***		.626***		.565***
cloze exact	.911***		-----		.383*		.515**	
		.899***		-----		.506***		.503***
voc. 1	.502**		.383*		-----		.570**	
		.626***		.506***		-----		.813***
voc. 2	.604***		.515**		.570**		-----	
		.565***		.503***		.813***		-----

significance level (indicates the probability that the coefficient obtained is a chance deviation from a population correlation of zero)

* = .05
 ** = .01
 *** = .001

correlation = The relationship or "Going-togetherness" between two sets of scores or measures; the tendency of one score to vary concomitantly with the other.

correlation coefficient = A number expressing the degree to which two measures tend to vary together. A correlation coefficient can range from -1.00 (a perfect negative relationship) to +1.00 (a perfect positive relationship). Zero indicates no correlation. A correlation coefficient only indicates concomitance; it does not indicate causation.

NATIONAL REPORT -- USA

Part I: The Defense Language Institute

presented by Colonel Samuel L Stapleton, Commandant DLI

1. Col Stapleton began his address by stating how pleased he was to be attending his first BILC Conference. He wished to thank each of the BILC members for their contributions, and commented on the wealth of talent present, and was grateful for the assistance already given by them to the US Delegation.

2. Col Stapleton then went on to describe the latest developments at the Defense Language Institute. Since the last conference at which an American delegation had been present (1974), the DLI had moved (in October 1974), and was now established in an excellent site at Monterey in California. Thus, with the exception of a Liaison Officer in Washington (a 6-man office) and the English Language Centre, now located at Lackland Base in Texas, all activities of the DLI take place in one location.

3. The DLI has two main missions:

a. a "Resident Mission", to instruct 2100 students (all 3 services and civilians) on 69 different courses.

b. a "Non-resident Mission" to provide course materials and mobile training teams for servicemen around the world. This mission is still growing in importance and now caters for 110,000 students annually.

4. The major effort over the past year has been in converting the language courses to a programmed or system-designed individualized self-paced course in the following languages:

Russian, Hungarian, Czech, Polish, Bulgarian, Romanian, Albanian, Serbo-Croat, German, French (including Haitian French), Italian, Spanish (European and Latin-American), Portuguese (European and Latin-American), Greek, Turkish, Hebrew, Arabic (Modern Standard and dialects), Danish, Norwegian, Swedish, Dutch, Japanese, Chinese (Mandarin), Chinese (Cantonese), Korean, Vietnamese (Hanoi and Saigon), Thai and Indonesian.

Attempts are being made to produce "core-courses", which would at a later stage diverge into specialist courses. The DLI has embarked on a programme of visits to many parts of the world over a period of several years to gain information to assist in the production of up-to-date material. A team is just back from the Far East and the Canal Zone where they have been determining the requirements for language instruction for US officers. Visits to the DLI by representatives from abroad, and visits overseas by DLI staff have proved most beneficial. Some members of the staff have had no direct contact with the relevant country since 1945 and were surprised to find their own language was now out-of-date. In addition, there is the problem of re-training teachers to prepare them for the new courses, and to this end special two-week "instructional technology workshops" have been set up to explain the new approach to the instructors.

5. Another development has been the introduction of English Grammar Remedial Courses, for students who show insufficient knowledge of English grammar in their introductory test, and a course in Military Terminology designed for the very young students (especially girls) who may have been in the Armed Forces for as little as 8 weeks.

6. A Basic Spanish 4-Skills course has been introduced; it is self-paced with modular achievement tests when students are ready to move to the next level. The DLI is just finding out the real value as regards cheapness and speed of self-pacing, as demonstrated recently when a female corporal finished a 47-week Russian course in 12 weeks.

7. Successful experiments have also been carried out in the field of delayed oral reproduction, by means of a course designed by Dr V. Postovsky, who considers that students will make better progress if oral reproduction is repressed until the sixth week of the course, and should only be actually encouraged after the twelfth week. This approach has been very successful in Russian, and similar methods are to be attempted in other languages, starting with Korean and Chinese. As many young students are being trained for radio-interception duties, the main emphasis must be on listening comprehension, and the Postovsky method has proved very valuable in this connexion.

8. The DLI Proficiency Tests have now been replaced by a second generation of tests which are much better. The Defense Language Aptitude Test has been replaced by a much better discriminator known as the Defense Language Aptitude Battery.

9. Efforts are being made to design a computer test for English, with a 10000 test-item programme. The computer is programmed to give no more than 5% of any recently used test. It is hoped to repeat this for foreign languages.

10. A "Gateway Course" started recently in German. This is a six-week course designed for officers who are going to command positions in Germany, and contains up to 1000 vocabulary items set in a limited number of situations. This was the first totally individualized, modularized self-paced programme and has been very successful. Further programmes in Dutch, French, Italian, Greek and Turkish are in production, and this may extend to include Portuguese, Japanese and Korean.

11. 40-hour German "Headstart" courses, comprising 30 hours language and 10 hours cultural background, on a self-paced basis, have been introduced at education centres in bases in the USA. Any personnel interested can take advantage of this facility.

12. The DLI is trying to develop a better career programme for its teaching faculty. The new language programmes are good as regards student motivation, but experience to date has indicated that twice as many teachers will be needed.

13. In addition to the usual difficulties with finance the DLI still has the following problems:

a. The new teaching direction creates difficulties in that there is not much expertise to call on.

b. The needs are greatly in excess of the capabilities. Some of the older courses need revision, particularly Japanese, Pharsee, German, Czech, French, Polish, Arabic. The DLI would be grateful for any assistance from members who have satisfactory courses in these areas.

14. However, to look on the bright side, the new programmes are successful; they may not be the only answer but they work. Also, there is now at last in the USA a general realization of the importance of languages.

15. Col Stapleton ended by thanking all the organisers, particularly Lt Col Taschereau, for such an enjoyable conference, and invited members to visit the DLI, where they could see the courses in progress and talk to the teachers. Sample copies of course material would be available to visitors, and he hoped they would reciprocate by bringing copies of their own material.

Part II: The Inter-Agency Language Round Table

presented by Dr James R Frith, Dean, School of Language Studies,
Foreign Service Institute, Washington.

1. Dr Frith drew the attention of delegates to the existence of an organization within the US Government called the Inter-Agency Language Round Table. This is an organization with no charter, officers etc, but is an informal gathering of representatives from all government agencies concerned with languages. The two main agencies are the Defense Language Institute and the Foreign Service Institute, but meetings are also attended by the Intelligence Agencies and the US office of Education.
2. The Round Table meets only for specific purposes, usually about eight or nine times a year. Ideas and information are exchanged, and problems discussed. It has been quite successful in keeping the various agencies advised of developments, and ensuring that their work does not overlap and duplicate the efforts of others.
3. Committees have been set up as follows:
 - a. Language Testing Committee.
 - b. Research and Development Committee.
 - c. Information Committee, dealing with the circulation of information, including the language teaching facilities of other countries.
 - d. Management Committee.
4. Two years ago a Seminar on Language Testing was arranged, attended by representatives of government departments, universities and from overseas. A report is available.
5. One direct product of the Round Table has been the development of a Chinese Core-Curriculum and textbook, as there had been a demand for new materials in this language. The Canadians co-operated in the production of this material, which is now being field-tested.
6. There are some parallels between the Round Table and BILC. The Round Table has no charter, and is perhaps all the stronger for that. It does what it feels should be done, when there is a need for it. Perhaps the members of BILC might similarly think of projects they might carry out to their own mutual advantage, and thereby achieve economies.
6. In 1973 the US Government Account Office (the arm of Congress that investigates the spending of public funds) criticized the DLI and FSI and other government agencies for their lack of co-operation. Commendations from the Government Account Office are rare, but one month ago, in a new report, they commended the Round Table for the inter-departmental co-operation it had achieved.
7. Dr Frith ended by congratulating the organizers of the Conference on their arrangements, and said that the Canadians had set a standard which would be very hard to follow.

STEERING COMMITTEE REPORT

For the benefit of all delegates, the Chairman of the Steering Committee, Colonel J J N Manson, outlined the decisions made by the Committee:

1. Delegates were generally in favour of trying to establish an official link with NATO, and subject to approval by the national ministries of defence, the Secretariat would initiate an approach to NATO on this matter.
2. It had been agreed that the BILC Bulletin in its past form should be discontinued, and would be replaced by a conference report to be prepared and distributed by the Secretariat.
3. STANAG 6001 would shortly be promulgated and the Committee had agreed to the solutions to the few outstanding problems.
4. It had been agreed that BILC should continue its work on tests to accompany STANAG 6001 and a working party with members from Canada, Germany, United Kingdom and United States would meet early in 1977 to draw up a system of testing for approval by the 1977 Conference.
5. The 1977 Conference would be held at Eltham from 9 to 13 May. The following topics had been suggested for inclusion in the programme:
 - a. The results of the Working Party on Testing.
 - b. An investigation into the comparative problems of employing native or non-native speakers as language teachers.
 - c. An investigation into the problems of teaching classes of mixed nationalities.
 - d. A presentation on the problems of Terminology, Translation and Interpreting.
 - e. It had been suggested that it would be of value if delegates brought to the conference any recently produced materials which they thought might interest other members.
6. It had been decided to defer a decision on the time and venue of the 1978 Conference until the outcome of the negotiations for an official link with NATO was known.

Open Forum and Closing Addresses

1. Several delegates supported the view that the national reports should be given during the early part of the conference, rather than on the last two days as at present, in order that there could be more time to discuss individually with the speakers any points of interest arising from their report. The chairman stated that the Secretariat would bear this request in mind when planning the next conference.
2. Mr Rangongo, who had been responsible for much of the planning of the timetable said that although he had produced the actual programme, the topics had been agreed last year and the members had done the rest. He wished to comment briefly on certain aspects of the conference, and referred to the address by Dr Stern on 12 July, in which he considered the delegates had heard some excellent ideas on learning strategy which he hoped they would put to good use. Dr Hutchinson's talk on the DLI interview techniques had shown that objectivity in assessment is still valid. He thought the Study Groups had done a good job in making sense of somewhat impossible topics; the chairman of the first group had been apprehensive of what they could achieve, but the results had been very good; similarly the second group had decided on a precise course of action which could now be followed up. In his opinion, the national reports had been more enlightening than usual, perhaps because it was important to skip a year occasionally so that what the conference heard was new information. He closed by saying that he felt that the membership was on the threshold of new developments, and that this promised interesting future conferences.
3. M. Letellier thanked all the members for attending the Conference and wished them a safe journey home. He felt that the Canadian delegation had been honoured by having the Conference in Quebec.
4. Colonel Manson finally called upon the longest-standing member of BILC, Lt Col Lautier, to speak on behalf of all the delegates.
5. Lt Col Lautier thanked all delegates to this, the 12th BILC Conference, and particularly the Canadians for their generous hospitality. La Citadelle had been a most agreeable venue for the Conference, full as it was with history and memories. All arrangements had been perfect and the food - and he pointed out that it was a Frenchman speaking - had been excellent. It had been extremely interesting to meet the elite of Canadian youth in the language centres, and very pleasant to visit Valcartier and gain a most favourable impression of the Canadian Army and enjoy such a memorable evening there. He thanked Lt Col Taschereau in the name of all delegates for his work in making the Conference a success, and M. Letellier for the contribution of all the public servants. He also asked Lt Col Taschereau to pass on the gratitude of all members to Major Leclerc for his excellent administrative arrangements. His final thanks were to Mr Rangongo, for his smile, and to Canada.