BILC

Bureau for International Language Co-ordination

CONFERENCE
REPORT
1986

MONTEREY, CALIFORNIA, USA

BILC SECRETARIAT

Bundessprachenamt
D 5030 HÜRTH
Federal Republic of Germany

Defense Language Institute
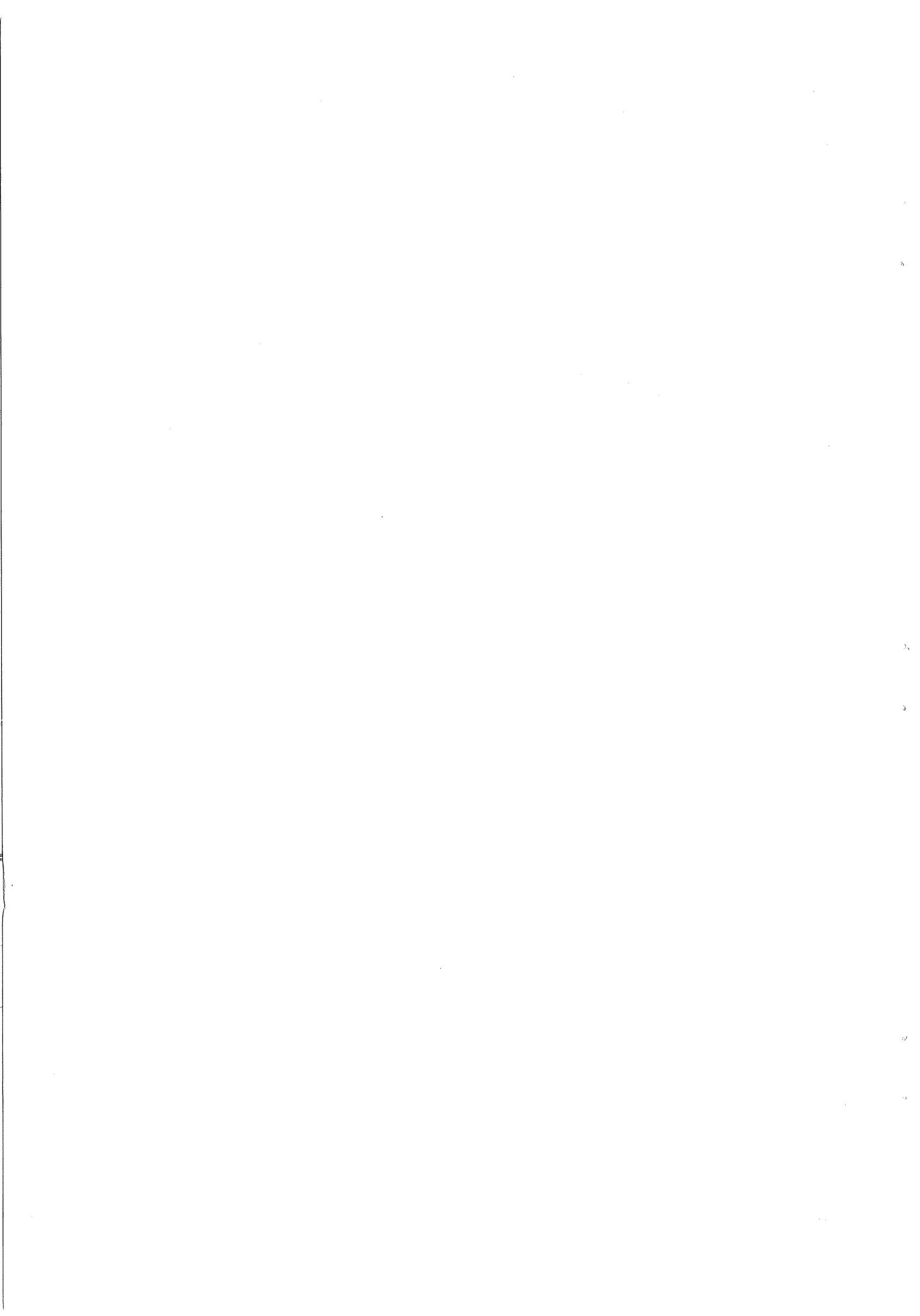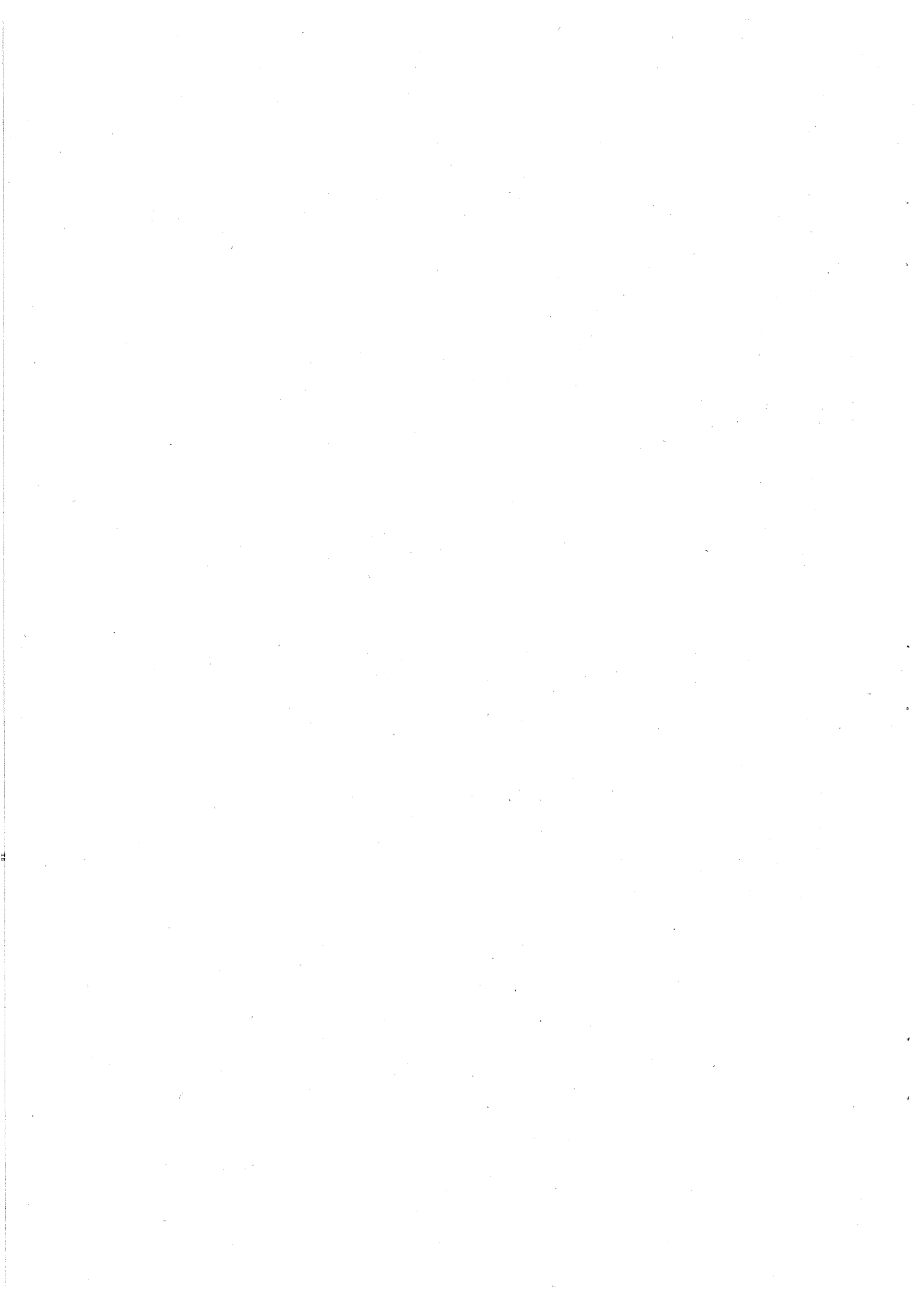
BILC 1986

Monterey, CA

2-6 June

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I. PREFACE

PREFACE

Purpose of the Bureau for International Language Co-ordination (BILC)

1. The Bureau was formed in 1966 and has the following responsibilities:

    a. The dissemination to participating countries of information on developments in the field of language training.

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

    In addition, participating countries circulate through BILC reports on projects and research into such matters as instructional techniques, testing and educational technology.

Membership

2. The founding members are France, Italy, the Federal Republic of Germany, the United Kingdom and the United States. Subsequently, the following joined:

    1967: Belgium, Canada and the Netherlands

    1975: SHAPE and IMS/NATO as non-voting members

    1978: Portugal

    1983: Turkey

    1984: Denmark and Greece

3. The Bureau does not seek to draw distinctions of membership but rather encourages the fullest participation by all. Some nations are able to participate more actively in Bureau affairs; others are kept informed by the Secretariat and where possible are represented at conferences by civilian observers or staff officers engaged in language training.

Organisation of the Bureau

4. The Bureau has a standing Secretariat, which until 1981 was provided by the staff of the UK Institute of Army Education. With effect from 1 January 1982 the responsibilities for the Secretariat were accepted by the Federal Republic of Germany and are carried out by the Bundessprachenamt (Federal Language Office), Hürth. Throughout the year, the Secretariat acts as a clearing house for communications between members of the Bureau. It also organizes the annual conference and produces the minutes of the conference and the annual conference report.

5. The Bureau also has a Steering Committee which meets at the end of each conference. This body is an executive committee comprising the delegates of the full member nations. It plans the activity for the following year and tasks the Secretariat.

Association with NATO

6. Since 1978 BILC has been recognized by the Joint Services Subgroup -
   Euro-training/NATO training (JSSG-ET/NT) as a consultative and advisory
   body concerned with language training matters.

Achievements

7. Between 1972 and 1974, BILC developed language proficiency levels for the
   four skills of Listening, Speaking, Reading and Writing. These levels were
   published as STANAG 6001 in October 1976 and are now in use throughout NATO
   where they have been assimilated into national language proficiency systems
   to facilitate job descriptions and the equating of member countries' own
   internal standards with NATO requirements and other nations' systems.

8. The subject of testing for these proficiency levels was examined in detail
   by BILC and it was concluded that NATO members should use national tests
   standardized in their own country and correlated with other tests in NATO
   use. The Canadian and US tests of English were formally identified to NATO
   as appropriate measures for use in relation to STANAG 6001. In 1982 Canada
   made these tests available to NATO members and Belgium, Denmark, Italy, Nor-
   way and Portugal have availed themselves of this material.

9. Another important field of activity is the continuous exchange of informa-
   tion, ideas and materials among members. The following highlights some of
   the exchanges that took place in the reporting year 1985/86:

   ### Belgium

   a. Review of translations of US Special Forces Leaflets into Belgian French.
      This was a three-week task for a team of three linguists, one of whom
      specialized in Special Forces terminology. Since Belgian military termi-
      nology differs greatly from French usage, French translations were not
      suitable for Belgium.

   b. Agreement to review the US Headstart French package (Belgian usage).

   ### Canada

   a. Provision of Canadian proficiency tests (English and French) to Belgium,
      France, Netherlands, Portugal and Turkey.

   b. Information to Portugal on the use of the MLAT/DLAT tests.

   c. Hosting of a group of 10 German Language teachers for a two-week orienta-
      tion at Canadian Forces Language Schools.

   ### Germany

   a. Provision of German proficiency tests (English and French) to Belgium,
      France, Netherlands, Portugal and Turkey.

   b. Provision of military glossaries to Canada and German military self-study
      package to Italy.

   c. Provision of Russian material to Turkey.

   d. Work on mutual US-German project on Soviet Air Force terminology.

   e. Provision of Naval Glossaries German-English to Royal Navy (UK).

France

a. Envoi du TALV du Canada à la France.

b. Expédition au Canada du DLAB (Part II + IV) traduit en Français.

c. Achats des cours Russe, Arabe et Tcheque au (US) DLI.

d. Expédition au (US) DLI des documents de présentation des Forces Armées Françaises, édités par le S.I.R.P.A. (Service d'Information et de Relations Publiques des Armées).

e. Mise à l'étude d'un stage orienté sur l'Enseignement Assisté par Ordinateur au DLI (pour un officier français).

Netherlands

a. Co-operation with US DLI on Russian course development.

b. Permanent exchange with UK of Russian Language materials.

Portugal

a. Provision of the Self-Study Kit Portuguese to all BILC members.

b. Provision of glossaries Portuguese-German to Germany.

United Kingdom

a. Provision of UK test syllabuses to Belgium, France, Netherlands, Portugal and Turkey.

b. Provision of Bulgarian, Russian and Greek military word lists to Turkey.

c. Exchange of military and Naval word lists with Germany.

d. Arranged to receive Canadian paper on the relationship between class size and lesson time.

e. Assistance from Netherlands in military Russian training.

f. Arranged for visit of UK military personnel to DLI outstation at Heidelberg and receipt of US material there.

g. Information from DLI-FLC and FSI about Dutch study materials.

h. List of military abbreviations from Italy.

i. Advice from Belgium on the differences between Flemish and Dutch.

j. Advice from France on specialized technical French courses for speakers of other languages.

k. Advice from Germany on German Courses at the Bundessprachenamt.

l. Advice to SHAPE on research being carried out at the UK Defence Language School.

m. Receipt of Portuguese military word list from Portugal.

n. English and Portuguese military word list to Portugal.

o. Exchanges with the US and Germany concerning courses at the MoD Chinese Language School.

United States

Bi-lateral contacts with Belgium, Germany, France, the Netherlands and the United Kingdom as mentioned above as well as providing Russian and Bulgarian material to Turkey.

Current Study Group Activities

10. The activities of the four study groups are summarized below:

a. Study Group "Language Testing"

. The Aptitude Testing research project, in which Canada, France, Italy, Portugal, the UK and the US are participating, is continuing, with Phase I (the administration of MLAT/DLAB to samples of specific student pupulations) scheduled to be completed by December 1986 when results will be submitted to SHAPE. An analysis of this data will determine the priority of work on this project for 1987.

. The study group will be merged with the already-existing BILC Standing Group on Task Analysis and Testing (SGTT), whose aim is to cover all aspects of testing on a continuous basis, setting goals to improve testing and redefining immediate and long-term objectives.

b. Study Group "Course Format"

. During the 1986 conference, the Study Group redefined its aim as follows: "To establish ways for BILC member-institutions to exchange information about foreign language courses," thus avoiding unnecessary duplication of effort.
To facilitate this, the Study Group:

- adopted the NATO JSSG (ET/NT) Glossary of Training Technology Terms in order to ensure effective communication between BILC member-institutions.

- created a multi-purpose form to describe existing language courses and to request information about language courses.

. With these measures, the study group's work on course format is considered completed and the group will be renamed "Study Group for Program and Staff Development" with the aim of dealing in 1987 with

- an exchange of teacher hiring criteria.

- a comparison of foreign language teaching methodologies.

c. Study Group "Self-study"

. During the conference the Group surveyed the self-study projects in member countries, determining the reasons for self-study materials as follows:

- reduction of instructional time,

- lack of instructional facilities and instructors,

- increased demand for self-study material to satisfy military require-
  ments,

- inability of military personnel and/or dependants to attend language
  courses before an assignment requiring foreign language proficiency,

- cost-effectiveness of self-study courses in maintaining or refreshing
  language effectiveness.

. Since BILC is presently the only military body that co-ordinates efforts
and information regarding self-study language materials developed for
military requirements, it has been decided to continue the work of this
group with a BILC research project on "How much instructional time is
required to attain specified proficiency skill levels using specific
self-study programs?"

d. Study Group "Course Design for Military Communicative Skills"

. During the conference, the group compared the approach taken toward mil-
itary-specific content in language courses. Canada presented its approach
towards "militarizing" the Canadian second national language program.
This requirement differs from that of unilingual countries such as Germany,
the Netherlands, the UK and the US, where "language for special military
purposes" is included in many foreign language courses.

. Other related topics covered included:

- efforts to achieve conformity in testing,

- conditions of service, qualifications and work practices of service
  language school staff,

- the integration of language training with other military training,

- the required area studies and cultural information that should accompany
  language training.

. Having carried out the above comparisons and raised the foregoing questions,
this study group has concluded the work under its present terms of reference.
Items listed above will be covered in other appropriate groups.

1987 Conference

11. The 1987 theme is "Strategies for Cost-effective Military Language Instruc-
tion with Emphasis on the Integration of Area Studies" (Stratégies visant
au meilleur rapport coût-efficacité de l'entraînement langagier militaire
en mettant l'accent sur l'intégration des études socio-culturelles.) At the
same time, work of the appropriate study groups will continue throughout
the year, culminating in study group sessions during the 1987 Conference.

II. CONFERENCE ORGANIZATION
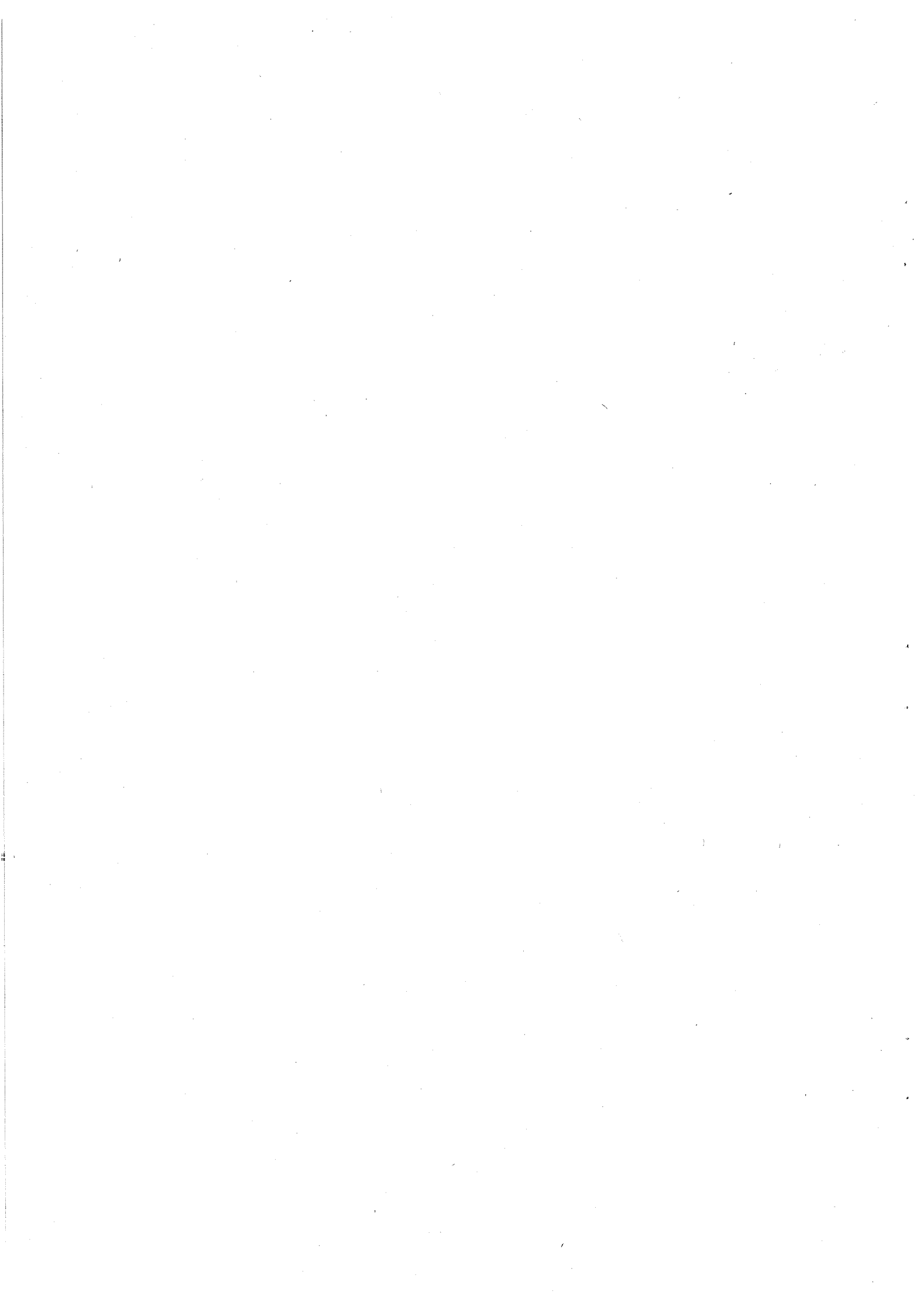
PROGRAMME

BILC CONFERENCE 1986

Date	Time	Event	Remarks
01 June Sunday		Arrival and accommodation of delegates	DLI protocol, BLDG 614 Phone: (408) 647-5336/ -5302
	open	Evening meal	Evening free
02 June Monday	07.45	Pick up at Travel Lodge Motel and Double Tree Inn	
	08.00	Registration of delegates Munakata Hall, BLDG 610 Auditorium, room 139	
	09.00	Opening address: - Col Monte R. Bullard Commandant, DLI - Command briefing	CPT Hull/PO2 Crans
	09.45	Administrative briefing	Dr. Joe Hutchinson Conference chairman
	10.00	Group photograph Front steps of headquarters, BLDG 614	DLI protocol
	10.30	Coffee	
	10.45	Guest speaker: Dr. Francis Otto, BYU	"Foreign Language Technology in the 21st Century"
	12.00	Lunch	No-host (Smith Hall dining facility available, BLDG 629)
	13.30	National Reports Canada, FRG and UK	
	14.30	Coffee	
	15.00 - 16.30	Study Group Sessions	Each study group Chairman
	16.30	Bus to POM officers and Faculty Club	

Date	Time	Event	Remarks
02 June Monday	17.00	Get acquainted no-host Cocktail hour	POM Officer and Faculty Club
	18.30	Bus to Travel Lodge Motel and Double Tree Inn	
	open		
03 June Tuesday	08.30	Pick up at Travel Lodge Motel and Double Tree Inn	
	09.00	National Reports Portugal, USA and France	
	10.00	Coffee	
	10.30	Guest speaker: Dr. Martha Herzog, DLI	"Proficiency Testing"
	11.00	Oral Prof Test Demo	Munakata Hall, RM 132/3
	12.00	BILC luncheon	Munakata Hall Patio
	13.30	Guest speaker: LtCol Gerald o'Guin, DLI	"Educationel Technology at DLI"
	14.30	Depart for tour of Monterey Bay, Aquarium & Cannery Row	
	18.00	Bus returns to Travel Lodge Motel and Double Tree Inn	Pick up at Aquarium
	open		
04 June Wednesday	08.00	Pick up at Travel Lodge Motel and Double Tree Inn	
	08.30	Guest speaker: Maj Alan Rowe, DLI	Ed. Tech Demo New systems, BLDG 633
	09.30	Knowledgeset Demo	New systems, BLDG 633
		Wordprocessing Demo -Xerox Star	Mr. John Dege, DLI BLDG 620 RM 136
	10.35	Bus to Soldier's Field	Pick up in front of BLDG 624
	10.50	Address by Gen Richardson, OG TRADOC	Soldier's Field
	11.15	Lunch	No-host (POM Officer and Faculty Club available)
	13.15	Bus to MIIS from Officers and Faculty Club	

Date	Time	Event	Remarks
04 June Wednesday	13.30 - 16.30	MIIS programs - Dr. William Craig	Monterey Institute of International Studies 425 Van Buren Street Monterey
		Guest speakers:	Dr. Kathleen Bailey, MIIS Dr. John Lett, DLI Dr. Neil Granoien, DLI
	16.45	Pick up and return to Travel Lodge Motel and Double Tree Inn	at MIIS
	18.45	Pick up at Travel Lodge Motel	
	19.00	No-host cocktails	Monterey Sheraton Ball Room
	20.00	BILC Dinner	Monterey Sheraton Ball Room
	22.30 & 23.00	Return to Travel Lodge Motel	
05 June Thursday	08.30	Pick up at Travel Lodge Motel and Double Tree Inn	
	09.00	Study Group Session	Each Study Group Chairman
	10.00	Coffee	
	10.30	Study Group Session	Each Study Group Chairman
	11.30	Guest speaker: Mr. Charles A. Hawkins, DEP ASST SEC DEF (INTEL)	"Communications and Warning Processing"
	12.30	Lunch	No-host (Kendall Hall Dining Facility, BLDG 630, & POM OFF & FAC Club available)
	14.00 - 17.00	Study Group Sessions	Each Study Group Chairman
	14.00 - 17.00	Steering Committee Session	Munzer Hall Conference Room, BLDG 618
	17.05	Bus to Travel Lodge Motel and Double Tree Inn	
	open		
06 June Friday	08.00	Check out and load luggage as necessary	
	08.30	Bus departs Travel Lodge Motel and Double Tree Inn	

Date	Time	Event	Remarks
06 June Friday	09.00	Study Group Reports	Each Study Group Chairman
	10.30	Coffee	
	11.00	Steering Committee Report	Mr. J. Rohrer, Chairman Steering Committee
	12.00	Lunch	
	13.30	Summation by Conference Chairman	Dr. Joe Hutchinson
	14.00	Open forum and closing remarks	Col Monte R. Bullard Commandant, DLI
	15.00	Departure of delegates	Protocol
	15.30	Bus to Travel Lodge Motel and Double Tree Inn	
07 June Saturday		Remaining delegates depart	Protocol

Study Group 1: Language Testing, Munakata Hall, RM 132

Study Group 2: Course Format/Design, Munakata Hall, RM 135

Study Group 3: Self-study, Munakata Hall, RM 133

Study Group 4: Course Design for Military Communications Skills, Munakata Hall, RM 134

BILC CONFERENCE 1986

LIST OF PARTICIPANTS

DISTINGUISHED VISITORS

General Richardson (William R.)   Commanding General,
                                           US Army Training and
                                           Doctrine Command

Mr. Hawkins (Charles)   Deputy Assistant
                                           Secretary of Defense
                                           (Intelligence)

Mr. Wilson (Craig)   Director of Intelligence
                                           Personnel and Training,
                                           DOD

NATIONAL DELEGATIONS

BELGIUM

Head of   Commandant   Royal Military Academy (Brussels)
Delegation   Filleul (Daniel) Head, English Department
                                 Language Advisor and Proficiency
                                 Testing (MoD)

CANADA

Head of   Colonel   Director Language Training, NDHQ
Delegation   Drapeau (Michel)

Members   Ms.   Directrice, Service d'Orientation,
               Lefrançois (Jeanine)   Public Service Commission (PSC)

               Mr.   Senior Staff Officer
               Melady (Jim)   Second Language Training

               Mr.   Staff Officer
               Trottier (Charles)   Second Language Training

               Ms.   Public Service Commission,
               Smith (Claire)   (PSC) Language Training
                                 Programs Branch

DENMARK

Head of   Major   Chief of Staff Denmark (ChoDDen)
Delegation   Larsen (Aage)

FRANCE

Head of Delegation	Lieutenant Colonel Catto (André)	L'Ecole Interarmées du Renseignement et des Etudes Linguistiques
Member	Lieutenant Colonel Barré (Bernard)	L'Ecole Interarmées du Renseignement et des Etudes Linguistiques

GERMANY

Head of Delegation	Regierungsdirektor Leben (Erwin)	Deputy Head, Language Services Section, MoD Bonn
Member	Mr. Schwarz (Michel)	Materials Development Section BSprA

ITALY

Head of Delegation	Colonel Lenci (Federico)	Commandant, Air Force Foreign Language School
Members	Lieutenant Colonel Bellillo (Gianmarco)	Air Force - General Staff Training Branch
	Lieutenant Commander Cottone (G. Gregorio)	MoD General Staff Training Branch

NETHERLANDS

Head of Delegation	Major Drs. Noordsij (Leen)	OC Russian Language Wing, School of Intelligence Services

PORTUGAL

Head of Delegation	Colonel Cunha (Eduardo)	General Staff - Armed Forces Language Training Coordinator
Member	Dr. Curica (Rui)	Air Force Academy - Head Language Department

SUPREME HEADQUARTERS ALLIED POWERS EUROPE (SHAPE)

Head of Delegation	Mr. Aston (Michael)	Principal Teacher of English (SLC)

SPAIN

Head of Delegation	Lieutenant Colonel Lorenzo (Rafael)	Head of Group, Escuela Conjunta de Idiomas de las Fuerzas Armadas (ECIFAS)

UNITED KINGDOM

Head of Delegation	Wing Commander Bishop (J. Max)	RAF Language Training Policy and Control, Directorate of Training (Education) (RAF) MoD
Members	Colonel Prince (John)	Head of Branch Directorate of Army Education MoD
	Commander York (Alan)	Head of Group, Directorate of Naval Manning and Training MoD
	Mr. Worrall (George)	Language Advisor, Directorate of Army Education
	Mr. Moore (John)	Director, Diplomatic Service Language Centre

UNITED STATES

Head of Delegation	Colonel Bullard (Monte R.)	Commandant, DLI
Members	Dr. Clifford (Ray)	Dean, DLI
	Dr. Hutchinson (Joseph)	Assistant Dean for Policy and Liaison, DLI Conference Chairman
	Dr. Ich (Vu)	Assistant Dean for Instruction, DLI
	Dr. Herzog (Martha)	Chief of Tests and Standards, DLI
	Colonel Kilborn (John)	Commandant, DLI ELC Lackland AFB
	Mr. Molloy (Thomas)	Chief Curriculum Design Section, DLI ELC
	Mr. Crawford (Gary)	Associate Dean School of Language Studies, Foreign Service Institute

CONFERENCE COMMITTEE

Dr. Hutchinson (Joe)	Chairman
Lieutenant Colonel Trusko (Pete)	Program Planning (Deputy Director, School of Asian Languages)
Major Tolman (Scott)	Logistics (Security Officer)
Ms. Harter (Pierrette)	Conference Arrangements (Chief, Protocol)

CHAIRMAN STEERING COMMITTEE 1986

Leitender Regierungsdirektor
Rohrer (Josef)

Head, Language Training,
BSprA
Chairman, BILC Secretariat

BILC SECRETARIAT

Mr. Walinsky (Herbert)

BILC Secretary

Mrs. E. Steensma (Ellen)

Clerical Support

1986 BILC CONFERENCE PLENARY SESSIONS

GUEST SPEAKERS

| SPEAKERS	SUBJECT
Dr. Francis Otto Professor of Linguistics Brigham Young University (Executive Director, CALICO)	"Foreign Language Technology in the 21st Century"
LtCol Gerald O'Guin Chief, New Systems Training Div., DLI	"Educational Technology at DLI"
Dr. Martha Herzog Chief, Tests & Standards Div., DLI	"Proficiency Testing"
Dr. William Craig President, Monterey Institute of International Studies	"MIIS Programs"
Dr. Kathleen Bailey Director of TESOL, MIIS	"Ethnographic Observations in Language Teaching"
Dr. John Lett Senior Researcher, DLI	"DLI Research Program"
Dr. Neil Granoien Chief, Faculty & Staff Development Div., DLI	"Faculty Development"
Mr. Charles A. Hawkins Deputy Assistant Secretary of Defense (Intelligence)	"Communications and Warning Processing"

III. PRESENTATIONS
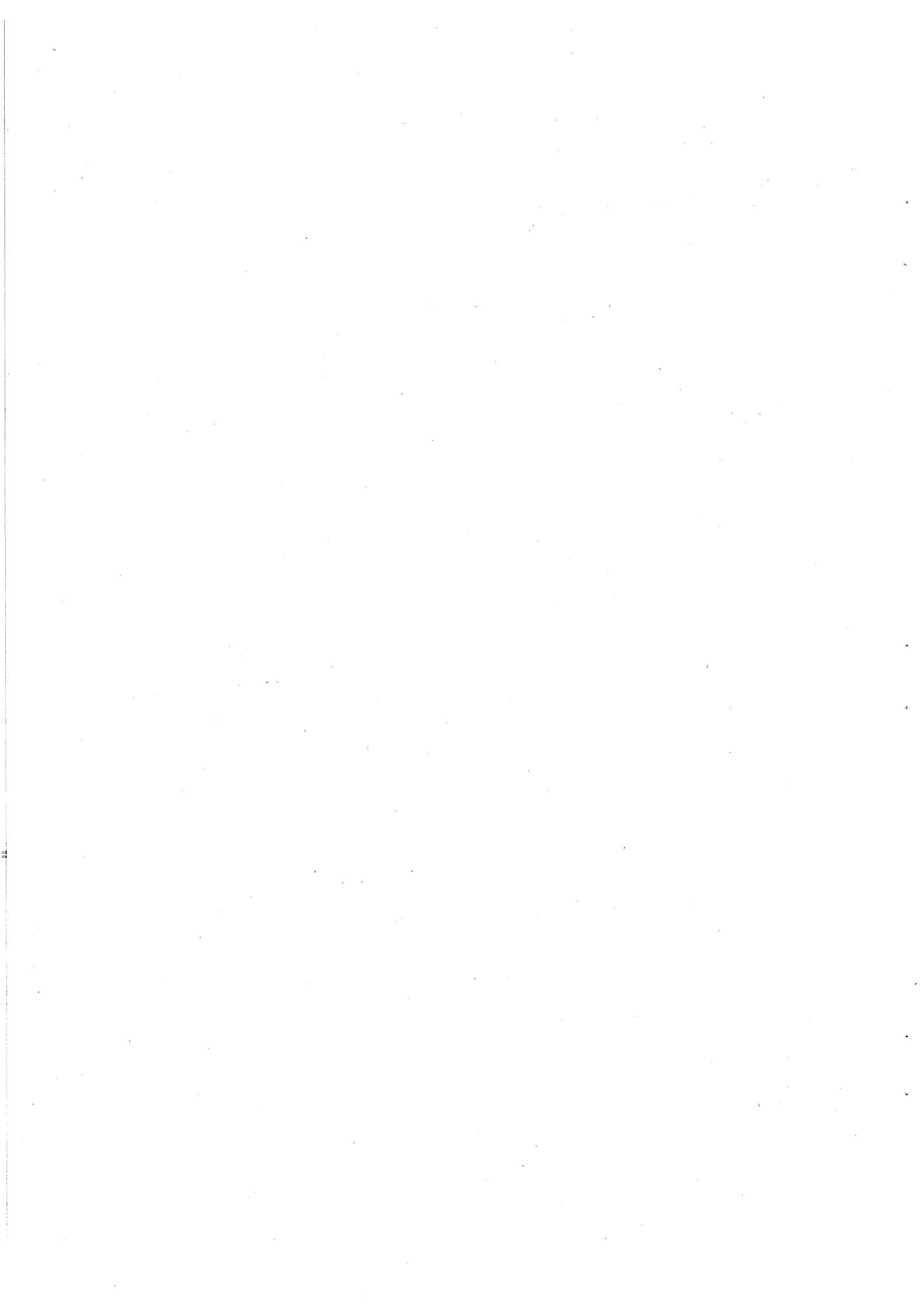
Foreign Language Technology in the 21st Century

(Abstract)

Francis Otto

I. Stages of Progress in Instructional Programs Utilizing Computers and Inter-
activity

Most of us understand what is meant by conventional teacher/text instructional
programs since we have been working with pencil-paper approaches to the teach-
ing and learning of foreign languages for some time. While we have added media
in the form of opaque and overhead projections and supplementary taped ma-
terials, most of us consider these approaches to be conventional.

We are now firmly entrenched in what I choose to call the transitional phase;
that is, we have sought to supplement the conventional teacher/text approach
with applications of computers and a very limited level of interactivity. Un-
fortunately, most of our efforts in this phase have resulted in the use of
CAI/IL to supplement existing text materials that we refer to as "basic in-
structional materials." While some programs are highly innovative and have
succeeded in motivating both teachers and learners, the tendency is for us
to consider CAI/IL approaches as peripheral to the central task at hand of
dealing with "text" materials.

The high-tech phase opens new dimensions to us and promises to have an im-
mense impact on the teaching and learning of foreign languages. Since the
computer is rapidly establishing itself as a valid instructional medium,
teachers and materials developers are faced with the question of how to in-
tegrate the computer into the traditional teacher/textbook classroom so that
it enriches and enhances that environment by fully utilizing all capabilities
of hardware/software/courseware. The following sections comment on how we
may go about achieving full integration and application of the high-tech
phase.

II. Guidelines of Effective Computer-assisted Instruction/Individual Learning
(CAI/IL) Programs

While there are many guidelines that may be listed for effective CAI/IL pro-
grams, the following are the most important:

1. Perceived Purpose. Learners learn best if they can see or develop for
themselves a reason for learning the material being presented.

2. Appropriate Practice. "Appropriate Practice" means doing what the objec-
tive calls for. If our objective is that the learner will be able to ob-
tain services in a restaurant (order food and pay for it), then the best
possible way to achieve that objective is for the learner to practice in
a role-playing situation through simulation.

3. Graduated Sequence. "Graduated Sequence" involves progressing from the
easy to the difficult, from the familiar to the unfamiliar, from the simple
to the complex, from the clearly stated to the implied. It is based on the
assumption that success is a very important factor in the learning process.

4. Knowledge of Results. While we learn by doing, we can learn to do things
incorrectly by practicing them incorrectly. "Knowledge of Results" involves
telling learners whether they are doing something correctly or incorrectly;
and if they are doing it incorrectly, telling them as precisely and as
timely as possible what they are doing wrong and how to correct it. This
process allows students to avoid habituated errors.

5. <u>Individual Differentiation</u>. This principle is based on the assumption that not all learners are created equal. They have different entry skills, aptitudes and attitudes. Every effort should be made to permit each learner to proceed at a pace that challenges yet permits success. There should be no correlation attempted between the number of attempts made and the evaluation of student success. This approach effectively reduces the correlation between aptitude and achievement to zero (0).

6. <u>Fail-safe Protected Learning Environment</u>. Students are not permitted to fail. The record-keeping function allows them to proceed as long as an acceptable level of mastery is maintained (we use 80 percent in BYU CALI Research projects). When students fall below the agreed upon level of mastery, remediation, review, additional examples/explanations are provided in order to bring them back on track so that their learning experience will be successful.

III. Specific Examples of Applications of CAI to Various Skill Areas
(Whenever possible, authentic material should be used to promote communicative competence.)

1. Vocabulary Learning

 - Games or word puzzles in which the teacher inputs the vocabulary and
   the program converts it into a game (i. e., Crossword Magic by Mindscape)

2. Grammar

 - Exercises in word order where the meaning of the resulting sentence is
   demonstrated by animated graphics (i. e., Make a Sentence - PLATO)

 - Programs that build the display interactively as certain grammatical
   concepts are explained, drawing the student's attention to the pertinent
   part of the display

 - Exploratory CAI in which the student is free to ask questions of the
   computer and explore the target language and its structure (i. e.,
   Grammarland by John Higgins)

3. Reading Comprehension

 - Programs which incorporate repetition of highlighting of relevant parts
   of a passage in response to missed comprehension questions

 - Cloze exercises in which the teacher or student can control the number
   and placement of blanks

 - Programs to increase reading speed by use of various scrolling techniques

4. Writing

 - Programs that take advantage of the computer's word processing capabil-
   ities, making it very easy for the student to edit

 - Programs with on-demand, built-in bilingual dictionaries

 - Programs with the ability to highlight a certain word or phrase and
   have a translation into the foreign language provided

5. Translation

   - Programs with on-demand, built-in bilingual dictionaries

   - Ability to highlight a certain word or phrase and have a translation provided

6. Auditory Discrimination (Audio Peripheral required such as Kay Elemetric's Visi-Pitch)

   - Programs which display phonemes on the screen along with aural presentation of minimal pairs and include more practice in the student's problem areas

7. Listening Comprehension (Audio peripheral required such as a non-computer or computer-controlled audio cassette player (Tandberg), videotape, videodisc, or interactive television (ITV)

   - Programs in which the student hears a passage in the foreign language, is asked comprehension questions, and is given immediate feedback and remediation

   - Simulations of real-life situations in which the student is required to respond to directions, a request, etc., and is branched to a simulated result of that response (i. e., Montevidisco)

   - Listening comprehension activities coupled with video making it possible to practice understanding non-verbal communication

   - Dictation activities where the feedback is detailed and immediate and the student can ask for clues to make the corrections

8. Culture

   - Culture capsules such as a program in which the student makes a choice of what to do in a certain situation and then receives an explanation of the probable consequences of that choice (i. e., Correct Behavior the Mexican Way by Langenscheidt)

   - Audio/Video simulations which take the student through a real-life situation (i. e., Klavier Im Haus, and Montevidisco)

9. Additional Technologies

   - Satellite Telecasts via PEACESAT (i. e., TELEclass by John Wollstein and John Southworth

Educational Technology at DLI

LtCol Gerald O'Guin
Chief, New Systems Training Division, DLI

Good afternoon ladies and gentlemen, and welcome to an overview of the Defense Language Institute's Ed Tech accomplishments, on-going and future programs.

I am happy to report to you this afternoon that educational technology at the Defense Language Institute is alive and well and making progress. We have numerous on-going interactive video programs, an elite corps of well-trained and highly motivated instructors, support from our command as well as higher headquarters. Yes indeed, technology is making headway at DLI. There is a light at the end of the tunnel. But we have learned not to become overly optimistic because sometimes the light at the end of the tunnel is a locomotive coming our way. So there is reason to be cautious, yet confident as a great deal of projects and programs begin to reap dividends.

As will be detailed shortly, we are fielding a wide variety of projects in a number of different languages. Our emphasis has been to define requirements, assist in the production of an interactive videodisc (IAV) and to train instructors and course developers in its operation. Our aim is essentially practical.

Interactivity

As my briefing proceeds, it will become increasingly clear that we are committed to Interactivity in the foreign language learning process and to the interactive videodisc as one of the most appropriate technologies for our program of instruction here. Before getting further into the details of my overview this afternoon, I thought it would be appropriate to pause and briefly define interactivity, go on to explain what interactive videodisc can do for the FL teaching process, and finally provide some interactive videodisc applications for our environment here at DLI.

I. First of all, what is interactivity? To me, it is the active role of the student in the learning process. Most learning theorists would feel that this is critical. The student cannot simply be told information, but the student must somehow internalize that information. Interactivity facilitates that process of internalization. Such internalization, such working it through, is an active process. In the Skinnerian point of view, with many stimuli and rewards, the student is always being asked to do something, usually in this case, in very small individual steps.

Another appropriate question would be: Why interactivity? In regards to theoretical approaches to learning, most learning theorists would agree on several persistent ideas. Two such ideas are that learning is best achieved when the student plays an active role in the process, and that different individuals learn in different ways along a variety of dimensions.

II. Why interactive videodisc? Should we venture to accept some of the above definitions and ideas, then why interactive videodisc?

   - Because it offers a full range of media not available in any easy form in computer systems. While it has been possible for a long time to provide slides and video sequences within computer-based learning material, this

could only be done by having additional hardware and mechanisms. Further-more, the logistical problems of acquiring all the components were often a bar to the use of such material in practical environments (such as the classroom). ... Which leads me to a personal experience, the "De Vive Voix" project, a notional-functional, audio-visual course developed by CREDIF. It's main characteristics were:

. a solid theoretical basis; strong, extensive methodology

. 35 mm slides and audio cassette based

. novel approach to FL teaching, especially to basic students

. visually-oriented program; no reliance on text

This program could have made many strides had it not been virtually impossible, in the classroom in front of time-conscious cadets, to ef-fectively manipulate both the 35 mm slide projector as well as the audio cassette player.
Thus the faculty soon became discouraged. That problem has been resolved with interactive videodisc. The same concept has been tested with very favorable results in the Arabic basic course *From the Gulf to the Ocean* or *Go* program.
You'll see demonstrations and get a little "hands on" experience with this program tomorrow when you visit our facility in building # 633.

- Also the obvious benefit suggested yesterday by Dr. Otto that visual ma-terial offers a strong motivational effect. Particularly appropriate when placing the students into culturally authentic situations.

III. Let's now look at some specific foreign language teaching benefits of inter-active videodiscs.

- individualizes instruction: puts students in control of a number of things involved in the learning process: the rate of information, the level of difficulty, the presentation of the materials, the level of assistance. All completely controlled by the student. More importantly, it adds individualized feedback after the instructor has gone. In essence, the student is never really abandoned, is never alone.

- Branching capability: extremely rapid access to 54,000 frames on one disc side in 1 - 1.5 seconds permits very diverse courseware applications such as the subjective camera technique used in BYU's Montevidisco Program and our German *Gateway* program, allow for branching depending on student response.

. still/motion images. Both used interchangeably. Teach vocabulary items by showing the item, then giving the target language. Learning by visual assimilation seems to aid in retention, rather than by straight trans-lation.

. audio/visual mix capability. Allows for supplementing visually more and more for the struggling student ... or less and less for the really advanced. One technique for the additional audio track, which we used in the German *Gateway* film shoot, had the original, native speed audio on track # 1 and a slowed down version on track # 2.

. provides non-threatening, realistic simulations. Non-evaluative, not for grading, rather for diagnostic purposes or for software or program

evaluation. And of course, the authenticity that good motion video
provides. 2nd only to "being there". A piece of realia that no other
medium provides.

IV. Finally, here are some resident and nonresident applications for IAV here
at DLI. It is often said that "interactive must be seen to be understood."
We would take the idea several steps higher by asserting that "interactivity
must be used to be appreciated." We have committed to becoming product-
oriented. To those who would urge us to "pilot, pilot, pilot," we would
respond that we prefer to "field, field, field."

Encouraged by some of our preliminary findings and from other associated
empirical data our commandant - Colonel Monte S. Bullard - recently stated
in his guidance to DLI resource managers: "In February 86 and during my
tenure as Commandant, I want to emphasize the introduction and increased
use of audio video, videodisc, and computer-assisted technology in the lan-
guage teaching process."

Before getting into an in-depth discussion of our on-going programs and
plans for the future, we thought we'd take a moment to briefly describe DLI
and its mission. What is DLI? From a student's point of view, being confronted
by DLI's material for the first time can, for certain students, be a rather
shocking experience. And for the student of the so-called "difficult" languages
life can be rather stressful. And for those of us involved in high tech in-
itiatives sometimes we have encountered resistance to change.

Can technology help in making language learning a less shocking, stressful
experience and do so in the face of traditional resistance to change? Yes,
we believe, that indeed it is possible. In order to demonstrate that belief
to you, we will now discuss the formal mission of DLI and how technology
fits into that mission. DLI's mission is to conduct full-time resident
foreign language training and to develop nonresident foreign language train-
ing programs for department of defense personnel. DLI was established in
1941 at San Francisco. The move to the picturesque Presidio of Monterey
took place in 1946. Because of our proximity to the beautiful Monterey Bay,
we are considering having this location declared a hardship tour.

Every year several thousand students graduate from courses in a wide variety
of languages and dialects. Most courses are about a year in length with
classes running six hours a day, five days a week, for a total of 1,410
class hours. This equates in time to 20 university or college semesters of
language class. Most of our students are enrolled in our top ten languages:
Russian, German, Arabic, Spanish, Korean, Czech, Chinese, French, Polish
and Italian.

In early 1982, DLI's Commandant had clear evidence that traditional DLI-FLC
language training was simply not meeting or keeping pace with expanding
Department of Defense linguist requirements. Determined to bring technology
to bear on the problem, he hand-picked Air Force Major A. Allen Rowe - then
assigned at the USAF Academy - based on Major Rowe's extensive work with
mainframe and microcomputers in the teaching and testing of foreign languages.
Major Rowe then founded in January 82, DLI's first-ever educational tech-
nology function, now called the new systems training division. In a few
minutes, we will expand upon the fruits of this pioneering effort.

Let me take just a moment to review our principal "raison d'être," how our
division fits into the organizational scheme of things and how we carry
out our job for the faculty, staff and students at DLI. Our charter is to,
first of all, identify through research, foreign language training require-

ments that can be better satisfied by applying technology to aid the instructor, then to evaluate available technology to the requirement, and finally to support the fielding of the systems with planning, budgeting and training. In short, the three F's: Find the technology, Fit it to the training requirement and Field it.

Organizationally, the New Systems Training Division is subsumed under an administrative and training support structure called the Assistant Dean for Instruction or ADI who reports to the Dean and the Commandant.

Additional guidance is received from the Educational Technology Steering Committee, established in 1984. Chaired by the Assistant Commandant, and composed of the Dean, his school directors, the Director of Resource Management, and other key staff players, the ETSC meets approximately once every other month to address status of on-going projects and to review and approve new systems plans for the near future. In effect, we serve as the Secretariat for the ETSC.

Thus, policy guidance to new systems comes via two directions: through the normal managerial and command structure and through the Educational Technology Steering Committee.

From the days of its infancy to the present, our personnel status in new systems has evolved and has reflected our level of involvement and responsibility. When first established, the office was manned with two officers and two civilians. In four short years, we have grown to three Air Force officers, three project managers, four project workyears, and two administrative assistants.

Our division has been successful in selling the advantages of interactive videodisc to our faculty and then in obtaining a firm commitment from them to work, as a team with new systems, towards the completion of an IVD product. We strongly believe that such a commitment, on the part of our language schools and departments, is the indispensable key to successful project completion. It starts off with training as required, shifts to involvement in the earliest stages of conceptualization, extends through the entire video production process, includes the authoring of supporting courseware, and culminates with the actual delivery of the IVD product in the DLI classroom. This represents a significant workload, in time and effort, and is therefore no small decision for the school director or department chairperson who must be willing to give up one or perhaps two subject matter experts for as much as a full workyear.

We will now walk you through three key stages of IVD production where we adapt existing footage to our needs during stage one, course developers and/or instructors receive training which may range from an introduction to microcomputers to lengthy workshops on advanced authoring system and languages. Once trained, instructors participate in conceptualization and formative discussions, making decisions on who does what and the roles of each member of the IVD team. These actions can be considered as part of the analysis and project planning phase of videodisc design and production.

In phase two, New Systems acts to acquire the video material, usually in 3/4" video-tape format, then provides equipment and training to assist the subject matter expert in conducting off-line edits, in editing the master tape, and in delivering the master tape and instructions to the mastering facility. We group these actions under post-production and pre-mastering.

In stage three, the subject matter expert begins to author supporting course-ware upon approval of the check disc. Once the replicated videodiscs have been received and the authoring has been completed, then the instructor or SME can assist in field-testing the integrated IVD program, perform de-bugging and additional authoring based on student feedback and, finally, assist in conducting fulltime implementation of the integrated programs. Note: now for your listening pleasure, this process has been greatly sim-plified, it does, however, take a <u>lot</u> of time.

Let us pause now to review briefly the points so far presented. We have started off with a brief description of the mission and program for the Defense Language Institute, proceeded to how the new systems training divi-sion came into being and fits into this program. We have explained how the New Systems Training Division gets its direction from the Commandant and the ED Tech Steering Committee and how that direction is translated into a working relationship with the various language schools. To bring us up to date, we have shown how we have acquired commitment from the schools in the development of Ed Tech projects and have typified that commitment by show-ing how it works in an "average" interactive videodisc project.

What remains to be done is to tell you what we have accomplished last year and what we have planned for the future. Because this point serves as a natural bridge in our presentation, perhaps it would be appropriate to elicit questions at this time ... and now back to <u>our</u> briefing. Shown here are the major projects we have either fully or partially completed during the past year. Items 1 - 4 are interactive videodisc projects, while items 5 - 7 are computer-assisted instructional programs.

The Video Enhanced Learning Video Enhanced Testing (VELVET) program was our first effort, entered jointly in 1982 with NSA and using Brigham Young Uni-versity as the primary contractor. German VELVET is designed to provide in-troductory survival level skills to army senior officers and other key per-sonnel with impending assignment to Germany. VELVET verification began at DLI in August of this year. Full field testing began in March 86 and will be complete in July 86.

In contrast to VELVET, the Arabic *From the Gulf to the Ocean* or *Go* project was designed to be integrated into the first third of the new Arabic (Modern Standard Arabic) basic course at DLI. It is worth emphasizing, at this point, that 1/3 of the basic Arabic course represents a very significant number of instructional hours: 15 weeks times five days per week times six hours per day equate to 450 hours. The *Go* project may also be used as a short course for key personnel with limited time to devote to resident language training enroute to overseas assignments. The School of Middle Languages is integrating this type of technology into the other 2/3's of the Arabic basic course. In its current validation format, the Gulf to the Ocean project is the most extensive application of interactive video technology to a language course in this country to date. It is also cost effective. With a total cost of $ 15,000 and three workyears over one year, each hour of instruction has a developmental cost of about $ 150. *Go* validation started in July 85 and was recently completed. After 15 weeks of *Go* Instruction, eight students were administered the DLI oral proficiency examination. The results were as fol-low: one student scored a 0+, six scored a 1, and one a 1+. These scores equate after 15 weeks to what students in the traditional course have scored after 47 weeks of instruction.

FRMILTERM This project is a supplement to the French basic course empha-sizing military terminology. It aides the civilian instructors who are un-familiar with job-related military terminology. It has already been vali-dated and is currently being field-tested using the initial check disc. Full scale implementation is scheduled for September 86.

SPANINTERM   The previous three projects deal with technologies designed to be integrated into or to enhance introductory level or basic courses. This particular project provides additional listening comprehension skill development for more <u>advanced</u> students in the resident intermediate-level Spanish course. It is based on a videodisc of authentic Latin American news broadcasts. Validation began in September 85 and should be fully implemented by Fall 1986.

CAI PROJECTS   Although interactive video remains the main thrust of DLI's efforts, we have made some room for what is generically called computer-assisted instruction. The Polish *Computer-Assisted Reinforcement and Enrichment* course, referred to as CARE, provides additional learning material in the form of computer-assisted instruction. Validation began in September 85 and is continuing. The course includes grammar and vocabulary exercises. Work is also underway to enhance the CARE course with video material dealing with military terminology. The video material has been received from the Foreign Broadcast Information Service.

ARABIC SOUND & WRITING   Here is a possible supplement to the Arabic basic course which reduces from 60 to 6 the number of hours required to learn the difficult Arabic sounds and writing system, a particularly arduous task. Validation was completed last summer. Implementation is delayed due to local area network software problems.

PLATO   The PLATO system from the Control Data Corporation was evaluated by various DLI departments for the delivery of supplementary material to resident instruction. Existing materials were found to be very limited. In-house development, however, produced some drills in Portuguese and other languages. PLATO terminals are available for student use in DLI's electronic media center.

Before we begin a brief preview of our plans for the future, perhaps we should take a minute to answer questions on the slides and topics you have just seen.

Here is a sketch of our on-going projects and plans for the future. Our on-going projects can be divided into three parts: first, our Ed Tech Master Plan with its associated equipment procurement; then our VELVET projects (remember VELVET stands for Video Enhanced Learning Video Enhanced Testing ... and from a generic standpoint, refer to video production projects which start from "scratch" and wind up with original, locally-produced video.) Finally, our BBC projects entailing the adaptation of existing video materials for our specific needs.

MASTER PLAN   The DLI Ed Tech Master Plan is a seven year blue-print outlining required actions and responsibilities for the development of advanced technology-based course materials and calling for their orderly integration into the curriculum. It entails a significant amount of equipment acquisition which will complement and support the Army's Electronic Information Delivery System, or what is known as the EIDS Project. The EIDS Project is an army-wide effort to improve training and reduce costs. Our plan is a collective effort and a multi-tasking document. It establishes equipment allocation, security and support procedures, makes provisions for faculty and staff training, and defines concepts for evaluating advanced Ed Tech Projects.

IMPLEMENTATION   It will be implemented in three phases over seven years. The phases are as indicated (Phase I in February 86, Phase II in February 87, and Phase III in February 88 - 92). During Phase one, IAV equipment received will be used to develop and validate IAV materials. In Phase two,

initial distribution of EIDS equipment will take place providing student stations in labs and classrooms. In Phase Three, increased numbers of EIDS stations will extend their availability to learning centers, dormitories and student rooms.

PROGRESSION Our plan calls for controlled progression, from development through validation to implementation of IAV course materials. Equipment distribution strategies embrace the "Kiss Principle" (Keep It Short and Simple): allocate equipment resources to the most promising, active projects. If projects bog down, redistribute equipment.

EQUIPMENT, PROCUREMENT in anticipation of the arrival of EIDS equipment, last month we ordered an "interim" procurement of some 61 interactive video stations. Each provides the capability to develop IAV learning materials or deliver them to the students. Each therefore, has developmental as well as delivery capabilities. We anticipate arrival of the initial stations in October of this year.

VELVET Here is a list of language projects which are intended for full-scale, "from-scratch" video development resulting in original productions meeting DLI specific needs (Czech, Egyptian, Korean, Turkish). All IAV development here will be to support the basic course as well as *Gateway* and refresher maintenance objectives. Why these particular languages? Because three of the four are among the "top-ten" at DLI and, most importantly, because commitment exists to forge ahead with full scale IAV development. As mentioned previously, this commitment translates to the identification of a subject matter expert in the language school to work fully with our division towards project development. All are now "approved" and await higher headquarters funding to support in-country shooting. The Czech course is asterisked to indicate that this new course will be developed with IAV taken into consideration from the very first day.

BBC PROJECTS Our language projects involving adaptation of existing materials on videotape to videodisc are as indicated (French, Greek, Italian, Russian, and Spanish.)

All programs are intended to supplement or to be integrated into the existing basic courses of instruction. We have acquired or are currently in the process of acquiring copyright release for each of these programs along with permission to press a specific number of videodisc sets. Off-line editing and mastering of a check tape has already been conducted for Spanish, Italian, and Greek. We will press ahead with the Russian and French projects as soon as personnel availability and funding issues are resolved.

MISCELLANEOUS PROJECTS New Systems is pursuing a number of other projects. They range from the development of manuals and tutorials in support of a wide variety of authoring system templates, extend to the acquisition of a 16-foot earth satellite dish in 1987, and also include research into the use of compact disc read-only memory. Unfortunately time doesn't permit us to go into each of these in detail.

VIDEODISC SHORTAGE By way of wrapping up, we would like to emphasize that although the educational potential of microcomputer controlled laser-disc players is universally acknowledged to be vast, many schools are not yet making widespread use of interactive video. The primary reason for this is a shortage of good educational videodiscs. We sincerely hope that the message that we have left you today is that we, at DLI New Systems Training Division, are committed to doing something about that shortage.

SHARING INFORMATION We are equally committed to sharing information with other governmental agencies and institutions of higher learning. We are charter members of D'ECOLE, an acronym for the Defense Executive Committee On Language Efforts which regularly brings together representatives from the service academies, NSA, DIA and DLI to provide regular updates on project status. Furthermore, our work and liaison with Brigham Young University, Utah State University and Monterey Institute for International Studies has been extremely fruitful. We look forward to continuing to explore new, innovative avenues with them and other institutions sharing common interests and pursuits.

There is a saying that the "tall timber catches the wind. This audience is definitely tall timber. We're afraid we've been the wind and it's time we quit blowing."

It would, however, be appropriate to close with the story of a minister who believed firmly in advertising and who had a sign erected in front of his church which proclaimed "If you're tired of sin, come in." Some enterprising member of his congregation who also believed in advertising, however, scrawled the additional message "If you're not, call 479-6001."

So if you're interested in what we're doing, here's not only my telephone number but also my name and address. Thank you for your attention.

LtCol Gerald T. O'Guin
Chief, New Systems Training Division
DLI FLC
Presidio of Monterey
California 93944-5006

Tel.: 479-6001

The Chief of New Systems Training Division, LtCol Gerald
T. O'Guin holds a Master of Arts from Middlebury College,
doing most of his studies at the University of Paris.
Prior to arrival at DLI, LtCol O'Guin was the Chairman
and Associate Professor in the French Section of the
Department of Foreign Languages at the US Air Force Aca-
demy. He served two separate tours at the Air Force Aca-
demy and has a total of eight years of foreign language
teaching experience. At the Academy, he also served as
Principal Research Investigator into the use of computers
in the teaching of foreign languages. During the past
year, he was Deputy Chief of the New Systems Training
Division.
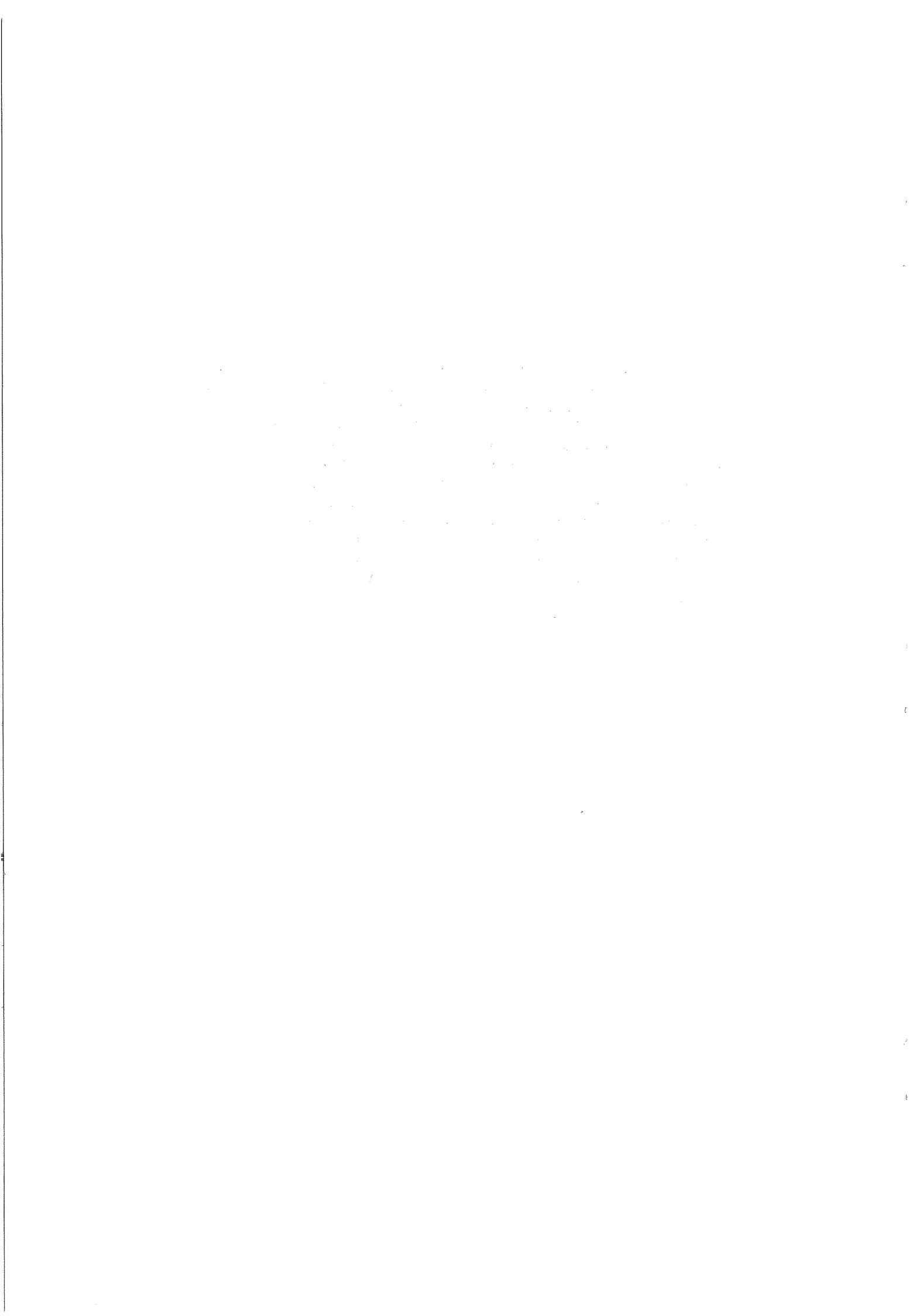
Overview of New Systems Training Division
of the
Defense Language Institute

I. DLI's Mission: conduct full-time resident foreign language (FL) training
and to develop nonresident FL training programs for Department of Defense
personnel.

- Colonel Monte S. Bullard, DLI's Commandant, is most supportive of ed tech
applications.

- Our Division receives its guidance from command channels and from the Ed
Tech Steering Committee.

II. The birth of New Systems Training Division.

- Major Rowe sets up DLI's 1st Ed Tech Division in Jan 82.

- Ed Tech attempts to address DLI's # 1 problem: responding to the increased
demand for more proficient linguists.

- Growth in Division personnel 1982 - 1984 (4 to 12) reflects our level of
involvement.

III. Our Philosophy. We are committed to:

- Interactive videodisc and IVD-oriented authoring systems.

- Reversing world-wide shortage of educational videodiscs.

- Being product-oriented; prefer fielding over piloting; tending toward
pragmatic, problem-solving approach.

IV. Working with Faculty and Staff:

- Language department must have a stake in the IVD project.

- Commitment translates to detailing instructors to our Division.

- Extent of commitment: training; conceptualization; production; authoring;
delivery.

V. Three Stages of Involvement:

1. Receive training; participate in formative discussions; develop and
agree on objectives:

2. Conduct off-line edits; edit master tape; deliver tape and instructions
to mastering facility.

3. Author courseware; assist field-testing process; debug; implement.

VI. Accomplishments:

- VELVET (German): Our first IAV project; 6-week resident course; field testing now.

- From the Gulf to the Ocean (GO): 15-week resident Arabic basic course; most extensive, economical achievement; reassuring preliminary results.

- French Military Terminology: Supports basic resident course; validated 1986; implementation September 86.

- Spanish Intermediate: Supports basic course; being validated; implementation fall 1986.

- Polish CARE: Supplements resident basic course; being validated; being enhanced with video, source: FBIS.

- Arabic: Writing and Sound problems addressed; reduces learning time 90 %; validation February 85 - 86; software delaying implementation.

- PLATO: Supplements resident basic course (Portuguese); developed in-house; evaluated February 85; available in electronic media center.

VII. On-going and Future Plans:

- Ed Tech Master Plan and Equipment Procurement: Seven year blueprint; equipment acquisition supplements EIDS project (an Army-wide effort to improve training and reduce costs); multi-tasking document embracing equipment allocation, support, training and evaluation. Implementation of Master Plan in three phases over seven years: Phase One (February 86) develop and validate: Phase Two (February 87) initial EIDS distribution; Phase Three (February 88 - 92) more EIDS.

- Equipment Procurement: Interim purchase of 61 IAV stations each with development and delivery capabilities. Estimated arrival: Sep/Oct 86.

- VELVET Projects: Czech, Egyptian, Korean and Turkish.

- BBC Adaptation Projects: French ("A Vous la France"), Greek (Greek Language and People), Italian ("Buongiorno Italia"), Russian (Russian Language and People), Spanish ("Zarabanda"). Offline editing and mastering already done for Spanish, Italian and Greek. Russian and French soon to begin.

- Miscellaneous Projects: Manuals and tutorials for templates (on-going); Satellite Dish (1987); CD-ROM (Future).

POC: DLIFLC/ATFL-DIN-S/Lt Col Jerry O'Guin, Dep Chief, New Systems Training Division, Presidio of Monterey, CA 93944-5006, (408) 647-5323/5475/5183.

IAV APPLICABILITY

resident instruction

new material intro	Introduce new vocabulary and concepts without using English.
remediation	Teacher diagnoses the problem, assigns an exercise designed to correct learning gaps.
drill	Relieves the teacher of this tedious requirement, and allows more intense interaction with student.
lab	Provides language in an authentic cultural context, with both visual and audio responses. The next best thing to being there.
military subjects	Provides standardized instruction on subjects many of our instructors are not familiar with.
homework	Increases time on task, provides help outside class-room.
extended learning program (ELP)	Provides additional material for the exceptional student.
cultural enhancement	Seeing the national mores in action is the best way to learn.
others?	

nonresident instruction

refresher	Quickly restores lost proficiency.
maintenance	Reduces loss of proficiency from lack of use.
headstart	Introduces new material to beginners in a way that allows them to acquire the language rather than learn it.
others?	

The U. S. Government Language Skill Level Discriptions

Martha Herzog

The history of the U. S. government's language skill level descriptions goes back to 1952. At that time there was considerable interest in determining the number of government employees able to use a foreign language and the degree of their skill. It was soon realized that these were not easy questions to answer. A system for defining proficiency had to be developed before a useful inventory could be made. Originally a single language proficiency scale with six levels was developed. Eventually, it was perceived that skill modalities had to be evaluated separately since, for example, some language users might have the ability to read a foreign language acceptably without similar capacity to participate in conversation. By 1955 the State Department was able to use the scale for self-appraisals - admittedly not the ideal way to measure proficiency.

The scale was soon revised and refined. A zero represented no functional ability to use the language; the number 5 represented the equivalent of an educated native speaker. A testing system was devised to replace self-ratings. The early tests were unsatisfactory, however; there was a perception that each tester had a somewhat different scoring system and that there was little comparability in scores awarded across languages. That is, a speaker awarded a Level 3 in Arabic seemed to able to do less with his language than one awarded a 3 in Spanish. By 1957, however, the Foreign Service Institute had developed a structured interview with a standardized check list for scoring. The interview format included testing techniques that ensured the items on the check list were covered. The interview created a high degree of consistency in ratings and became a mandatory test at FSI.

By the 1960s, other U. S. government agencies had adopted the scale. By 1968 a group of agencies, working together, had developed and approved written definitions for each point on the scale in four skills - speaking, listening comprehension, reading comprehension, and writing. After substantial coordination, the NATO member nations used the U. S. definitions as the basis for the level descriptions in the STANAG 6001 agreement.

By 1982 the U. S. government agencies had decided that there was a serious need for revision of the original level descriptions. This was a lengthy process, accomplished through the Interagency Language Roundtable. By 1985 all changes had been approved, including minute details concerning the computer-coding of test results and information about the levels. The first U. S. government regulation to print the new level descriptions appeared in October 1985, and others will be printed soon.

When the ILR committee convened, three reasons for revision had been identified. Since the early use of the scale, "plus" levels had been used in assigning ratings based on interviews. An oral tradition had emerged concerning the nature of the plusses; there was considerable agreement among testers and among agencies about their place in the system; and training workshops prepared testers to award them. However, there were no written definitions. DLI had a particular interest in eliminating this gap because of plans to pay military personnel for their language proficiency. If the military services wanted to reward personnel for plus level proficiency, a written definition was necessary.

Another problem involved commensurability among skills. Experience and analysis showed that the standards for attaining a Level 1 in reading were somewhat lower than those for speaking. The writing definitions in particular were not graduated in the same way as the other skills. The agencies' more recent experience testing the four skills provided information for bringing the definitions into line.

Experience also allowed us to express with more precision exactly what the func- tional ability was at each level. This was less a matter of change than of am- plification. Examples were added to the speaking definitions. And, within the reading description, a distinction was made between a text at a given level and a reader who performs at that level. There is an explanation of the functions a Level 1 or Level 2 reader can perform with higher level texts. We have found the expanded descriptions to be extremely helpful when training interviewers and when designing proficiency tests.

The revised definitions:

(1) represent agreement among the 18 U. S. government agencies engaged in lan- guage teaching and testing,

(2) are now an official document, printed in regulations,

(3) are the basis of the scoring system for the face-to-face interview (Frequently still called the FSI interview, it is now used by several government agencies),

(4) are used in the design and validation of tests in the receptive skills - listening and reading comprehension,

(5) are used as well to construct, validate, and score indirect taped speaking tests, which are needed in some situations.

Their most notable benefit is to assure comparability among the test scores awarded by all U. S. government agencies.

Another development in recent years has been a growing interest in language proficiency by the academic community in the U. S. Two prestigious organiza- tions - the American Council on the Teaching of Foreign Languages and the Edu- cational Testing Service - have adapted the government scale for academic use by expanding the definitions at the lower levels, which mark the performance of secondary school and college students. The expansion of Level 2 and below has been done in generic terms, as is characteristic of the government defi- nitions, and also has been specifically tailored for certain languages, with examples. This project has been extremely successful thus far. Several govern- ment agencies have participated in writing the academic definitions, in helping train their interviewers, and in assisting with their test development.

Not only are many academic institutions concentrating on language proficiency in the classroom, but some are also insisting that students attain a specific proficiency level for completion of a course or graduation as a language major. This is in contrast to simply completing a certain number of courses with ac- ceptable marks - what we sometimes call seat time. In addition, a few states are beginning to require that prospective language teachers demonstrate a spe- cific level of proficiency before certification.

At DLI, the greater emphasis on proficiency and the greater precision of the revised level descriptions have had considerable impact on our testing system. Since 1981 we have been training and certifying staff and faculty members to administer the interview according to the government scale. Certification re- quires the successful completion of an 80 hour intensive workshop. Right now, DLI has approximately 230 interviewers in 30 languages and dialects. They can test in four skills although speaking is the one most often tested face-to-face. We can also test speaking by telephone or tape.

The interview gives us a highly reliable and controlled method of validating tests. We demand that all of our Defense Language Proficiency Tests (DLPTs) have a strong correlation with the face-to-face assessment as well as a high degree of reliability. In addition we use the government scale to develop and validate phase tests given at progress points within the basic course.

The advantages we find are (1) valid, reliable listening and reading comprehension tests; (2) functional equivalence across languages (i. e. a Level 2 in Russian can do the same things with his language as a Level 2 in French); and (3) functional equivalence with scores awarded by other U. S. government agencies.

We recommend that the BILC member nations begin an analysis of the revised U. S. government level descriptions to determine whether they would benefit from a gradual replacement of the older U. S. descriptions employed in the standardization agreement. We believe you will find such discussions fruitful.

Annex A: The U. S. Government Language Skill Level Descriptions

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
SPEAKING

Preface

The following proficiency level descriptions characterize spoken language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

Speaking 0 (No Proficiency)

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability. (Has been coded S-0 in some nonautomated applications.) [Data Code 00]

Speaking 0+ (Memorized Proficiency)

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.

Examples: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers, and the like) are omitted, confused, or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty. (Has been coded S-0+ in some nonautomated applications.) [Data Code 06]

Speaking 1 (Elementary Proficiency)

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.

Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about

business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some nonautomated applications.) [Data Code 10]

Speaking 1+ (Elementary Proficiency, Plus)

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some nonautomated applications.) [Data Code 16]

Speaking 2 (Limited Working Proficiency)

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.

Examples: While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some nonautomated applications.) [Data Code 20]

Speaking 2+ (Limited Working Proficiency, Plus)

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect.

Examples: Typically the individual can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy

ffinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some nonautomated applications.) [Data Code 26]

Speaking 3 (General Professional Proficiency)

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Has been coded S-3 in some nonautomated applications.) [Data Code 30]

Speaking 3+ (General Professional Proficiency, Plus)

Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly-complex structures. (Has been coded S-3+ in some nonautomated applications.) [Data Code 36]

Speaking 4 (Advanced Professional Proficiency)

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.

Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official, and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks, and

settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (Has been coded S-4 in some nonautomated applications.)[Data Code 40]

Speaking 4+ (Advanced Professional Proficiency, Plus)

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.

Examples: The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional non-native slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner. (Has been coded S-4+ in some nonautomated applications.) [Data Code 46]

Speaking 5 (Functionally Native Proficiency)

Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect. (Has been coded S-5 in some nonautomated applications.) [Data Code 50]

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
LISTENING

Preface

The following proficiency level descriptions characterize comprehension of the spoken language. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native listener" refers to native speakers and listeners of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications.) [Data Code 00]

Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances

beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

Listening 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been coded L-2+ in some nonautomated applications.) [Data Code 26]

Listening 3 (General Professional Proficency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

Listening 4 (Advanced Professional Proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to

professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
READING

Preface

The following proficiency level descriptions characterize comprehension of the written language. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native reader" refers to native readers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

In the following descriptions a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement.

The word "read," in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

Other useful operations can be performed on written texts that do not require the ability to "read," as defined above. Examples of such tasks which people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. (Has been coded R-0 in some nonautomated applications.) [Data Code 00]

Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations; the above often interpreted inaccurately. Unable to read connected prose. (Has been coded R-0+ in some nonautomated applications.) [Data Code 06]

Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include simple narratives of routine behavior; highly predictable descriptions of people, places or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. (Has been coded R-1 in some nonautomated applications.)[Data Code 10]

Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper

headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. (Has been coded R-1+ in some nonautomated applications.) [Data Code 16]

Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. He/she is typically able to answer factual questions about authentic texts of the types described above. (Has been coded R-2 in some nonautomated applications.) [Data Code 20]

Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. (Has been coded R-2+ in some nonautomated applications.) [Data Code 26]

Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. (Has been coded R-3 in some nonautomated applications.) [Data Code 30]

Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate

contemporary expository, technical, or literary texts which do not rely heavily on slang and unusual idioms. (Has been coded R-3+ in some nonautomated applications.) [Data Code 36]

Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. (Has been coded R-4 in some nonautomated applications.) [Data Code 40]

Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and

slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. (Has been coded R-4+ in some nonautomated applications.) [Data Code 46]

Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. (Has been coded R-5 in some nonautomated applications.) [Data Code 50]

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
WRITING

Preface

The following proficiency level descriptions characterize written language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native writer" refers to native writers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

Writing 0 (No Proficiency)

No functional writing ability. (Has been coded W-0 in some nonautomated applications.) [Data Code 00]

Writing 0+ (Memorized Proficiency)

Writes using memorized material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, own name, nationality, address, etc., such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common items such as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect. (Has been coded W-0+ in some nonautomated applications.) [Data Code 06]

Writing 1 (Elementary Proficiency)

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled.) (Has been coded W-1 in some nonautomated applications.) [Data Code 10]

Writing 1+ (Elementary Proficiency, Plus)

Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although the individual can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). Can take notes in some detail on familiar topics, and respond to personal

questions using elementary vocabulary and common structures. Can write simple letters. summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners. (Has been coded W-1+ in some nonautomated applications.) [Data Code 16]

Writing 2 (Limited Working Proficiency)

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary·sufficient to express himself/herself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation but shows some control of the most common formats and punctuation conventions. Good control of morphology of language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices. (Has been coded W-2 in some nonautomated applications.) [Data Code 20]

Writing 2+ (Limited Working Proficiency, Plus)

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign. (Has been coded W-2+ in some nonautomated applications.) [Data Code 26]

Writing 3 (General Professional Proficiency)

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear. (Has been coded W-3 in some nonautomated applications.) [Data Code 30]

Writing 3+ (General Professional Proficiency, Plus)

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weaknesses may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices. (Has been coded W-3+ in some nonautomated applications.) [Data Code 36]

Writing 4 (Advanced Professional Proficiency)

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. Writing adequate to express all his/her experiences. (Has been coded W-4 in some nonautomated applications.) [Data Code 40]

Writing 4+ (Advanced Professional Proficiency, Plus)

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices. (Has been coded W-4+ in some nonautomated applications.) [Data Code 46]

Writing 5 (Functionally Native Proficiency)

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary can write and edit both formal and informal correspondence, official reports and documents, and professional/ educational articles including writing for special purposes which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices. (Has been coded W-5 in some nonautomated applications.) [Data Code 50]

July 1985

These descriptions were approved by the Interagency Language Roundtable, consisting of the following agencies.

Department of Defense
Department of State
Central Intelligence Agency
National Security Agency
Department of the Interior
National Institutes of Health
National Science Foundation
Department of Agriculture
Drug Enforcement Administration

Federal Bureau of Investigation
ACTION/Peace Corps
Agency for International Development
Office of Personnel Management
Immigration and Naturalization Service
Department of Education
US Customs Service
US Information Agency
Library of Congress

Ethnographic Observations in Language Teaching:

A Brief Report of an Observational Study Conducted at the

Defense Language Institute Foreign Language Center

Kathleen M. Bailey

Abstract

What is ethnography and how can it be used to enhance our understanding of language teaching? As part of a comparative methodology study, a team of four ethnographers* observed classes taught via Suggestopedia and the method(s) used by the Russian Department at the Defense Language Institute (DLI). The purpose of the observational research component was primarily to document the method variables and teacher variables which were expected to have some impact on the quantitative findings of the larger study. This paper will focus on the results of the ethnographic observations and their possible uses in language teaching and teacher training.

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* Molly Lewis Hulse, Peter A. Shaw, and Diane R. Williams, all from the Monterey Institute of International Studies, were also members of the ethnographic research team. The project was designed and supervised by Dr. John Lett of the DLI.

Introduction to the Study

We will begin by contrasting ethnography with what I shall call "mainstream research." Mainstream research in language education has borrowed heavily from the experimental model of laboratory research in psychology. It is also referred to as "experimental research" or "quantitative research," although these terms are not entirely interchangeable.

Mainstream Research

The goal of mainstream research is typically to determine causality: studies are designed to test hypotheses or answer research questions. In an effort to determine unique causes of phenomena, researchers remain independentof their subjects and try not to become involved with them. Objectivity is an ideal for the researcher: subjective attitudes should not affect the interpretation of the results.

Because researchers are interested in the generalizability of their results (i. e., the extent to which their findings can be applied to a population greater than the sample studied), they try to study people who are representative of the larger group. Random selection and large numbers of subjects help to ensure generalizability. In addition, many of the statistical procedures used require at least 30 subjects. Thus mainstream research in education has one of its ideals to work with as large a number as possible. This is why you sometimes see mainstream research projects refered to as "large n" studies.

Ethnography

Ethnography is a widely recognized approach to research in anthropology. Its goal is typically to discover systems by which cultures operate. Ethnographic research techniques which were originally used to investigate exotic cultures have recently been used with urban subcultures (e. g., drug addicts and street people) in developed countries.

In contrast to mainstream research, ethnographic data collection typically involves qualitative data (for example, fieldnotes) which may not be readily quantifiable. (However, there are procedures for coding fieldnotes which later allow for quantified data analyses.) The use of qualitative data is particularly promising in language education research, where many of the most interesting factors to study (e. g., motivation, affect, cognition) often elude satisfactory measurement.

In ethnography, the researcher is not constrained to remain distant from the subjects. In fact, there is a continuum of involvement ranging from totally participant observation to non-participant (and sometimes covert) observation. While objectivity is desirable in some respects, ethnographers actively seek out feelings, attitudes and subjective interpretations of events. The framework for interpretation can either be imposed from without (an _etic_ perspective) or it can come from within the group itself (an _emic_ perspective).

In fact, it is seen as important to include the perspectives of various interactants in the setting, through a process called "triangulation." (This term was borrowed from surveying. It refers to a procedure for making more accurate measurements of the distance between two points by using them as two of the angles in a triangle.) In ethnographic research on language education, triangulation usually involves determining the perspective of the students, the teacher, and the observers.

In summary, then, ethnography is a form of research which seeks to document, analyze and interpret cultural patterns in a given group or setting. The data are typically qualitative in nature, though they may sometimes be quantified. Ethnography utilizes participant observation and triangulation to discover and investigate phenomena of interest.

Comparative Methods Study

Mainstream research and ethnography were both utilized in a recent comparative methodology study conducted at the Defense Language Institute (DLI). The study can be categorized as a process/product study, because it reports on both the product of the language instruction and the process of instruction itself. It is (at least in part) the instructional processes that lead to the "products" - measures of students' language learning and attitudes about language learning.

Team ethnography can be a sticky business. The stereotypical image of an ethnographer is that of a lone individual in a pith helmet, writing fieldnotes in his (or her) tent by the light of a lantern or campfire. The collection and analysis of fieldnotes under such conditions is often an individualistic effort. However, in this particular comparative methods study, four researchers, none of whom speak Russian, undertook to investigate the teacher and method variables that might differentiate two different methods for teaching Russian. In fact, we found we were fluent speakers of "classroomese" - the nonverbal and paralinguistic codes of communication utilized by teachers regardless of the actual linguistic code spoken.

The four ethnographers conducted their observations independently of one another and while excerpts from the fieldnotes have been shared, none of us has ever seen the others' actual data. Instead, we have tried independently to pose hypotheses and explanations for the behavior we observed, and then to check these ideas against one anothers' data. Thus, since we did not observe identical teaching events, what we were looking for was patterns in the behavior of the teachers and the students involved. Collaboration occurred primarily after the fieldnotes were taken, during the process of seeking evidence in four independently collected records of the same setting.

Method Variables

One of the main assignments for the ethnographic team was to document the differences and/or similarities between Suggestopedia and the DLI method for teaching Russian. The major differences are summarized in Table 1, with the Suggestopedia classes identified as the "Experimental" group and the DLI classes as the "Control" group. (This summary was undertaken by Dr. Peter Shaw and confirmed by the other members of the ethnographic team.)

Table 1

COMPARISON BETWEEN SECTIONS BASED ON QUALITATIVE FINDINGS

		EXPERIMENTAL A > L	CONTROL L > A
PSYCHOLINGUISTIC	Acquisition/Learning		
	Input — Quantity	a lot	some
	Input — Quality	"net"	narrow focus
	Input — Functional variety	varied	limited to seeking/giving information
	Input — Communicative value	high	low
	Error correction	intermittent; selected activities	constant; all activities
AFFECTIVE	Programme level	faculty confident of students' ability to succeed	faculty not confident of students' ability to succeed
		some unstructured faculty-student contact	no unstructured faculty-student contact
		permanent, long-term development of student-teacher relationship	rotating instructors impairs development of s-t relationship
	Individual level	remove threats; minimise anxiety	external threats; high anxiety
		co-operation	competition
		learners take risks	learners play safe
		different learning styles accommodated	learning styles assumed uniform
		some learner initiative permitted	no learner initiative permitted
PEDAGOGIC	Programme design	activities differentiated through instructional cycle	activities not differentiated through instructional cycle
		cultural features	few/no cultural features
		driven by input & interlanguage development	driven by tests
	Syllabus	analytic	synthetic
	Activities	considerable variety	little variety
		graded	no grading
		fluency and accuracy	accuracy only
		task-centred	language-centred
		interactive	largely non-interactive
	Materials	authentic/quasi-authentic; pedagogic	pedagogic

The system of analysis is subdivided at a number of levels. The first division of focus (see the left-hand column) involves the psycholinguistic, affective and pedagogic factors we observed to be operating in the control and experimental classrooms. These factors are further subdivided, to the right of the brackets. The terminology is taken largely from current work in language acquisition and syllabus design, and hence embodies an etic perspective.

A brief prose summary of the information contained in Table 1 should note that there were in fact a number of activities (e. g. drill) and procedures (such as error correction) that the two groups had in common. We should also note that in the control group classes we saw a number of language teaching methods utilized, including the audiolingual method, cognitive code, and grammar translation. Thus we cannot identify a single "DLI method for teaching Russian." (The reader should bear in mind that this study involved only one language department at a very large school.)

Perhaps the most noteworthy methodological differences between the two groups can be summarized in two statements. First, the Suggestopedia classes emphasized fluency, while the control group classes emphasized accuracy. Secondly, the activities in the Suggestopedia classes seemed to be largely under the teachers' control, with some input from the students about their wishes and desires.

Another difference, which is administrative rather than methodological, is that the students in the Suggestopedia worked consistently with one teacher throughout the day. In contrast, the students in the control group had various teachers during a typical day, with a number of substitute teachers called in when the regular instructors were absent or had to attend meetings. The level of classroom rapport may have been differentially affected by the amount and consistency of student/teacher contact.

Teacher Variables

Differences and similarities among the five main teachers observed (excluding observations on the substitute teachers mentioned above) are summarized in Table 2. (This analysis was initiated by Ms. Hulse and confirmed by the other members of the ethnographic team.)

Table 2

COMPARISON OF TEACHER VARIABLES ACROSS SUGGESTOPEDIA (T1 & T2) AND DLI CLASSES (T3, T4, & T5)

Teacher Var's	T1	T2	T3	T4	T5
TURN DISTRIBUTION	general solicit dominates; sequential nomination in some drill activities; Ss control random nomination in 'games'	general solicits frequent, but with unequal distribution; sequential nomination during drills	nearly always sequential	frequent general solicits, but with very uneven distribution of turns; sequential for drills	T often nominates weaker Ss; random & sequential during drill; general solicits receive no response
ERROR TREATMENT	generally, modeling with stress or other prompt to encourage self-correction; prolonged wait-time and substantial negotiation to elicit self-correct	'nyet' and pause to elicit self-correction modelling during drills little correction of Ss utterances at discourse level	repetition with rising intonation to prompt self-correction. 'nyet', 'no' plus repetition	'nyet' and prompt for Ss to self-correct, or appeal to other Ss; modelling	frequently increased volume & pace of speech with multiple repetitions of misformed utterance
USE OF TARGET LANGUAGE (TL)	much use of TL in explanations and structuring moves, (TL repetition and Eng. transl.); with time, heavy use of Eng. in structural explanations	much use of TL in explanations, mngmt, personal narratives. Eng. used to discuss strategies for transl. Russian	grammar explntns in Eng, though with increased use of TL over time	structuring moves in TL; praise in TL; explanations and admonishments & personalized discourse	structuring moves in TL: grammar explanations in Eng with TL examples
USE OF REAL WORLD	Russian poetry, Pravda articles	maps, fairy-tales in Russian			
PERSONAL CONTACT	occasional T-initiated non-classroom topics during breaks carrying over into classtime; ltd use of personal info in class; distancing: 'you people'	personalized discourse in class & at breaks; close involvement of T with Ss; personal info significant to classroom activities	frequent inclusion of personal info during class hour; classes begin and end with personalized discourse; much use of 'we'	frequently personalized discourse at end of class	very rarely used personal comments
EXPECTATIONS	stress on fluency & speaking strategies; positive encouragement re: speaking attempts	continual encouragement & approval of Ss attempt to speak; limited concern with strategies.	much encouragement, 'you will eventually learn;' many explicit study strategies	frequent praise in TL much general encouragement, strategy development	heavy criticism of particular Ss; little discussion of overall strategies or performance in a positive way
USE OF HUMOR	rarely T-initiated, & then little response	much T & S initiated humor; ref. to class culture	freq. T & S initiate humorous teasing; T often requests jokes in beg. of class	sympathetic ref to army life	rare; little S response

Again, the left-hand column utilizes an etic perspective by incorporating seven categories of classroom behavior that have been studied in previous classroom research on language teaching and learning. In Table 2, Teachers 1 and 2 used Suggestopedia, while Teachers 3, 4 and 5 were from the Russian Department at the DLI.

There were some teacher characteristics which cut across the methods used. For instance, Teacher 2 (in the experimental group) and Teacher 3 (from the control group) were very similar in their uses of humor in the classroom. In other cases, the teachers were quite different. For example, Teacher 5 differed from all the other teachers on affective variables. (See the rows for "Error Treatment," "Expectations," and "Use of Humor.") On one variable, "Use of Real World," there was a clear distinction between the teachers in the two groups: the Suggesto-pedia teachers brought in and utilized realia, while the control group teachers stuck to the textual materials provided. (These and other findings are spelled out in more detail in the full report.)

Further Uses of the Observational Data

Some videotape recordings were made of the control and experimental groups in addition to the fieldnotes collected by the ethnographic team. In the future these videotapes can be used to verify (or reject) the findings of the ethno-graphic analysis. The help of a trained linguist who is a fluent speaker of Russian will allow us to answer specific questions about the use of the target language in the videotaped lessons. In particular, it will be interesting to look at the teachers' relative use of Russian (in terms of frequency and length of Russian utterances), the complexity of input delivered to the students in both groups, and the students' output (including the length, frequency, accu-racy and complexity of their Russian utterances).

Both the videotapes and the fieldnotes may be useful in teacher training at the DLI. The ethnographic analysis yielded profiles of five teachers, documenting their similarities and differences. These profiles can be discussed by teachers-in-training, as can the videotape records - both of which provide examples of both desirable and less desirable teacher models. The two forms of documenta-tion (film and prose) can provide striking examples of the varieties of activ-ities available for teaching Russian. Videotaped scenes or written descriptions of typical Russian classes, whether they go well or poorly, can also be util-ized in teacher training. Specific issues, such as turn distribution and feed-back to the learners, can be illustrated by the fieldnotes and the videotapes.

Even this brief list of options suggests a depth of resources provided by the ethnographic study which would not have been garnered by the quantitative re-search alone. Furthermore, the qualitative findings can be used to help explain the results of the quantitative analysis. It is our hope that this study will help promote cooperation, by way of illustration, between mainstream researchers and ethnographers, and that this brief summary of the findings will suggest ways in which language classroom research can be enriched by ethnographic ap-proaches.

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IV. NATIONAL REPORTS

NATIONAL REPORT - CANADA

Introduction

1. Good afternoon, ladies and gentlemen. It is a pleasure as head of the Canadian delegation to present my second National Report.

2. Significant progress has been made over the past year in the implementation of the Military Second Language Training (MSLT) Plan in the CF. New directives, policies and activities have been introduced marking this progress.

Background

3. At the 1985 BILC Conference, Canada presented a new plan to revise Second Language Training (SLT), known as the MSLTP. Several fundamental parts of the MSLTP were outlined, including:

   a. new bilingual concepts for officers and non-commissioned members,

   b. the individual time credit system, and

   c. language courses.

Achievements

4. <u>MSLTP Approval</u>. The major accomplishment this year was the approval of the Military Second Language Training Plan by the Associate Minister of National Defence on 27 Nov 1985.

5. <u>CDS Policy Paper On MSLTP</u>. A policy paper on Military Second Language Training, signed by the Chief of Defence Staff (CDS), was published on 14 Jan 86. This paper outlines the concepts and policies for military SLT.

6. <u>NDHQ Instructions - ADM (Per) 6/85</u>. The taskings and responsibilities (including Command and Control) to implement the concepts and policies outlined in the CDS policy paper were issued in NDHQ Instruction ADM (Per) 6/85) and also published in Jan 86.

7. <u>MSLTP Implementation Directives</u>. In order to give detailed direction on the implementation of specific action items in the Military Second Language Training Plan, a series of Implementation Directives have been and will be issued. For example, a directive on learning activities based on the external social cultural milieu was developed to reinforce the acquisition of communicative skills beyond the classroom setting. Attached as Annex A is a list of directives which are available upon request.

8. <u>New Officers</u>. A policy has been developed to establish a reasonable attainable terminal proficiency standard for officer cadets at Canadian Military Colleges. The policy requires Canadian Military College officer cadets to demonstrate regular and adequate individual progress in their second language, to graduate, starting with the 1986 entry officers. In addition, the officer cadet will receive a 10-week course of intensive Second Language Training during the summer immediately following the first academic year.

9. All new officers not attending a Canadian Military College, who are not functionally bilingual upon entry into the CF, are required to take a 6 month intensive Second Language Training Course immediately following basic training. If necessary, follow-up courses will be provided to bring the officers to a functional level.

10. Non-Commissioned Members. For non-commissioned members the bilingual concept will be treated strictly as a skill and its purpose will be to man all positions identified as bilingual. Non-commissioned members will continue to receive Second Language Training, as already prescribed, until the Military Second Language Training Plan can be completely implemented.

11. Instruction Time Credit. The theme of this conference is strategies for attaining greater effectiveness and cost-efficiency in Military Language Training. Therefore, it is very appropriate that one fundamental principle in the new Military Second Language Training Plan, accountability, reflects this theme. The Instructional Time Credit has been introduced in the new plan as the main means of achieving accountability.

12. The Instructional Time Credit determines the training hours each individual will require to achieve a given second language objective. The Instructional Time Credit means the Service accepts its share of responsibility for bilingualism in the CF by providing members with the required amount of instructional hours to allow them to reach the functional level. In return, the individual's responsibility will be to reach the required second language proficiency level within the allotted time, and then to maintain the acquired skills.

13. New Curricula. Complete reorganization of SLT is an essential part of the new plan. A new French language training curriculum has been developed and a new English curriculum is planned for introduction in 87. These new curricula emphasize the ability to communicate and are designed for the specific needs of the CF. Setting, vocabulary, scenarios, etc. ... are all centered on everyday military life and tasks. From a general core curriculum specific lesson plans will be prepared to meet the needs of the clientèle, such as officers, non-commissioned members (NMCs), Canadian Military Colleges (CMCs). Trial programs with the new French Curriculum are now underway at two locations. The results will be used to devise a system-wide curriculum.

14. New Tests. New language knowledge tests are being developed that place emphasis on the ability to express oneself or communicate satisfactorily in a military setting. Two distinct tests are being designed, one for officers and one for NCMs. New French tests will be introduced forces-wide in Jan 1987. English Tests are still under development and are planned for introduction in Mar 87. Personnel unless exempted, will be tested periodically.

15. Training of Teaching Personnel. The significant conceptual and procedural changes in course content as well as methodologies has given rise to considerable staff training and re-orientation.

Programs are being developed to cover three principle areas of training. These are aimed at:

a. enabling Education (ED) Group personnel to adapt to the change or new requirements in his/her field of activities brought upon by the implementation of MSLTP,

b. enabling current indeterminate teaching personnel to reach the bilingual requirement of their position, and

c. maintaining and improving the current performance of ED Group personnel through a series of in-service job related training activities.

16. Evaluation. The effectiveness of Second Language Training has been enhanced by the development of a series of measuring tools and the establishment of a standards cell. One measuring instrument, the course critique, has been revised and implemented with the new Military Second Language Training Plan. It will then be validated upon course completion. A series of directives on the validation of second language training are now being developed.

Conclusion

17. The transition period which has now commenced is most crucial as we strive to establish a firm foundation for the future of Military Second Language Training Plan and ultimately in achieving the goal of institutional bilingualism within the CF. It will require, for many, a reassessment of their longstanding perceptions of bilingualism and a strong commitment from personnel at all levels. Although the challenge is great, preliminary studies indicate positive results with a great deal of potential. Furthermore, this plan will not only promote bilingualism in the CF but will also enhance the image of the forces as a reflection of Canadian reality.

M. W. Drapeau
Colonel
Director Language Training
for Chief of the Defence Staff

June 1986

PUBLISHED DOCUMENTS	PURPOSE	TOTAL PAGES
Policy Paper Military Second Language Training	To provide policy guidance and the rationale for the Military Second Language Training Plan	33
NDHQ Instruction - ADM (Per) - 6/85 Military Second Language Training Plan (MSLTP) - Implementation	To detail the implementation of the MSLTP	85
MLTIP Implementation Directive - 1/85 CF French Language Curriculum Trial - 1985/86	To evaluate the new French Language Core Curriculum in a series of trials during the period from Aug 85 to Jun 86	10
MLTIP Implementation Directive - 2/85 Second Official Languages Level - (Study)	To validate the level(s) of communicative competence required by Officers and Non-Commissioned Members in their second language as a means to standardize the new CF Language Knowledge Tests (LKTs)	12
MLTIP Implementation Directive - 3/85 Language Aptitude and Initial Proficiency Assessment Procedure	To set out the policy for second language aptitude and initial proficiency assessment for CF members	10
MSLTP Implementation Directive - 4/85 Second Language Training at Canadian Military Colleges (CMCs)	To set forth the general guidelines for the implementation of the CMC SLT policy for CMCs by September 86	14
MSLTP Implementation Directive - 5/85 Training - ED Group Personnel	To provide guidance on training for ED-LAT-O1s, O2s, O3s and the EDS Group during the implementation phase of MSLTP from Jan 86 to Apr 87	85

PUBLISHED DOCUMENTS	PURPOSE	TOTAL PAGES
MSLTP Implementation Directive - 6/85 Second Language Training (SLT) Course Critique	To detail the adoption of a MSLT course critique format	26
MSLTP Implementation Directive - 1/86 Second Language Training (SLT) Learning Activities Based on the External Social Cultural Milieu	To provide guidelines for planning learning activities based on the external socio-cultural milieu during MSLT courses	11
MSLTP Implementation Directive - 2/86 Specifications for Military Second Language Courses (Third Draft)	To detail the specifications for the SLT courses available to Regular Force members under the MSLTP	46
MSLTP Implementation Directive - 3/86 Appointments and Positions Terminology	To provide a standard terminology for MSLTP staff and line appointments	9
MSLTP Implementation Directive - 10/86 Language Knowledge Testing Policy (First Draft)	To detail the implementation of the new LKTs in the CF	27

DOCUMENTS FORTHCOMING

| DOCUMENTS FORTHCOMING	PURPOSE
MSLTP Implementation Directive - 4/86 Generic Position Analysis Schedules	To detail the duties of most ED Group personnel through generic position analysis schedules
MSLTP Implementation Directive - 5/86 Accounting - Teaching Hours	To detail the SLT record-keeping activities required to provide an effective management information system
MSLTP Implementation Directive - 6/86 Specialized Training - ED Group Personnel	To provide guidance for training of ED Group personnel for specific subjects not dealt with during the reorientation training program, such as the interpretation of Modern Language Aptitude Test/Test d'aptitude aux langues vivantes, psycho-pedagogical strategies and Instructional Time Credit (ITC) concepts and applications
MSLTP Implementation Directive - 7/86 Subsidized Second Language Training (SSLT)	To provide a description of the SSLT Program for courses taken outside normal working hours that are available to Regular Force members and departmental civilian employees under the SSLT Program in accordance with Treasury Board guidelines
MSLTP Implementation Directive - 8/86 Ab Initio Training	To outline the necessary training procedures required for new indeterminate ED Group personnel
MSLTP Implementation Directive - 15/86 Maintenance of Audio-Visual Aids	To outline the necessary guidelines for the development of audio-visual material required to support the core curricula and the specific needs of the Canadian Military Colleges, commands, schools and centres
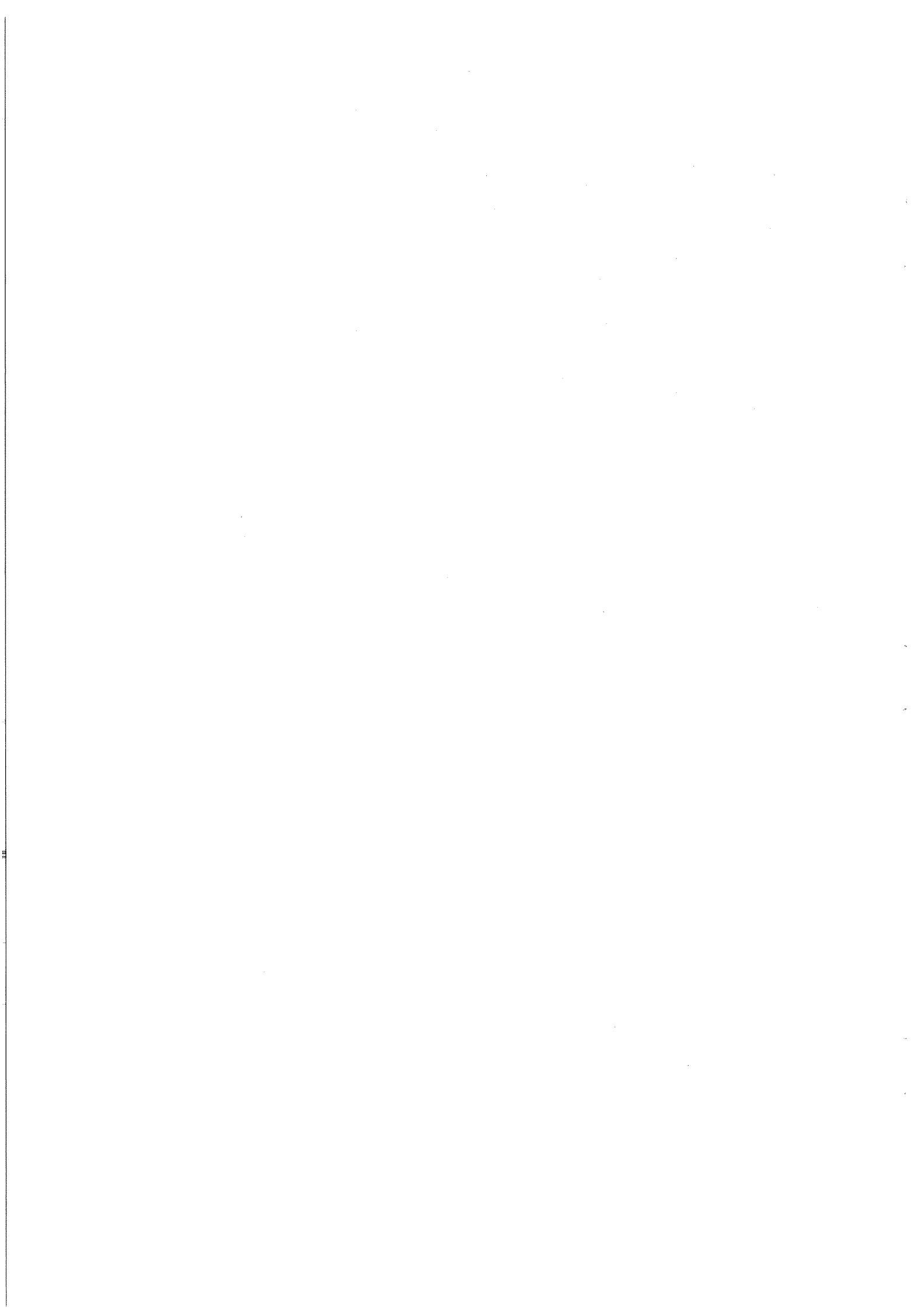
RAPPORT NATIONAL - CANADA

Introduction

1. Mesdames et messieurs, bonjour. Il me fait plaisir, comme chef de la délégation canadienne de vous présenter pour une deuxième année, le rapport national du Canada.

2. Des progrès considérables ont été réalisés, au cours de cette dernière année, dans la mise en oeuvre du plan militaire des Forces armées canadiennes. De nouvelles directives, politiques et activités ont été introduites, indiquant le progrès accompli.

Mise en situation

3. A la conférence BILC de 1985, le Canada a présenté un plan de révision de l'enseignement des langues secondes, connu sous le nom de plan militaire d'enseignement des langues secondes (PMELS). Les fondements théoriques furent énoncés et ses grandes lignes comprenaient:

   a. les nouveaux concepts de bilinguisme pour les officiers et pour les membres non-officiers,

   b. le concept du crédit de connaissances linguistiques, et

   c. les cours de langues.

Réalisations

4. Ratification du PMELS. Le projet le plus important fut, sans aucun doute, la ratification du plan militaire d'enseignement des langues secondes par le Ministre associé de la Défense nationale le 27 novembre 1985.

5. Enoncé de politiques. Le 14 janvier 1986, le Chef de l'état-major de la Défense (CED) signait un énoncé de politique sur la formation linguistique militaire en langue seconde. Cette directive énonce les concepts et les politiques de l'enseignement des langues secondes aux militaires.

6. Instructions du QGDN - SMA (Per) 6/85. Les mandats et les responsabilités (incluant le commandement et le contrôle) pour la mise en oeuvre des concepts et des politiques énoncés dans la politique du CED ont été promulgés dans les instructions du Quartier général de la Défense nationale par le Sous-ministre adjoint (personnel) 5/85 et ont été publiés en janvier 1986.

7. Mise en oeuvre des directives du PMELS. Une série d'instructions sur la mise en oeuvre du PMELS a été et sera diffusée de façon à fournir des directives détaillées sur la mise en oeuvre de sujets spécifiques au plan militaire d'enseignement des langues secondes. Par exemple, une directive sur les activités de formation en langue seconde fondées sur le milieu socio-culturel extérieur a été élaborée pour renforcer l'acquisition d'habiletés de communication au-delà du cadre de la salle de classe. Vous trouverez à l'annexe A une liste des directives disponibles sur demande.

8. Nouveaux officiers. Une politique a été élaborée afin d'établir un niveau de compétence satisfaisant devant être atteint à la fin des cours par les élèves-officiers des collèges militaires canadiens (CMC). Cette politique exige que les élèves-officiers des CMC démontrent un progrès individuel constant et adéquat dans la langue seconde pour obtenir leur brevet d'officier et elle sera en vigueur dès la rentrée de 1986. De plus, les élèves-officiers recevront un cours intensif en langue seconde de dix (10) semaines immédiatement après leur première année universitaire.

9. Tous les nouveaux officiers qui ne sont pas inscrits à un Collège militaire canadien et qui n'ont pas le niveau fonctionnel lors de leur entrée dans les FC suivront, immédiatement après leur entraînement initial, un cours intensif de six (6) mois en langue seconde. Si nécessaire, ces cours seront suivis de cours cycliques afin de leur permettre d'atteindre le niveau fonctionnel.

10. Les membres non-officiers. Pour les membres du personnel non-officier le concept de bilinguisme sera strictement considéré comme une compétence. Son objectif sera d'assurer qu'il y aura éventuellement un personnel bilingue suffisant pour combler tout poste qui requiert un titulaire bilingue. Les membres non-officiers continueront de recevoir des cours de formation en langue seconde jusqu'à ce que le plan militaire d'enseignement des langues secondes soit mis en oeuvre de façon définitive.

11. Le crédit de connaissances linguistiques. Le thème de cette conférence porte sur les stratégies élaborées pour arriver à une plus grande efficacité et une meilleure rentabilité de la formation linguistique militaire. Il est opportun que l'on mentionne un des principes fondamentaux du nouveau plan militaire d'enseignement des langues secondes, l'imputabilité. Le crédit de connaissances linguistiques a été introduit dans le nouveau plan comme le moyen le plus approprié de respecter le principe d'imputabilité.

12. Le crédit de connaissances linguistiques détermine, pour chaque individu, le nombre d'heures requises pour atteindre un objectif donné en langue seconde. L'adoption de ce concept signifie que le ministère assume la responsabilité du bilinguisme dans les FC en assurant à son personnel le nombre d'heures de formation requises pour atteindre le niveau fonctionnel. En retour, la responsabilité de l'individu consistera non seulement à atteindre le niveau requis en langue seconde dans les délais qui lui sont alloués, mais à conserver la compétence qu'il y a acquise en langue seconde.

13. De nouveaux curricula. Une partie essentielle de ce nouveau plan consiste en une réorganisation complète de l'enseignement des langues secondes. Par exemple, un nouveau curriculum pour l'enseignement du français a été élaboré et le curriculum pour l'enseignement de l'anglais devrait être introduit en 1987. Ces nouveaux curricula mettent l'accent sur le développement de l'habileté à communiquer et sont conçus pour répondre aux besoins spécifiques des FC. Les situations, le vocabulaire, les scénarios, etc. sont axés sur la vie quotidienne du militaire et ses différentes tâches. A partir d'un curriculum à tronc commun, des plans de leçons seront préparés pour répondre aux besoins de la clientèle, soit des officiers, des membres non-officiers ou des élèves des collèges militaires. Une expérimentation du curriculum de français se déroule actuellement dans deux de nos écoles. Les résultats serviront à la planification d'un curriculum à la grandeur du pays.
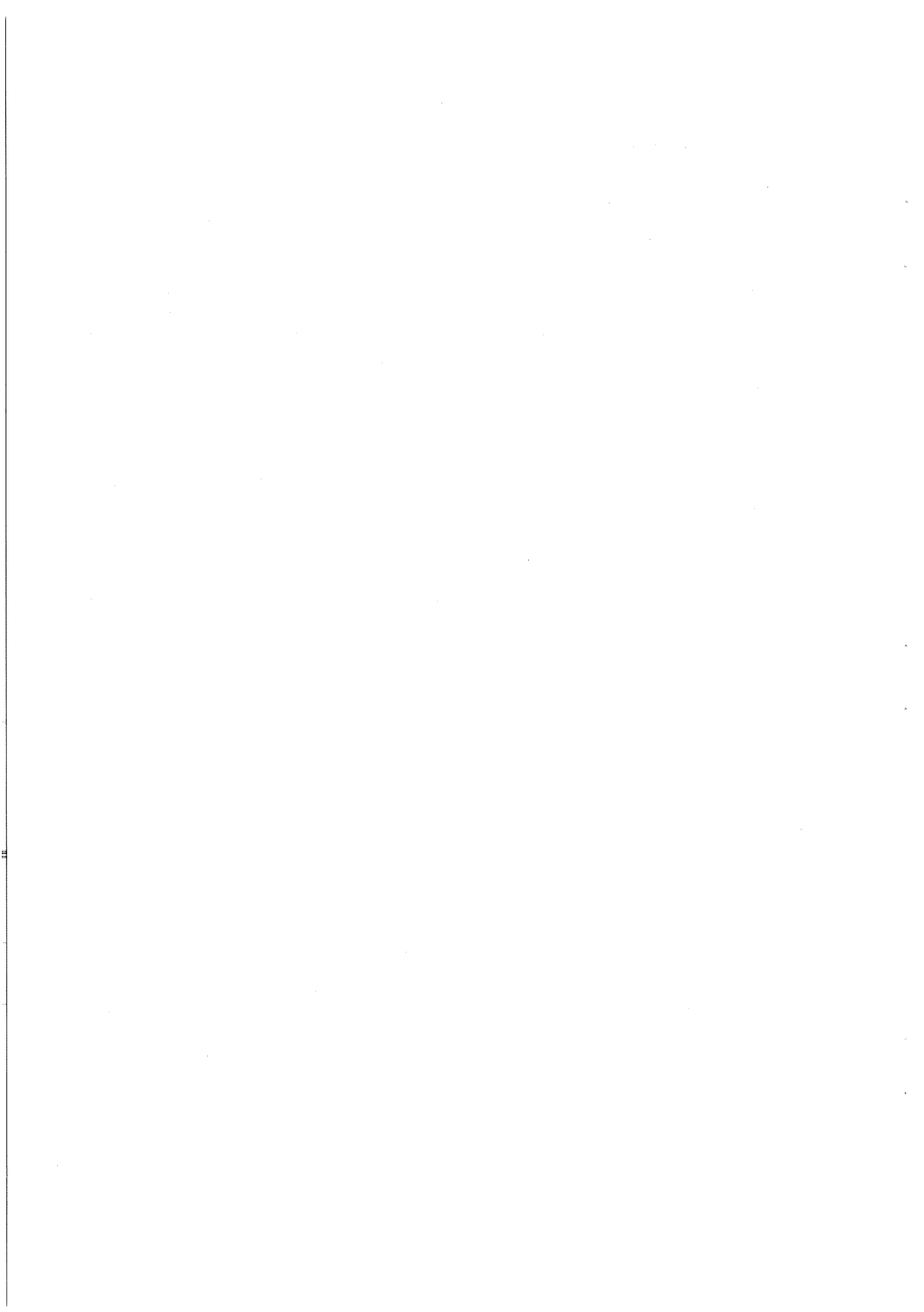
14. <u>De nouveaux tests</u>. On est en train de mettre au point de nouveaux tests qui mettront l'accent sur l'habileté à s'exprimer ou à communiquer d'une manière satisfaisante dans un cadre militaire. Il y aura deux (2) tests distincts, un pour les officiers et un pour les membres non-officiers. De nouveaux tests de français entreront en vigueur dans tout le pays en janvier 1987. Des tests d'anglais sont en voie d'élaboration et doivent être introduits en mars 1987. Le personnel sera soumis à des tests périodiquement, à moins d'avoir reçu une exemption.

15. <u>Formation du personnel enseignant</u>. Les changements significatifs au niveau des concepts et du contenu des cours aussi bien qu'au niveau des méthodologies ont occasionné chez le personnel l'apparition de besoins indéniables de formation et de réorientation.

Des programmes de formation sont élaborés afin de satisfaire les besoins spécifiques du personnel du groupe ED (éducation) et porte sur trois (3) principaux domaines. Elle vise à:

a. rendre le personnel du groupe ED apte à s'adapter aux changements ou aux nouvelles exigences apportées par la mise en oeuvre du PMELS dans son secteur d'activités,

b. permettre au personnel permanent d'atteindre les objectifs de bilinguisme requis dans l'exercice de ses fonctions, et

c. maintenir et améliorer le rendement actuel du personnel ED par diverses activités de formation en cours d'emploi.

16. <u>Evaluation</u>. L'efficacité de la formation linguistique en langue seconde est mise en valeur grâce à une série d'instruments de mesure et à la formation d'une cellule des normes. Un de ces instruments de mesure, la critique de cours, a été révisé et mis en oeuvre avec le nouveau plan militaire d'enseignement des langues secondes. La validation aura lieu à la fin du cours. Des directives sur la validation de la formation linguistique en langue seconde seront élaborées.

<u>Conclusion</u>

17. La période de transition qui est maintenant amorcée est d'une importance capitale car nous nous efforçons de mettre en place les fondements d'un plan militaire de formation linguistique qui visera l'atteinte de notre objectif qui est le bilinguisme institutionnel des Forces canadiennes. Ce plan demandera, de la part de nombreuses personnes, une réévaluation de leurs perceptions bien ancrées sur le bilinguisme et de la part de notre personnel, un engagement à tous les niveaux. Même si le défi est grand, les études préliminaires tendent à révéler des résultats positifs et beaucoup de potentiel. De plus, ce plan est non seulement de nature à promouvoir le bilinguisme dans les Forces canadiennes, mais il contribuera à rehausser l'image des Forces qui sont le reflet de la réalité canadienne.

Juin 1986

Le Colonel M. W. Drapeau
Directeur de l'Enseignement des Langues
Ministère de la Défense nationale

DOCUMENTS PUBLIES	OBJET	NOMBRE DE PAGES
Politique Formation linguistique militaire en langue seconde	Fournir les lignes directrices de la politique et les justifications du PMELS	33
Instruction du QGDN-SMA (Per) - 6/85 Plan militaire des langues secondes (PMELS) - mise en oeuvre	Enoncer les facettes de la mise en oeuvre du Plan militaire d'enseignement des langues secondes (PMELS)	85
MLTIP Implementation Directive - 1/85 CF French Language Curriculum Trial - 1985/86 (pas encore traduite)	Evaluer le nouveau curriculum à tronc commun en français dans une série d'expérimentations d'août 85 à juin 86	10
MLTIP Implementation Directive - 2/85 Second Official Languages Levels - (étude) (pas encore traduite)	Valider les niveaux de la compétence à communiquer requise par les officiers et les membres non-officiers dans la langue seconde comme moyen de normaliser les nouveaux tests de connaissances linguistiques des Forces canadiennes	12
MLTIP Implementation Directive - 3/85 Language Aptitude and Initial Proficiency Assessment Procedure (pas encore traduite)	Etablir la politique en matière d'aptitude aux langues secondes et l'évaluation initiale de la politique qui s'appliquera à l'ELS dans les CMC en septembre 1986	14
Directive de mise en oeuvre du PMELS 4/85 politique - L'enseignement des langues seconde dans les collèges militaires canadiens (CMC)	Enoncer les lignes directrices générales pour la mise en oeuvre de la politique qui s'appliquera à l'ELS dans les CMC en septembre 1986	14

DOCUMENTS PUBLIES	OBJET	NOMBRE DE PAGES
Directive sur la mise en oeuvre du PMELS - 5/85 - Formation - Groupe ED - 1986-87	Enoncer les lignes directrices concernant la formation des ED-LAT-01, 02, 03 et celle du groupe EDS pendant la période de mise en oeuvre du PMELS, de janvier 1986 à avril 1987	85
Directive sur la mise en oeuvre du PMELS - 6/85 - Schéma de la critique de cours d'ELS	Détailler l'adoption d'un schéma de critique de cours pour le PMELS	26
Directive sur la mise en oeuvre du PMELS - 1/86 - Activités de formation en langue seconde fondées sur le milieu socio-culturel extérieur	Donner les lignes directrices en vue de l'organisation d'activités de formation s'appuyant sur le milieu socio-culturel extérieur pendant le déroulement des cours d'EMLS	11
MSLTP Implementation Directive - 2/86 - Spécifications for Military Second Language Courses (Third Draft) (pas encore traduite)	Donner les spécifications sur les cours en langue seconde offerts aux membres réguliers des F. C. dans le contexte du PMELS	46
Directive sur la mise en oeuvre du PMELS - 3/86 - terminologie normalisée des titres et des désignations	Fournir une terminologie normalisée des titres et des désignations dans le cadre de la mise en oeuvre du PMELS	9
MSLTP Implementation Directive - 10/86 - Language Knowledge Testing Policy (First Draft) (pas encore traduite)	Donner les lignes directrices de la mise en oeuvre des nouveaux tests de connaissances linguistiques des F. C.	27

DOCUMENTS A VENIR	OBJET
MSLTP Implementation Directive - 4/86 Generic Position Analysis Schedules	Détailler les tâches de la plupart des employés du groupe ED à l'aide de fiches génériques d'analyses de postes
MSLTP Implementation Directive - 5/86 Accounting - Teaching Hours	Maintenir le registre des activités d'ELS requises afin d'établir un système informatisé en vue d'une gestion plus efficace
MSLTP Implementation Directive - 6/86 Specialized Training - ED Group Personnel	Donner les lignes directrices sur la formation du personnel du groupe ED sur des sujets spécifiques n'ayant pas été prévus dans la formation de recyclage, telles l'interprétation du MLAT/TALV, le traitement psycho-pédagogique, le système et l'application du CCL
MSLTP Implementation Directive - 7/86 Subsidized Second Language Training	Fournir une description des programmes d'ELS subventionnés suivis après les heures de travail et destinés aux membres réguliers des F. C. et aux employés civils conformément aux instructions du Conseil du Trésor
MSLTP Implementation Directive - 8/86 Ab Initio Training	Enoncer les principales procédures régissant la formation à donner aux nouveaux employés d'une durée indéterminée au sein du groupe ED
MSLTP Implementation Directive - 9/86 LKT Management/Control	Etablir un système normalisé pour la gestion et l'administration des tests de connaissances linguistiques
MSLTP Implementation Directive - 11/86 Validation Procedures SLT Courses	Etablir les lignes directrices et les tâches requises pour la validation des cours d'ELS

OBJET

Etablir les procédures guidant la détermination du temps alloué à chaque individu pour atteindre le niveau requis de bilinguisme

Etablir les politiques nécessaires pour s'assurer que les nouveaux tests de connaissances linguistiques répondent aux besoins du moment et, si nécessaire, pour élaborer des tests supplémentaires

Exposer les lignes directrices concernant l'élaboration de matériel authentique pour répondre à des besoins spécifiques révélés par les programmes cadres d'ELS

Exposer les grandes lignes régissant le développement du matériel audio-visuel requis pour supporter les programmes cadres et pour répondre aux besoins spécifiques des Collèges militaires canadiens, des commandements, des écoles et des centres

DOCUMENTS A VENIR

MSLTP Implementation Directive - 12/86
Instruction Time Credit System

MSLTP Implementation Directive - 13/86
Maintenance of Language Knowledge Test

MSLTP Implementation Directive - 14/86
Maintenance of Core Curricula

MSLTP Implementation Directive - 15/86
Maintenance of Audio-Visual

NATIONAL REPORT - GERMANY

I. General materials development

Last, year Bundessprachenamt continued with the development of curricula-based materials for those languages for which we have a continuous program (mainly English, French, Russian) so that we now have a considerable stock of communicative and skill-oriented general learning and teaching materials.

In the period 1985/86 work was begun, continued or completed in or on the following:

1. English

   - a model curriculum for NATO level 1 was completed and appropriate materials produced

   - a collection of authentic reading texts appropriate to the 10 topic areas of NATO level 1 is now available

   - materials to aid teachers in developing learning units based on the curricula for NATO levels 1 and 2 have been developed for spoken and written production on level 1 and should be ready for spoken production on level 2 by the end of this year

   - recordings of authentic radio broadcasts have been added to the Bundessprachenamt's own "What do you think?" series for listening on our NATO level 2

   - the "English Practice Book," a collection of communicative language exercises on a functional/grammar basis, is now available. Exercises mainly suited for level 2.

2. French

   - listening texts, NATO level 2, are now available

   - practice materials for use in the classroom have been developed for spoken production on levels 1 and 2. These consist of tasks for each of the relevant topic areas on each level, based on the three types of tasks required in the oral examinations

     level 1

     candidate speaks briefly on a topic
     candidate puts questions to examiner
     examiner interviews candidate

     level 2

     candidate speaks briefly on a topic
     candidate puts questions to examiner
     candidate supports his own opinions in dialog with examiners

   - practice materials for level 1 reading have been collected and "didacticized." These consist of twenty reading texts, all relevant to the level 1 topic areas, with exercises, an answer key, and cassettes. Suitable for self-study.

German as a foreign language (see also point II)

"Survival German for Military Personnel"
We have drafted the script of a cassette which is meant to provide English
speaking military personnel in Germany with "Survival German." Typical situ-
ations in which visitors to Germany may find themselves are presented and an
attempt has been made to introduce certain cultural differences, as well.
The cassette will offer the learner opportunities to hear and repeat words,
phrases and sentences in German.
Utterances which should be understood but not necessarily produced are es-
pecially characterized in the booklet. In this way listening and speaking
skills can be cultivated while the learner is otherwise occupied, for instance
while driving a car.
We would appreciate receiving suggestions about any other situations which
learners of German in Germany have experienced.

V. Testing

Tests - English and French tests were distributed through BILC Secretariat
in accordance with Item 5 of the 1985 minutes.

New Project - single tests to simultaneously test NATO levels 3 and 4, cri-
terion-oriented but bearing norm-orientation in mind.
These tests are needed in considerable numbers for military personnel who
have acquired language proficiency outside the facilities of the Armed Forces
and who are tested at institutions for which the Bundessprachenamt is tech-
nically responsible.

New tests are currently being prepared for Spanish, Dutch and Italian. Video-
materials have been prepared showing mock-test English language interviews
to be used in teacher training.

VI. Future Planning

We are constantly monitoring developments in CAL which is one of the reasons
for our being here in Monterey.

The requirements of institutions for which we are technically responsible
on completion of a course in general English, French and Russian must also
be met. The work here is progressing well so that task-oriented materials
can soon be made available to individual schools - of which we have around 20.

A start has been made in the preparation of self-study materials for which
there is considerable demand.
The syllabus, which is the basis of the curricula referred to in Point I, is
currently being printed and will be made available to interested parties.

3. Russian

The project known as "function-related listening" is nearing completion. This material will be used by military instructors to train conscripts who have no standardized proficiency level requirement and who will therefore not take the standard examinations.

In September a course will be held to familiarize the instructors with the materials and methodology involved.

II. German as a Foreign Language

1. Student Welfare (outside normal instruction)

The efforts to increase the effectivity of classroom instruction via activities outside the classroom have been intensified. We now have a multilingual tutor/counsellor available to students outside normal classroom hours to deal with whatever learning, verbal and nonverbal cross-cultural problems our foreign students have.

2. German for specific purposes

One of the tasks of our German program is to prepare foreign officers to participate in general staff courses at the Federal Republic Staff College in Hamburg. As the foreign officers come to us from widely varying backgrounds and have no common basis of military knowledge when they arrive, we have developed self-study materials to provide an introduction to basic military concepts within the German armed forces. For the Army these booklets have been completed and revised in English and in French (D/Mil/H 1-3). Students first read the texts in the language they understand, whereby the most important military terms are given in German in the margins. In a second booklet, the text is in German and the terms are given in English or French. Currently, these texts are being translated into Spanish, Turkish, Arabic and Japanese, so that more foreign students will be able to use the self-study materials in their mother tongue and, ideally, prepare semantically for their long stay in Germany before they come.

The Air Force booklets have been completed for French, though not yet revised, and work is in progress on the English version (D/Mil/Lw 1-3).

Navy texts are currently being written for the French/German version (D/Mil/M 1-3).

III. Less commonly or seldom taught languages

We are required, in the fulfillment of our task, to be ready at short notice to teach about 15 languages which are not part of our permanent program. We are, therefore, continuously collecting materials which could be of use in such projects and assembling an index of potential teachers. In this connection our most grateful thanks are due to DLI for the massive assistance which they have given us.

IV. Language Materials for Specific Purposes

Russian - In cooperation with the Defense Language Institute the Russian extension course "Soviet Air Forces" has been completed.
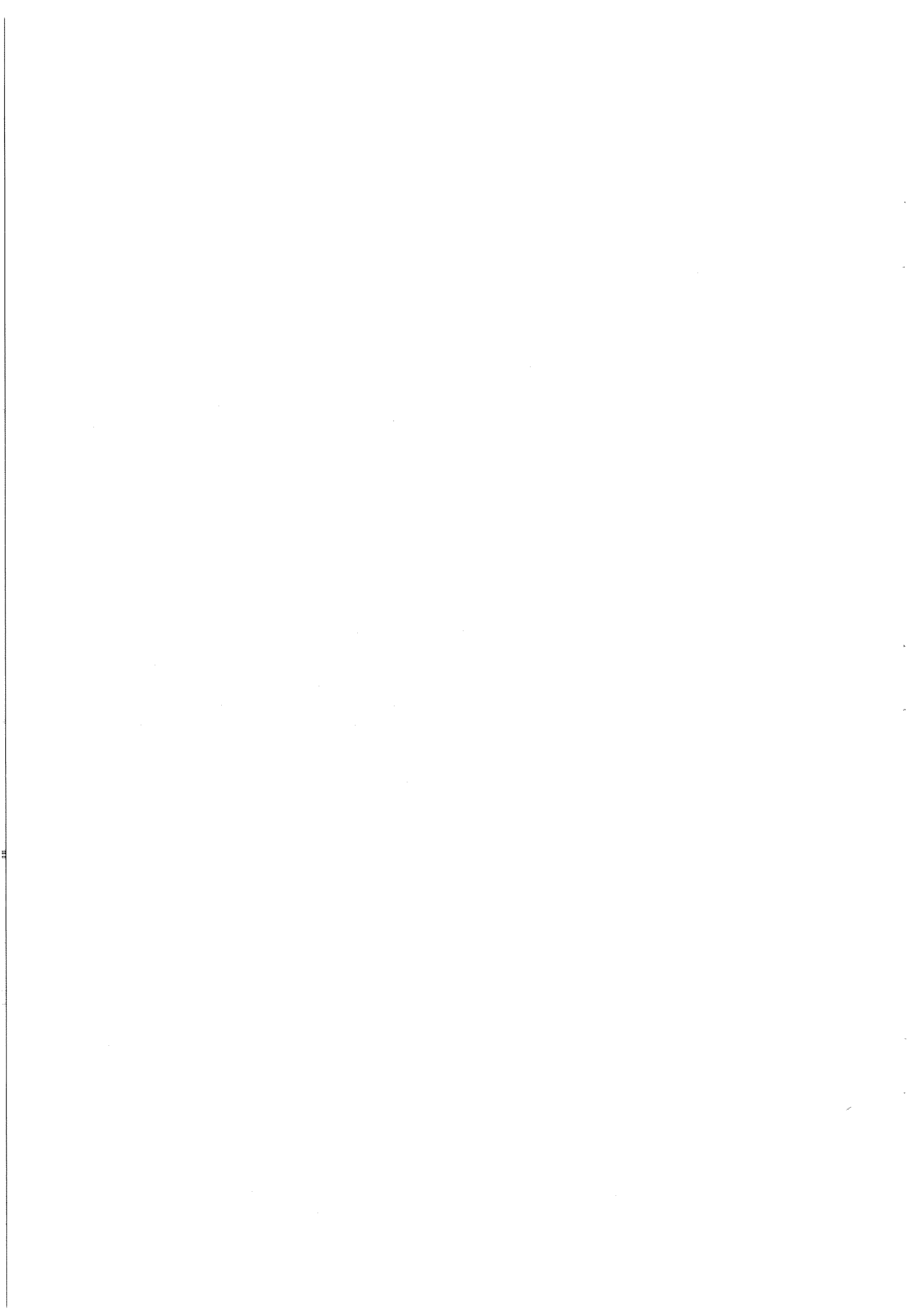
NATIONAL REPORT - PORTUGAL

During this year we tried to work on the projects Portugal has committed itself to in former BILC conferences. The work was divided into different sections, as follows:

- a BILC 85 briefing by the Portuguese delegates present in Florence,

- conclusion of the Portuguese self-study package,

- starting the second phase of the Portuguese Language Course for military,

- translation and adaptation of the M.L.A.T.,

- introducing computers in second language learning,

- a glossary of Portuguese military terms in German,

- preparation of BILC 87 Conference in Portugal.

BILC 85 briefing

On the 31st October 1985 a briefing at the General Staff (EMGFA) was held with the purpose of transmitting the impressions the Portuguese delegation brought from Florence. During this meeting the British Council presented their software and hardware as an aid to English learning as a second lan- guage.

Conclusion of the Portuguese self-study package

We reviewed and corrected some details of the English, French and German versions. We also sent copies of this package to all the Portuguese embassies and military missions in the English-, French- and German-speaking countries. We have had reports that this material is well-accepted."

Starting the second phase of the Portuguese Language Course for military

The first meeting was held at the beginning of this year and we agreed on the objectives and the structure of the course. We decided that this course would aim at the understanding of the basic structures of the Portuguese Language, as well as the vocabulary which would allow a military student to communicate in various daily situations, either professional or social, during his stay in our country.

Translation and adaptation of the M.L.A.T.

We translated and adapted the English M.L.A.T. version. We have been com- pelled to modify and adapt certain items of the test so as to meet the speci- fic needs of the Portuguese sound system, grammar and vocabulary. A copy of the Portuguese version has been made available to the BILC Aptitude Study Group and will be sent, later on, to the Psychological Corporation.

Introducing computers in second language learning

It was decided to use computers as an auxiliary means in second language learning in our Armed Forces. As the first phase of this project, a set of three computers was installed, at the General Staff (EMGFA) under the super-vision of the British Council, which provided also a 36 hour adaptation course. We hope that the results in the near future will prove the need for more computers, which will start the second phase of the project.

A glossary of Portuguese military terms in German was provided to the BILC Secretariat.

BILC 87 in Portugal

The Portuguese Air Force Academy was appointed BILC host in 1987. In March a meeting with the General Commandant and his Staff was held to estimate the needs for next year's conference, and to tour the facilities that will be made available for BILC delegations in 1987.

NATIONAL REPORT - UNITED KINGDOM

1. In 1985, the United Kingdom presented a full report to the BILC Conference
   on its military language training activities, describing:

   a. how language training requirements were identified and evaluated,

   b. what facilities for language training existed within the Services
      (Defence School of Languages etc),

   c. the extent to which external, civilian language training agencies were
      used.

2. 1985/86 has been a year of consolidation in the United Kingdom, with no
   radical reforms or major new initiatives. Rather than attempt another com-
   prehensive survey, this report will therefore focus on one or two key areas
   in which developments have taken place, and sketch a profile of an institu-
   tion which may be of particular interest to BILC participants, and whose
   future is about to be subjected to scrutiny. I refer to the Ministry of
   Defence Chinese Language School in Hong Kong. Colonel John Prince, who is
   a former Commandant of the School, and now leads the Ministry of Defence
   branch which sponsors it, will tell you more. His report is attached as
   Annex A to this presentation.

3. Defence School of Languages (DSL). The Defence School of Languages at
   Beaconsfield, some 25 miles west of London, has now been operating for some
   18 months. The integration of staff and students from the 3 Services has
   been accomplished very successfully. Faced with strong pressures to con-
   tract out non-operational training tasks to commercial agencies, we have
   persuaded the relevant authorities that the DSL is a more cost-effective
   option, and we are now able to concentrate on the design and development of
   improved courses and tests.

4. Colloquial Arabic. The first steps have been taken in the production of a
   beginners' Arabic course based on communicative principles. A document de-
   scribing the proposed structure and objectives of the course has already
   been passed to the BILC Secretariat and any member interested may obtain a
   copy. In due course, the complete Arabic package will also be available for
   inspection.

5. RN Staff College Course. Turning now to the teaching of English as a Foreign
   Language, the DSL is developing a Royal Navy Staff College Course to stand
   alongside the existing Army and Royal Air Force courses for foreign officers
   selected to attend the appropriate Service Staff college. In addition to re-
   vising general English skills, the course will introduce students to the
   specialised concepts and vocabulary they are likely to encounter during the
   Staff Course at Greenwich, and familiarize them with the history and customs
   of the Royal Navy.

6. Defence Language School Battery of English Tests (DEFBAT). Most foreign stu-
   dents who are selected to attend a special purposes English course at the
   DSL are required to undergo a series of tests to determine their existing

proficiency in spoken and written English. This battery of tests is current-
ly being rewritten to improve its face validity and enable it to be used by
all 3 Services. Former discrete item tests have been contextualized, a
listening comprehension test introduced and a 'directed writing' task added.
This latter involves reworking heard spoken language into a written message.
The battery of tests is administered to students by non-specialist defence
attache staffs in the students' home countries, but tests are marked at DSL.
When the package is finalised, copies will be made available to members
through the BILC Secretariat.

7. <u>Command Language Training Centre</u> (CLTC). There have also been developments
at another of our Service language training schools, the RAF CLTC at Rhein-
dahlen (Federal Republic of Germany). The introduction of a revised examina-
tion at SLP 2200 (the 'Colloquial' exam) geared to the testing of communi-
cative competence has led us to review our syllabus of German LT. Our concern
has been to reconcile an increased use of individualised learning methods
(CALL, video, directed reading etc.) with the intensive group learning situ-
ation imposed by external constraints. The student body is very heterogeneous
in age, rank, motivation, aptitude and previous experience of language learn-
ing. We wish to maximise students' exposure to language in a controlled,
structured way - exploiting their individual learning styles, whilst ensuring
that essential elements are thoroughly learnt.

8. The main problems encountered are:

    a. Both students and staff find it hard to accept that the teacher should
       not necessarily penalize all errors. (British learners seem to enjoy being
       corrected and punished!)

    b. Ways have to be found of diagnosing individual learning difficulties so
       that appropriate strategies can be selected.

    c. Staff are reluctant to accept that there need not be a single master text-
       book for a particular course.

    d. Individualization of learning creates significant timetabling problems.

9. The solutions to these problems are to be found in intelligent, persuasive
management. Staff and students have to be coaxed into changing their atti-
tudes and approaching the learning task in a more flexible way.

10. <u>Attaché Training</u>. For many years we have been encountering problems in en-
suring that officers selected for attaché appointments in overseas embassies
reach the requisite level of proficiency in the appropriate foreign language.
Many factors contribute to these difficulties.

    a. The language proficiency level required for these posts is often high
       (SLP 3333), and is sometimes highest in countries with the hardest lan-
       guages (e. g. Japan).

    b. Ambassadors, themselves normally successful learners with high academic
       qualifications, sometimes expect unrealistically high standards of their
       defence attaches, and unfairly compare them (adversely) with career diplo-
       mats.

c. Officers selected for attaché duties are not chosen primarily for their linguistic aptitude, nor are they necessarily highly motivated towards learning the host-country language. They have long careers behind them, and often have pre-conceived ideas about how their language training should be conducted.

d. The period allowed for pre-employment language training is often too short and sometimes interrupted by other commitments perceived as being of a higher priority.

e. Attachés in post sometimes report that they rarely, if ever, use the host-country language.

11. We have considered a range of measures designed to alleviate these problems including increased financial incentives and the creation of a 'pool' of qualified officers, trained early in their careers when capacity to absorb training is at its peak. Most such solutions are likely to be too expensive to implement, and we are concentrating our attention on persuading person- nel staffs to pay greater heed to the language factor when selecting pros- pective attachés.

J. M. Bishop
Wg Cdr
Head of UK Delegation

The British Ministry of Defence Chinese Language School was set up in Hong Kong
in 1968 to train Service personnel in both the Chinese National language (Man-
darin) and Cantonese. Like many military language schools, it came into exist-
ence because the universities, whom we had used previously, were either unable
or unwilling to deliver the flexible, functional training package we needed.
It was located in Hong Kong because, with secure accommodation available in
military barracks, the benefits of the Chinese environment were too great to
forego. In many respects the CLS resembles other military language schools and
I will not bore you by discussing these. In some respects, however, the CLS
differs markedly from the norm. My intention today is to high-light some of
their differences and in doing so to pose some questions on which, while we
are in Monterey, I would welcome the views of interested delegates.

The CLS has trained students from a surprisingly large number of nations and
backgrounds: the USA, Australia, New Zealand, Canada and India have all at
various times sent trainees. The students have included Army, Navy and Air Force
personnel, diplomats, policemen and an occasional commercial trainee from a
state-owned organisation. Service students, although scoring reasonably well
on MALT and LATOL tests, frequently have educational attainment levels of 'O'
level, or High School 12th grade or BEP or Mittlere Reife. Teaching strategies
have consequently had to be very flexible and the school has been forced to
itself produce a wide range of course materials to meet students needs. A small se-
lection of these materials is available for you to inspect. Clearly one factor
which has encouraged sponsor organisations to send students to the CLS has been
the secure but totally Chinese environment provided by Hong Kong. However, as
you know, in 10 years or so the status of Hong Kong will change and we need to
be thinking now about the likely effects on our advanced Chinese training.

The standard course at the CLS lasts for 24 months: it was reduced from thirty
months in 1974. In that time we take a serviceman who may have, as I have in-
dicated, a very limited scholastic background from zero to a language level
of 4343 or 4444. Over the past ten years, two thirds of full course students
attained the higher level. With all modesty I believe this is an impressive
attainment. The fact which may surprise you, however, is that formal tuition
takes place during mornings only. We believe that 4 contacts hours 0830 - 1230
generates about 3 x 4 hours of homework for practice and consolidation. The
student is at liberty to choose when he does his homework: many prefer to play
sport or go out with their families in the afternoon and to work in the evenings.
This apparently relaxed regime works well, allowing the student to respond ap-
propriately to pressures other than work - for example family needs - and to
avoid a build-up of tension which can inhibit learning. It is particularly
suitable for studying Chinese where so much time has to be devoted to learning
the alien character script.

There is simply no easy way to learn characters: Chinese children sit for hours
drawing and re-drawing each character with the correct sequence of pen-strokes.
The western student faces the same task, trying at the same time to learn the
sound associated with the character, other characters which combine with it,
and their meaning in his native language.

The methodologies used by the CLS conform pretty well to standard practice and
I will not go into detail on this aspect. I would mention only one point. Re-
cently in Europe a growing supplier of short language courses, primarily to the
commercial sector has been the Lozanov Institute. This is a peripatetic teach-
ing outfit based in Liechtenstein whose met\hologies derive from the studies of
a Bulgarian psychologist. I understand that some BILC members are familiar with
this work. For those who are not, crudely summarised, the so-called "Suggesto-
paidic Method" assumes that the most effective language learning takes place

semi- or sub-consciously and therefore concentrates on setting up situations
to occupy - even distract - the conscious mind (e. g. games or low lights/
relaxing and classical music) in ways most conducive to learning. The method
is popular and apparently effective: it is a matter of some satisfaction to me
therefore that, without any of the theoretical background, the CLS as long ago
as 1973/74 was experimenting with games (e. g. mah jong, Chinese chess, Chinese
billiards) as teaching media and advocating headphones with sweet music as an
adjunct of character learning. I will gladly exchange ideas on suggestopaedia,
which I have recently tried out in teaching low-level German also, with other
delegates.

I would like at this point to mention the American FAO course whose establish-
ment at the CLS was very much the work of Colonel Monte Bullard, our host here
at Monterey. The structured and informed approach adopted by American staff and
students towards the wider cultural, economic, religious and anthropological
background to language studies has been a revelation to us. We have learned a
lot from this association and I hope and believe we have been able to recipro-
cate in the language field.

Finally and in summary, as an ex Commandant of the CLS, and now head of its
sponsoring branch in our Ministry of Defence I should welcome delegate's views,
formal or informal, on what I have said: I should especially like to hear about
other nation's experiences/plans for teaching Chinese.

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MASTER PLAN UPDATE

Since the last BILC meeting, a Language Needs Assessment was conducted in which over one hundred job tasks in three major military specialties were analyzed in terms of the linguistic functions inherent in those tasks. The results indicated that in order to keep pace with increasingly demanding mission requirements, DLI graduates must possess greater language proficiency than is now attained in our basic courses. It was also evident that following graduation from DLI, military linguists must be afforded substantially greater opportunities to improve their linguistic skills through sustained language use and advanced language courses if national needs are to be satisfied.

Thus, over the past year DLI has launched a series of initiatives to improve language teaching and language learning in the Defense Foreign Language Program (DFLP). Summarized, these initiatives are designed to achieve the following: increase faculty professionalism; take full advantage of educational technology; improve training effectiveness through enhanced foreign language research; raise student aptitude, entry, and exit standards; promote inter-agency cooperation on common foreign language issues; and upgrade nonresident language training support.

Significant accomplishments during the past year are set forth below:

TESTING

Attrition: Recent emphasis on earlier identification of students unable to meet course standards has significantly moved attrition toward the earlier weeks of instruction.

Graduation Standards: The January 1983 policy requiring Level One proficiency in listening comprehension and one other skill has been a success. Those students who fail to attain this proficiency level receive a certificate of attendance rather than a diploma. The standards for graduation will eventually be raised.

Tester Certification: 229 staff and faculty members are now trained and certified to test DLI graduates, linguists in the field, and job applicants in over 30 languages and dialects.

Proficiency Advancement Tests (PATs): These are within-course proficiency tests, intended to be given after the first third and the first two-thirds of the course. PAT I and PAT IIs are in use for Korean and

Russian; PAT Is are in use for Arabic, French, German, and Spanish. Tests are under development for Indonesian, Polish, and Thai.

Defense Language Proficiency Tests III (DLPT III):

Since 1981, there has been a program to replace the older DLPT Is and IIs. The new third-generation DLPT III measures speaking, reading, and listening comprehension. Tests are operational in Russian, Korean, German, Polish, French, Spanish, Serbo-Croatian, Modern Standard Arabic, Chinese-Mandarin, and Italian. DLPT IIIs in four other languages are now under development; additional alternate forms are also being produced.

The DLPT III serves as the end-of-course tests at DLI and as a periodic proficiency measure for linguists in the field. Like the earlier DLPTs, it tests the language at large and not any particular course of instruction. Examinees are measured in relation to the U.S. government-wide language skill level descriptions; the test is based upon authentic target language material. Eventually, the DLPT III will be a two-tiered system, with the lower tier measuring Levels 0+ through 3. Those who score Level 3 on a lower range test will be eligible to take an upper range test in that particular skill. The scoring system makes DLPT III results equivalent to proficiency test results at other government agencies.

COURSE DEVELOPMENT/REVISION

Responsibility for planning, selecting and developing resident, as well as non-resident courses, lies with the School Directors. Each Language Department chairperson has responsibility for his/her course development/revision projects. The Curriculum Division is charged with maintaining quality control over this decentralized course development work. The Division accomplishes this task by contributing to the training of course developers, by assisting the projects with the analysis and design preceding the development phase, and by monitoring and editing the course materials as they are prepared. The Division also provides guidance on design and quality for work that is accomplished by outside contractors.

The Curriculum Division provides guidance and approval for such course documents as the Program of Instruction.

The Division has developed a Curriculum Planning model that lists essential steps in Curriculum planning and development and identifies critical quality control points in the process.

RESEARCH AND EVALUATION

Research: The Research mission of the Directorate of Evaluation and Standardization continued to grow during the previous year. As a part of a program to establish the DLI Language Research Center as the proponent for DoD Research into the teaching and learning of foreign language, an agreement has been signed establishing a joint DLI/Army Training and Doctrine Command (TRADOC) Training Technology Field Activity (TTFA). This

TTFA will add two senior level researchers to the DLI team plus additional funding, thus opening many new opportunities to test potentially beneficial instructional systems. The language skill change project, a longitudinal study of skill decay/enhancement of DLI graduates in operational jobs, has begun and promises to provide beneficial management data for use by the entire linguist career field as well as by academic institutions concerned with acquisition and long term maintenance of language skills. DLI, with its long association with other government language schools and research organizations and its new joint effort through the TTFA, is well on its way to becoming the center of excellence in foreign language training research.

Evaluation: DLI's internal and external evaluation efforts have continued to provide feedback to the language schools to assist in identifying and solving problems. Opinion questionnaires administered to students, faculty, and graduates continue to be the backbone of this program; however, recent guidance from higher headquarters promises to expand evaluation efforts considerably to include direct classroom observation, field evaluation of practicing linguists, and an expanded role in quality control of curriculum materials. Continued upgrade of the automated questionnaire processing system has allowed improved responsiveness to training managers at all levels. The Evaluation Division has continued to work hand-in-hand with the Research Division on many projects. An efficiency of effort is gained through this close association.

RESEARCH ACTIVITY AT DLI

The mission of the Research Center at DLI is to manage, direct, perform, and coordinate intra-agency and inter-agency research pertaining to the Defense Foreign Language Program and foreign language education and training. Recent actions and projects in support of this mission are:

Completed the measurement plan for, and in coordination with the Army Research Institute, initiated data collection for the Language Skill Change Project. This 4 to 5 year study will yield much useful data related to skill decay/enhancement, successful strategies for learning foreign languages, and the effects of various post-graduation situations on the maintenance of language skills.

The Teaching Methodologies (Suggestopedia) Study was completed and the final report is due out soon. While there were many useful aspects of this methodology, it did not, as tested here, show significant improvement over the traditional DLI methodology.

The application of Educational Technology to improve foreign language training at DLI is still a major interest of our research efforts. DLI's educational technology master plan was recently completed, and all products developed under this plan will be reviewed and evaluated by our Research Branch.

DLI and TRADOC recently signed a Letter of Agreement establishing a Training Technology Field Activity (TTFA) at DLI. This initiative is part of a broad program to focus foreign language training research activities at DLI. Using the additional manpower and resources that the TTFA will make available, DLI will be able to expand its efforts into evaluation of alternative teaching methods, application of new educational technologies, and other areas of interest to the teaching community. Initially, an assessment of needs will be conducted to ensure that research efforts and resources are focused on areas that will provide the most effective payback. Among the projects currently planned is an analysis of the Chinese Basic Course to assess, among other things, the potential contribution of an "Electronic Textbook" to be used as a curriculum supplement for teaching reading in the Chinese Department. The formal beginnings of the DLI/TRADOC TTFA will be in early June of 1986.

Several ad hoc studies are being conducted at the request of the Dean and Commandant:

— A study to determine the feasibility of changing from a 6 class hour training day to a 7 class hour program is underway. This study is being conducted in the Korean Department.

— Also in the Korean Department, an alternative 60-week course is being evaluated (vice current 47-week program).

— Plans are being developed to evaluate the effectiveness of the team teaching concept as defined in the DLI Master Plan.

— At the request of various users of DLI graduates, preliminary work has begun on developing job performance tests for linguists in the field. Such tests will be developed to assist in better evaluating performance and mission readiness of DoD linguists.

— Several technology applications are being evaluated to include use of interactive video and CAI. Close coordination with DLI's New Systems Division is maintained to assure that maximum effectiveness is achieved in all applications of educational technology.

DLI's Research Branch is involved in numerous studies and projects being conducted by contract or by other academic institutions, both military and civilian, and close liaison is maintained with centers of foreign language education throughout the world.

FACULTY AND STAFF DEVELOPMENT

In support of the Defense Language Institute's recently adopted objectives of the reorganization of the teaching staff and the professionalization of the faculty, the Faculty and Staff Development Division has been moving on a number of initiatives. An arrangement has been made with the Monterey Institute of International Studies (MIIS) to offer their degree program, the Master of Arts in the Teaching of Foreign

Languages, to DLI faculty. to make the program more accessible, a portion of the curriculum will be given under the auspices of Faculty and Staff Development Division (F&SDD), using local resources. This high level of formal education will serve to enhance the faculty's awareness of the latest advances in the field of foreign language education and will provide them with the credentials necessary for the upward mobility envisioned under the proposed New Personnel System.

To complement this formal education and to provide for regular teacher training, F&SDD is developing new programs to be offered internally. Academic quarter length courses, with required research, will be given in the areas of comparative methodologies, foreign language skills teaching, curriculum design and test design. These courses will enhance the faculty's expertise in teaching and materials development. In addition, the latter two will serve to train the teams of teachers who will be selected to write new course curricula and to develop DLI testing instruments such as the DLPT and the PAT. Workshop format courses, with an emphasis on the hands-on, practical approach, will be conducted in the areas of audio-visual materials application and in the development and use of computer-assisted language learning programs.

As an adjunct to the reorganization of DLI faculty in teaching teams, the division has developed a program in group dynamics, issue analysis, consensus decision making and team management that will enable faculty to assume their new roles as shapers of instructional policy.

A formal arrangement is currently pending with Monterey Peninsula College to provide English language training for faculty members who wish to improve their skills. There will be two tracks in the program: one for general skills and the other, English for Specific Purposes, with an orientation in the fields of foreign language pedagogy, psycholinguistics and applied linguistics, which will allow faculty to become conversant in the literature of those fields.

F&SDD is also planning to expand its capacity for consultancy projects such as facilitating the implementation of new foreign language curricula at DLI and elsewhere as well as the training of teachers for other service and government agencies.

NEW SYSTEMS TRAINING

DLIFLC continues to explore and identify relevant opportunities for application of technology to language training. Videotape players and video cameras are used in many classrooms in a variety of ways: to film student classroom exercises for instant feedback and evaluation, to vary class presentation and bring foreign culture into the classroom, and to observe students' and instructors' interaction to support a research project in one of our departments. In addition, workshops demonstrating the use and purpose of multi-media technology for language instruction in authentic cultural and linguistic settings are conducted regularly for our faculty and staff. Several Interactive Video Disc products are now in use in several departments. Current projects in our New Systems Training Division include:

- VELVET (Video-Enhanced Learning and Video-Enhanced Testing (German)): Our first Interactive Video Disc (IAVD) project; 6 week resident course; field testing now. Results indicate that students consistently achieve Level I using this technology.

- From the Gulf to the Ocean (GO): Term I (15 week) of the resident Arabic basic course; represents radical departure from conventional methodology; reassuring preliminary results.

- French Military Terminology Interactive Videotape Program: supports basic resident course; validated 1986; implementation Sep 1986.

- Spanish Intermediate: IAVD adaptation of existing materials; supports resident intermediate course; being validated; implementation fall 1986.

- Polish CARE (Computer Assisted Reinforcement and Enhancement): supplements resident basic course; being validated; being enhanced with video tape; sources: FBIS.

- Arabic: Writing and Sound System; hardware problems being addressed; reduces learning time extensively; validation FY 85-86.

- PLATO: Supplements resident basic course (Portuguese and Russian); developed in-house; evaluated FY 85; available in electronic media center.

On-going and future plans:

- Ed-Tech Master Plan and Equipment Procurement: seven year blueprint; equipment acquisition supplements Electronic Information Delivery System (EIDS) project (an Army-wide effort to improve training and reduce costs); multi-tasking document embracing equipment allocation, support, training and evaluation. Implementation of Master Plan in 3 phases over 7 years: phase one (FY 86) develop and validate; phase two (FY 87) initial EIDS distribution; phase three (FY 88-92) more EIDS.

- Equipment Procurement: interim purchase of 61 IAVD stations each with development and delivery capabilities. Estimated arrival: Sep/Oct 86.

- VELVET Projects: Czech, Egyptian; Korean and Turkish.

- BBC Videotape adaptation Projects: French ("A Vous la France"); Greek (Greek Language and People); Spanish ("Zarabanda");. Off-line editing and mastering already done for Spanish, Italian and Greek. Russian and French soon to begin.

Miscellaneous Projects: development of manuals and tutorials for using templates for authoring IAVD programs (on-going); Satellite Dish for Russian (Molnyia)(1987); Compact Disc (CD-ROM) (Future).

ACADEMIC ATTRITION

Students are relieved from DLIFLC training for administrative and academic reasons. Administrative attrition is beyond the control of DLIFLC. It includes, among others, elimination for medical reasons, loss or non-award of security clearance, change requested by user agencies and failure to adapt to military life. Academic attrition consists of two categories, lack of effort (LOE), and lack of aptitude (LOA). Academic attrition rates are affected by each of a variety of factors such as scores on the Defense Language Aptitude Battery (DLAB), years of education, prior language learning, age, difficulty of the language and individual motivation. No single factor stands out yet as a useful predicator for students whose DLAB scores exceed the minimum cutoff of 85. We continue to collect and analyze the data, e.g., for possible combinations of factors. Once the students have begun their training, however, their quiz and test grades, plus the judgement of the faculty and Foreign Language Training Advisors, provide reasonable attrition decisions. Recent emphasis on earlier identification of attritees has significantly moved academic attrition toward the early weeks of the course.

STUDENT ENROLLMENT

In FY 85, the average student enrollment at Monterey was 2433, 363 for the Presidio of San Francisco, and 218 at Lackland AFB. In addition, seventy-nine DLIFLC students were enrolled at the Foreign Service Institute (FSI). Instruction was conducted in 41 languages and dialects. Enrollment projection for FY 86 is 5107 for Monterey, 590 at Presidio of San Francisco, 100 at Lackland AFB, and 349 at FSI.

NONRESIDENT TRAINING DIVISION

The Nonresident Training Division continues to provide guidance and assistance to the Department of Defense (DoD) foreign language programs in the continental United States and overseas.

In 1985, the number of these programs increased significantly from 682 at the beginning of the year to 970 by December. Although the DLIFLC Headstart programs designed for beginning speakers are still very much in demand, requests for refresher/maintenance courses in most of the languages taught at DLIFLC are steadily rising.

Short courses in French, German, Norwegian, Russian, and Spanish developed by the Nonresident Division in response to needs identified by U.S. Special Forces were completed. The development of Professional Development Program Extension Courses (PDPEC) and refresher courses was temporarily suspended for lack of resources.

CONSTRUCTION PROGRAM

A total of ten MCA Scope construction projects are currently on-going with one (the General Instruction Facility I) completed and four expected to be started prior to FY 87. With the exception of the FY 86 Military Personnel Center and the AAFES Exchange, all other projects were funded by DoD with Title IV funds. Upon completion of on-going construction, the two campuses at Lackland Air Force Base and the Presidio of San Francisco Branch can be absorbed at the POM. New construction and estimated completion dates are:

General Instruction Facility I	Completed
General Instruction Facility II	Nov 86
Barrack Phase I (8 bldgs)	Oct 86
Barrack Phase II (5 bldgs)	Sep 86
Dining Facility Upgrade	May 86
Dining Facility (New)	Pending Award
Company Admin/Supply Bldgs	Pending Award
Roads/Utilities Upgrade	Sep 86
Physical Fitness Center	May 87
Child Care Center	Dec 86
Enlisted Recreation Center	Pending Award
Academic Library	Nov 87
AAFES Exchange Mall	Oct 86
Logistics Support Building	Jan 87
Military Personnel Center	Pending Award

Three of our four FY 87 construction projects were dropped and are now competing for FY 88 funds. The only remaining FY 87 projects are two barrack buildings required to support our projected student loads. The following are our FY 88 and FY 89 construction projects in order of priority:

Academic Auditorium
Instructional Media Center Expansion
General Instruction Facility III
Athletic Tracks/Fields
Language Immersion Complex
Unaccompanied Officer Quarters
Company Admin/Supply Buildings (5)
Data Processing Facility
Print Plant Building
Post Library
Post Support Complex

Completion of General Instruction Facility III will enable DLI to terminate leases on two elementary schools now used to augment POM classrooms. The Athletic Fields and the Print Plant are reprogramming actions which fall out of our FY 85 construction program due to lack of funds. Construction projects beyond FY 89 will consist mainly of renovation projects for classrooms, dining facilities, barracks and roads.

DLI ENGLISH LANGUAGE CENTER—ANNUAL REPORT
30 APRIL 1986

INTRODUCTION

Each fiscal year, the Military Departments provide DLIELC with the number of foreign military trainees (FMT) programmed to attend DLIELC prior to their entry into US technical/professional training programs. In FY 85, 2,398 FMT entered DLIELC. Two thousand eight hundred ninety-nine are programmed to attend in FY 86. The average daily student load of 867 consists of US personnel who are not native speakers of English and FMT from approximately 79 different countries.

The English language proficiency skill level required for entry into a technical/professional program is determined by each Military Department and is expressed in terms of an English Comprehension Level (ECL) test score on a scale of 0 to 100. The majority of the programs which are highly technical or hazardous in nature require an ECL of 80. Prerequisites for less technical courses vary from 65 to 80 ECL. The FMT is given an ECL screening test in-country prior to departure for CONUS. If the FMT does not meet the English language proficiency requirements for direct entry into the technical or professional program, or if the FMT requires Specialized English terminology training as a course prerequisite, the individual is programmed for additional language training at DLIELC.

ENGLISH LANGUAGE TRAINING COURSES

The American Language Course (ALC) is a proficiency-based course and is variable in duration. Upon entry at DLIELC, an FMT is placed at the appropriate proficiency level in the American Language Course and receives six hours of instruction daily. During the last nine weeks of scheduled training at DLIELC, providing the minimum ECL score has been achieved, the FMT studies specialized technical terminology appropriate for the scheduled follow-on training program.

DLIELC conducts four courses for selected FMT who are involved with the teaching of English in their homelands.

The Basic English Language Instructor Course is a 27-week course. During this time, the trainees study the structure and phonology of English, and the DLI methodology of teaching English as a Foreign Language (TEFL). Emphasis is placed on TEFL techniques and peer teaching. Six classes of this course are scheduled annually.

The Advanced English Language Instructor Course is a 13-week course. It is intended for experienced TEFL instructors who need to be updated on the TEFL "state-of-the-art" and on teaching techniques. This course is conducted quarterly.

The Advanced Program in English Language Training Management Systems is an 8-week program. It is conducted twice a year for FMT who are managers, administrators, and/or supervisors in host country English Language Training Programs (ELTP).

The English as a Medium of Instruction Course is designed for International Instructors who must teach academic/technical subjects in English. This 16-week course provides intensive practice in developing and delivering lesson plans from their own text materials. Students are required to bring their own text materials and must have an ECL of 80 for entry into the course. Class dates are variable and can convene at any time when a group of five or more students are programmed.

Three additional courses are also conducted by DLIELC as required for FMT.

Language Laboratory Maintenance Training provides instruction and practice in the installation, maintenance and operation of language laboratories. Course duration varies from three to eight weeks depending upon previous experience of the trainees in electronics.

OJT Professional/Specialized, CONUS consists of on-the-job training in general laboratory procedures, i.e., operational and preventive maintenance procedures.

Observer Professional/Specialized, CONUS is tailored to cover those areas in the operation and administration of an ELTP which are most appropriate to the observer(s) as defined by the host country.

OVERVIEW OF DLIELC TRAINING ACTIVITIES

The following special projects highlighted the academic training program during the past fiscal year:

During the last year DLIELC has sent Mobile Training Teams (MTTs) worldwide to perform surveys, start new ELTPs, assist in special projects, administer oral proficiency exams, advise and instruct. MTTs have gone to Bolivia, Egypt, El Salvador, Germany, Honduras, Liberia, The Philippines, Puerto Rico, Somalia, Spain, Tunisia, Turkey, and Venezuela. Currently, there are MTTs in Japan, Ecuador, Djibouti, and Egypt. Language Training Detachment (LTD) personnel on long term assignments are currently stationed in the Republic of the Sudan, the Yemen Arab Republic, Zaire, Indonesia, Thailand, and Spain.

General English Language Training Program for US Army ROTC graduates: The US Army students started to arrive at DLIELC in January 1982 from Puerto Rico. A total of 50 students per year were programmed. The DLIELC mission is to train them in the General English Section for a period of up to 16 weeks for improvement of their speaking and comprehension abilities.

The Commandant, DLIELC and the Chief of the Nonresident Training Branch visited the following countries during the last year to evaluate the English language programs as they relate to US foreign policy, and discuss their activities and requirements with Security Assistance Officer personnel and host country officials: Somalia, Kenya, Egypt, the Yemen Arab Republic, Saudi Arabia, Qatar the United Arab Emirates, Japan, Korea, Thailand, Indonesia and the Philippines.

During the past year the Command Program Section of the Nonresident Training Branch continued to monitor all approved US Military Nonresident English Language Programs (NRELP) in CONUS and overseas, and to provide American Language Course (ALC) and Pre-Basic Training English Language Course (Pre-BTELC) materials to US military personnel, civilian employees of the US military, and dependents who are not native speakers of English. Currently there are 77 approved Army NRELPs in approximately 190 locations in CONUS and overseas. The USAF and the USN each have two active programs. One is at the US Navy Ship Repair Facility in Yokosuka, Japan which has recently grown and is currently manned with five DLIELC MTT personnel.

CURRICULUM DEVELOPMENT ACTIVITIES

During the pst year DLIELC concluded the field trial of the English as a Medium of Instruction Course. This 16-week course is designed to prepare academic-subject teachers to teach their own subject-matter specialty in English. As a result of feedback on the tryout of the materials, we developed a new module on reading with emphasis on math and science in order to build needed lexicon and develop ability to comprehend written material in the instructor-trainees fields.

In the Basic English Language Instructor Course, DLIELC successfully concluded the field trial of the grammar modules. In addition, we are revising the methodology modules, which went through field trial last year, and we are writing a series of instructional modules in phonology, which will go through field trial in FY 87.

As the result of course review, DLIELC revised the Pre-Service Training Orientation course. This course is given to all new instructors at DLIELC to orient them to the policies and procedures extant at DLIELC; with the materials used, the pedagogical rationale of these materials, and the methodologies employed in their use; and with the functions of the various divisions, branches, and sections of the organization. The training provides the newly hired employees information which is in current use at DLIELC, and introduces systems with which they may have no prior familiarity. We developed and added to the course a new module on test administration, which deals with testing procedures, the responsibilities involved, conduct proscribed, and the security precautions that must be taken.

In the General English area, DLIELC began work on writing a 36-week intensive language program. This language program will be comprised of 35 one-week instructional packages beginning at the elementary and continuing

to the advanced level.f Each instructional package will include student and instructor texts, student and instructor tape support material, 3 forms of a book quiz (testing recognition), and 3 forms of a performance test (testing production). The instructional objectives of the course cover vocabulary, grammar, functions, and language skills. As of May, 1986, a little less than one-quarter of the course was written. Field testing of the new materials will take place during the last quarter of CY 87.

The DLIELC recorded Oral English Evaluation system was implemented in March 1986. This system was developed at the request of HQ USAF to measure the speaking ability of candidates for the EURO-NATO Joint Pilot Training (ENJJPT) program. Candidates must first achieve an ECL of 85. The Recorded Oral English Evaluation may then be used (at the discretion of the reviewing official) if speaking ability is questionable. The candidates' answers to a set of questions are recorded and sent to DLIELC for evaluation.

ANNUAL REPORT - FOREIGN SERVICE INSTITUTE

Item 1: PROFESSIONAL DEVELOPMENT PROGRAMS FOR OFFICER CORPS

Renovation and Updating of Full-length Language/Area Studies ("Basic") Programs

During February 85 nearly 1000 students enrolled in SLS "basic" courses. Almost all such courses require "maintenance", i. e., a regular expenditure of re- sources to keep instructional programs up-to-date. Each year FSI's School of Language Studies must invest a portion of its manpower and money to keep the 40+ full-length (20 - 24 weeks in Romance and Germanic languages, 24 - 44 weeks in "hard" languages) basic courses current with improvements in methods in the second-language teaching field and with the ever-changing linguistic and situ- ational realities overseas.

Additionally, each year a few programs receive major attention when they require more than routine supplementation and revision. These major projects range from the development of new course elements to the creation of a completely new training program - including student and teacher instructional materials, audio/ video tapes, and reading matter.

The personnel expenditure for BASIC course development in February 85 was 12.1 full-time employees (FTEs). Significant major programs undertaken in February 85 include:

- Began a 3-year major project to create five (5) new East European language/ area programs - Bulgarian, Czech, Hungarian, Polish and Serbo-Croatian to specifications appropriate to Foreign Affairs requirements. Research was com- pleted on language-use needs, assessment done of the applicability of existing materials, and master plan of general course design prepared by end of Febru- ary 85.

- Implemented a prototype "unified" 4-week language and area studies program for Spanish students at the S-2 to S-2+ level who are bound for Mexico. Stu- dents typically finish the program with S-3/R-3 proficiency. Work has begun to derive such a program for the Caribbean and Central America, and similar unified area/language segments are planned for the 5 East European language programs as well.

- Launched a 2-year project to incorporate curriculum elements developed in- dependently over recent years in the four Romance languages into a shared basic course plan to be further developed and implemented jointly in those training programs.

- Field-tested an "Advanced Russian" program tailored to sophisticated work- related language use requirements in the USSR. Two students who completed the program were rated S-4/R-4.

- Field-tested Czech core curriculum; updated, expanded, or supplemented written and taped materials in Arabic, Burmese, Chinese, Danish, Dari, Finnish, French, Hindi/Urdu, Italian, Korean, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, Tagalog, and Turkish.

- Implemented intensive comprehension-based program as initial two weeks of Turkish Basic Course. Success seen in increase in competence, confidence and motivation of students. Similar course elements are planned for February 86 in Afrikaans, Danish, German, Italian, Norwegian, and Swedish.

Item 2: PROFESSIONAL DEVELOPMENT PROGRAMS FOR SUPPORT PERSONNEL AND FS/CS EMPLOYEES

F.A.S.T. ("Familiarization and Short-term") Courses

The FAST courses are entirely distinct from the Basic long-term language training which is provided to LDP incumbents and others who require a "working" or "professional" proficiency in a language. FAST programs are language curricula specifically designed to meet the general orientation and cross-cultural needs of support personnel and others not serving in language designated positions. They are also appropriate and highly effective for officers whose schedules do not permit longer-term training and for family members. These full-time intensive programs of either 6 or 10 weeks duration were first offered in February 78. FAST courses in 16 languages are now offered annually, but these offerings are in general undersubscribed due to time pressures of assignments. In February 85 approximately 300 students enrolled in FAST programs.

Materials for the most frequently run courses - European French, Sub-Saharan French and Spanish - have been published; materials currently in final pre-publication edit are Japanese, Italian, and Turkish. Others are in various stages of preparation awaiting sufficient resources of personnel and money to finalize publishable versions.

4 FTEs were expended on FAST development in February 85. Two new FAST courses, in Hebrew and Icelandic, were begun; teaching materials were renovated, revised, or expanded in Arabic, Polish, German, Hindi, Indonesian, Malay, Portuguese (Brazilian), Turkish, and Urdu.

FAST materials development continues in February 86. Bengali will be added as a new program, with Chinese, Russian, and Thai scheduled to join the preceding list of courses being updated.

Item 3: PROFESSIONAL DEVELOPMENT PROGRAMS FOR OFFICER CORPS
and
PROFESSIONAL DEVELOPMENT PROGRAMS FOR SUPPORT PERSONNEL AND FS/CS
EMPLOYEES

Staff Development

The quality of the professional development provided by FSI/SLS for the Foreign
Affairs Agencies ultimately depends on the excellence of the SLS staff itself -
the instructors and supervisors - as well as on the training materials and pro-
gram designs. FSI/SLS is, therefore, as concerned about the internal professional
staff development as it is about the professional development it provides to
its clientele. In 1985 SLS appointed several new Language Training Supervisors;
these LTSs replaced retirees and augmented the cadre of professional linguists
to ensure closer oversight of the training process, vigorous implementation of
curricular revision, and an increased repository of expertise in contemporary
linguistics, second-language learning theory and methodology. Also 30 - 40 new
instructors, a normal turnover, were hired during 1985. SLS's current orienta-
tion/training programs for new faculty were developed and implemented in 1984:

For new instructors, three workshops given over the first six months orient
them to: the work environment of FSI/SLS, the structure of an Embassy, the
missions of the Foreign Affairs Agencies, language-use needs in the overseas
context, pedagogical principles, language testing, and special curriculum in-
itiatives in SLS language training programs.

For new Language Training Supervisors, two workshops cover the same subjects
as for the instructors, but in greater depth. Another program trains LTS's in
general supervisory skills and guidelines for counseling of students and in-
structors via case studies drawn from SLS experience.

In February 85 SLS professional staff development was augmented by:

a. An "inreach" program, bringing theoreticians and practitioners from univer-
   sities and other USG training institutions to the School frequently for work-
   shops and lectures. Presentations are taped for future use.

b. Participation by nearly 50 SLS staff members in the six-week-long Linguistic
   Society of America "Summer Institute" at Georgetown University, where they
   took courses and attended lectures and workshops.

c. A regular series of in-service training programs put on by FSI Romance Lan-
   guage staff to audiences of more than one hundred instructors.

d. Sponsorship (with CSFA) of the first SLS Symposium. SLS panelists and aca-
   demic experts in second-language-learning spoke to SLS staff and fifty local
   leaders in the language field.

e. Representation at major conferences in the linguistics, language teaching,
   and computer-aided-instruction fields. 15 FSI/SLS staff gave papers or work-
   shops at professional meetings in February 85.

Item 4: PROFESSIONAL DEVELOPMENT PROGRAMS FOR OFFICER CORPS
and
PROFESSIONAL DEVELOPMENT PROGRAMS FOR SUPPORT PERSONNEL AND FS/CS
EMPLOYEES

OTHER PROGRAMS

A. Overseas - The Post Language Programs

The Foreign Affairs Agencies have invested heavily in both time and money in the language training they provide for their personnel. One means of protecting and enhancing that investment is the post language program (PLP) which is available at the majority of missions abroad. FSI/SLS is responsible for supporting PLP's financially and maintaining them pedagogically. In the past two years, they have received increasing attention via a much expanded program of "Regional Language Supervision" (RLS) travel which provides on-the-spot oversight of the PLP's. This oversight includes budgetary monitoring, but concentrates on the training of PLP instructors, provision of adequate training materials for use at posts, and testing of personnel who are not in LDP compliance. RLS's also typically survey incumbents at the posts on language-use needs to help target FSI training more precisely, and they gather authentic materials to be used in FSI/Washington language and area training.

Two major initiatives were undertaken in February 85 to enhance the overall effectiveness of the post language programs:

- TRAINING - Two three-day-long workshops designed to train post language program instructors were given overseas by a total of 8 SLS/Washington staff. Participation: at Quito, 21 instructors from Latin America; at Bonn, 25 instructors from Germany, Austria, and Switzerland.

- MATERIALS - A program was begun to enrich overseas language programs with several 20 to 40 hour job-specific modules. The objective is to focus on high-level language-use skills targeted at or beyond the 2+-level for personnel serving in specific conal/agency responsibilities overseas. The initial contract was let in July, 1985 and by mid-1986 will produce a master plan and templates for this type of curriculum along with field-tested consular and political/economic modules. Development of further modules has been curtailed due to budgetary constraints.

B. Early Morning Language Training

FSI/SLS offers Foreign Service personnel and others with an immediate job-related need the opportunity to take language training from 7:30 - 8:40 a. m. each day for two 17-week semesters between October and June. Students typically attend on a voluntary basis. These classes are offered yearly in Arabic, Chinese, French, German, Italian, Portuguese, Russian, and Spanish. In February 85 specially arranged early morning training was offered in Japanese and Finnish. During February 85 approximately 150 students were enrolled each semester.

SHAPE LANGUAGE CENTRE (SLC) REPORT

1. **Internationally Funded Programme** (International Staff)

   a. **Language Training - English**

   The two most significant developments in SLC in 1985-86 have been the creation of a self-access "Resource Centre" and the start of a major review of the English courses.

   The former was begun in 1985, when the language laboratory area was extended to permit the addition of areas for private reading/study, self-access video and self-access micro-computer, and the display and storage of associated reading, listening, video and computer materials.
   One teacher was assigned part-time to coordinate and organize the new venture and to prepare materials, and other teachers are contributing materials and exercises adapted for self-study.
   This is a long-term undertaking as only limited manpower can be devoted to it, but it is already proving popular with students. However, much re-education of students and teachers is needed before such a self-access centre will be fully exploited. The system is felt to have great potential in the SHAPE situation, where so many people find regular attendance at class extremely difficult.

   The major review of English courses goes hand in hand with work for the BILC Course Format Study Group. It became clear that commercially available courses, even when adapted, are not relevant to the needs of SLC students, and a decision was made to develop materials specifically suited to the needs of our students.
   A study of the language needs of a selection of jobs was followed by an elaboration of STANAG 6001 to reflect these needs more fully. This in turn formed the basis for a specification of performance objectives, and from this a teaching syllabus for each level is being developed. Such a syllabus makes possible the specification of detailed learning goals, for which the teachers can prepare short learning modules. Only a limited amount of time is available for this task, so it is envisaged that a bank of modules will be built up over several years, and that these will gradually replace the commercial materials currently in use. It is hoped that many of these modules can be designed for use both in group classes and on a self-study basis in the Resource Centre.
   Attention so far has been concentrated mainly on producing modules on telephone use at Levels 2 and 3, the telephone having been identified as a particular source of difficulty for staff members.

   b. **Language Training - French**

   The French Section is participating in the development of materials for the Resource Centre (see details above). A recently published course "Pourquoi pas!" is to be piloted in September following a week's seminar with the author Henri SAGOT in March 1986.

   c. **General**

   Other projects on which the SLC has been working and which will carry over into 1986-1987 are:

   - the coordination of the BILC Study Group on Aptitude and Learning Styles (a status report is in preparation for the 1986 Conference),

- development of an English language (computer-based) corpus for the SHAPE and NATO Languages Centres. Discussions with Professor John Sinclair, University of Birmingham, England, are well-advanced and funds have been authorized for this project to start in 1986.

The SLC is continuing its role as consultant to ACE agencies, in particular the E3A Component (Geilenkirchen, FRG) where a large language programme is developing, under international funds and managed by a former SLC staff member.

Reports on seminars held since the last conference (our "SR" Series) are available às usual to BILC delegations (1985 list attached).

2. Community Funded Programme (the "Language Circle")

The enrollments and number of languages taught remain fairly constant (see previous BILC reports). We are offering intensive courses in English and French in the summer period and the Fall. These appeal particularly to newcomers and to students looking for refresher courses.
Video-taped materials are now being added to our library and course programmes, to include material in German and Spanish.

The Circle has been working with a recently published course in French "Sans Frontières".

SEMINAR REPORTS 1985

Serial No SLC (85) SR/	Date	Place	Speaker	Subject	SLC Rep
1	7 Feb	BC Brussels	M. Lavery	Creative Use of Video in Foreign Language Learning Classrooms	Claudine Walter
2	13 March	BC Brussels	C. Walter	Learning Grammar Communicatively	Annesley Hard Ruth Ann Hatchett
3	18 June	SLC SHAPE	M. Henri Sagot	Des Marches Péda-gogiques	SLC Staff NATO Staff
4	24 - 28 June	Florence Italy	Prof. Titone & BILC members	BILC Conference	David Ellis Mike Aston
5	25 - 26 Oct	Limburg, BE	Dr. Coulthard Dr. Hoey	Discourse Analysis in Language Teaching & Translation	David Ellis
6	16 Nov	BC Paris	Gail Ellis Barbara Sinclair	Helping Learners to Learn	David Ellis Claudine Walter
7	4 - 8 Nov	CREAV, La Rochelle France	M. Marcade, M. Marc, Mme Bonnier	"Video +"	Mike Aston
8	7 Dec	British Council Paris	David Crookall University of Toulon	Computer-Assisted Management Simula-tion	Mike Aston
9	21 - 23 Oct	SLC, SHAPE	Francine Haughey Foreign Service Institute	Bridges	SLC Teachers
10	9 - 13 Dec	Various British Universities	-	Computer-based corpus development	David Ellis
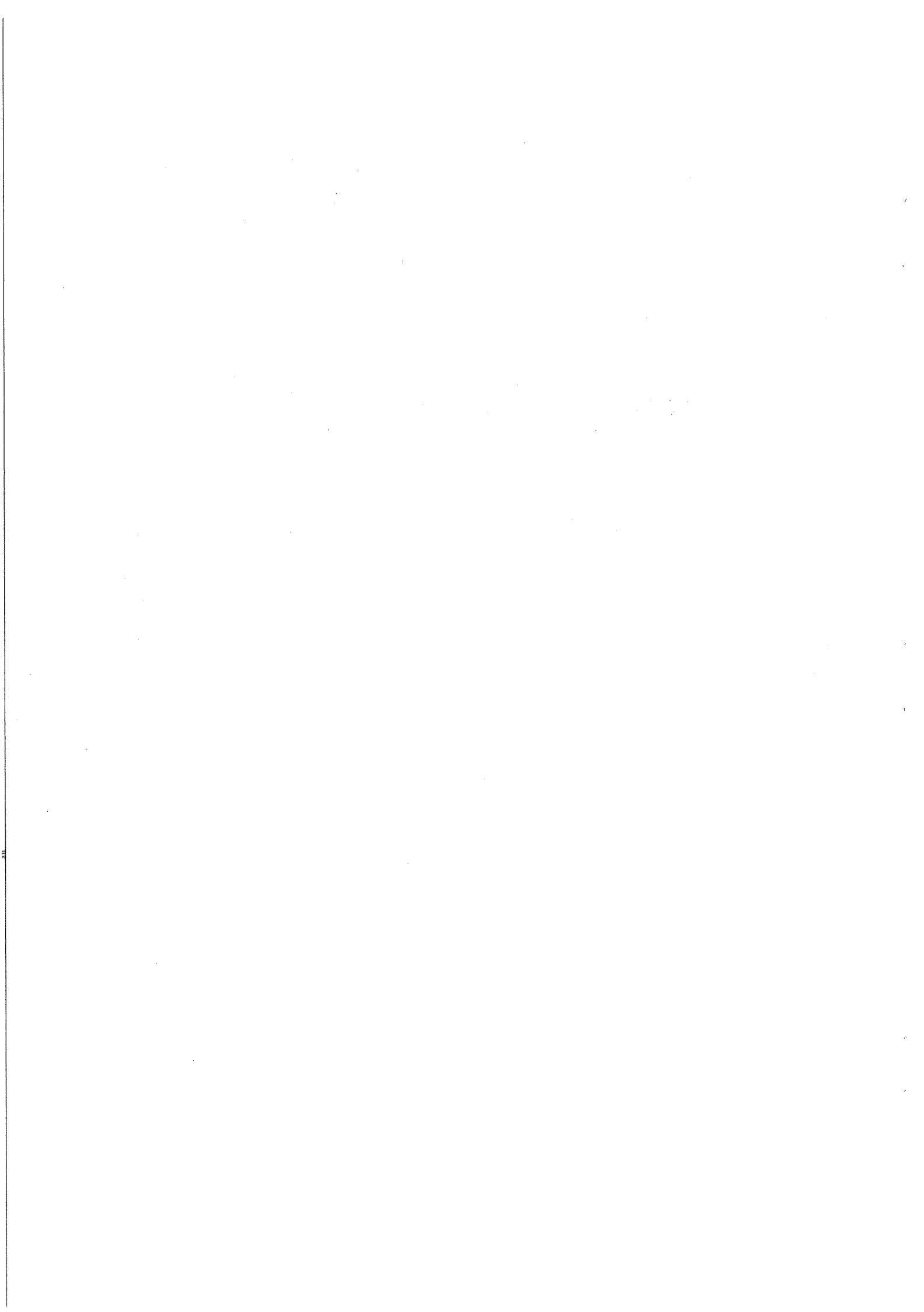
V. STUDY GROUP REPORTS
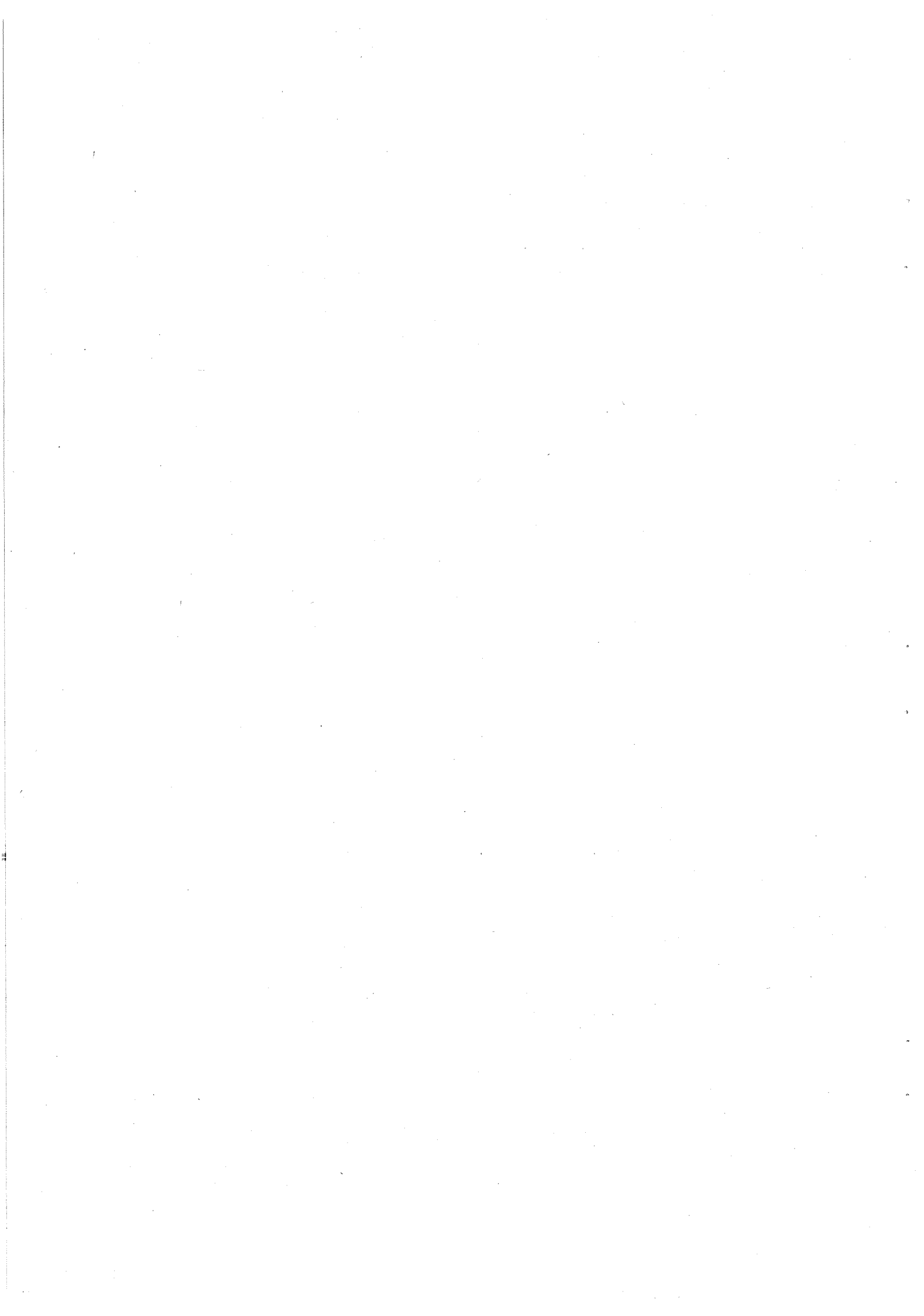
Report of Study Group 1

Language Testing

Co-chairmen: Dr. Herzog
                  Mrs. Lefrançois

Members: LtCol Barré
                  WCdr Bishop
                  LtCol Catto
                  Dr. Curica
                  Maj Larsen
                  Col Lenci
                  LtCol Lorenzo
                  Mrs. Smith
                  Mr. Moore

1. Status reports on the aptitude testing project

Each participating nation presented a status report on the aptitude testing project, comparing MLAT and DLAB results. These can be summarized as follows:

Canada: In March of 1986, the DLAB was administered to 95 examinees. As only 71 of these participants had done the MLAT, the study was carried out using a sample population of 71. Preliminary studies seem to indicate that there is not a high correlation between the DLAB and the MLAT, except that participants with low DLAB scores usually have low MLAT scores. Further in-depth studies will have to be made in order to arrive at some significant conclusion. Canada is prepared to submit MLAT/DLAB scores for analysis by the end of December 1986. However, at this point, Canada cannot promise to participate in the correlation study.

France: France reported that 106 examinees now in language training have been tested with Parts 2 and 4 of the DLAB. They will be tested with the French version of the MLAT (the TALV) this month. In a preliminary analysis, LtCol Barré found a .66 correlation between DLAB results and achievement scores. The French participants are studying Arabic, Czech, and Russian.

Italy: Italy has tested approximately 80 examinees with both DLAB and the Italian version of MLAT. Results have been forwarded to Mr. David Ellis at SHAPE for analysis.

Portugal: Portugal has prepared an adaptation of MLAT and requested guidance whether to administer it before approval was obtained from the Psychological Corporation. Canada responded that their experience with the TALV indicated that it should be administered as an experimental test and that the test and test data should be forwarded to the Psychological Corporation together.

UK: The United Kingdom has tested 30 examinees to date and has forwarded results for analysis. The remaining examinees will be tested before the end of the year.

USA: The United States reported that data collection will be done with an Air Force population during June, July, and August. Results will be forwarded to Mr. Ellis as soon as tests can be scored.

All representatives agreed to submit data to SHAPE by the end of December. After data have been computed, the Study Group will have a clearer idea of the issues on aptitude that should be discussed next year at BILC.

2. The diagnostic role of aptitude testing

The Canadian delegation presented a paper on the use of the MLAT as a diagnostic tool. The paper consisted of two parts. Part I described the orientation process of the Public Service Commission of Canada. The use of the MLAT and TALV as diagnostic tools stem from this experience. Part II consisted of the interpretation of the MLAT and TALV, a description of student behaviors as encountered in everyday classroom situations, and proposed approaches and techniques for specific learning difficulties.

3. Proficiency tests

The USA presented various formats for proficiency testing in three skills for several languages. There was also discussion of validation procedures.

4. Proposal for a continuing Study Group

There was a proposal by Canada to form a standing Study Group on Language Testing to include proficiency, aptitude, and achievement testing. The purpose would be to exchange information on testing procedures, test materials, validation, etc. This proposal was referred to the Steering Committee.

5. Finally, the Study Group recommended that the BILC member nations examine the revised U. S. government language level descriptions to determine whether they should replace the older U. S. definitions in the standardization agreement.

Annex A: Use of the Modern Language Aptitude Test (MLAT) as a Diagnostic Tool -
         J. Lefrançois, T. Couillard Sibiga

USE OF THE MODERN LANGUAGE

APTITUDE TEST (MLAT) AS A

DIAGNOSTIC TOOL

Jeannine Lefrançois   Department of National Defence, Canada

Therese Couillard Sibiga   Public Service Commission, Canada

June 1986

USE OF THE MODERN LANGUAGE

APTITUDE TEST (MLAT) AS A

DIAGNOSTIC TOOL

INDTRODUCTION

1.   Purpose. The purpose of this paper is to explain the use of
the Modern Language Aptitude Test (MLAT)/Test d'aptitudes aux lan-
gues vivantes (TALV) or equivalent test as a diagnostic tool in the
classroom.

2.   General. The paper will consist of two parts.

3.   Part I will describe the orientation process of the Public
Service Commission of Canada. The use of the MLAT and TALV as
diagnostic tools stems from this experience.

4.   Part II will consist of the interpretation of the MLAT/TALV,
a description of student behaviors as encountered in everyday class-
room situations, and proposed approaches/teachniques to certain
learning difficulties.

5.   Please note that in the following text, the masculine is used
for both genders since the frequent use of the combined masculine and
feminine genders may hinder reader comprehension. This seems to be
in accordance with the rules of accepted usage which apply when speaking
in general terms.

PART I
THE ORIENTATION PROCESS

AIM

6.   The aim of this section is to explain the use of the aptitude test.

THE ORIENTATION PROCESS

7.   First of all, I would like to give very briefly the background of the orientation process as it now exists.

8.   Background.   Based on recommendations ensuing from a study on the problems of low achieving students in the cyclical language courses (Gutauskaus 1970) a Consultation Service was set up in 1971 to pursue research in this area in order to provide the schools with ways of dealing more effectively with these students.   Since there was little research available in second language training with adults, the Service set out to explore the nature of student difficulties and to experiment with alternative teaching approaches and remedial techniques as possible pedagogical solutions.

9.   Students who encountered serious difficulties with the core audio-visual program (V.I.F. later replaced by Dialogue Canada) were referred to this Service.   Results of various tests administered (MLAT, Pimsleur, placement test), interviews, teacher observations and feedback from students led gradually to hypotheses and further explorations of links between patterns of behaviors and aptitude subtest scores or performance on certain aspects of subtest tasks.   During this initial period, the Consultation Service used the aptitude tests (MLAT, Pimsleur 5 & 6) as a diagnostic tool.   Students referred to this Service were grouped on such variables as similar "MLAT" profiles, preferred learning strategies as revealed through the interviews, academic background and prior knowledge of French to form experimental classes.   Several alternative teaching approaches were gradually developed to meet the needs and interests of these students.

10.   I would like to mention that many students who encountered diffi-culties with the core curriculum did not necessarily have low MLAT scores.   Sometimes, low scores on certain subtests were coupled with high scores on others, while in other cases all scores were high.

11.   The MLAT proved to be the most useful instrument available as a basis for student grouping and its systematic exploration was continued through the observation of student behaviors during interviews and in the classroom.

12.   At the time of the introduction of continuous training in 1973, based on the findings and recommendations of the Consultation Service (Sibiga and Lefrançois 1973) a system of preliminary orientation (orientation process) was established for all students entering the language training program. Two alternative approaches "Approche Traditionnelle" and "Approche Situationnelle" were integrated in the regular program as options.

13.   The Orientation Process is based on the principle that the classroom situation or pedagogical environment should be adapted to the student's characteristics. That is to say, that all factors known as variance sources should be taken into account in the process of learning and teaching a second language (Wells 1974).

14.   In order to do this, it is necessary to establish for each individual his own learning profile based on characteristics of a cognitive, psychological and physical nature and finally his/her learning strategy or strategies.

15.   It is this approach to language teaching that the Orientation Service of the Client Services Directorate of the Language Training Program Branch of the P.S.C. is carrying out, through what is called the orientation process.

16.   Concerning this process, the following elements will be discussed:

    a.   objectives; and

    b.   the process itself.

17.   Objectives. The Process has both administrative and pedagogical objectives.

18.   Administrative Objectives. On an adminstrative basis, the objectives are the following:

    a.   to homogenize learning groups by ability grouping (rate of learning);

    b.   to match students with approaches and materials geared to their competence & level (3 main approaches or instructional strategies - Approche Traditionnelle, Situationnelle, Functionelle-Communicative). This allows candidates to advance at their own rate with others of similar ability;

    c.   to give better chances of success to all participants;

      d.   to give an estimate of training time which would permit better planning on the part of departments; and

      e.   to give a prognosis as to a candidate's chance of success in attaining the level required for his position.

19.   **Pedagogical Objectives.** On a pedagogical basis, the objectives are:

      a.   to establish a personal contact with candidates before going on language training;

      b.   to identify strengths and weaknesses;

      c.   to make pedagogical recommendations as to beginning lesson, approach, rate of learning; and

      d.   to send these recommendations through its cumulative file to the teaching units in order to ensure adequate psychopedagogical treatment.

20.   **The Process.** The Process consists of three stages: testing, case study and interview.

21.   **The Tests.** The Language Training Program Branch (LTPB) administers two types of tests within the orientation process.

      a.   **Aptitude tests** measure the facility with which an individual uses the skills required for second language learning.

           The test used for Anglophones is the Modern Language Aptitude Test (MLAT) and the 5th and 6th subtests of the Pimsleur Language Aptitude Battery (Pimsleur).

           For Francophones, the French version of the MLAT, the "Test d'aptitude aux langues vivantes" or "TALV" is used.

           The tests (MLAT, Pimsleur, and TALV) were standardized for the LTPB clientele '70-'74-'80-'82-'84.

      b.   **Placement tests** measure the level of knowledge in the second language. These tests were developed by the LTPB.

22.   In addition to these tests, each candidate completes a questionnaire which touches his linguistic background, his schooling, his approach to the learning situation and any physiological factors which might affect his performance.

23.   <u>Case study</u>. At this stage, the orientation counsellor:

    a. examines the candidate's history (using his questionnaire, computer printout and, if applicable, any file on past learning), the linguistic needs of the position (levels R, A, B, C) and the number of training hours available;

    b. analyses the results of the diagonstic tests and placement test;

    c. identifies any pedagogical, psychological or administrative factors which might affect learning; and

    d. formulates hypotheses to be checked out in the interview.

24.   <u>Interview</u>. During this stage, the candidate will provide information which will help the counsellor determine the validity of the hypotheses formed during the case study. To do this, the counsellor must in the interview, check:

    a. the bio-data and discuss it with the candidate, e.g.: prior exposure to second language;

    b. the results obtained on the tests and establish any discrepancy between the results on the test and the performance during the interview;

       (I would like to mention that we have developed techniques in order to cross-check the results of the subtests and thus enable us to test our hypotheses and pinpoint possible problems).

    c. the results obtained during any past learning period;

    d. the learning strategies, how the person learns best, e.g.: how he went about doing subtests, how he copes with real life situations, how he went about acquiring his prior knowledge; and

    e. the individual's goals.

25.   The counsellor will also take into consideration all further information provided by the candidate. By the end of the interview, the counsellor will be in a position to form a prognosis on the candidate's chances of success.

26.   In order to make a prognosis as to the candidate's chances of success, the following elements have to be taken into account:

    a. objectives to be reached;

        b.   level of bilingualism required;

        c.   maximum time available;

        d.   placement level;

        e.   potential as established by test and interview (rate of learning); and

        f.   what the system can offer.

27.   In the case of a positive prognosis, the counsellor will make a recommendation consisting of the learning method, the starting lesson and the rate of progression. An estimated training duration will also be established for each student.

28.   The prognosis, be it positive or negative, is conveyed to the candidate at the time of the interview, and subsequently to the department. Needless to say, a positive prognosis does not mean a guarantee of success.

29.   <u>Follow Up</u>. The Orientation Service also provides individual counselling to public servants during their second language training.

30.   The counsellors act in a consultative capacity when required with the aim of solving individual training problems. Continuous on-course counselling implies that the counsellors keep in contact with the student, the teacher and the pedagogical advisors.

31.   <u>Projects Undertaken</u>. Several projects were undertaken to verify links between specific classroom behaviors and language aptitude test scores. The criteria for "matching" students with approaches has been evaluated in various ways and has been reported elsewhere (Henrie 1977, Wesche 1977).

PART II
USE OF MLAT/TALV AS A
DIAGNOSTIC TOOL

32.   Purpose. The second part of this paper will consist of the interpretation of the MLAT, a description of typical student behaviors as encountered in everyday classroom situations, and possible approaches/techniques to certain student problems.

BEHAVIORS MEASURED BY THE MLAT/TALV

33.   When an individual takes the MLAT/TALV, he is required to perform a number of tasks in each of the subtests. A better understanding of what is measured by each subtest should help clarify the value of this aptitude test. Each one of the subtests has been analysed with respect to the tasks and the interpretation of MLAT/TALV is given below.

34.   Subtest I Number Learning. The tasks related to this subtest are as follows:

      a. to listen to new sounds;

      b   to hear new sounds;

      c. to associate these sounds to a known semantic content;

      d. to commit this sound-symbol association to memory during a limited period of time;

      e. to practice the memorizing by writing out in numeric code, the equivalent of these new Kurdish sounds;

      f. to write out the numbers dictated in the new language on a test sheet; and

      g. to put the numbers in proper sequence: unit, tenth, hundredth.

35.   Interpretation. This subtest appears to measure an associative memory and a certain "auditory alertness" factor (Carroll & Sapon 1959).

36.   Subtest II Phonetic Script. The tasks related to this subtest are as follows:

      a. to listen and hear sounds phonetically given on a tape;

    b. to choose the correct sound from among other sounds
        phonetically close to it; and

    c. to choose the correct sound coded in phonetic script.

37.   _Interpretation_. It involves auditory and visual perception, a
component which appears to consist largely of a specific memory for
speech sounds and sound-symbol association ability. The test has been
demonstrated to relate to the ability to mimic foreign speech sounds.

    The other 3 subtests are presented in a written form.

38.   _Subtest III Spelling Clues_. The tasks related to this subtest
are as follows:

    a. to approximate in one's mind the sound indicated by an
        unorthodox Phonetic Script (anagrams);

    b. to explore in one's mind the approximations of the phonetic
        code until one with a meaningful semantic content in the
        language is found;

    c. to spell it correctly in one's own mind;

    d. to choose from among the various vocabulary examples listed,
        the closest one in semantic content.

Simultaneous
or
almost

39.   _Interpretation_. This is a highly speeded subtest. It measures
sound-symbol association ability and vocabulary knowledge in the mother
tongue.

40.   _Subtest IV Words in Sentences_. The tasks related to this sub-
test are as follows

    a. to read and understand the semantic content of the sentence;

    b. to "understand" the role of the underlined word of the first
        sentence; and

    c. to match the key word with another underlined word which has
        the same role in one of the other sentences.

41.   _Interpretation_. The test requires awareness of the functions of
sentence elements and the grammatical structures of one's first language
(although not of grammatical terminology or rules), and the ability to
make analogies based on this structure.

42.   Subtest V Paired Associates. The tasks related to this subtest
are as follows:

   a. to read the vocabulary list of Kurdish words and their
       English equivalents;

   b. to commit these to memory using the written lists;

   c. to list the English words matching the Kurdish equivalent on
       practice sheet; and

   d. to choose from a variety of English words the correct
       equivalent to the Kurdish terms given in the test booklet.

43.   Interpretation. It is a visual verbal memory task. It measures
a rote-learning ability.

44.   Discussion. As is apparent from the above, all 5 subtests
involve complex tasks. A high score on a given subtest indicates that
the individual can do all aspects of the task, and will be able to do
similar or related tasks in the classroom or elsewhere. A low score, on
the other hand, can result from as diverse causes as not paying
attention to instructions, lack of concentration on the subtest task,
hearing loss, reading difficulties, lack of ability to analogize, etc.

45.   Problems in anyone of the subtests - auditive memory, phonetic
coding, grammatical sensitivity, auditory ability - can interfere with
classroom performance and require differential compensation on the part
of the teachers, students and thus, in the design of pedagogical
materials. The MLAT can be used as an aid in identifying problems.

46.   A grid is annexed in order to facilitate classroom observation
which will allow the diagnosis of learning difficulties. In this grid,
the behaviors are grouped for purposes of observation according to
classroom activities during which they are likely to be manifested.

BEHAVIORS MEASURED BY THE MLAT/TALV

47.   The value of the MLAT (TALV) has to do with the closeness in
behavioral structure of various subtest tasks with learning tasks
presented in the classroom (Carroll 1962). Verification of links
between specific classroom behaviors and language aptitude subtests has
been reported in a study on "Language Aptitude in Behavioral Terms" by
Majorie Wesche and Jeannine Lefrançois, 1978.

OBSERVABLE BEHAVIORS OF INDIVIDUALS ENCOUNTERING DIFFICULTIES IN THE VARIOUS SUBTESTS

48.   Subtest I Number Learning. In the classroom the following behaviors can be symptomatic of an individual's low score on this subtest:

     a. slow assimilation of new structure and vocabulary;

     b. difficulty in repeating long sentences, omitting elements at the beginning or at the end of the sentences;

     c. difficulty in recognizing recently learned material;

     d. cannot redo an exercise correctly after an intervening activity;

     e. does not recall previously learned material; and

     f. does not try out previously learned material.

49.   Subtest II Phonetic Script. The following difficulties relate to problems encountered in the auditory ability areas found in subtest II and to a lesser degree in subtest I:

     a. has difficulty in understanding new material on tape;

     b. complains repeatedly about the quality of tapes and speed of auditory materials;

     c. mixes up similar sounding words;

     d. does not differentiate sentence model and own response;

     e. asks for volume to be raised or lowered;

     f. exhibits general frustration with lab work;

     g. incorrectly repeats auditory material after having heard it several times;

     h. while repeating auditory material, skips sounds, syllables or entire words; and

     j. does not self-correct after hearing model again or claims to have repeated correctly.

50.   The following behaviors relate to sound-symbol areas of the subtest. When the following manifestations occur, subtest III is usually also weak.

a. reads at a very slow pace in the first language;

b. reads the same paragraph over and over again in target
    language in order to understand it;

c. omits and inverts syllables when speaking or writing;

d. momentarily forgets the meaning of familiar words in the
    target language;

e. general uneven performance on classroom activities and
    exercises;

f. poor speller in first language (inverts or omits);

g. writes according to sounds;

h. slow in the integration of material; and

j. slow at understanding oral or written instructions.

51.   Subtest III Spelling Clues. This subtest is highly complex and
touches upon many areas of language learning. It is useful in signalling
many potential learning difficulties attributed to a number of factors,
such as the candidate's reaction to a highly speeded test, coding and
articulation problems. The complex task in which a student must put
together phonological, lexical and grammatical elements is related to an
intergrated performance in language learning. In addition to the
behaviors listed above, Subtest III seems to give an indication of an
individual's mastery of the vocabulary in his first language.

52.   The following manifestations can also be observed:

a. difficulty with the nuances of language;

b. does not easily find synonyms or antonyms;

c. may have a previous history of stammering or stuttering in
    their first language, and manifestations may reappear in
    learning target language;

d. spelling difficulties in first language; and

e. needs time to grasp meaning of questions.

53.   Subtest IV Words in Sentences. A low score on this subtest tends
to be associated with the following manifestations:

a. needs many examples of new structures during grammatical
    pattern drills or contextualization;

58.   Auditory Weakness and Lack of Auditory Association Memory.
Students who consistently show signs of auditory weakness and lack of
auditive associative memory could benefit from shorter segments and less
frequent use of taped material or lab work, especially in presentations
of new materials. Written material closely following or accompanying an
oral presentation of new material often helps to facilitate learning and
reduce frustration.

59.   Low Sensitivity to Grammar. Students with a low sensitivity to
grammar will profit little from grammatical explanation. Situational
clichés would probably be more beneficial if they are closely related to
their real life, personal, or professional situations in which they are
expected to interact. Particularily helpful are conversational phases
or gambits which help the students link up the structure to be
mastered. This is especially helpful with students who have a good
auditive memory. The importance of the "reality" of the context cannot
be overemphasized. These students tend to be very context dependent;
thus, they relate to real life situations easily.

60.   Memory/Retention. Students who have difficulty remembering
material presented could benefit from frequent repetition of the same
material using different techniques, frequent revisions, constant reuse
in various meaningful contexts and self directed learning activities,
allowing them to reinforce learning in the classroom. If sensitivity to
grammar (subtest IV) is strong, systematic presentation of grammatical
structures could also help with retention. The individual could benefit
from the presentation of new material in shorter segments. Again it is
very important that the learner constantly reuse acquisitions.

61.   Sound-Symbol Association (coding). Students who consistently
show signs of difficulty in the area of sound-symbol association need
more time to understand written and/or oral instructions and to carry
them out. The teachers should make sure that the student has understood
and clarify whenever necessary. In these cases, the identification of
students learning strategies is crucial. The strategies that the
learner has developped must be used as compensating mechanisms in order
to reduce the level of frustration. The student's performance may be
erratic and the teacher must be prepared to accept this functioning as
part of the problem. A certain number of situations should be avoided
when dealing with these learners: high pressure drill exercises that
require fast accurate answers, activities that contain elements of
surprise, anagrams or crossword puzzles, and any activities with major
time constraints. For learning new material, students could be given
the chance to prepare the activity/exercise on his own.

CONCLUSION

62.   This paper gives a general presentation of the highly complex process involving individual consultation, problem solving skills and expert use of tools available.

63.   In the first part of this document, we have presented an overview of the orientation process of the P.S.C. The experience gathered from this process has provided the basic elements for the diagnostic use of the MLAT/TALV.

64.   The second part of this document provides some practical uses of the MLAT/TALV as a diagnostic tool. A description of tasks for each subtest was presented along with the interpretation of the various sub-tests. This was followed by a series of manifestations observed in a classroom situation. A study of subtest scores can thus be worthwhile in determining or verifying learning difficulties. A few techniques and approaches dealing with some learning difficulties were suggested.

65.   The observation grid provided at Annex A can serve as a practical tool for classroom observations.

66.   Knowledge about behavioral manifestations of language aptitude components may add to our insight into the strategies and processes involved in second or foreign language learning in the classroom. The use of the MLAT/TALV, or an equivalent test should help teachers define a better learning environment for a given individual.

May 86

Jeannine Lefrançois   DND
Therese Couillard Sibiga   PSC

Using the 1-5 scale, could you give a basic global evaluation of the following items. (Summary of activities of observation grid)

TEACHER: _____

1-15	(1)	Learning new material
16-21	(2)	Reaction to tape recorder
22-31	(3)	Speaking skills
32-40	(4)	Conceptualization, free conversation
	(5)	Sound discrimination
	(6)	Memory (rote) visual
	(7)	Memory (rote) auditive
	(8)	Grammatical sensitivity

1 - 5 global scale as follows:

non-representative behavior	occasional	sometimes	often	representative
	1			2			3			4			5	
			3			4			5	
					4	
					5	

Appendix I

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┌─────────────────────────────────────────────┐
│  C L A S S R O O M   O B S E R V A T I O N   G R I D  │
└─────────────────────────────────────────────┘
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DATE: _____

PRESENTATION OF NEW MATERIAL

A. General

	COMMENTS
1. Strains to hear speaker	
2. Carefully observes lips of speaker	
3. Requires question repetition before responding	
4. Requires slower presentation of model	
5. Repeats hesitantly or very slowly	
6. Difficulty repeating longer sequences	
7. Leaves out elements when repeating	
8. Incorrectly mimics sounds	
9. Incorrectly mimics intonation	
10. Jerky rhythm (not fluent)	
11. Does not differentiate between model and own response	
12. Even after correction, does not mimic accurately	
13. Mixes up similar-sounding words	
14. Does not self-correct pronunciation	
15. Requires seeing written text to repeat	

Additional behaviors, comments:

1 - 5 global scale as follows:

non-representative behavior	occasional	sometimes	often	representative
	1			2			3			4			5	

B. Reactions to use of tape recorder

COMMENTS

16. Requires volume increase

17. Distracted by extraneous noise

18. Needs to hear segment several times before responding

19. Needs to sit near tape recorder

20. Complains about recording (too fast, not clear)

21. More difficulty repeating from tape than from live model

Additional behaviors, comments:

C. Practice Activities Speaking Skills

COMMENTS

22. Jumbles sentence sequence

23. Displays a marked accent (pronunciation, intonation).

24. Does not use gestures, voice tone, appropriate to meaning (non-expressive)

25. Needs many examples of new structure

26. Responds slowly and hesitantly to question/ model

27. Frequently asks teacher to repeat question/ model

28. Makes incorrect substitutions, additions

COMMENTS

29. Leaves out significant elements

30. Cannot manipulate several changing elements at once

31. Answers something other than what is asked

COMMENTS

D. **Conceptualisation, free conversation**

32. Does not recognize recently learned material

33. Requires explanation of recently learned structures

34. Does not re-use recently learned structures in new contexts

35. Omits verbs

36. Has difficulty with verb tenses, subject – verb agreement

37. Repeatedly makes same mistakes

38. Does not self-correct grammar

39. Needs frequent review of all material

40. Gives minimal responses

Additional behaviors, comments:

E. Reading silently

COMMENTS

41. Reads very slowly

42. Shows little comprehension of what is read

Additional behaviors, comments:

F. Writing dictations

COMMENTS

43. Mouths words being written

44. Writes only after hesitation

45. Asks teacher to repeat or speak more slowly

46. Writes nonsense material

47. Writes different but essentially correct sentence

48. Frequent spelling errors

49. Frequent syntactic errors

Additional behaviors, comments:

Report of Study Group 2

Course Format

Chairman: Mr. M. P. M. Schwarz

Members: Mr. M. Aston
                  LtCdr G. Cottone
                  Mr. G. Crawford
                  Dr. J. Hutchinson
                  Mr. T. Molloy
                  LRDir J. Rohrer
                  Mr. M. Taba Tabai
                  Mr. C. Trottier
                  Cdr A. York

1. Following the Study Group's 1985 recommendations, several BILC members wrote descriptions of language courses they have developed. These reports were circulated through the BILC Secretariat prior to the 1986 Conference.

2. The Study Group's 1986 task was redefined during the first meeting, as follows: to establish ways for BILC member-institutions to exchange information about foreign language courses. Such exchanges were viewed as central to the BILC mission - avoiding unnecessary duplication of effort. Accordingly, we addressed two issues which would facilitate such an exchange:

   a. We adopted the NATO glossary of training terminology to ensure effective communication between BILC member-institutions (Annex A); and

   b. we created a multi-purpose form which can serve to describe existing or in-progress language courses and to serve as a request for information about language courses (Annex B).

3. Having established ways to exchange information regarding foreign language courses, the Study Group judged its work concluded insofar as "course format" issues were concerned.

4. In order to pursue everyone's interest in high-efficiency, low cost language training, the Study Group unanimously agreed on two issues for attention in 1987:

   a. an exchange of teacher hiring criteria; and

   b. a comparison of foreign language teaching methodologies.

5. To reflect the successful conclusion of the deliberations on course format, and to emphasize the need for continued discussion regarding training quality, we suggest that this group be re-named the Study Group for Program and Staff Development.

Annex A: JSSG (ET/NT) Glossary of Training Technology Terms

Annex B: BILC Foreign Language Course Description

GLOSSARY

OF

TRAINING TECHNOLOGY TERMS

ENTWG/TT-PUB 1   May 1984

FOREWORD

1. The Euro Training/NATO Training Joint Services Sub-Group established the Working Group on Training Technology to foster the development and application of training technology within the armed forces of the Alliance. The Working Group is normally known by its abbreviated title: The Euro/NATO Training Working Group on Training Technology (ENTWG/TT). Included in the Working Group's terms of reference are responsibilities for promoting a common understanding of training philosophies and terminology, exchanging information on applications of training technology and reporting on the results of innovations.

2. This Glossary of Training Technology Terms has been compiled in pursuance of the Working Group's terms of reference with the needs of training technologists in mind. It does not attempt to cater for the requirements of the whole training community. The terms included have special meanings in the context of training technology, are relatively unfamiliar or have been newly introduced into the vocabulary of the subject. Familiar terms and those which are readily understood have been excluded. A number of glossaries published by various national agencies have been consulted in the compilation of the ENTWG/TT Glossary. The terms are listed in alphabetical order.

3. This edition of the glossary was completed after a major review in 1983/84. The document will be reviewed annually and updated when necessary. All additions and amendments will remain the responsibility of the ENTWG/TT.

Activity Learning. A general term used to indicate learning by means of the active participation of the learner in such exercises as project work and group discussion, as opposed to passive means such as lectures or films.

Adaptive Programme. A form of programmed instruction in which the sequencing of frames is flexible and dependent upon the accumulated history of learners' past responses. The degree of flexibility involved may require the use of a computer to monitor and control the error rate so that if a trainee makes too many mistakes the task is made easier; conversely, if he finds it too easy, the task is made more difficult.
(See also Intrinsic Branching Programme and Linear Programme).

Adjunctive Programmes (Auto-elucidatory Questions). A special set of objective questions given after a block of instruction. The questions are used to detect whether or not learning has taken place. Various techniques exist whereby wrong answers are cross-referenced back to an appropriate place in the original "text". An important aspect of adjunctive questioning is that the original instructional material does not have to be specially prepared. Ordinary textbooks are frequently used with supplementary adjunctive programmes. (See also Post Test).

Algorithm. A type of flow chart to aid decision making. It is a sequence of simple sentences/questions, ordered in a logical hierarchy from the most general to the most specific. Only those sentences/questions relevant to the appropriate pathway through the algorithm need to be acted upon. All answers are either YES or NO.

Appreciation Training. Training, usually of short duration, designed to give a generalised understanding of a subject-area or of the uses of certain techniques. It is not intended to equip the learners with specific skills and is usually arranged for people who require some knowledge of the work of others.

Assessment of Training Effectiveness. A general term for the processes of determining whether training has enabled an individual to carry out his job satisfactorily.

Attitude Survey. Originally a technique for discovering by confidential non-directive interview with a sample of employees their suggestions, criticisms and feelings about their work and related matters. The term is now used for other procedures as well as interviews including enquiry by questionnaire, and with other samples of people.

Automated Programmed Instruction. Programmed instruction presented by means of any complex teaching machine, usually of the intrinsic branching variety. The degree of human intervention varies with the application but is usually minimal. All or most of the information to be learnt is programmed
(See also Integrated Programmed Instruction).

Basic Training. The first stage of the training process for a given task, job, occupation or group of occupations, aimed at developing the fundamental attitude/knowledge/skill behaviour pattern to specified standards. It may be given in training centres, technical colleges or in special training workshops or training bays in organisations. In some cases it may have to be given in the production situation, but learning and not production is the primary objective.

Behavioural Objective. An unambiguous statement of what a learner is expected to be able to do as a result of training. The behaviour must be both observable and measurable.

Behavioural Sciences. Those academic disciplines which have as their field the responses of living organisms to study. Ordinarily this would refer to ethnology, psychology, sociology and anthropology, although other disciplines such as economics and ecology are increasingly concerned with behaviour. It is now more common to speak of behavioural sciences as a whole.

Behavioural Task Analysis. A process of defining the actions necessary to accomplish the behavioural objectives of each task detail in response to what the user detects.

Branching Programme. A form of programmed instruction which offers alternative pathways through the material presented. The route taken by a student is determined by his responses to a series of criterion tests. Correct responses permit the student to proceed to new materials; incorrect responses result in his being routed to remedial sequences which provide alternative explanations and further practice before he re-joins the main stream of the programme.

Career Training

a. Training given to develop a person for employment beyond the limit of his/her present job.

b. Long-range training providing the perspective and knowledge necessary to progress through a specified set of steps on the career ladder.

Carrel. A desk, operating position or working space used by students in an individualised learning programme. There are two general types of carrel: one contains one or more audio-visual devices, such as a slide projector, motion picture projector and tape recorder: another type is a learning desk without audio-visual equipment.

Case Study Method. A learning technique in which a real or fictional situation or series of events is presented to trainees (either orally or by case papers issued in advance) for their analysis and consideration of possible solutions or problems identified. Their findings in a real situation can be compared with what actually occurred.

CCTV. Closed Circuit Television.

Coaching. Systematically increasing the ability and experience of the trainee by giving him planned tasks, coupled with continuous appraisal and counselling by the trainee's supervisor.

Competence. Ability to perform a particular skill or range of skills to a prescribed standard.

Computer Assisted Instruction (CAI). See Computer Assisted Learning (CAL).

Computer Assisted Learning (CAL). The use of a computer system to provide individual instruction in which the student interacts with the instructional program through a keaboard terminal/visual display unit. The range of possible learning experiences is wide, varying from simple processes to sophisticated gaming and modelling exercises. This term is also referred to as Computer Assisted Instruction (CAI), and Computer Assisted Training (CAT).

Computer Assisted Training (CAT). See Computer Assisted Learning (CAL).

Computer Based Learning. A general term embracing both Computer Assisted Learning and Computer Managed Learning.

Computer Managed Learning. Learning dependent on the use of a computer, for example in test production, marking and analysis, study-route guidance and classroom record-keeping.

Continuation Training. Further training given on the job to maintain or improve a person's standard of proficiency. It may contain elements of Refresher Training.

Conversion Training. See Re-training.

Cost-benefit Analysis (CBA). A systematic comparison between the cost of applying a particular approach to training and the value which is derived from its successful application. It should attempt to quantify costs and benefits both direct and indirect.

Course Aim. A concise statement of the purpose of the course.

Course Assessment. A general term covering the judgement of suitability of a course to meet identified learning needs and the subsequent assessment of the extent to which these needs have been satisfied. See also Assessment of Training Effectiveness and Validation.

Criterion Behaviour. An observable action or performance by which the trainee demonstrates his achievement of the learning objective.

Criterion Test. A test, in the appropriate written or practical form, designed to measure to what degree the student/trainee exhibits the criterion behaviour. It can also be given as a pre-test to identify the training needs of an individual and/or a post-test to measure the effectiveness of training.

Critical Incident Analysis. The process of establishing through the experience of job holders, supervisors and peers the priorities of those activities deemed critical to performing a job. It focuses on actual examples of job behaviour and of judgements as to what behaviour makes for success or lack of it where the lack of success is attributable to human error.

Critical Path Analysis/Method (CPA/M). A technique for planning complex projects economically. The approach involves:

a. Breaking down the project into a set of individual jobs.

b. Arranging these jobs into a logical network according to the sequence in which they must be performed.

c. Estimating the duration of each job.

d. Examining the network to find out which jobs determine the time to complete the project (the critical path).

CPA is distinguished from other forms of Network Analysis technique in 2 ways: planning is separated from scheduling; time and costs are directly related.

Curriculum. A curriculum is the combination of strategies and learning methods, human and material resources, assessment procedures and work schedule employed in an attempt to fulfil the objectives of an educational institution or training unit. A curriculum is concerned both with intentions and what actually transpires in consequence, in fact with every aspect of the life and work of the institution or unit concerned. (See also Syllabus).

Diagnostic Branching. An adaptive self-instruction teaching system designed to test and correct, if necessary, sub-skills comprising a primary skill. A set of alternative answers is presented to the learner and a wrong choice is used to indicate difficulty. The learner is directed to a frame which gives an explanation of why he is wrong and a re-explanation of the main frame material; the question is then put again.

Didactics. The concept is used by educational/training specialists with varying meaning. In its broadest sense it includes all forms of learning and teaching at all levels and in all situations; 'General Educational Science' is in some countries called didactics. In its narrowest sense it describes a discussion of principles in order to choose the matter/material which is thought to lead to the aim in the most appropriate way. If you choose this definition of didactics the methodology will deal with the methods to be chosen in order to present the matter/material to the pupils in the most appropriate way.

Discovery Method. A method of learning, best suited to the development of comprehension, which is designed to enable the learner to formulate his own understanding of a subject through the solution of a carefully designed sequence of problems. Traditional expository methods usually tell the learner exactly what it is he has to understand. It usually proceeds by presenting principles first and examples later, whereas discovery method presents selected examples first and principles only when the learner has understood.
(See also Heuristic Method).

Distance Learning. Any form of learning in which the teachers and students are not together in the same place. Covers correspondence education and Open University-type teaching by TV and radio.

Education. Activities which aim at developing the knowledge, values and understanding required in general, rather than knowledge and skill relating to a specific field of activity.
(See also Training).

Education Technology. The development, application and evaluation of systems, techniques and aids to improve the process of human learning.
(See also Training Technology).

Effectiveness (of Training). The extent to which training appropriately prepares trainees to meet job requirements.

Efficiency (of Training). The best use of the resources available in bringing trainees up to the required standard (ie training must achieve the stated objectives at minimum cost).

Enabling Objectives. See Training Objectives.

Equipment Analysis. In the context of Front End Analysis a systematic process which identifies operating and maintenance procedures and requirements for special tools and test equipment.

Evaluation. See Validation of Training.

Experiential Learning. A technique whereby active student involvement in the learning process exists. Through role-playing or other methods, students become involved in and experience the learning point in question.
(See also Discovery Method).

Feedback. The return of information on student performance is 'feedback':

a. To the student so that he/she can improve that performance.

b. To the instructional designer to improve materials and procedures on the basis of student needs.

c. To the management system so that it can monitor the internal and external integrity of the instruction and make appropriate revisions.

The term also refers to the flow of data or information from one step in the ISD/SAT model to others.
(See also Validation of Training).

Fidelity (of Simulation). The fidelity of simulation in training is the degree to which the simulation matches the real system and/or environment. This work must be viewed in terms of:

a. Physical characteristics.

b. Functional characteristics (ie the informational or stimulus and response options).

It should be noted that high fidelity does not necessarily imply a high degree of transfer of training (ie validity).

Formal Training. Training that is provided in an establishment designed or designated specifically for training and staffed for that purpose.

Frame

a. In programmed instruction a term for that part of a programme or subject matter which is presented at any one time.

b. Also refers to a single picture in a film strip or motion picture.

Front End Analysis. The process which integrates training technology activity with equipment design and development activity from the initial conceptual stage. The process consists of: equipment analysis; functional analysis; task analysis; and behavioural task analysis. These are defined separately.

Functional Analysis. In the context of Front End Analysis, a detailed set of documentation and procedures for isolating discrete and measurable functions of equipment assemblies and parts. The analysis entails progressively dividing equipment into its smallest functional units.

Further Training. A generic term which includes all parts of vocational training given subsequent to basic training.

Group Dynamic Training. See T-group Training.

Group Relations Training. See T-Group Training.

Heuristic Method. An educational method, the principle of which to arrange the work so that the pupil discovers laws and principles for himself, rather than learning them directly from the teacher.
(See also Discovery Method)

Hierarchical Operations Analysis. A method of task analysis in which tasks are progressively redescribed in terms of superordinate and subordinate operations.

Induction Training. Training designed to familiarise the trainee/new employee with the working organisation, safety matters, general conditions of employment and the work of the section in which he is to be employed. Also referred to as Orientation.

Instruction. That process whereby students are provided with the means by which to acquire knowledge, skills and attitudes.

Instruction Schedule. A detailed breakdown of training objectives for purposes of instruction. It aims to set down the best teaching sequence in order to help the trainee achieve the objectives. It should not be confused with a lesson or learning plan which is the instructor's complete plan for the conduct of a session.

Instructional Objective. See Behavioural Objective.

Instructional Plan. See Lesson Plan.

Instructional Specification. A detailed statement of the training given on a course. It contains, as well as a statement of objectives, details of testing procedures, lesson plans, block timetable and course administration required for the control of a particular training course or module.

Instructional System Development (ISD). See Systems Approach to Training.

Instructor Package. A set of materials designed to assist the instructor to instruct. It will normally contain guidance on sequence and content of instruction to be given, and provide supporting aids such as slides, OHP transparencies and models.

Integrated Programmed Instruction. The use of programmed instruction as part of an integrated learning/teaching system which would also include other methods of learning/teaching such as practical work and class work tutorials.
(See also Automated Programmed Instruction)

Interactive Video Systems. Information transfer by way of picture and sound with systematized response processing. Mostly the process encompasses:

a. Hardware such as video disc player or recorder, with interfaces to response apparatus.

b. Software that can steer the video disc player or video recorder, as well as process the response according to program steps.

c. Course/documentation material in the form of picture/sound on disc or tape, with 'prompts' (question/tasks) accompanying this information.

Intrinsic Branching Programme. A form of programmed instruction which the items of information, or frames, normally require the learner to choose from several possible responses (multiple choice) and the chosen response determines the next frame to be presented to the learner at any point in the programme. In all cases, however, the particular sequence followed is determined only by the learner's response to the immediately preceding question. Correct responses take the learner along the main sequence of frames, but an incorrect response causes him to work through a remedial branch, or loop of frames, before he is returned to the main sequence. Different learners can, therefore, take different paths through the programme. Compare with Adaptive Programme and Linear Programme.
(See also Branching Programme)

Job. The duties, tasks and task elements performed by one individual constitutes his job. The job is the basic unit in carrying out the personnel actions of selection, training, classification and assignment.

Job Aid. A means, such as a checklist, algorithm, a set of guidelines or patterns, designed to make job performance easier for the practitioner. Job aids may be introduced to standardise performance, to reduce training requirements, or to enable a lower grade of entrant to be trained.

Job Analysis. The process of examining a job in detail in order identify its component tasks and their degree of difficulty, importance and frequency, as required. The detail and approach may vary according to the purpose for which the job is being analysed eg training, equipment design, work layout.

Job Description. A broad statement of the purpose, scope, responsibilities and tasks which constitute a particular job.

Job Engineering. The procedure of fitting the job to the man by modifying such features as duties, responsibilities, equipment or the level of skill. It may be an alternative to training, which fits the man to the job.

Job Evaluation. A generic term covering methods of determining the relative worth of jobs. The process enables jobs to be placed in rank order, which can be used as a basis for establishing a balanced remuneration system.

Job Specification. A detailed statement of the duties, tasks and responsibilities involved in a job and the conditions in which the job is performed. Ideally it is derived from a job analysis.

Job Study. The general examination of a job as carried out by one person or a small group similarly employed and the social and physical circumstances which affect performance. A series of studies of particular jobs is used to build up a picture of the requirements of an occupation. The term is used in examining jobs for vocational guidance, selection, organisation review and evaluation purposes.
(See also Job Analysis)

Learner Controlled Instruction. A learning/teaching system in which the learner is encouraged to make, within his capability limits, his own decisions about the method and pace at which he learns.
(See also Self-paced Learning)

Learning. Acquisition of knowledge, skill or attitude. A basic concept in learning is that a change in behaviour occurs as a result of the acquisition of knowledge, skill or attitude.

Learning Curve. A graphical representation of learning in terms of measurable performance over a period of time. The rate of learning, which is rarely constant, is clearly shown and it is possible to identify periods of progress, plateaux when no measurable learning occurs, and regression when performance drops off.

Learning Environment. The setting in which learning takes place. This environment includes people, physical factors and ideas; the student interacts with these and any one may influence the way in which he learns.

Learning Package. A collection of resources systematically designed to assist a learner to achieve clearly specified objectives.

Learning Resource Centre. A place where students may go to locate instructional materials and use equipment to solve a problem or fulfil a learning objective.

Learning/Teaching System. A system designed to meet specified learning/teaching objectives. It will integrate as many methods of learning and teaching (including aids and devices) as are appropriate to the learner and what is to be learnt.

Lesson. A method of instruction incorporating a number of instructional techniques designed to ensure the participation of the learning group in reaching the specified behavioural objectives. The techniques used are those which give the instructor the necessary feedback to enable him to ascertain whether the material is being assimilated and where necessary to take appropriate remedial action. The lesson should not be confused with the lecture, which is a straight talk or exposition, but without group participation other than through questions at the conclusion.

Lesson Plan. A statement of the essential component parts of the lesson, laid out in logical, progressive and practical sequence, and indicating the techniques to be used.

Linear Book (Linear Text). In programmed instruction, a linear programme presented in the form of a book.

Linear Programme. A form of programmed instruction consisting of a progressive sequence of instructional steps, each of which usually requires a constructed response from the student. The programme is written and tested so that each step presents a degree of difficulty within the capacity of the target population for which the programme is devised, and frames follow in the same sequence, irrespective of whether the student makes a correct or incorrect response.

Line Management. The hierarchy of the management team from the chief executive to the operating level who direct and coordinate the central function of the organisation.

Management by Objectives (MBO). A technique under which targets are fixed for individual managers as a basis for achieving greater effectiveness throughout the whole, or part, of an organisation. Factors impeding the attainment of these objectives are identified and action taken to overcome them. Results are periodically appraised and new targets set if necessary. This term is also referred to as Management by Results (MBR).

Management Development Scheme. A systematic scheme in an organisation whereby a manager's performance and potential are developed by training and education. The aim is to ensure that the organisation will have sufficient managers of the required calibre as they are needed to meet the demands of the business.

Method Study. The systematic recording and critical examination of the factors and resources involved in existing and proposed ways of doing work, as a means of developing and applying easier and more effective methods and reducing costs.

Microteaching. A method of instructor training whereby instructor trainees gain simulated teaching experience with few students in small groups. A scaled down teaching situation designed to develop new skills and to refine old ones. A trainee (student or teacher) teaches a small group of pupils for 5 to 10 minutes, concentrating on the practice of one or a small number of component skills. The lesson is video-recorded, subsequently observed and analysed by the trainee with his supervisor, and then repeated.

Mock-up. See Training Mock-up.

Modular Training. Training based on the concept of building up skills, knowledge and attitudes in self-contained elements as needed by the trainee. Each module is based on a skill or group of skills which analysis shows to be a unit in the job situation. These modules should be capable of being taken in any order although a degree of routing may be imposed where necessary.

Multi-media Learning. The integrated use of various communications media (print, audio-tape, film, slides, etc.) in the construction of a learning programme, in such a way that each part of the information being taught is carried by the most appropriate medium.

Multi-sensory Learning Aids. Aids to communication, learning, teaching, remembering and research which utilise several senses, eg working models, simulators and synthetic trainers.

Network Analysis. General name for a range of techniques, including the Programme Evaluation and Review Technique (PERT) and for the Critical Path Method (CPM) for planning and controlling complex projects; the essential activities are analysed in terms of the time they require and the sequence in which they must be performed; in the diagrammatic representation, called a network, activities are usually denoted by arrows and events by circles.

Norm-reference Test. Used to assess learning following a course of instruction. It measures a learner's relative standing along the continuum of attainment, eg in educational achievement examinations it is used to order students in a class rather than to assess the attainment of specific curriculum objectives. The test can assess the proficiency of learners one with the other; it does not aim to assess how proficient they are with respect to the subject matter tasks involved. (See also Criterion Test)

Objectives. See Training Objectives.

Objective Test. A test or examination in which every question is set in such a way as to have only one right answer. That is, the opinion of the examiner or marker does not enter into judging whether an answer is good or poor, acceptable or wrong; there is no subjective element involved.

Occupation. A collection of jobs, which are sufficiently similar with regard to their main tasks to be grouped together under a common title, for the purpose of identification and classification.
(See also Job)

Occupational Analysis. The process of examining in detail all available evidence (eg from job studies), including job descriptions and specifications concerning jobs, in order to identify those which are sufficiently similar with regard to their main tasks to be grouped together under a common occupational-title. When the analysis is completed, an occupation description can be produced.

On-the-job Training (OJT). Training given at the normal place of work in the attitudes, knowledge and skills appropriate to a task or job. It is an integral part of the overall training programme. Also known as On-job Training.

Operational Performance Standard. The acceptable standard of job performance under operational conditions.

Operational Research. The scientific approach to complex problems arising in the direction and management of systems comprising a workforce, machines, materials and money in industry, business, government and defence. The approach normally involves the development of a symbolic model of the system, incorporating measurements of factors such as chance and risk, with which to predict and compare the outcomes of alternative decisions, strategies or controls.

Organisation Development. A group of strategies and associated techniques centred around the longer term development of the organisation as a whole. Organisation development programmes examine questions of organisational climate and philosophy as well as structural and social factors using behavioural science theory as a base.

Organisation and Methods (O and M). The systematic study of the structure of an organisation, its management, control, procedures and methods, undertaken to increase its efficiency.

Over-training. Training in which repetition or practice has proceeded beyond the point considered necessary to achieve, in the short term, the desired behaviour. Its purpose is to facilitate subsequent recall and, in certain cases, to produce an automatic response.

Part-task Training. A method in which the operation to be learnt is broken down into separate sections, each of which is taught and practised separately. When each part has been learnt, the parts are brought together and practised in appropriate combinations until the whole operation has been measured. Not all material can be broken down in this way.

Pedagogy. In its narrow sense pedagogy describes the art and science of teaching, particularly in the context of child education and upbringing. In its broadest sense it encompasses the applied theory resulting from the scientific study of all aspects of education. The term most equivalent to pedagogy is "educational theory".

Personnel Specification. A statement of the abilities and personal characteristics which a person should possess to enable him to perform the job.

Phase Testing. A system of tests by which the attainment of approved standards is measured throughout a period of training.
(See also Modular Training and Progress Test)

Planned Experience. Supervised practice and experience in the normal work situation, carefully planned as an integral part of the training programme to develop and consolidate the attitude/knowledge/skill behaviour pattern already acquired, on or off the job, or to provide the basis for further training in more specialised jobs.

Points Rating Method. The method of numerically evaluating jobs by the detailed analysis of component job factors. Each factor is defined precisely and is given a range of points values, so that every job can be assessed numerically within the established range.

Post-test. A test administered at the end of the training to ascertain whether a trainee has reached the standards required by the training objectives.

Pre-structured Learning. A learning situation which

a. is designed to meet clearly defined training objectives.

b. has specified entry conditions.

c. by careful selection of method and treatment, is likely to satisfy the learning requirements of individual students.

d. incorporates carefully designed criteria by which the effectiveness of training can be reliably assessed in relation to the training objectives.

Pre-test. A test administered before training to determine the knowledge or skill that the trainee already possesses and therefore does not require to learn during training. It is of the same standard as the post-test.

Program. In computing, the set of instructions fed into the computer.

Programme. A pre-arranged set of materials or instructions suitable for self-teaching with or without a teaching machine. The structure and sequencing will vary in accordance with the rules of the particular technique involved (eg linear, branching, mathematic, adaptive) and must be used on specified learning objectives. The programme must have been revised and evaluated in terms of the stated objectives on an appropriate sample of the target population.

Programmed Instruction/Learning (PI/PL). A form of learning in which the following features are present:

a. There is a clear statement of what the trainee is expected to be able to do on completing the programme.

b. The material to be learned is presented in a series of identifiable steps which are arranged in sequence to suit the needs of as large as possible a proportion of the target population.

c. Frequent and unambiguous responses are required from the trainee.

d. The trainee is provided with immediate knowledge of performance before proceeding to the next step.

Programmed Text. A piece of programmed instruction, presented in the form of a text, eg book, as opposed to presentation by a teaching machine.
(See also Linear Book)

Progress Test. A test administered during a course to check whether students have achieved the objectives of one stage of training before proceeding to subsequent stages.
(See also Phase Testing)

Project Work. A form of exercise leading to the accomplishment of a definite task. It may be a discovery learning strategy or a method of reinforcing skills and knowledge taught. The end product could be a written report, participation in an activity or a practical test piece. Project work can be individualised or group based.

Promotion Training. Further training given on the job to maintain or improve a person's standard of proficiency. It may contain elements of Refresher Training.

Quality Control. A process within a training system. It consists of identifying and taking all necessary steps to improve the efficiency and effectiveness of a training programme or a portion thereof.

Refresher Training. Further training given in skills previously acquired but in which the individual may not currently be up to standard.

Reinforcement. In general, reinforcement refers to any of a wide variety of conditions which may be introduced into a learning situation to increase the probability that a given response will reappear in the same situation.

Reliability (of Test). The extent to which a test will provide the same measurement when it is repeated.

Re-training. Training for the acquisition of the attitude/knowledge/skill behaviour pattern required in an occupation other than the one for which the trainee was prepared originally, or in some cases for a new job or part of a job. This training is given often in the form of accelerated vocational training though other training methods may sometimes be appropriate. Where the re-training is for an occupation calling for skills which are basically the same as those used in the trainee's previous occupation the term Conversion Training is sometimes used.

Role Playing. A form of simulation in which students act out a working model of some real-world human situation. They are provided with background data and roles to play together with constraints which may change, due to outside inter-vention or chance factors, as the simulation proceeds. Students work in inter-acting groups, experience a problem presented to them and try to solve it.

Self-paced Learning. A learning/teaching system whereby the learner is able to control the pace at which he works.
(See also Learner-Controlled Instruction)

Sensitivity Training. See T-group Training.

Simulation. A means of reproducing a representation of real working conditions to enable trainees to acquire and practise skills, knowledge and attitudes. Safety, costs, protection of the environment and training effectiveness are some of the factors to be considered.

Simulator. Any system (eg equipment or training environment) used in the prac-tice of simulation.
(See also Training Mock-up)

Skill. An organised and co-ordinated pattern of mental and/or physical activity. It is built up gradually in the course of repeated training or other experience. Skills may be described as motor, manual, intellectual etc. according to the context or the most important aspect of the skill pattern.

Skill Analysis. A detailed and systematic study of the skills needed to perform a particular task, which can lead to the formulation of a training programme. It can also refer to the determination of the cues, responses, and decision-making functions involved in performing a skill.

Specialist Training. Further training given in one aspect of a person's occupa-tion to enable him to acquire more detailed knowledge or more highly developed skills than provided by basic training.

Subject Population. See Target Population.

Syllabus. In its simplest form, a syllabus is a written statement of the sub-jects included in a course of study. In the training field, syllabuses are often written in objective terms which specify the skills, knowledge and attitudes to be acquired by the trainees. Syllabuses might also detail the resources required for the implementation of training, the methods to be employed and the timetable to be adopted; in this form, the document somewhat resembles a description of the intended curriculum.
(See also Curriculum)

Synthetic Training Device. A training aid which simulates operational equipment and its use. Devices range from simple representations (eg a cardboard mock-up) to sophisticated simulators offering a high fidelity with the system simulated.

Systems Approach to Training (SAT). A training philosophy which emphasises the interrelationships between training and other systems, such as personnel manage-ment, supply and logistics, and finance, and the interdependence of the compo-nent parts of a training system. In applying SAT, training is undertaken on a planned basis in a logical series of steps. The number and description of those steps tend to vary, but, in general terms, they cover such aspects as develop-ment of training objectives and plans, formulation of an assessment scheme, im-plementation of planned training, validation and evaluation. Fundamental to the philosophy is that these steps constitute a cycle, with the evaluation bringing about a reassessment of needs and a consequent refinement of the training given.
(See also Instructional System Development (ISD)

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Target Population. The group or range of people for whom a particular survey, study or training programme is designed.
(See also Subject Population)

Task. A major component of a job.

Task Analysis. The process of examining a task in detail in order to identify its component elements, and to acquire data on its difficulty and importance, as well as the frequency of its performance.

Teaching/Instructional Plan. See Lesson Plan.

Teaching Machine. A mechanical and/or electronic device for presenting programmed instruction to a student.

T-group Training. A general term used to describe a number of similar highly participative learning methods whose purpose is to improve trainees' skills in working with other people by increasing the ability to

a. appreciate how others are reacting to one's own behaviour.

b. gauge the state of relationships between others.

c. carry out skilfully the behaviour required by the situation.

The terms Sensitivity Training, Group Dynamic Training and Group Relations Training are sometimes used.

Trainee Specification. A statement of the abilities and personal characteristics which a trainee should possess before beginning training.

Training. Activity that aims to impart specific skills or knowledge and/or inculcate appropriate attitudes.
(See also Education)

Training Bay. Area, within a factory or other work place, reserved for training purposes.

Training Development Officer. One who is capable of analysing selected aspects of training and recommending needed improvements in training concepts, doctrine, conduct and technology with the ultimate goal of increasing operational capability through timely, effective and economical training.

Training Hardware. All things, devices, installations etc. which constitute the technical prerequisites for training in any form (eg overhead projector, film projector, simulator, video equipment etc.).

Training Mock-up. A piece of apparatus used in training to enable the trainee to gain preliminary experience of a task or situation which is similar to, although not identical with, the real one.
(See also Simulator)

Training Module. See Modular Training.

Training Objectives. Statements which detail as precisely as possible the skills and knowledge to be acquired and the attitudes to be developed during the conduct of training. A training objective may be broken down into a set of lower level objectives (enabling objectives), the attainment of which implies the attainment of the training objective. (Training objectives and the procedures for assessing their attainment will usually include a subjective element, for example in the assessment of attitudes and the performance of complex skills).

Training Performance Standard (TPS). The standard of performance achieved at the completion of formal training.

Training Records. The written evidence maintained to assist in the management and validation of training.

Training Software. Training aids in which data specified for training in any form is recorded, (eg books, manuals, discs, films, slides, work sheets etc.).

Training Specification. A detailed statement of what a trainee needs to learn, based on a comparison between the job specification and his present level of competence.
(See also Training Requirement)

Training Technology. The development, application and evaluation of systems, techniques and aids to improve the process of learning.
(See also Educational Technology)

Tutoring. The act of giving additional knowledge and guidance to an individual or small group of trainees in an off-the-job, informal training situation.

Validation (of Training). The collection and processing of information regarding the effectiveness of training so that appropriate corrective action may be taken. Validation may be subdivided into

a. Internal Validation. The process of determining whether the training has enabled the students to achieve the objectives specified.

b. External Validation. The process of determining whether the training objectives are realistically based on current requirements of the job.

Note: It should be noted that the US uses the term 'Evaluation' instead of 'Validation', while Canada and the Netherlands use the term 'Evaluation' for 'Internal Validation' and the term 'Validation' for 'External Validation'.

Validity (of test). The extent to which a test measures what it is designed to measure.

Whole Method. A method in which there is continual repetition of instruction or practice on the entire operation to be learnt until proficiency is reached. Known as Holistic Method.

Work Study. A management service based on those techniques, particularly method study and work measurement, which are used in the examination of human work in all its contexts, and which lead to the systematic investigation of all the resources and factors which affect the efficiency and economy of the situation being reviewed, in order to effect improvement.

BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION

FOREIGN LANGUAGE COURSE DESCRIPTION

1. We, (name of institution) _____ ,

   ___ possess such a foreign language course as described below.

   ___ have need of a foreign language course as described below.

2. Target Language: _____

3. Course Title: _____

4. Course Purpose: (Description of clientele and needs which course addresses)

   _____

   _____

5. Course Type:

   a. Intensity   ___ Full-Time (4 - 8 hours per day, 5 days per week)

                   ___ Part-Time (1 hour per day; 5 days per week)

                   ___ Intermittent (1 hour per day; less than 5 days per week)

   b. Suitable for self-study   ___ Yes   ___ No

   c. Class size   _____ students per class

   d. Duration   ___ hours per week for ___ weeks = ___ total hours

   e. Objectives: Beginning S-___   R-___   L-___   W-___

                     Target   S-___   R-___   L-___   W-___

   f. Organizing Principle   ___ Grammar-based; ___ Function-based;

                              ___ Situation-based

6. Student Characteristics:

   Native Language _____   Age Range _____

   Rank _____   Level of Education _____

7. Teacher Characteristics:

   Native speaker   ___ Yes   ___ No

   Educated   ___ Yes   ___ No

   Trained   ___ No   ___ Yes   (describe extent) _____

8. Preparation Time:

Students _____ hours per day

Teachers _____ hours per day

9. Test Included: (description) _____

_____

10. Materials: (Indicate whether integral or supplementary)

    a. For Students   Written: ___ volumes of ____ pages total (INT/SUPP)

                          Audio: ___ cassettes of ____ minutes total (INT/SUPP)

                          Video: ___ tapes/disks of ____ minutes total (INT/SUPP)

    b. For Teachers   Written: ___ volumes of ____ pages total

                          Audio: ___ cassettes of ____ minutes total

                          Video: ___ tapes/disks of ____ minutes total

    c. Other (description) _____

    d. Equipment required (listing) _____

Report of Study Group 3

Self-Study

Chairman: Dr. V. T. Ich

Members: Col G. Bellillo
               Cmdt D. Filleul
               Col J. M. Kilborn
               RDir E. Leben
               Mr. J. Melady
               Col E. Roque da Cunha
               Mr. G. Worrall

1. Each participant made a report on efforts to develop self-study materials in his country.

   a. BELGIUM

      All military members take an English test when they are assigned to Inter-Allied Headquarters. NCOs are tested in January of each year; officers may be given 1, 2, 3, or even 4 tests annually. If they do not make it, they are sent to the SHAPE Language Center for a special crash course. The Berlitz crash course is used; it lasts one month and costs about $ 600.00 per person. There is also a self-study course prepared by the Military Academy.

   b. CANADA

      Self-study packages find application in the Canadian Forces primarily in those training areas that are low in priority, and for which formal class-room and teacher resources are not available. They are also used, in a minor way, to support certain specific formal classroom training. The four major areas of self-study can be summarized as follows:

      French Language Training for English Speaking Personnel

      In addition to the several courses offered, the Department of Defence distributes commercially available self-help kits designed by Campion, Toronto, Canada. This cassette-based system is available at several distribution points across the country. The candidate not only interacts with the cassette, but also occasionally submits exercise work to Campion for critique. On completion of all the study packages, the candidate is reimbursed for the small tuition fee paid on course registration. It is important to note that this self-study package is available to all military personnel on a voluntary basis, regardless of trade, present employment or possible future assignments.

      English Language Training for French Speaking Personnel

      The same Campion organization has recently developed self-study packages for the learning of English. These are being distributed for initial availability in the summer of 1986. Although the administrations and training concepts are identical to those previously described for the French language kits, there is one important difference. Te new English kits cater to two levels of instruction: the first is very basic, assuming no previous knowledge of English; the second is more advanced.

Foreign Language Training

In support of the formal classroom training in foreign languages by the
Ottawa language school, self-study packages are provided. In all cases,
these are the US produced "head-start" programmes. Canadian experience
with these packages has been positive.

Senior Officer Supplementary Language Training

Trials are currently underway on a special programme for General Officers
and Colonels. This package, designed and administered by a civilian con-
tractor, provides individual instruction in the senior officer's work
place for approximately one hour each day. The training is supported by
audio tapes and depends heavily on the availability and motivation of the
student to work in his own time. The goal of this training is to main-
tain or improve the senior officer's second language ability so that he
will be better able to function as part of a bilingual officer corps.

c. FEDERAL REPUBLIC OF GERMANY

There are no self-contained self-study courses, as such, but a great deal
of self-study material is available, which is used for additional work by
students as well as by non-resident personnel wishing to take qualifying
exams in languages. The one language course that formally does include a
self-study portion is the German course for foreign general staff officers
scheduled to attend the Federal Armed Forces Command and Staff College
(Führungsakademie der Bundeswehr) in Hamburg. This group of students,
which is heterogenous in rank, military experience and nationality, is
introduced to the mission, organization, and tactical doctrine of the
Federal Armed Forces by means of a structured self-study package - AUTO-
DIDAC D/Mil - before carrying on with teacher-assisted instruction in
specialized military German. Details of this program can be found at
Annex A to this study group report.

During the Conference, the German representative distributed the tapescript
of "Survival German for Military Personnel" developed by the Bundessprachen-
amt for review and comments. The self-study cassette contains situations in
which military personnel from abroad may find themselves while traveling
alone in the Federal Republic of Germany.

d. ITALY

The Military Language School has an English correspondence course consist-
ing of cassettes and texts for Army officers and NCOs (with some AF stu-
dents). The course lasts 9 months. There are weekly, monthly, and three-
month tests. Only graduates are admitted to the intensive English course
which is based on the American Language course from the Defense Language
Institute, English Language Center.

There is a private institute working for the Air Force which offers a 4-year
program of 100 one-week lessons. Students study 25 lessons per year from
October to June. Each lesson consists of cassettes and texts. There is a
final exam for each package of 25 lessons. The cost of $ 500.00 per stu-
dent is paid by the students themselves.

e. PORTUGAL

Commendable efforts have been made by Portugal in developing self-study
materials. In addition to survival kits for English, French, and German
students, a Colloquial Portuguese Course was designed with the goal to
enable students to learn the fundamental structures of the Portuguese
language and a vocabulary for communicating in a variety of everyday situ-
ation, either social or military (see Annex C).

f. UNITED KINGDOM

The United Kingdom has no formal programme of self-study provision lead-
ing to service language qualifications in preparation for language anno-
tated appointments. However, a wide range of materials which are of help
to self-study students is available. These are listed at the attachments
to this report.

It is expected that the future will see significant change in the demand
for self-study materials, particularly for learning survival German, and
new materials may be obtained or developed for self-study use. Some pre-
liminary work on survival English packages for self-study has started,
but the lack of research resources has caused some delays in this work.

The UK (Army) plans to introduce a 3-phase study course leading to level
2200 in German which will comprise

- a basic level commercial course
- a military link module
- a short pre-test course of two weeks

A questionnaire exploring the use of and attitude to self-help study ma-
terials by personnel serving in Germany is now in process. This will assist
in the selection of the most suitable materials.

g. UNITED STATES

The Defense Language Institute Foreign Language Center has produced a
variety of courses that can be used for self-study as well as in a group
mode.

- Headstart courses are intended for beginning speakers who will be as-
  signed to a foreign country. Each courses requires 40 - 100 hours. Com-
  munication in basic social or suvival situations is emphasized. Texts
  and audio cassettes are included. At present, there are video-tapes for
  five courses. Headstart languages are Saudi-Arabic, French, German,
  Italian, Japanese, Korean, Philipino (Tagalog), Portuguese, Turkish,
  and three versions of Spanish - Spain, Latin America, and Puerto Rico.

- The Spanish Refresher-Maintenance course was designed for self-study.
  Graduates of a program comparable to the DLI basic course and learners
  whose language skills have deteriorated are the intended audience. The
  estimated time for completion is 160 hours. This course is built around
  topical units that include pre- and post-test, cassettes, and texts.
  The four traditional skills are taught, plus translation, and general
  transcription.

- The Professional Development Program Extension Course is intended to improve the language skills of interrogator and other military specialists. Question phrasing, listening and reading comprehension, and translation are emphasized. There are texts and tapes. Languages include Chinese, Czech, three Arabic dialects (Egyptian, Iraqi and Syrian), Russian, Korean, and German.

- Two hundred and ten hours Refresher Courses are available in Combodian, Chinese-Cantonese, Dutch, French, Hebrew, Italian, Lao, Malay, Slovenian, Thai and Ukrainian.

- There are also self-study courses in Chinese, German, Korean, and Russian made up of various U.S. government language publications. These courses are called FLAMRIC.

The Defense Language Institute English Language Center does not produce self-study courses, but the American Languages Course is quite often used in independent self improvement programs in numerous countries throughout the world. DLI-ELC has no bilingual staff to develop courses for those 70 or more countries being trained in resident program and 50,000 students currently engaged in American Language Course programs in other countries. The American Language Course methodology is an English-from-English approach which is not conducive to self-study courses.

2. The group discussed the "raison d'être" of self-study materials. Following are the reasons given:

a. Reduction of instructional time, especially with the adoption of new educational technology.

b. Lack of instructional facilities and instructors in the field.

c. Increased demand for self-study courses by military personnel to satisfy military requirements.

d. Language needs cannot be satisfied because resources are not made available for formal language instruction.

e. In some nations, officers are required to take a foreign language test before getting assigned to an Inter-Allied Headquarters. Yet there is neither formal course nor instructor available.

f. For some nations, there is a need for self-study language materials for dependents who accompany their spouses to language-annotated assignments. Public relations, interpersonal communication, and personal satisfaction are involved.

g. Self-study courses are a cost-effective and efficient way of maintaining language proficiency in a language-annotated assignment or bi-lingual environment. They can also be used as refresher courses.

3. The group agreed that at present BILC is the only military body that co-ordinates efforts and information regarding self-study language materials developed to satisfy military requirements.

4. Finally, the group discussed and proposed a research project which will need coordination and cooperation among participating nations: How much instructional time is required to attain specified proficiency skill levels using specific self-study programs?
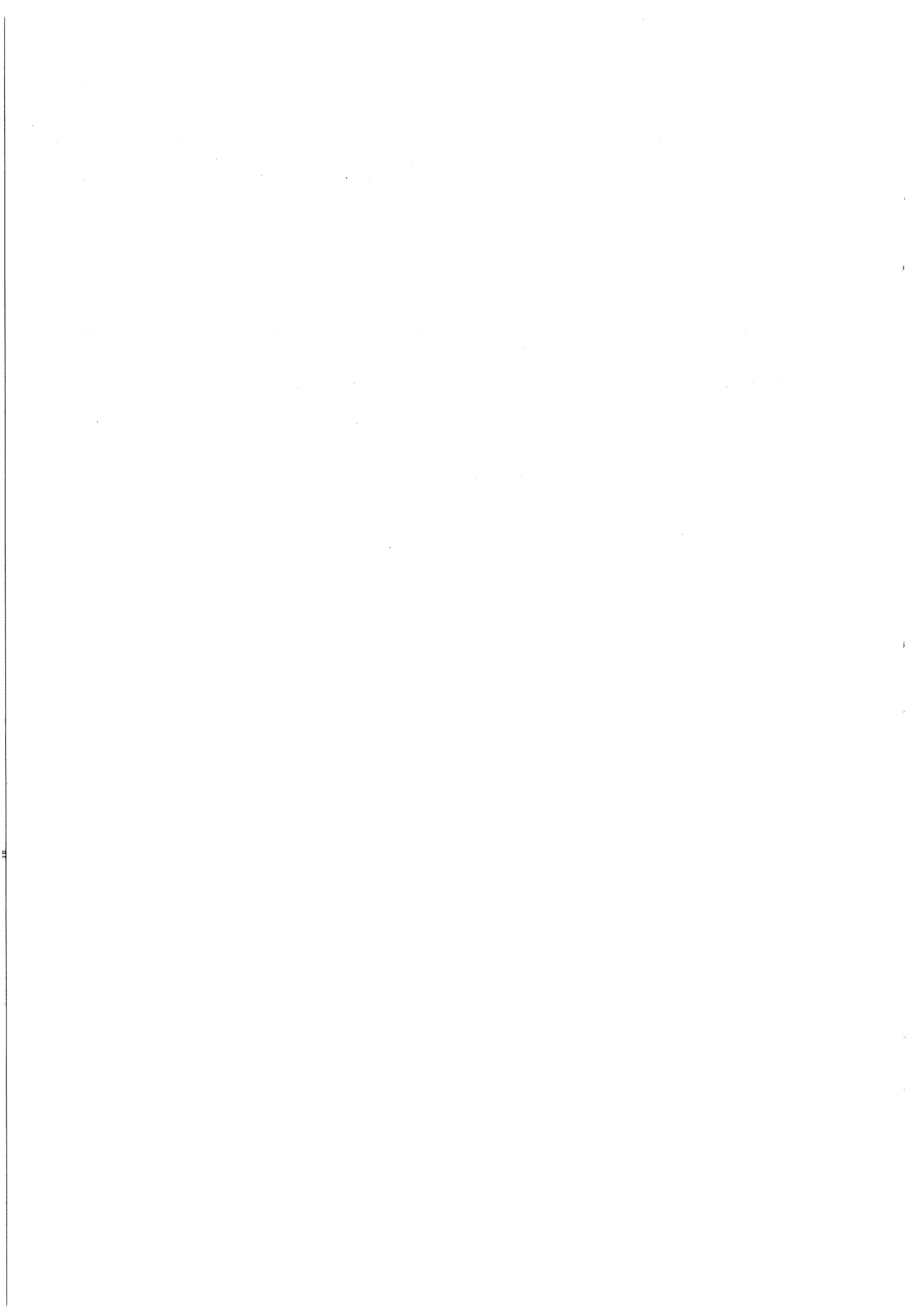
Attachments

Annex A: German Report on the Origin and Rationale of the Self-Study Package: AUTODIDAC: D/Mil for Foreign General Staff Officers

Annex B: DLI FLC Non-Resident Self-Instructional Courses

Annex C: Portuguese Report regarding a Portuguese Self-Study Course for NATO personnel.

Annex D: United Kingdom Paper on Self-Study

Germany

Report on the Origin and Rationale of the Self-Study Package "Autodidac: D/Mil" for Foreign General Staff Officers

One of the tasks of the Federal Languages Bureau is to provide foreign officers with the linguistic skills necessary for successful participation in general staff courses at the Federal Armed Forces Command and Staff College in Hamburg. These officers range in rank from captain to colonel and come from some 20 different countries.

A significant part of the preparatory language course must be spent in teaching the peculiarities of military terminology in general and particularly in the field of military tactics (specifically, "tactical principles", "command and control systems", and "command in battle"). Obviously it is not enough simply to teach a certain number of technical terms which will subsequently be given precise meaning during the specialized military course in Hamburg. Instead, the foreign officers must be enabled, on the basis of a uniform foundation of knowledge, to understand, and to a large extent also to produce, the appropriate military language.*

Up to now, this has been done within the framework of general language instruction, as a concluding phase, "tactical military German", presented in the classroom by a language instructor who is familiar with the subject. The success rate of this method of instruction has, however, left a great deal to be desired, a situation to which the following factors have undoubtedly contributed:

Given the symbolic nature of language, meaning and expression (knowledge of a particular subject area and the linguistic means prerequisite to expressing that knowledge) can not be separated. Since foreign officers, however, arrive with vastly differing grasps of the subject matter required, basic knowledge must be defined, restructured, or even taught at the same time as the corresponding German terms are presented and explained.

In the traditional lecture form of instruction, what is taught and, to a limited extent, practiced, is often not available when actually needed. Active use of language in an authentic context is most probably the best means of ensuring retention and transfer - something the lecturer's explanations cannot do.

For these and various other reasons, teachers of military German developed the concept of a combination of self-study and concurrent general and specialized classroom study. This concept was to enable us to:

1. establish a soundly-structured "common denominator" of basic knowledge of subject matter - knowledge that could be taught without language difficulties and for which the German expressions could subsequently be taught and practiced.

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* Examples: lexically speaking, the vocabulary of military technology (tactical principles, defense policy); semantically, the precise specialized meanings of commonly used words and phrases; syntactically, the commonly used constructions such as the passive or left and right-branching complex nominal phrases

2. create a learning context which does justice to each individual's knowledge of the subject matter and to his own command of the German language

3. give the language learner the opportunity of gaining additional knowledge through "branching" in the self-study program

4. gain time for more extensive language practice on the basis of previously covered material which no longer needs to be taught in class.

All of the teaching materials thus produced - "Autodidac" for Army officers (D/Mil/H 1-3); for Air Force officers (D/Mil/Lw 1-3 now being revised); and for Naval officers (D/Mil/M 1-3 due for publication in 1987) - follow the same system:

Part 1: general introduction to the mission, organization, and tactical principles of the Federal Armed Forces written in a language the course participant is familiar with, even though this may not always be his mother tongue.* The most important German-language terminology is given in the margins.

Part 2: the same introduction, verbatim, in German, with foreign-language terminology in the margins (material is so designed that it can be used synoptically).
Course participants have 2 - 3 weeks to work through each Part respectively. Individual study is then followed by a phase of intensive classroom instruction with a German officer as the group's teacher.

Part 3: several booklets, each presenting a major area of study, with section-by-section linguistic and contentual commentary and exercises, suggestions for further study, additional learning material, and short tests for self-evaluation.
During the approximately 2 week-period in which the student works with this self-study material the general language course provides appropriate language exercises. Part 3 ends with a phase of classroom instruction taught by the military teacher.

What results has the new concept produced?

First: the "imparting" of knowledge has been taken out of the classroom and individualized, thus creating greater opportunities for extensive practice and discussion of what has been individually mastered. And our preliminary results indicate that this method assures better retention of the tools of linguistic expression learned

Second: learning is, to a great extent, no longer dependent on the teacher - no small factor in the light of the problem of finding qualified instructors for this area of expertise.

Third: the use of the student's mother tongue permits us to present the subject matter without linguistic problems. Then, when the content is clear, German signifiers can be added.

Fourth: the structuring of learning on a "building block principle" results in far greater flexibility in meeting the needs and demands of foreign language learners.

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* D/Mil/H 1 in French and English have been completed; Spanish, Turkish, Arabic, and Japanese are now in progress.

<u>Defense Language Institute</u>

<u>Foreign Language Center</u>

<u>Nonresident Courses</u>

A. SELF-INSTRUCTIONAL COURSES

The Defense Language Institute, Foreign Language Center (DLI FLC), has developed several language courses for self-study to meet the requirements of a wide range of Defense Language Programs. The three major types of self-instructional courses are Headstarts for beginning speakers, refresher/maintenance courses for linguists who need to maintain or regain formerla attained proficiency, and extension courses for those who need enhancement of specific skills in a particular military job.

1. <u>Headstarts:</u> The goal of each program is to provide an introduction to the language and culture of a particular country where U. S. military personnel and their family members might be assigned. Upon completion of their study, learners should be able to communicate in basic social situations such as greetings, asking for directions, shopping, ordering meals, dealing with local transportation, and so on.

   The entire recorded program is an integral part of the course, and the student is asked to interact extensively with taped voices of authentic native speakers. Specific objectives are written at the beginning of each module. To the extent necessary to reach these objectives, learning activities are designed to develop skills in speaking and understanding, and only incidentally in reading. Self-evaluation quizzes allow the student to evaluate his or her progress without supervision. Step-by-step instructions are given on tape for each activity to facilitate comprehension and build confidence in beginning speakers.

   Estimated study time for completion of Headstarts by beginning speakers ranges from 40 to 100 hours.

   Headstarts are packaged in binders containing texts and cassettes. They are available in the following languages.

   TITLES

Saudi-Arabic Headstart	Portuguese Headstart
French Headstart for Belgium	Spanish Headstart for Spain
* German Headstart	* Spanish Headstart for Latin
* Italian Headstart	America (Panama)
Japanese Headstart	* Spanish for Puerto Rico
Korean Headstart	Turkish Headstart
* Headstart for the Philippines	

2. <u>Refresher/Maintenance Courses:</u> The <u>Spanish Refresher/Maintenance Course</u> is the only DLI FLC course that was specifically designed to be used in a self-instructional mode. It is easily adaptable to a self- or group-paced mode. The course is intended for students who have completed the DLI FLC Spanish Basic Course or its equivalent (approximately 1150 hours of instruction) and whose linguistic skills may have deteriorated through lack of practice.

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* NOTE: These programs are also available in 3/4" videotape format.

The course is organized into "units" dealing with specific topics en-
countered in everyday conversation, newspapers, magazines, and on TV and
radio. Unit maps are provided to guide the student in the recommended se-
quencing of units. Each unit, serving as text and workbook, contains ob-
jectives, preparation and application exercises for seven language skill
areas such as reading comprehension, listening comprehension, speaking,
writing, translation, number transcription, and general transcription.
In addition, each skill area includes a pretest and post-test giving the
student an open entry/exit possibility that enables him/her to concentrate
on the activities requiring additional practice. Keys to exercises and
tests are provided at the end of each skill area. As for the Headstarts,
the recorded program is an integral part of the course, and all materials,
texts and accompanying cassettes are packaged in binders.

Study time for the completion of this course was estimated to be 160 hours.
However, the student who uses this course in a self-instructional mode
satisfies particular remedial needs, and study time may, therefore, vary
considerably from one student to another.

3. Extension Courses: The Professional Development Program Extension Courses
   (PDPEC) listed below are essentially designed to be used in a self-paced
   or self-instructional mode. They are intended for military personnel who
   have successfully completed a DLI FLC basic course in residence, or have
   acquired level 1+ proficiency through some other means. DLI FLC graduates
   or others whose language proficiency has seriously deteriorated through
   disuse may need remedial language study before they will be able to per-
   form successfully in these extension courses.

   Their purpose is to improve and expand the linguistic skills of military
   interrogators and other language specialists, particularly with regard
   to military topics. Specifically, the student acquires skill and confi-
   dence in phrasing questions and statements on military subjects and in
   understanding typical responses. A secondary objective of these courses
   is to upgrade reading comprehension and translation skills through study
   resources and exercises based on simulated enemy documents and open source
   of order of battle information.

   A map for each course shows the student how a particular lesson relates
   to others. A typical lesson consists of an introduction describing the
   topic of the lesson, objectives, study resources (vocabulary, dialogues,
   and narratives on the topic of the lesson), practice exercises, keys to
   all exercises, and a self-evaluation test with key.

   All materials, texts and accompanying cassettes, are packaged in binders
   and are available in the following languages:

COURSE TITLES

Egyptian Armored Forces	Motorized Rifle Troops of the GDR
Iraqi Armored Forces	Armored Troops of the GDR (Sep)
Syrian Armored Forces	Artillery of the GDR (Nov)
Infantry Forces of the PRC	Soviet Motorized Rifle Troops
Armored Forces of the PRC	Soviet Tank Troops
Artillery Forces of the PRC	Soviet Artillery Troops
	Soviet Air Force (3 binders)
Czech Motorized Rifle Troops	North Korean Infantry
Czech Armored Forces	North Korean Armor
Czech Artillery Forces	North Korean Artillery

B. 210-HOUR REFRESHER COURSES (which can be used for self-study)

These courses were designed for classroom and laboratory instruction. However, the extensive support of recorded materials and detailed instructions make these courses easily adaptable to self-study by students who have already had intensive language training, such as graduates of the DLI FLC Basic Courses or equivalent. Topics range from common situations of everyday living to military situations, interrogation and interpretation practice. They were available in the following languages:

Cambodian	Italian
Chinese-Cantonese	Lao
Dutch	Malay
French	Slovenian
Hebrew	Thai
	Ukrainian

C. FLAMRIC COURSES (which can be used for self-study)

The makeup of these courses was "cut-and-fit" process of a variety of U.S. Government foreign language publications which should help former graduates of DLI FLC Basic Courses to maintain and improve their language skills. In general, they consist of three phases: grammar review, cultural enrichment, and military terminology. Each phase can be used concurrently and contains exercises with answer keys. They are available in the following languages:

Chinese	Korean
German	Russian

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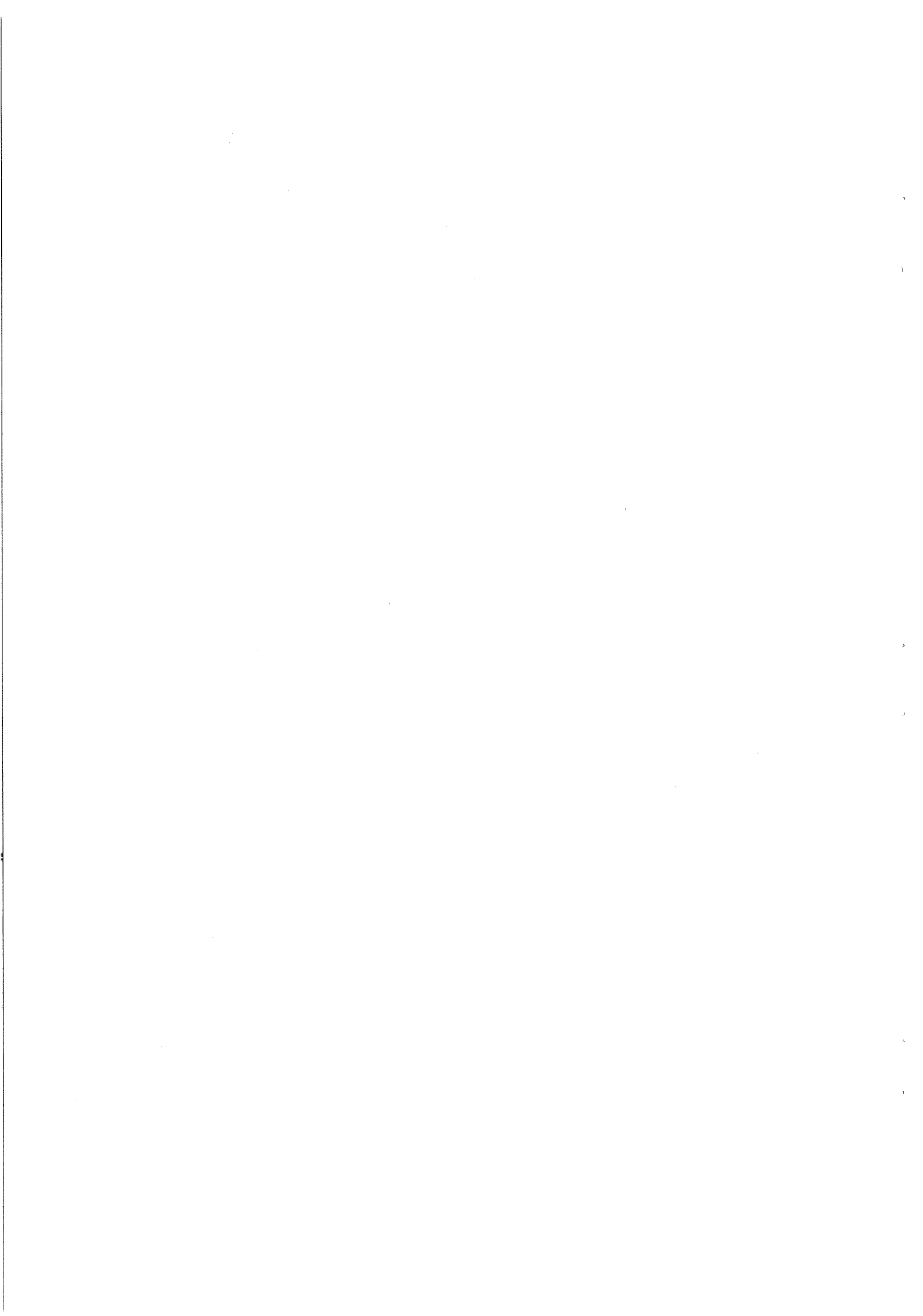
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Report to Study Group   PORTUGUESE DELEGATION

"Self-study"

In 1985 the Portuguese Delegation presented the fellow-members of BILC with a "SELF-STUDY PROGRAM", aimed to be a survival kit for visitors with no knowledge of Portuguese coming to Portugal.

This was the result of an idea of the General Staff of the Armed Forces and the combined efforts of language professors in the Armed Services.

During the present year, the General Staff has endeavoured to intensify its efforts to produce a long-term course of the Portuguese language specially designed for the Armed Forces, and hopefully to be used by the military personnel of the NATO countries.

This course is aimed at undertaking the study of the fundamental structures of the language, which would allow the student, even studying in a non-classroom situation, to communicate with a certain amount of confidence in a range of his everyday-duties.

The idea is also projected as a self-study course, in case there is no available teacher or guidance tutor. However, with the aid of a classroom teacher, rapid improvement is expected.

For the launching of this project we were inspired by various others, among them the Course Format issued by the British Minister of Defence (Defence School of Languages) and by several courses used in our own Armed Services Language Departments.

This course is divided into 15 units and covers all main areas of grammar in Portuguese.

Emphasis is given to items which structure basic forms of our language. The units will be gradually introduced in order to link them in such a way that the last item will be the starting point for the next one.

The committee connected to this project has in mind that what is desired will be somewhere between what is considered as grammatically indispensable and what is, in reality, pragmatical.

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The vocabulary areas are intended to motivate military interest areas.

It is exactly due to this particular item that this program is handed out in Portuguese, but will, obviously, be translated into English, French and German for general distribution. This will also include a tape for each unit.

In parallel with the grammar units a story will be told and each episode will comprise the part being studied. Together with that a small dialog is always included, followed by a structure revision drill.

Structure drilling will be a fundamental part in the course to enable the learner a rapid acquisition of the necessary vocabulary and ready-to-use situational sentences.

This course ends with a glossary that we believe will be functional and, at the same time, very useful and handy.

We hope that this project, being prepared by our committee, will turn out to be a decisive contribution on our part to the overall objective of BILC.

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COLLOQUIAL PORTUGUESE COURSE

1. PURPOSES OF THE COURSE

    This course aims at enabling the student to learn the fundamental structures of the Por-
    tuguese language within the framework of a vocabulary which will allow him to commu-
    nicate with a fair degree of confidence in a diversity of everyday situations, either
    social or military, in which he might find himself during his stay in Portugal.

2. ACCOMPLISHMENT OF THE PURPOSES

    The grammatical structures to an adequate fulfilment of the purposes will be taught
    within the context of the language through communicative principles. They will not,
    therefore, be treated as a separate part of this course.
    Similarly, vocabulary and idiomatic expressions that the learner is likely to come across
    in everyday Portuguese speech and writing form part of the communication process in
    the texts.
    Although they be object of a careful study in class, they will not be isolated for rote
    learning. Broadly speaking, learners will deal with a great number of grammatical struc-
    tures of the Portuguese language contained within a definite lexical range.

3. COURSE STRUCTURE

    In its first stage of development, the course will consist of 15 units. It assumes no pre-
    vious knowledge of Portuguese on the part of the learner. The outline of the course is
    aimed at a progressive development of language skills in both grammar and vocabulary.
    The arrangement of teaching units will also enable learners with a moderate mastery
    of Portuguese, acquired through our survival kit, to develop further their knowledge
    of the language, from unit 1 onwards.
    A full account of the course structure is shown at Annex D.

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4. SUMMARY OF LEARNING OBJECTIVES

By the end of the course learners should be able to:

a) set up and maintain social relationships with Portuguese speakers based on utter-ances about matters of everyday concern;

b) perform routine military duties (both within and outside of the unit, and on exer-cise);

c) act as mediators in unsophisticated situations, in which an English (or French, or German) native speaker does not manage to communicate with a Portuguese spea-ker, by making known the meaning of what each one of them is saying to the other;

d) adapt themselves with reasonable confidence to a Portuguese-speaking environment and acquire a well-defined lexical range in the field of their speciality.

5. COMMUNICATIVE FUNCTIONS

So as to allow learners to attain the objectives outlined above, they will be supposed to master communicative functions of different kinds. Annex B lists these communica-tive functions.

6. GRAMMATICAL REQUIREMENTS

A full account of these is given at Annex C.

7. MISCELLANEOUS

The items listed below may be taken as additional information about the nature of this course.

a) Ideal number of students in class: 12.

b) Age range: 18 – 55 years.

c) Class structure: all ranks of various backgrounds.

d) Progress tests: these will take place every two weeks.

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CURSO DE LÍNGUA PORTUGUESA

1. OBJECTIVOS DO CURSO

Este curso destina-se a proporcionar o estudo das estruturas da língua portuguesa no quadro de um vocabulário que possibilite ao aluno comunicar com razoável segurança numa variedade de situações quotidianas, tanto sociais como militares, nas quais ele poderá ver-se envolvido durante a sua comissão de serviço em Portugal.

2. CONSECUÇÃO DO PROJECTO

As estruturas gramaticais exigidas para o cumprimento do objectivo serão ensinadas dentro do contexto da língua através de princípios de comunicação. Como tal, não são tratadas como parte separada do programa.

Da mesma forma, o vocabulário e as formas idiomáticas fazem parte do processo de comunicação nos textos.

Embora ambos sejam objecto de um estudo cuidado na aula, não constituirão matéria para uma aprendizagem repetitiva. Em termos gerais, os alunos lidarão com elevado número de estruturas gramaticais do português, inseridas num quadro vocabular limitado.

3. ESTRUTURA DO CURSO

a) Na sua primeira fase, o curso terá a duração de 15 unidades. Não serão necessários quaisquer conhecimentos prévios de português. A divisão em 15 unidades lectivas apontará para uma aprendizagem progressiva, tanto na gramática como no vocabulário. A estrutura das unidades permite aos alunos com conhecimentos prévios de português, obtidos através da "cassette" de iniciação, seguir o curso a partir da Unidade 1.

b) Um plano completo da Estrutura do Curso vem exposto no Anexo D.

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4. RESUMO DOS OBJECTIVOS DE APRENDIZAGEM

No final do curso os alunos deverão estar aptos a:

a) Estabelecer e manter relações sociais com falantes portugueses àcerca de assuntos quotidianos simples.

b) Realizar tarefas militares rotineiras, dentro e fora da unidade, ou em exercí-cio.

c) Intervir como intérpretes em situações simples, onde um falante da língua in-glesa, francesa ou alemã, seja incapaz de comunicar com um falante português, transmitindo o sentido do que cada um está a dizer ao outro.

d) Inserir-se rapidamente num ambiente de língua portuguesa e adquirir um voca-bulário dentro do campo da especialidade.

Um plano completo destes objectivos vem exposto no Anexo A.

5. FUNÇÕES COMUNICATIVAS

A fim de possibilitar aos alunos a consecução dos objectivos acima delineados, será necessário que eles dominem várias funções comunicativas.

Uma lista de funções comunicativas vem exposta no Anexo B.

6. REQUISITOS GRAMATICAIS

- Ver Anexo C -

7. DIVERSOS

Os elementos seguintes constituem informação adicional acerca da natureza do curso:

a) Número ideal de alunos por turma: 12.

b) Idades: dos 18 aos 50 anos.

c) Estrutura da turma: oficiais de qualquer Ramo e Arma.

d) Testes de progressão: serão realizados pelos alunos quinzenalmente.

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ANEXO A

Objectivos de aprendizagem

1. Português de comunicação corrente

   a) Formas de cortesia

      1. Conhecer pessoas

      2. As despedidas.

   b) Identificação pessoal

      (1) Nome

      (2) Morada

      (3) Número de telefone

      (4) Data e local de nascimento

      (5) Idade

      (6) Estado civil

      (7) Nacionalidade

      (8) Naturalidade

      (9) Profisssão, ocupação

      (10) Família

      (11) Religião

      (12) Diversos.

   c) Relações com outras pessoas

      (1) Amizade

      (2) Usos e costumes

      (3) Convites

   d) Educação

      (1) Escolaridade

      (2) Temas de interesse para o aluno

      (3) Línguas estrangeiras

   e) A casa e o lar

      (1) Tipos de casa

      (2) Mobília

      (3) Renda e manutenção

      (4) Serviços e facilidades

      (5) Zona de residência

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f) Tempos livres, passatempos

   (1) Passatempos e interesses

   (2) Desportos

   (3) Imprensa

g) Viagens

   (1) Deslocação para o emprego

   (2) Férias / Fins de semana

   (3) Países e regiões

h) Compras

   (1) Tipos de comida e de bebida

   (2) Ida às compras

   (3) Reparação de pertences

i) Serviços públicos

   (1) Correio

   (2) Banco

   (3) Polícia

j) Saúde e Previdência

   (1) Partes do corpo

   (2) Doenças

   (3) Conforto pessoal

   (4) Órgãos sensoriais

   (5) Higiene pessoal

3. Português prático militar

a) Organizações militares

b) Estrutura de uma unidade militar

c) Armas e equipamento

d) Responsabilidades

e) Informação pessoal

   (1) Número, posto e nome

   (2) Local de trabalho

   (3) Condições de trabalho

   (4) Preparação

   (5) Perspectivas

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f)   Direcções / indicações

   (1)   Fora da unidade

   (2)   Dentro da unidade

g)   Ordens e instruções

   (1)   Ordens de rotina

   (2)   Dar indicações

   (3)   Exposição de instruções concisas

h)   Contacto com pessoal militar

   (1)   Informações directas

   (2)   Informações pelo telefone

i)   Cuidados de saúde na unidade

   (1)   Acidentes de viação

   (2)   Assistência ao pessoal

4.   Servindo de intérprete (entre um estrangeiro e um falante nativo)

a)   Introdução

b)   Problemas pessoais

c)   Acidentes

d)   Visitas

e)   Assuntos oficiais

f)   "Briefings"

g)   Compras

5.   Assimilação / adaptação

a)   Palestras sócio-culturais

b)   Palestras de orientação básica

c)   Vocabulário respeitante às diversas Armas

d)   Documentários (Cinema e TV)

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A N E X O B

Funções de comunicação

1. Vida social

   a) Formas de tratamento

   b) Cumprimentos e saudações em diferentes partes do dia

   c) Informação sobre o estado de saúde

   d) Apresentações

   e) Formas de agradecimento

   f) Pedidos de desculpa e parabéns

   g) Como começar uma conversa

   h) Despedidas

2. Dar e pedir informações

   a) Pedir informações acerca de factos e dar explicações

   b) Pedir confirmação - onde, quando, como, quanto, por quanto tempo, quem, qual, de quem, porquê, o quê

   c) Pedir esclarecimento

   d) Verificar se foi bem compreendido

   e) Indicar ou identificar locais, pessoas e coisas

   f) Procura de informações de locais, pessoas e coisas desconhecidas

   g) Descrever, comparar e contar - locais, pessoas e coisas

3. Desempenhar / mandar desempenhar uma tarefa

   a) Pedir a atenção de outrem

   b) Pedir, convidar ou ordenar outrem para fazer algo

   c) Pedir, avisar ou ordenar outrem para não fazer algo

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d) Sugerir uma via de acção

e) Pedir e oferecer ajuda

f) Dar, pedir, recusar autorização. Dizer o que é / o que não é permitido

g) Avisar outrem para ter cuidado ao executar determinada tarefa

h) Pedir que outrem faça algo ou pedir qualquer coisa / objecto

4. Expressão de opiniões e pedido de pareceres

a) Manifestar ou pedir acordo / desacordo

b) Dizer que algo é verdadeiro ou falso. Pedir a opinião de outrem

c) Expressar ou descobrir informações sobre algo / alguém

d) Contar ou rememorar acontecimentos passados

e) Dizer ou procurar saber se algo é possível

f) Dizer que algo pode ser feito ou perguntar se algo pode ser feito

g) Dizer ou indagar do grau de probabilidade de algo

h) Dizer ou procurar saber se outrem tem de fazer algo

5. Expressão ou indagação de sentimentos, emoções e intenções

a) Expressar ou procurar saber preferências

b) Expressar / avaliar do interesse (de alguém) por algo

c) Expressão de surpresa, esperança, decepção, medo, gratidão

d) Expressão de necessidade, desejo, satisfação

e) Dizer o que outrem pretende fazer

f) Saber o que outrem tenciona fazer

g) Expressão de graus relativos de necessidade, gratidão, interesse, satisfação

h) Procurar saber se outrem está feliz, amedrontado ou surpreendido

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A N E X O C

Requisitos gramaticais

Com a finalidade de cumprir os objectivos indicados no Anexo A, as estruturas gramaticais que a seguir se mencionam permitirão que o aluno use e memorize o vocabulário proposto neste Curso. Os diversos tópicos estão explanados pela ordem por que aparecem ao longo do Curso.

UNIDADE 1   Substantivos: feminino e plural

                    Artigos: definido e indefinido

                    Pronomes pessoais: formas de sujeito

                    Os verbos ser e estar

                    Numerais cardinais (1 a 10)

UNIDADE 2   Verbos regulares: presente do indicativo (falar, comer, partir)

                    Numerais cardinais (11 a 20; 30, 40, ...)

                    Adjectivos: feminino e plural

                    Pronomes possessivos absolutos e adjuntos

                    Conjunções coordenativas copulativas

UNIDADE 3   Pronomes interrogativos

                    Os verbos ser e estar: formas negativa e interrogativa

                    O verbo ter. As formas negativa e interrogativa do verbo ter

                    Preposições (com, de, em, entre, para, por, sem)

UNIDADE 4   Verbos regulares: pretérito perfeito (1ª, 2ª e 3ª conjugações)

                    Pronomes demonstrativos variáveis

                    O verbo haver

                    Imperativo de cortesia

                    Formas de tratamento em português

UNIDADE 5   Os verbos irregulares (<u>ir</u>, <u>querer</u>, <u>pôr</u>): presente do indicativo

Advérbios de lugar, de tempo, de modo e de quantidade

Conjunções subordinativas causais

UNIDADE 6   Pronomes relativos

Numerais ordinais (de <u>primeiro</u> a <u>décimo</u>)

Pronomes indefinidos invariáveis (<u>tudo</u>, <u>nada</u>, <u>alguém</u>, <u>ninguém</u>, <u>mais</u>, <u>menos</u>, <u>cada</u>). A dupla negativa em Português.

Pronomes demonstrativos invariáveis (<u>isto</u>, <u>isso</u>, <u>aquilo</u>)

UNIDADE 7   Os verbos irregulares (<u>ir</u>, <u>querer</u>, <u>pôr</u>): pretérito perfeito

Graus dos adjectivos: o comparativo

Conjugação perifrástica: <u>ter de</u>, <u>estar a</u>, <u>andar a</u>

UNIDADE 8   Graus dos adjectivos: o superlativo

O verbo: conjugação pronominal reflexa

Conjunções coordenativas adversativas

UNIDADE 9   Pronomes pessoais (formas de complemento)

Complemento directo (acusativo) e complemento indirecto (dativo)

Conjunções subordinativas temporais

UNIDADE 10   Substantivos: plurais irregulares

Adjectivos: plurais irregulares

Adjectivos gentílicos

Adjectivos: superlativos irregulares

O verbo: futuro prático

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2. Método do Curso

a) Diálogo

    I)   Cada uma das quinze unidades começa com um diálogo, cujo referente é uma cena que os alunos poderão encontrar em Portugal. As estruturas gramaticais e o vocabulário-base da unidade são aqui introduzidos.

    II)   Os alunos assistem ao diálogo várias vezes através de uma sequência de cenas, ou através de video. O professor, então, por simples pergunta e resposta, discute a cena com os alunos para conseguir que todos compreendam o que se está a passar. Esta é representada novamente no Laboratório de Línguas com os alunos a repetirem as frases lidas.

    III)   A folha contendo o texto é agora dada aos alunos na sala de aula. O texto poderá, então, ser objecto de representação, durante o qual novo vocabulário ou novas estruturas surgirão.

b) Estruturas gramaticais

O professor, através da explicação e dos exercícios de pergunta e resposta, ensina as novas estruturas gramaticais introduzidas no diálogo precedente. Estas estruturas são agrupadas numa folha, que será dada aos alunos no fim da aula para orientação.

c) Exercícios estruturais

    I)   Os exercícios de pergunta / resposta usados em b) estão ordenados em alíneas gramaticais. Os exemplos são praticados na sala de aula e depois no laboratório de línguas em "cassettes" previamente gravadas.

    II)   As folhas contendo os exercícios são fornecidas aos alunos para orientação e revisão no fim da aula.

d) Perguntas referentes ao diálogo

    I)   O professor na aula faz perguntas relativas ao diálogo. Os alunos empregam agora o novo vocabulário e estruturas no contexto da situação.

    II)   Estas perguntas são repetidas em "cassettes" individuais no laboratório de línguas.

    III)   As folhas que contêm as perguntas são fornecidas no fim da aula.

e) Aprofundamento de estruturas lexicais

    I)   Esta lição é dada tal como a do diálogo. Porém, este texto só introduz novo vocabulário e não quaisquer novas estruturas gramaticais.

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     II) O exercício de perguntas e respostas é tratado da mesma forma que nas "perguntas referentes ao diálogo."

f) Exercícios de interpretação

     I) Estes são constituídos por frases significativas para a prática na utilização do vocabulário e das estruturas introduzidas na unidade.

     II) As frases são, em primeiro lugar, testadas na sala de aula e depois repetidas em "cassettes" no laboratório de línguas.

     III) As folhas que contêm os exercícios são fornecidas no fim da aula.

g) Exercício contextualizado

     I) Um texto com o emprego do vocabulário e estruturas da unidade é dado aos alunos em Português.

     II) Um exercício de pergunta / resposta com o auxílio do texto é introduzido inicialmente pelo professor na sala de aula e depois continuado no laboratório de línguas em "cassettes" previamente gravadas.

     III) As folhas que contêm as perguntas e as respostas apropriadas são dadas aos alunos no fim da aula.

h) Exercícios de conversação

     I) Aos alunos serão distribuídas tarefas que terão de ser realizadas em Português. O objectivo é encorajar os alunos a formularem as suas próprias frases.

     II) Os exercícios variam de unidade para unidade; pretende-se que os alunos sejam levados a conversar uns com os outros. A principal função do professor é orientar a conversação.

i) Compreensão audio-oral

     I) Trata-se de um outro texto do Português, assumindo formas, quer de narrativa quer de diálogo e que sujeite o aluno a um número limitado de elementos de um novo vocabulário.

     II) A classe é dividida em grupos e o texto é sobretudo usado como meio de estimular a compreensão e pronúncia, utilizando como base uma série de afirmações "verdadeiro" ou "falso".

     III) O texto poderá ser utilizado com as mesmas afirmações "verdadeiro" ou "falso" para suscitar uma dicussão.

j) Exercícios de interpretação

     I) Neste exercício os alunos agem como intérpretes, de forma a poderem traduzir oralmente os dois códigos linguísticos.

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II) A classe é dividida em grupos e os alunos desempenharão alternadamente os papéis do falante português e do intérprete.

III) O exercício é, por fim, repetido em "cassettes" previamente gravadas.

h) <u>Conversação individual</u>

I) No fim de cada unidade haverá um tempo destinado à revisão e à conversação individual. Os alunos podem ouvir qualquer das "cassettes" ou rever qualquer dos exercícios das unidades dadas até aí.

II) No decurso deste processo os alunos são levados para a rua, para uma conversação individual não preparada com um falante nativo. Os diálogos dizem respeito a cada uma das unidades, mas podem também ser dirigidos pelo professor, de acordo com os interesses pessoais dos alunos.

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Distribution:

Members of BILC Working Party on Self-Study

Your reference

Our reference
D/DAEd/22/3/1

Date
29 May 1986

BILC CONFERENCE 1986 - UK PAPER ON SELF-STUDY

1.   Delegates to BILC participating in the 1986 Working Party on Self-Study may be interested in the attached paper entitled "Self Instruction Language Courses (SILC) - Reaction to their use in BAOR".

2.   The UK actively encourages the use of self-study packages, and a wide variety of courses in well over 40 languages and dialects are available to individual borrowers. Many such packages are commercial products but there are a few which have been produced by the armed services which are available for either self-help or classroom use.

3.   Our professional language trainers believe that the most cost-effective language training for most learners continues to be found in existing full-time course provision at service language schools. SILCs can supplement or indeed enhance such provision. SILCs also provide an additional recreational facility particularly for those whose learning ambitions are those which will not necessarily satisfy a service need.

4.   The UK is anxious to exchange views and experiences of the use of self-study packages by other nations with the aim of improving their cost-effectiveness.

G G WORRALL
UK Delegation

Appendix 1: Self-Instructional Courses - UK (Army)

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SELF INSTRUCTION LANGUAGE COURSES (SILC) - REACTION TO THEIR USE IN BAOR

INTRODUCTION

1.   In recent months significant efforts have been made to increase interest in
language learning on a self-help basis, preferably and most effectively as a
prelude to or as consequence of attendance at a formal course or courses. The
possibility of being able to reduce the length of full-time courses has been widely
mooted. BAOR intend to identify those SILC courses which are the most appropriate
for personnel who wish to study towards Army colloquial test standard (SLP 2200)
in German; a BAOR designed bridging course linking SILC to the test requirements
is planned. To enable some immediate feed-back on the use and appeal of SILCs
in general Ed. Staff BAOR developed and distributed a questionnaire (Annex A).

2.   At the request of this Branch, Command Language Adviser (CLA) BAOR has made
available for analysis here some of the early responses to the questionnaire.
What follows is not an attempt to predict the CLA's own findings in response to
the needs of BAOR but to make use of all available information in the interests
of improving SILC use and global provision in all languages. It also offers
an opportunity to dove-tail UK research into similar studies being undertaken by
our colleagues in other countries, particularly BILC member nations.

THE ANALYSIS OF THE QUESTIONNAIRE

3.   Statistical Data. Of the 70 questionnaires examined the pattern of responses
to perhaps the most important question concerned with the affect on motivation to
learn a language by using a SILC was as follows:

   Raise - 38 (54%); Lower - 23 (33%); No change - 6 (8½%); Not known - 3 (4½%)

   Comments

      (1) Despite some definite exceptions, overall there was a positive
      correlation between the degree of enthusiasm for using a SILC at the
      outset and raised motivation at the end.

      (2) Although motivation to learn could be improved by using SILC, even
      where the user had already attended a formal course in the language there
      was widespread recommendation for formal courses instead of or as necessary
      adjunct to SILC.

4.   Problems encountered. Most respondants chose to comment on difficulties they
had encountered in using a SILC. These may be categorised as follows:

   a. The service:

      (1) Insufficient loan time.

      (2) Would have preferred a different course.

(3) Would have preferred cassettes rather than records.

b. The product:

(1) Boring, repetitive, too fast, difficult to follow.

(2) Exaggerated claims of publisher were discouraging (eg "learn a language in 24 hours").

(3) Gaps in the tapes (ie exploded tape versions) which allow for recording of student response to drills would have been better.

(4) Absence of military content.

(5) Poor quality of some recordings, especially those tapes with Army produced courses.

c. The student:

(1) Insufficient study time.

(2) Classes preferred.

(3) Need the guidance of a tutor.

(4) Need basic grounding before using SILC.

5. Some solutions

a. The service:

(1) Whilst the loan period is determined by a number of factors, it may be possible to streamline the mechanism for extending the period to those who demonstrate real enthusiasm. To require borrowers to give a simple explanation as to why they need an extension of loan might be quite sufficient to discourage the also rans. Where library resources permit a minimum of 3 months loan time, with three months extension to genuine learners should be the target.

(2) Encouragement could be given to borrowers to exchange courses (by title). What appeals to some will not appeal to others. The problem here is that an analytical description of courses available may be less important for some than the visible appeal of packages. Borrowers remote from main libraries and who react to visible appeal will not be able to choose for themselves, however.

(3) Apart from cassette courses, which account for 95% of SILCs, only a few LP and EP record sets are now available. It is assumed that these latter are only issued on specific request or when stocks of cassette courses are exhausted. Libraries may bid to replace damaged, outdated or unwanted record sets with cassette sets at any time.

b. The product:

(1) Some criticism of the product could be anticipated by advising borrowers of the limitations of learning languages on a self-instructional basis. Para 4 of DCI 19/86 may need emphasising.

(2) Courses found to be boring or repetitive (from the individual's point of view) can be exchanged by the borrower. Other difficulties may disappear after repeated play backs, which does call for disciplined persistence. It would be wrong to give the impression that there are courses to suit every taste and which will take the strain out of learning.

(3) Exploded tape versions are available in only a minute proportion of the commercial output. They are more expensive than the standard versions. Quite often the remedy lies in the student's own hands, calling for improved familiarity with the working of the play-back machine. Most have pause buttons; many have direct rewind facility where the machine reverts from rewind directly into uninterrupted play-back. Learning in parallel with a colleague will permit mutual checks on performance.

(4) For several languages, Army produced courses with military content do exist. These are usually best suited for use by those who have a basic knowledge of the language. But it would be wrong to regard a special SILC as the only way to assimilate military terminology, which for the most part comprises the flesh to hang on to the skeleton of a learned grammar or structure.

(5) Although action should be taken to improve the quality of unsatisfactory cassette tapes, those who do manage to learn through background noise may be better equipped to cope with the realities of language as heard in everyday life.

c. The student:

(1) The capacity of our resources to meet all known demand for in-house courses as well known. But availability of students to attend most invariably takes second place to other priorities.

(2) The extent to which resources can be committed to providing ad hoc guidance to SILC users is a matter for the Command or District concerned.

6. Annex A lists some of the individual comments made in the questionnaire many of which reaffirm language trainers own views on the usefulness of SILC.

7. Several respondents offered comprehensive criticism of the SILCs they had used. These are given at Annex B, with comments after each.

CONCLUSIONS

8 a. Although the majority of borrowers are quite satisfied with the SILCs they receive, their effective use might be improved within existing resources by

(1) Encouraging the exchange of courses of different titles so as to achieve a better match with individual learning styles and preferences.

(2) Encouraging loan extensions to bona fide learners.

(3) Emphasising the limitations of SILCs so that users expectations are realistic.

(4) Linking the use of SILCs to some regular contact with a tutor, say at least one lesson each week. This may only be possible for the more commonly studied languages where a group can be formed (eg German in BAOR)

(5) Explaining that the less commonly studied the language the fewer the SILC options available.

(6) Explaining how best to use a play-back machine when learning from tape.

(7) Bringing SILC users studying the same language at the same appropriate level into closer contact for mutual help and encouragement.

b. Other advantages to SILC users might derive from measures which may not be available from existing resources.

(1) Identifying a consultant tutor for SILC users.

(2) Improving the quality of sound recording of some Army produced courses, and possibly introducing exploded tape and/or textless courses (ie all instructions on the one tape).
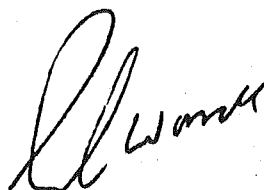
(3) Increasing the range and library stocks of SILCs; but even if the money were available it seems that at present many libraries have neither the space nor the staff to extend the service.

(4) Offer short introductory courses in the language before starting on a SILC. Again this may only be possible where there is sufficient demand and instructor resources.

c. Many borrowers have unrealistic expectations of the benefits of SILC, often being unreasonably duped by publisher's patter. The emphasis needs to be put on a disciplined and regular cycle of SILC use with little likelihood of real fluency within several months but with reassurance that it can be done.

d. Whereas SILCs are always an aid to improved language performance, commercial products are of limited use to those who have specific well-defined military training objectives.

e. It remains patently clear that effective language learning within minimum time can only be achieved by attendance at a formal course of instruction.

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Language Adviser
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INDIVIDUAL COMMENTS BY SILC USERS

1. Reasons for liking SILC courses included:

    a. Different from the "childish" (school) approach to teaching.

    b. It was an advantage to be able to both hear and read the language simultaneously.

    c. Freedom of choice in deciding when to use SILC and at what pace.

    d. The ability to be able to use SILC anywhere, especially when equipped with a personal cassette recorder.

    e. Better than attending a full-time course because you don't go back to face an overload of work after a prolonged absence.

2. Reasons for disliking SILC courses included:

    a. Absence of a tutor to answer questions.

    b. Deprivation of the stimulus of class contact.

    c. Monotony of listening to one voice all the time.

    d. Need to have instructions, explanations and translations in one's own language on the same tape as the target language.

3. Advice offered included:

    a. Try using a SILC and see how you get on.

    b. Give the course a go. You gain more than you lose.

    c. Commit yourself for at least a month.

    d. Find a course you like and stick with it.

    e. You must study every day.

    f. Study in parallel with another person and practice with each other. Get another person to test your progress.

    g. One respondent saw it as a disadvantage to be using SILC whilst not able to use the language on a day to day basis thus suggesting that those using a German SILC whilst in BAOR should be well motivated.

RESPONDENT - A

1. "The main problem with SILC is their over optimistic advertising. There is no way in which one can learn a language using a single SILC course of some 2 hrs of recorded tape.

2. However they are useful, and can be used as part of learning a language. Usually the language and pronounciation is good. The explanations of grammar vary, and it can be argued that a native child need never learn formal grammar, but to a foreigner the knowledge of rules avoids error. No adult student can be exposed to the volume of talk heard by a child".

3. Comments.

    a. Publishers vary in the claims they make, presumably to urge sales of the product. Some claim that after 24 hours real progress will be noticed, exploiting the ambiguity between one day of 24 hours and 24 hours of actual study time.

    b. Like all respondents the views expressed relate to the writers' expectations or assumptions of how language learning is best achieved, which is frequently a consequence of the methods used during one's early schooling. This resistance to novelty in language learning methodology is very common.

RESPONDENT - B

4. "The course says 24 hour course. Yet I feel, for someone with a nil knowledge of the language, it would require a greater time commitment. I think a better way of running the course would be to split it into four sections, each section being individual and progressively harder. Then you would get increased commitment to the course, as the length of time and the workload would be reduced by a factor of four. It would also give the learner, a sense of achievement after completion of the individual packs".

5. Comments

    a. See 3(a) above.

    b. Some courses are constructed to the model here proposed. The problem is one of unit size. How does one define the sections? In terms of playing time or by content? Some SILC users will already be satisfied with progressing from chapter to chapter or unit to unit within the comprehensive package provided at one time. Library versions of some courses are becoming available. Borrowers progress stage by stage, returning one element in exchange for the next. For some there may be psychological advantage in such cascade provision since the individual student is not overwhelmed and may even get a heightened sense of achievement from completing an element. On the other hand the library support service for such a system would become even more stretched than it now is; less so if elements can be borrowed against a library card, rather than a loan voucher. However, for cost effectiveness SILCs for most languages are held in a central (ie main library) repository and are supplied by post.

RESPONDENT - C

6. "I would like to see a course which was possible to study without using a book. For instance the type of course which is at the moment being advertised by Readers Digest. As I like to be able to practise in my car whilst travelling to and from work. Or using a walkman during my lunch break. This would do away with the necessity of carrying the instruction booklet everywhere".

7. Comments

a. The model proposed here is being researched by the Bureau For International Language Co-ordination (BILC) member nations. Such a course requires that all instructions are included on the tape in the learner's language, which calls for longer running time for the same amount of learning material. The commercial market does not offer much to satisfy this need.

b. As with any ideas which call for radical change to conventional presentations, only those who wish to learn a more commonly studied language are likely to find their needs for textless cassette courses satisfied - but not yet.

c. There is a plethora of commercially produced SILCs in the more commonly studied languages. The balance between individual recommendations and central decisions for bulk purchase which achieve cost savings is not easily obtained.

RESPONDENT - D

8. "A SILC language course, in my opinion, would have to meet at least the following requirements.

It has to consist of a package of printed material and audio material (book: illustrated. Cassette).

The steps for acquiring the target language have to be very small so that slow students can follow it as well as linguistically gifted.

The book must present material in an attractive form.

    eg pictures/drawings to visualise subject.
    eg grammar in clear layout with simple rules.
    eg topics and language must be geared towards adult target group.

The key must - explain answers

The cassettes must give help "to learn how to learn".

- be OK technically (recording quality)
- have been recorded by proper actors. (Not any old native speaker).
- have varied exercises.
- drills to improve pronounciation with pause for student to speak on - these cassettes should only be recorded on one side.
- special listening comprehension material should be included with tests (visual/multiple choice answers).
- structural exercises for grammar practice again with pauses and repetition of course answers (3-4 phase drills).
- recording of texts in book in lively form: usually dialogues with various speakers.

9. "My (Respondent's) Advice. (unasked, perhaps uncalled for)"

    a. Don't buy material that doesn't meet a number of these conditions.

    b. Ask specialist teachers about best available courses.

    c. Don't keep courses longer than 10 years".

10. Comments

    a. The main thrust of these arguments does not surprise. The problem is that publishers, including MOD, have to match production costs with available resources and likely customer demand. The best is not always what one can afford, even if available.

    b. For many languages it is a question of Hobson's Choice. The option in the more commonly studied languages are considerable, but users have differing preferences, which are not necessarily satisfied by what is 'recommended'.

    c. Specialist teachers are consulted where appropriate, but consensus of opinion is ever elusive. What is 'best' for some is of little appeal to others. It all seems to fall down to individual learning style, taste, and previous language learning experiences.

    d. Publishers improve market performance by launching new courses every so often. Whether these are always improvements is questionable. For many languages there is insufficient demand to encourage production of new course titles. Library holdings in French and German tend to be comprehensive and include recent products. Worn-out courses are replaced on demand.

    e. This respondent was using a SILC course in Welsh for which the choices are very limited. As has been said elsewhere in this paper the onus for exchanging one course for another held by Army libraries must be on the borrower, but should be encouraged.

Self-Instructional Courses - UK (Army)

The range of self-instructional course materials developed by the Army has been influenced by the change in overseas commitments as well as the need for continuing economies resulting in some reduction in resources available for research and development.

The following course materials, many first produced over 15 years ago, are now available. In some cases they have been or are being slightly updated. All courses are available on cassette.

a. Arabic From Scratch. A beginners course. Copied onto cassette from old 78 rpm records. Non dialect specific. No Arabic script used.

b. Patrol Arabic. A beginners course in Adenese Arabic. Copied onto cassette from old open-reel tapes.

c. Spoken Cantonese (Family Phrases). Very basic.

d. Basic Cantonese

e. Basic Dutch. Available for Army or Air Force personnel, with military vocabulary supplements.

f. Colloquial French. Suitable for use by students just studying towards level 2211.

g. First Aid in German. A basic general phrase book for use by BAOR personnel. (The title is being changed).

h. Introduction to German. Covers all the material provided in a two weeks full time introductory course for BAOR personnel.

i. Basic German. Designed for use by BAOR personnel. Those who have no knowledge of German may require some guidance on its use.

j. Guided Study Colloquial German. A partial self-instruction course package designed to take BAOR personnel from scratch to level 2200 with minimal tutor guidance.

k. Gurkhali. Elementary Gurkhali for Army personnel. Some tutor guidance is desirable.

l. Colloquial Malay (two versions)

   (1) A booklet and cassettes (copied from discs) for use by those approaching level 2211.

   (2) A course from scratch mainly for use with a tutor but can be used on a self-instructional basis by experienced language learners. A "drills" supplement is available.

m. Colloquial Spanish for Army Students. A fairly recently developed course. Beginners may require tutor guidance. Those approaching level 2211 will be able to use the materials on a self-instructional basis.

<u>Non-Military courses</u>. The army makes use of most of the following items:

a. <u>BBC Courses</u>. The BBC have produced a number of very basic courses in the "Get By In ...." series. These now include French, German, Greek, Italian, Portuguese and Spanish. More advanced courses in all but Portuguese, but including Russian, have also been produced. An "Introduction to Arabic" package is also available. Materials in ethnic languages, particularly Welsh, can be obtained.

b. <u>Miscellaneous</u>.

    (1) London University courses:

        Minimal Malay
        Mindopak (Minimal Indonesian)
        Introduction to Urdu
        Introduction to Sinhalese
        Hindustani for Learners in Britain

    (2) Commercial Suppliers:

        Longman's "Survive In ...." series (French, German, Greek, Italian, Portuguese, Spanish)
        Berlitz "For Travellers" Series
        Conversaphone Series
        Language/30 Series

<u>Schedules Course Materials</u>. The UK armed services provide regular full time courses either at home or overseas as follows:

a. Arabic - To levels 2200, 3333 and 4444 (18 months)

b. Chinese (Cantonese and Mandarin) - To levels 2200, 3300, and 4444 (24 months)

c. Dutch - To levels 2200

d. French - To levels 2200, 3333 and 4444

e. German - To levels 2200, 3333 and 4444

f. Gurkhali - To level 2200

g. Malay - To level 2200

h. Russian - To levels 2200, 3333 and 4444

i. Spanish - To levels 2200, 3333

Though not designed for self-instructional use the scheduled course materials may be released to those who have sufficient language learning experience to make use of them.

Report of Study Group 4

Course Design for Military Communicative Skills

Chairman: Col M. Drapeau

Members: Maj H. Bien
                Col M. Bullard
                Maj L. Noordsij
                Col J. Prince
                LtCol P. Trusko
                Mr. H. Walinsky

Initial discussion surfaced some basic differences of perspective and focus of interest, i. e.

a. Canada with 99 % of her language training effort directed towards second language training as contrasted with foreign language training, was concerned with the militarisation of their programme. It became clear from the Canadian presentation that militarisation in this context was concerned at least as much with the administrative aspects of control and quality monitoring as with language content. Annex A contains an outline of the Canadian militarization of language programs.

b. USA. The great majority of trainees at DLI are youngsters whose military knowledge and training is incomplete even in using English. Foreign language courses therefore concentrate on teaching non-specific or global, general purpose vocabulary with some military terms introduced only at the '2' level at the end of training. By contrast, non-resident and maintenance training is militarized. The JOREMA Programme of cassettes and supporting booklets centres on very specific situation-related scenarios and we look forward with interest to a report next year on the expansion of JOREMA into other languages.

c. Germany, Netherlands and UK predictably have much in common in the way we tackle specialist training and in the military orientation of our foreign language courses. Germany presented a written report which is attached as Annex B.

Subsequent discussion ranged widely. We did not attempt to constrain discussion simply in order to achieve some limited agreement. Many of the issues raised were or are being discussed in other groups or need a wider forum for resolution. Topics covered included:

a. The effort to achieve conformity or at least comparability in testing in terms both of level and content.

b. The conditions of service, qualifications and work practices of staff employed at service language schools.

c. The integration of language training with other normal military training such as drill, PT, weapon handling etc.

d. The acquisition of background knowledge and "feel" for a society which is essential if a service linguist is to be fully effective and not a mere language mechanic.

In conclusion, we felt that as presently constituted and with its current terms of reference, the group had done all it usefully could and we accordingly disbanded ourselves.

Attachments

Annex A: Canadian Report: Militarization of Language Programs

Annex B: German Report: Course Design for Military Communicative Skills

Militarization of Language Programs

Introduction

The subject of this address, militarization of language programs in the Canadian Forces, is in fact one of two prime language training objectives of the Canadian Defence Department at this point in time. The other objective is to improve the quality of language training and it is considered that the first objective contributes to the second. In fact the objectives of militarization and qualitative improvements synergetically march in concert.

Militarization of our language programs is being achieved in specific ways as follows:

a. policy setting out new concepts for officers and non-commissioned members,

b. structural change to reflect an increase in military personnel in language training structures and organization,

c. application of military procedures and processes to language training operation,

d. militarization of curricula, tests and integration of general military training.

New Concepts

Due to differing requirements a new family of second language courses have been designed specifically for

a. officers, and

b. non-commissioned members (NCMs).

Since, for officers, bilingualism is to be an integral element of officership, their second language training must result in the attainment of a bilingual officer corps. Non-commissioned members second language training is treated as a skill, which forms a part of their overall military classification requirements. In addition, in recognition of the special characteristics, ethos, organization, skills and milieu of military personnel the activities, vocabulary and scenarios to be used in language training are being specifically selected to fit everyday military tasks.

Structure, Procedures and Accountability

Further emphasis on militarization of language training has been built-in through changes in the structure and organization of language support staffs. A military officer, responsible for the duties of a chief instructor, has been inserted in the chain of command below the commanding officer. At the next lower level additional officer positions have been created to serve as heads of training companies. Within the companies additional military personnel have been added to look after military training and the administration of military students on course. In all instances the insertion of military personnel at various levels of responsibilities in schools reinforces the systematic and interlocking con-

cepts of the individual training system approach. In particular the organiza-
tion and structure emphasizes the military command and control structures in-
herent in a military organization.

Within the concept of command and control a variety of procedures and processes
have been set in place. Essentially staff actions follow the chain of command
i. e. National Defence Headquarters (NDHQ), command, base and language schools.
The implementation of language training programs is the responsibility of commands,
Canadian Military Colleges (CMCs) and Canadian Forces Training System (CFTS). The
commanding officer of a language school, in turn, is responsible to the base
commander for the operation of his school. With the exception of some schools
that are specifically responsible to another organization due to special train-
ing requirements the chain of command concept is closely adhered to.

In terms of procedures, in general the principles of the individual training
system are followed on language training operations. To provide a cross-command
capability for liaison, coordination and a common approach to language training,
a division of command responsibilities has been set up. To achieve an appro-
priate division of responsibilities, specific functions have been allocated to
designated commands, lead designated commands and assigned commands. Generally
the responsibilities of a designated command cover preparing and maintaining
Course Training Standards (CTSs) and course schedules, tasking schools, recommend-
ing changes, submitting statistical data, assisting NDHQ in the validation of
training. Lead designated commands are responsible for the development, produc-
tion and maintenance of CTSs and coordination of amendments to specifications
where specific language courses are conducted by more than one designated command.
National Defence Headquarters/Directorate of Language Training (NDHQ/DLT), func-
tioning as a lead designated command, will be responsible for the validation of
all second language training. As an integral part of the individual training
system approach, each language school has a standards section responsible for
student and staff instructor performance. At the command level a staff has been
established to monitor and provide appropriate direction and liaison to language
schools and centres. In the area of validation the commands assist NDHQ/DLT by
developing and distributing questionnaires on second language training and by
collating data for NDHQ use.

Since second language training for the military is costly in terms of infra-
structure and time spent on course by military personnel, a sense of accountability
has been included in the language program. Accountability will be exercised at
all levels of management, teaching staff and students to ensure efficient use
of all resources devoted to language training. For accountability, a mechanism
called instructional time credits (ITC) will be applied to second language train-
ing. This means that the Canadian Forces accepts its share of responsibilities
for second language training by providing each military student with the required
training to achieve a functional level. The ITC will be allocated to each stu-
dent at the start of second language training and will be based on language
aptitude and initial language proficiency. Within the allotted ITC the student,
in return, is expected to attain a functional level; once having reached this
level the student will be required to maintain these new language skills. Through-
out his/her military career only in exceptional cases will additional language
training be provided.

Curricula, Tests and General Military Training

To militarize the curricula, the first step was the production of specifications
and language tasks common within the Canadian Forces (CF). The next step involved
the development of performance objectives and the selection of course content
which reflect as well enabling objectives, exercises, performance checks and
audio/video scenarios - all military situations. To ensure authenticity, a military

officer at the rank of major was appointed to advise course and test developers to enhance the approaches used in the militarization process. For military authenticity, the video scenarios are shot in the studio using military personnel as actors.

The same process is followed for test development. Test items stem from authentic military material and the oral expression test is built around the candidates very own experiences. The aim is to enable the military to communicate among themselves on military subjects in the second language. As a result, military authenticity is continuously sought as well as a great variety of military situations to stimulate interest and to cater to a large spectrum of needs.

While the prime need is to focus on military requirements, it should be noted as well that linguistic structure is built into the curricula. It is appreciated that while the emphasis is on communication in military situations, students need a linguistic base - vocabulary and structures of the French language - from which to operate. It is understood that communication cannot occur in the absence of linguistic input and that input is built into the new curricula in the form of the basic structures of the language.

Militarization of language training is also accomplished through the application of the individual training System (ITS) approach to training. It provides a systematic approach by following a logical interacting series of steps between identification of a training requirement and the final completion of that training. These steps consist of job analysis, specifications, design conception, conduct of course, evaluation and validation. In effect these steps form a closed-loop system. To ensure that it works effectively, new curricula and language knowledge tests based on communicative competence within a military content are being developed. Tasks, settings and characteristics relevant to the military are taken into consideration and reflected in second language training and testing.

In addition, staff training for language teachers and support staff has been developed to reflect the ITS approach to training and the requirement for increased militarization of training and management of service personnel while on course. In general as it relates directly to the militarization aspects of training, staff training has been developed to provide both conversion and bilingualization training. Conversion training, which consists of reorientation and enrichment programs, is intended to enhance and develop changes in attitudes and behaviours towards militarization of language training and the application on the ITS approach.

As an additional feature, in the language schools teaching basic language courses, language training will be combined with military indoctrination training, which is referred to as general military training (GMT). For new entry officers and recruits, GMT is introduced at second language schools so that military knowledge and skills obtained initially at officer and recruit basic training schools will not be lost or diminished during the six months allotted to language training. Whenever possible, GMT will be given in the second language to reinforce language usage in a military setting. Activities for GMT are parades and inspections, drill, aquatics, physical training, sports, small arms training (fire 9mm pistol or FN C1 rifle), military history, general service knowledge (GSK), company commander's hours and mess activities.

Conclusion

The changes in our language programs as a whole are producing a significant impact on our language operations. As a result of the new bilingualism concepts, there is the realization that language competence is a requirement for the officer corps and as a skill for certain military classifications for non-commissioned members. The numbers of officers and NCMs who proceed from basic training to language training are 500 officers and 2100 NCMs annually. That is an

increase of approximately 50 %. The insertion of military personnel into key positions in the chain of command will increase the military presence, lend that expertise where it previously was lacking and ensure that civilian and military personnel operate as a cohesive, mission-oriented group. Furthermore, applying the procedures of the ITS and related staff action as it applies to designated commands will ensure that language training is set firmly within the chain of command for individual training as it is conducted in the CF. That, along with the sense of accountability which is to serve as a cornerstone in second language training, will ensure that not only what we do but how we do it is consistent with military principles and practices. And finally, the conversion to military curricula and tests will ensure that the instructional and test programs are relevant to tasks and situations encountered by military personnel.

For militarization of language programs, the process is underway but not yet complete. It requires the best efforts, cooperation and commitment of staff at all levels in schools, commands and at NDHQ to achieve our aims. With the establishment of a military structure, and the system-wide implementation of the new French curricula in the fall of 1986, staff trained in the use of the new French curricula, the associated use of the new language knowledge tests, and a strong emphasis on general military training in basic language courses, the program as a whole is well on the way in the militarization process.

German Report to Study Group

"Course Design for Military Communicative Skills"

The Bundessprachenamt and 28 military institutions with a language training component (for which the Bundessprachenamt is technically responsible) conduct language training for the Federal Armed Forces. These agencies meet the diverse language needs of the various services and branches and thus conduct a large variety of specialized courses such as:

- Russian, Czech or Polish for electronic warfare personnel and interrogators

- German for foreign general staff officers destined to attend the Command and General Staff College

- English for:

  . army aviators
  . personnel earmarked for integrated (NATO) positions (mainly clerks and com- municators)
  . junior army officers at the Officer School (tactical English)
  . military policemen

This list could be continued for several pages.

Due to this wide range of requirements, no single, standardized curriculum for language training for special purposes exists. The individual institutions have a large amount of autonomy in structuring the language for special purposes (LSP) portion of their language courses since the user determines the require- ment. Courses are constantly revised and adapted to changing needs, with new courses being introduced or old ones cancelled if no longer required.

The following common pattern, however, emerges: Where possible, a certain amount of general military content is already introduced in the form of reading texts or listening material in the non-special purpose or general portion of language courses. This has the advantage that students get a head start in professionally- relevant language early in the course. The actual LSP training can take several forms:

- Concentrated LSP phases after the general language phase. This, for example, is done at the School for Personnel earmarked for NATO Employment.

- Parallel LSP training alongside general language instruction. This applies particularly to intermediate and advanced English courses conducted at the Bundessprachenamt which aim at the SLP 3 and 4 level and contain 20 - 40 % LSP.

- Initial concentration on general language with an increased LSP content towards the end of the course. This is done with foreign general staff officers who during the initial phases of their language training are provided with self- study LSP packages and then proceed to LSP contact lessons. (See Annex A to Report of Study Group "Self-Study").

- Specialized LSP courses and seminars without a preceding or parallel general language phase. Tactical English at the Officer School in Hannover or English for Lance Missile Instructors from the Artillery School are examples, as is English for military negotiations.

LSP instructors normally are specialists in their particular subject area in addition to having language teaching experience. Examples of this are former allied servicemen specializing in military English and serving German officers involved in military German.

The approach taken is not one of imparting only specialized terminology but of also creating realistic language situations in which the particular LSP has to be used. Foreign general staff officers for example carry out estimates (appreciations) of tactical situations and participate in short map exercises in German as a linguistic preparation for their subsequent general staff training at the Command and General Staff College. Clerks earmarked for NATO posts culminate their 6-week LSP phase with a one-week practical exercise involving all aspects of clerical routine in a NATO HQ in English. Anglophone members of NATO HQs are brought in to participate as directing staff. German officers learning English take part in simulated meetings on such topics as planning inter-allied field training exercises.

The above offers you a glimpse of LSP training in the Federal Armed Forces. As examples of LSP material, I have brought the AUTODIDAC Package: D/Mil, a self-study package for foreign general staff officers developed by the Bundessprachenamt and also the initial chapters of "A Guide to ACE Headquarters' Procedures" developed by the School for Personnel Earmarked for Integrated Employment to train clerks.

VI. CONFERENCE PHOTOGRAPH
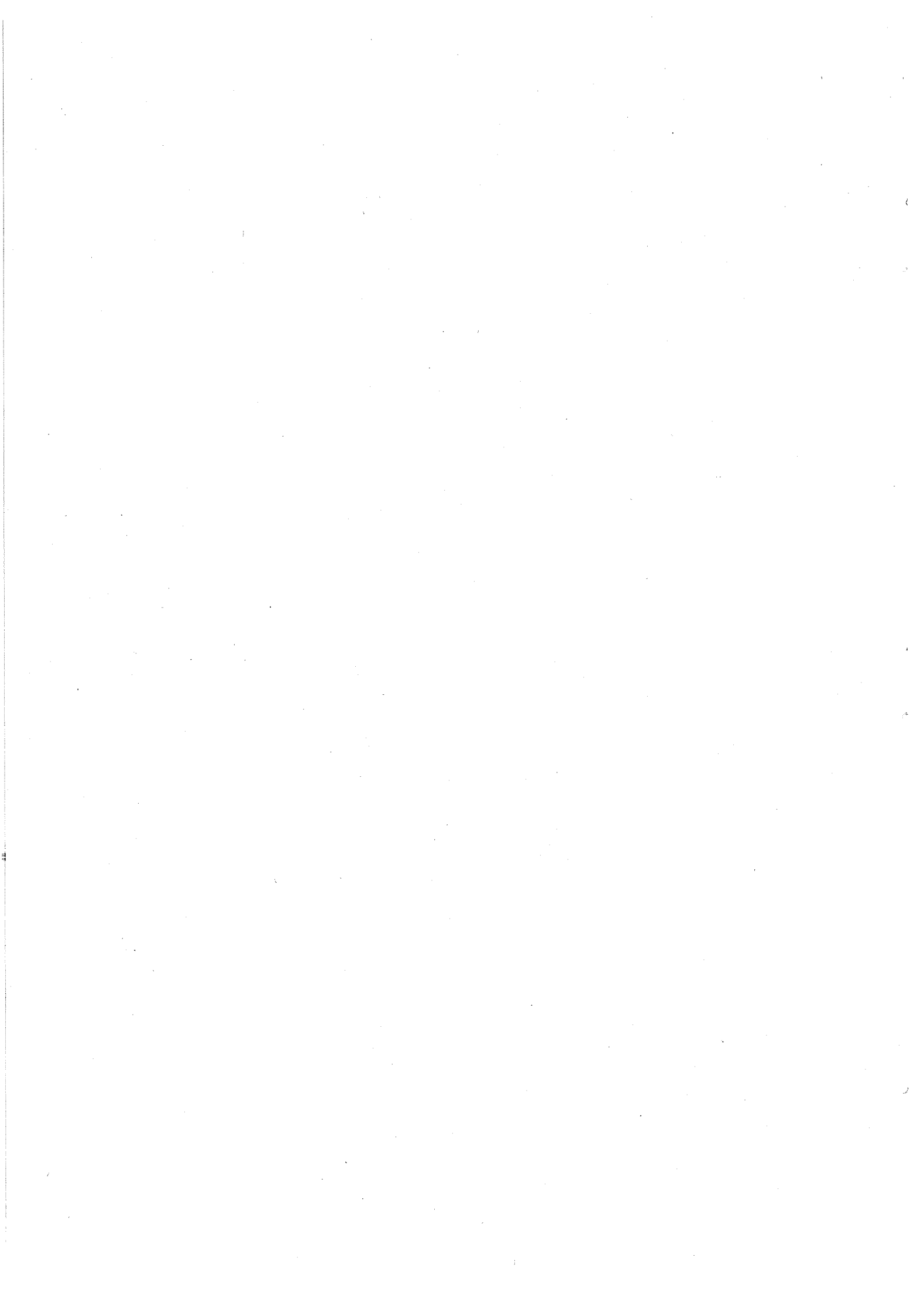
Front Row: Col M. Drapeau, Maj A. Larsen, RDir E. Leben, Col E. Roque da Cunha, Col M. Bullard, LRDir J. Rohrer, Col F. Lenci, Cmdt D. Filleul, Maj L. Noordsij

Second Row: Dr. M. Herzog, Mme. J. Lefrançois, Ms. C. Smith, Ms. P. Harder

Third Row: Col J. Prince, Mr. T. Molloy, LtCol A. Catto, LtCol B. Barré, Mr. J. Melady, Col Martinez, Dr. R. Clifford, WCdr J. Bishop, LtCol R. Lorenzo

Rear Rows: Dr. V. Ich, Dr. F. Otto, Col J. Kilborn, Mr. J. Moore, Mr. C. Trottier, Mr. M. Aston, Mr. M. Schwarz, Dr. J. Hutchinson, Mr. H. Walinsky, LtCdr G. Cottone, LtCol G. Bellillo, Mr. G. Crawford, Dr. R. Curica, Mr. G. Worrall, Cdr A. York