

BUREAU  
FOR INTERNATIONAL  
LANGUAGE CO-ORDINATION  
(BILC)

CONFERENCE  
1989

Escuela Conjunta de Idiomas de las FA,s  
Spain



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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

1986: Spain

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.

### Organization of the Bureau

4. The Bureau has a standing Secretariat, which is provided by the Federal Republic of Germany's 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, Norway and Portugal have availed themselves of this material.
9. Another important field of activity are the continuous exchanges among members of information, ideas, materials and personnel among members, which are too numerous to list here. The 1989 Steering Committee saw a need for further intensifying and structuring these exchanges and has launched a survey which requests members to state their offers to other members in the above-mentioned areas.

### Current Study Group Activities

10. The two current study groups "Standing Group on Task Analysis and Testing (SGTT)" and "Study Group on Self-Instruction" will continue in 1990, with the latter hoping to complete its on-going work with the submission of draft guidance notes on self-instruction next year.

### 1990 Conference

11. The 1990 Conference (to be held in Ottawa, Canada from 25 - 29 June 1990) has the theme "Proficiency-based Curricula and Tests in Military Language Training". In addition to experts from the host country, various member states will be contributing their expertise in dealing with this relevant topic.



## II. CONFERENCE ORGANIZATION



BILC CONFERENCE 1989

PROGRAMME

Date	Time	Event	Remarks
Sunday 25 June 89		Arrival of participants	
	2045 - 2215 hrs	Welcome party	Drinks and snacks at Hotel "Los Galgos". Transport to hotels at 2215 hrs.
Monday 26 June 89	0900 hrs	Opening address	LtGen Marzo (Ricardo), Director General of Education, Ministry of Defence Spain
	0910 hrs	Administrative briefing	Conference Chairman and BILC Secretariat
	0920 - 0950 hrs	Conference photo and coffee	
	0950 - 1000 hrs	Overview of conference presentation and work- shops	Chairman BILC Secretariat
	1005 - 1215 hrs	UK presentation followed by discussion	Topic: "BILC Survey on Language Skills Retention, Maintenance and Refresher Training"
	1215 - 1300 hrs	French presentation	Topic: "Activities of the Foreign Languages Department"
	1300 - 1400 hrs	Lunch	
	1400 - 1630 hrs	National Reports	
	1630 - 1800 hrs	Study Group Session 1	Study Groups - Task Analysis and Testing - Self Instruction
	1800 hrs	Evening free	Transport to hotels
Tuesday 27 June 89	0815 - 0900 hrs	Steering Committee Session 1	
	0900 - 1030 hrs	German presentation followed by discussion	Topic: "Non-linear elements of Learning and Retention"
	1100 - 1230 hrs	Canadian presentation followed by discussion	Topic: "Principal Means Available to Meet Foreign Language Retention and Maintenance"

Date	Time	Event	Remarks
	1300 - 1400 hrs	Lunch	
	1400 - 1645 hrs	Study Group Session 2	Participants as in Session 1
	1700 - 1830 hrs	Visit to El Prado Museum	Transport to museum
	from 1830 hrs	Evening free	Transport to hotels
Wednesday 28 June 89	0845 - 1030 hrs	US presentation followed by discussion	Topic: "Direction and Extent of Post-DLIFLC Language Skills Change and Related Variables"
	1045 - 1130 hrs	Review of past themes and proposals for future themes, programmes and exchanges as an introduc- tion to Thursday work- shops	BILC Secretary
	1130 - 1230 hrs	Excursion. Depart from conference building	
	1230 - 1400 hrs	Arrival and visit to the Valley of the Fallen	
	1415 - 1530 hrs	Lunch at "La Herreria" Golf Club	
	1530 - 2400	Visit to San Lorenzo de El Escorial Monastery, Avila and Segovia	
Thursday 29 June 89	0845 - 0930 hrs	Steering Committee Session 2	
	0930 - 1100 hrs	Spanish presentation	Topic: "The Training System in the Russian Language Department of ECIFAS"
	1100 - 1300 hrs	Working sessions on future themes, projects and exchanges between members	Participants in small groups
	1300 - 1500 hrs	Lunch	
	1500 - 1730 hrs	Continuation of workshop sessions	

Date	Time	Event	Remarks
	2030 - 2230 hrs	BILC Dinner	Hotel "Melia", Madrid
Friday 30 June 89	0900 - 1030 hrs	Writing of study group report	
	1100 - 1220 hrs	Reports of study groups, workshops and steering committee	
	1220 - 1230 hrs	Summation of conference	
	1230 - 1400 hrs	Lunch	
	1400 - 1500 hrs	Open forum	
	from 1500 hrs	Departure	

Study Group 1: Task Analysis and Testing

Study Group 2: Self Instruction



BILC CONFERENCE 1989

LIST OF PARTICIPANTS

CONFERENCE CHAIRMAN

Colonel Peña (Francisco)	Commandant, Escuela Conjunta de Idiomas de las Fuerzas Armadas (ECIFAS), Madrid
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DISTINGUISHED VISITOR TO BILC 1989

Lieutenant General Marzo (Ricardo)	Director General of Education, Ministry of Defence, Spain
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NATIONAL DELEGATIONS

CANADA

Head of Delegation	Colonel Belhumeur (Gaétan)	Director Language Training (DLT), National Defence Headquarters, Ottawa
Members	Mrs. Hafner (Suzette)	Section Head DLT 3, National Defence Headquarters, Ottawa
	Mr. Khaiat (Henry)	Pedagogical Advisor, Foreign Language Training, Canadian Forces Language School, Ottawa
	Mr. McGuigan (Frank)	Chief of Training, Department of External Affairs, Ottawa

FRANCE

Head of Delegation	Colonel Pichot-Duclos (Jean)	Commandant, Ecole Interarmées Renseignement et des Etudes Linguistiques (EIREL), Strasbourg
Members	Lieutenant Colonel Vagner (Guy)	Chef, Section Arabe, EIREL
	Lieutenant Colonel Raffoux (Jean)	EIREL

FEDERAL REPUBLIC OF GERMANY

Head of Delegation	Regierungsdirektor Leben (Erwin)	Deputy Head, Language Services Section, Ministry of Defence, Bonn
Members	Dr. Fritzschen (Günther)	President Bundessprachenamt

Oberregierungsrat  
Gerth (Georg)

Central Administration and  
Teacher Training, Bundes-  
sprachenamnt

Mr.  
Schwarz (Michel)

Materials Development Section,  
Bundessprachenamt

ITALY

Head of  
Delegation

Colonel  
Atzeni (Arnaldo)

Chief of Army Foreign Language  
School, Rome

Members

Colonel  
Crainz (Vito)

Chief of Air Force Foreign  
Language School, Ciampino, Rome

Lieutenant Colonel  
Lista (Salvatore)

Air Staff Training Branch

Commander  
Cottone (Gregorio)

Defence General Staff Training  
Branch

Second Lieutenant  
Rami (Patrik)

Army Foreign Language School  
Training Branch

Mrs.  
Canacellara (Phillis)

Air Force Foreign Language  
Teacher

Mr.  
Quattrone (Paul)

Army Foreign Language School  
Advisor

NETHERLANDS

Head of  
Delegation

Major Drs.  
Noordsij (Leen)

Commander Russian Language Wing,  
School Militaire Inlichtingen-  
dienst

Member

Mrs. Drs.  
Vogelpoel (Els)

Language teacher, School Mili-  
taire Inlichtingendienst

PORTUGAL

Head of  
Delegation

Colonel  
Cardoso (Rui)

General Staff Armed Forces  
Language Training

Member

Dr.  
Curica (Rui)

Head Language Department,  
Air Force Academy, Sintra

SPAIN

Head of  
Delegation

Lieutenant Colonel  
Galán (Manuel)

Language Teacher, Air Force  
Language School

Members

Major  
Rey (Carlos)

Language Teacher, ECIFAS



	Major Velázquez (Francisco)	Head Language Section, Army Headquarters
	Commander Izquierdo (Miguel)	Language Teacher, Navy Language School
	Major Cuadra (Enrique)	Language Teacher, Air Force Language School
	Ms. Borreguero (Paloma)	Language Teacher, Navy Language School
Observer	Colonel Lorenzo (Rafael)	ECIFAS

TURKEY

Head of Delegation	Captain Samsunlu (Mustafa)	Planning Officer, Army Language School
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UNITED KINGDOM

Head of Delegation	Group Captain Smith (R. A.)	Deputy, Director of Training (Education), Royal Air Force
Members	Colonel Prince (John)	Head of Language Training and Training Support (Army)
	Commander Foot (John)	Assistant Director Naval Manning and Training
	Mr. Worrall (George)	Language Advisor, Directorate of Army Education
Observer	Mr. Moore (John)	Director Diplomatic Service Language Centre

UNITED STATES

Head of Delegation	Colonel Cowger (Ronald)	Acting Commandant, Defence Language Institute, Foreign Language Center (DLIFLC)
Members	Dr. Lett (John)	Chief DLIFLC Research Division
	Dr. Roberts (Adrian)	Chief DLIFLC Language Training Detachment, USAREUR
	Mr. Crawford (Gary)	Acting Dean, School of Language Studies, Foreign Service Institute
	Mr. Johnson (Leslie)	Language Program Coordinator, USAREUR

SUPREME HEADQUARTERS ALLIED POWERS EUROPE (SHAPE)

Head of Mr.  
Delegation Ellis (David)

Chief, SHAPE Language Centre

CONFERENCE ORGANIZATION

Colonel  
Peña (Francisco)

Commandant, Escuela Conjunta de  
Idiomas de las Fuerzas Armadas  
(ECIFAS), Conference Chairman

Leitender Regierungsdirektor  
Rohrer (Josef)

Head, Language Training,  
Bundessprachenamt,  
Chairman, BILC Secretariat  
Chairman, Steering Committee 1989

Mr.  
Walinsky (Herbert)

Head, English Language Training,  
Bundessprachenamt,  
BILC Secretary

Ms.  
Hamacher (Monika)

Foreign Language Assistant,  
Bundessprachenamt,  
BILC Secretariat

1989 BILC CONFERENCE PLENARY SESSIONS

LIST OF PRESENTATIONS

SPEAKERS

SUBJECT

**Presentation 1:**

Mr. G. Worrall  
Language Advisor  
Directorate of Army Education and  
Mr. J. Moore  
Director  
Diplomatic Service Language Centre  
London

BILC Survey on Language Skills  
Retention, Maintenance and  
Refresher Training

**Presentation 2:**

Colonel J. Pichot-Duclos  
Commandant  
L'Ecole Interarmée du Renseignement  
et des Etudes Linguistiques (EIREL)

Exposé sur l'Ecole Interarmée  
du Renseignement et des Etudes  
Linguistiques (EIREL)

**Presentation 3:**

Leitender Regierungsdirektor J. Rohrer  
Head of Language Training  
Bundessprachenamt

Non-Linear Elements in Learning  
and Retention

**Presentation 4:**

Mrs. Suzette Hafner  
Directorate of Language Training  
National Defence Headquarters  
Ottawa

Retention and Maintenance of  
Foreign and Second Language  
Skills

**Presentation 5:**

Dr. J. Lett  
Chief  
Defense Language Institute  
Foreign Language Center (DLIFLC)  
Research Division  
Monterey  
California

Direction and Extent of Post-  
DLIFLC Language Skills Change  
and Related Variables

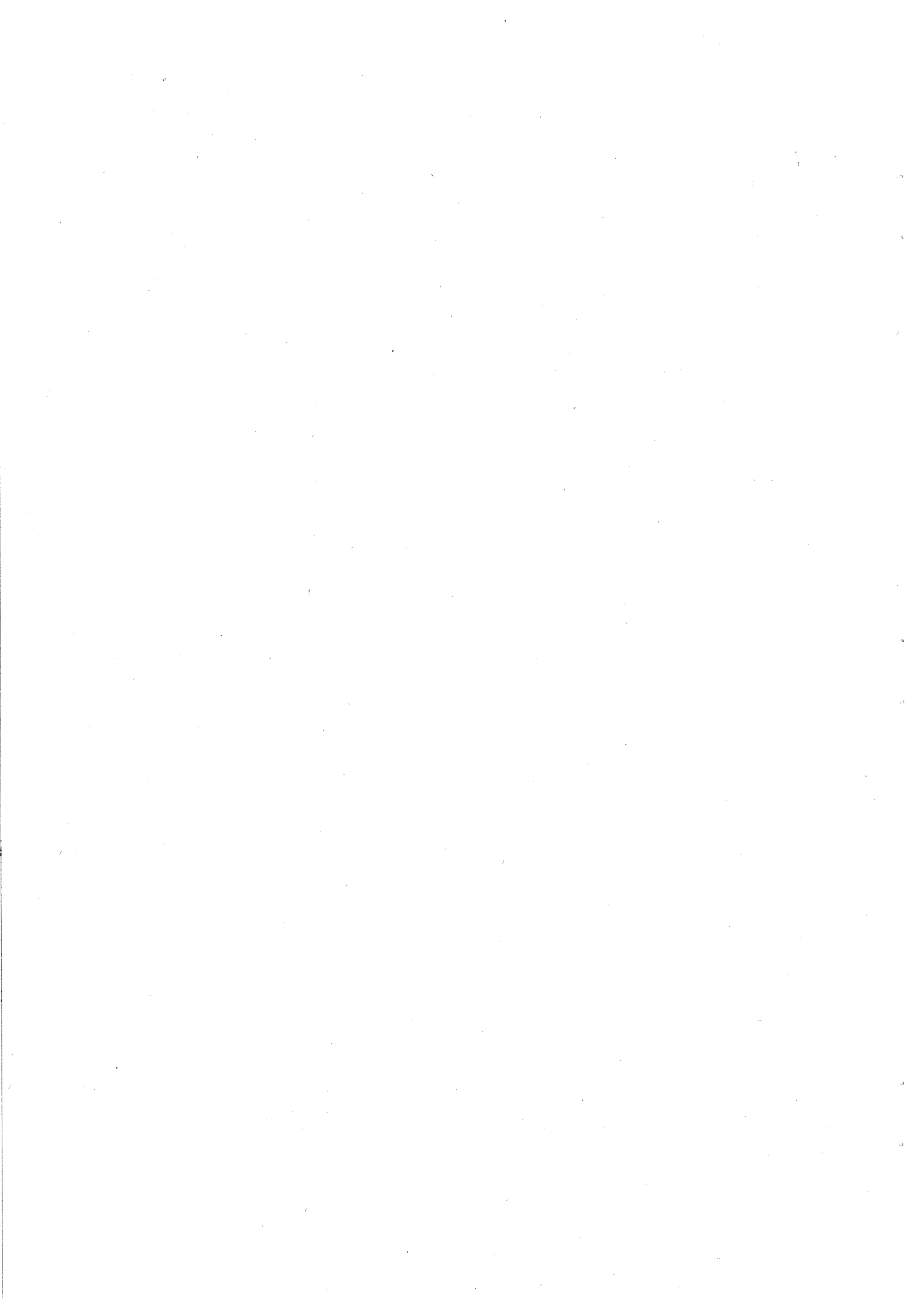
**Presentation 6:**

Major C. Rey  
Teacher of Russian  
Escuela Conjunta de Idiomas de las Fuerzas  
Armadas (ECIFAS)

The Training System in the  
Russian Language Department  
in the ECIFAS



### III. PRESENTATIONS



BILC Survey on Language Skills Retention,

Maintenance and Refresher Training

George Worrall and John Moore

Distinguished representatives, ladies and gentlemen. You have heard that since the 1988 BILC Conference several studies have been in progress to prepare the ground for this year's deliberations on the theme of retention, maintenance and refreshing of language skills. At last year's Steering Committee the United Kingdom accepted a mandate to survey the means actually in use by member nations in these three aspects of language training. I am pleased to say that almost all nations replied to the survey questionnaire and what follows is an analysis of these replies together with some opinions and ideas which they have encouraged.

May I just preface my presentation by saying that during the talk I will be showing you one or two viewfoils which require some time to read, so I will display them at appropriate moments and leave them on display for a while for you to consider whilst I continue talking.

1. I would like to be able to present you all with a clear picture of the percentage distribution within BILC of the various methods used for retention, and maintaining and the refreshing of language skills. Those who have long term experience of BILC will know that the information which we share rarely lends itself to such neat classification. Furthermore some of the information received focussed on training in general rather than just training dedicated to the subject area. This may have been due to misunderstanding. So this report reflects the realities of the response to the survey rather than offering a preferred ideal.
2. Additionally there were clear challenges to the UK's definitions of the terms used in the survey about which I shall say rather more later. But unless otherwise mentioned my use of the terms in this report are those given in the survey questionnaire namely:
  - a. Retention - Training designed to sustain language proficiency gained during a formal training course whilst serving in a post for which foreign language skills are not required.
  - b. Maintenance - Training dedicated to maintaining a required level of language proficiency whilst serving in the appointment for which the language is required.
  - c. Refresher - Training which takes place some time after completion of a formal training course and designed to restore the required proficiency for particular language annotated appointments.
3. Many who responded to the letter requesting information about the methods which they use for retaining and maintaining language skills seemed reluctant to complete the matrix (attached as viewfoil 1). This was probably because most BILC member-nations have no formal programmes for language skills maintenance or retention, at least not as these terms were defined in the UK letter. However some existing courses could be seen as being useful for retention or maintenance training but they were not designed for such purposes. Even where the matrix was completed few details were provided and explanations, where used, seemed to make the training provision fit the matrix, rather than vice-versa.

4. From the evidence of the returns it can be concluded that only refresher courses in some languages are officially enshrined in the language training programmes of most member countries, and that such courses are designed to exercise, recover or reactivate dormant or underused skills rather than to maintain or retain them, even though some courses may well have the consequence of skill maintenance or help retention for some students. Only Italy, Greece and Turkey declared a policy which provides for training in all three categories and which agree with the meanings of the terms used in the UK questionnaire. Military language training arrangements in some countries are so diversely organized and controlled, some having security implications that specific answers to several of the questions asked were patently elusive.
5. Some of the information provided by two member countries Belgium and Canada, in respect of the training of military personnel, particularly officers, who are required to be competent in both national languages, that is French and English or Dutch and French is worth mentioning. Almost total reliance for maintenance and retention is placed on the individual whom it is assumed will be experiencing whether actively or passively these phenomena by accessing the community and culture be it military, civilian, or both, which uses his second (i.e. non maternal language). Perhaps SHAPE also sees itself as serving a microcosm of official bilingualism, within the confines of the headquarters base at least. These three members of BILC can perhaps advise and so enrich the strategies used by others for the maintenance and retention of language skills by those serving or training in communities whose language they are required to use. As I wrote this I realized that in the UK and for the army personnel for whom I am responsible I do provide guidance notes on how to make best use of any in-country so-called "immersion" training which they may have. To date I have not offered such guidance to those actually serving in a post. Perhaps I should. This viewfoil (see viewfoil 2 attached) lists some of the notes which I provide which perhaps better illustrate the point I am making.
6. Though other countries may do the same only Canada and USA indicated a formal policy of funding language tuition, which could be voluntary, for those actually serving in foreign language annotated appointments even if they have completed a full-time language training course before taking up the appointment. From some nations this type of provision may be categorized as a formal maintenance or retention programme. Italy, however, indicated very positive encouragement for language training whilst serving in other language communities even independently of service requirements (see viewfoil 3 attached). Perhaps we should all be seeking to exploit and direct the training opportunities for those actually serving in language posts, or in other communities, rather than taking it for granted. We all know how we get into incorrect language habits which seem to work until we are suddenly presented with challenges which leave us struggling because we have forgotten how to cope, often because of our own neglect. Surely we should be doing more than offering just awards and rewards to those in post who should be maintaining or even need help in retaining their language skills, if they are to remain fully competent throughout their tours of duty.
7. The responses from both USA and Germany offered bold suggestions. DLI sought for alternative definitions of 'Retention' and 'Refresher Training' to those offered in the UK letter and referred to the "TDW perspective" which baffled me I'm afraid. They also see sustain and maintain as synonymous terms. The US reply also saw a need for our



survey to include the question "Is this language relevant to mission and/or job tasks" and suggested that Means for Retention should include newspapers/magazines, language clubs/networks, conversations with native speakers, pen-pal correspondence, teletraining (interactive audio-video satellite training), long-distance telephone training (audio only) all of which might equally be noted as suggestions for improving training overall in other BILC member countries. To facilitate retention the USA suggested that course design should include intensive listening, intensive repetition (both of which seem to invite detailed explanation from the US), memorization, frequent use of vocabulary in meaningful contexts, the application of knowledge (sic!) to real world situations and frequent (sic!) testing of all four skills. Here again there are some other interesting questions to be answered. For example at what point does listening become an intensive rather than just a routine exercise; what do we mean by 'frequent' practice and 'frequent' testing in language learning. On this next viewfoil (see viewfoil 4 attached) I have tried to list all the references to retention which the survey yielded.

8. Germany focussed attention on the part psychological research should play towards the retention and maintenance of language skills suggesting that the language learning and its consequences is very much dependant on the way the brain functions as a processor of language, citing the comprehensive evidence for precise traits and functions in each of the hemispheres. Their paper conveyed confidence that greater cost-effectiveness in training would result from improving and exploiting knowledge of the brain's role in language acquisition, learning and processing. However, since this suggests a change to orthodox approaches to language training it is probably better situated in the domain of "developments" or of the "means available" rather than 'what is currently in use', which is the aspect being covered by the UK in this report. A large part of the rest of the German submission was given over to a resumé of the language courses which they provide but with special mention of short Maintenance Courses (which we in UK would describe as refresher courses) of 4 or 5 weeks, comprising 25 hours of class time each week. There was also brief mention of a special course on strategies and techniques for self-learning of approximately 70 class hours about which we would all perhaps like to hear more. In Germany it would seem that as in the UK the teacher is free to recommend the use of those audio, media and self-study materials which he or she sees appropriate to the circumstances and objectives of the training. Other countries policies are clearly much more prescriptive.
9. Despite the comfort of finding what for me is a good example of a maintenance/retention programme, but called a Refresher Immersion French Course, the country concerned, Canada is also not entirely content with the UK's suggested definitions. In BILC as it stands some member countries have a common language or languages, be it English, French, Dutch. Other members have a common language with countries elsewhere in the world. The problems of variant uses of the same language by name and the misunderstandings which occur will be well appreciated, therefore, and the more we venture into the territory of abstract terms such as maintenance and retention the more likely we are to have problems of semantic interpretation. We in Europe, where we are now on the threshold of a single tariff-free and open frontiers market are only too aware of the politician's endless quest for the "le mot" or "les mots justes" which satisfies all; in fact we Europeans have found it difficult to agree on what constitutes a sausage (dog or banger). This problem was

well evidenced in the response from USA which indicated that the American writer was using the word validation in a rather different sense from how we use it in British English. When we seek to discover if the training which we provide is satisfying the outcome we require are we "validating" our training or not. This viewfoil lists a few of the terms which the survey evidenced as meaning different things in different countries (see viewfoil 5 attached).

10. Apart from what I have said from the returns rendered, little useful can be added about the specific learning and teaching aids, the methodology, or the detailed technology which member nations use in their programmes, partly because few chose to categorize any of their training as being devoted to either maintenance or retention. If one examines the text of the several letters received it is probably easier to identify what some nations do not use rather than to be sure of what they do use. There may of course be other semantic traps in the terms we used, for example "programmed instruction" may mean a self-paced approach to training or simply a time-table.
11. On the whole there was less evidence of live media broadcasts, computer programmes or correspondence courses being used than other means. It might, however, be fair to conclude that interactive video, which seems to be reasonably widely used or its introduction planned, in BILC member training schools may reduce the need for access to live media. If not, then an exchange programme of media recordings on cassette and video tapes might seem a worthwhile undertaking. Clearly for some nations the simple facts of geography will deny them easy access to TV broadcasts in some languages until the network of satellite footprints is complete.
12. Finally in their paper SHAPE took the opportunity to highlight the lack of integration between language training in the home country and follow-on training programmes which are available in SHAPE.
13. What do all these various inputs tell us? Well, it is certainly difficult to avoid heading the list with a recommendation which really has nothing to do with the survey itself. It is that we must aim towards a standardisation of the terms we use in discussions about language training. Such a glossary need not be long but should be capable of absorbing any number of terms for which we see a need for definitions which satisfy all member nations, and to honour our Charter there should be agreement on both the English and French language versions. An initial list of such terms thrown up by this particular survey might include retention, maintenance and refresher training, and perhaps even validation, programmed learning, teletraining and so forth. This viewfoil (see viewfoil 6 attached) indicates the different definitions of retention, maintenance and refresher training which were mentioned in the survey. It was interesting to note that the USA finds fault in the UK's use of the word sustain in the definitions of retention because to them sustain and retain are synonymous terms; on the other hand Canada generally considers maintenance training as training designed to sustain language proficiency. It would seem that we have some interesting discussions ahead of us.
14. The second question concerns member nations interest in the whole matter of retention as well as maintenance and refresher training. Are those who have no particular policy or resources dedicated to these problems, looking to other nations' ideas in order to promote cost-

effective ways of introducing relevant programmes into their own language training systems? If so then the nations concerned need to articulate ways in which those other nations with the necessary nations already active in these domains should cross-fertilise their ideas towards improved training practices. The goals of both standardised terminology and beneficial exchanges in specific areas are I suggest susceptible to acknowledgement by NATO/Atlantic alliance authorities giving the added advantage of reminding such authorities that we continue to be a worthwhile and productive organisation which benefits effective, dare one say, cost-effective communication within the alliance. In other words we must strive to eliminate our differences in favour of finding what will best serve our common purpose.

15. In addition the survey identifies the following which lend themselves to further research:
  - a. The construction of lists of strategies, methodologies and resources which are favourable for retention, and maintenance or refresher training. In other words a pooling of ideas to produce a menu of options available to training managers.
  - b. The application of our psycholinguistic knowledge particularly in the way cerebral hemispheres deal with language, towards improving retention of learned skills and data. Later this understanding might focus on maintenance and refresher training as separate considerations.
  - c. The formulation of guidelines for encouraging language trained personnel to make use of the target language community and its culture for the maintenance and, if the definition applies, retention of language performance.
  - d. The design of a matrix which incorporates recorded achievement level, time elapsed since such formal training ceased and recommended refresher time to regain that same level, for each language of interest.
16. I am aware that none of this covers in sufficient detail two important considerations raised by Germany and SHAPE. This is because I believe Germany will probably wish to lead on any discussions this year into the part our knowledge of the way our brain deals with language might play in the retention of our learning. The SHAPE concern to have BILC member countries integrate their training programmes for the same students and in the same language is equally important but should perhaps be first dealt with by the Steering Committee.
17. That concludes the UKs report on its survey of the various methods used within BILC for retention, maintenance and refreshing of language skills. Our delegation proposes to make immediate use of the findings of the survey and of the problems which it has brought to our attention. We intend to split you up into study groups which will each consider one of the topics shown on the next viewfoil (see viewfoil 7 attached). After 45 minutes or so we will reassemble for short summaries of the discussions of each group.

Firstly, however, I am going to introduce to you John Moore, the Director of the Diplomatic Service Language Centre in London who is

going to offer some reflexions on aspects of the survey which I have just presented to you in the light of policies and practices of his own organisation. His talk could suggest some ways in which you might apply the ideas generated by the survey to your own training arrangements. Immediately after John has finished we will break up into groups to consider the matters listed on the viewfoil. In order to keep up the impetus we hope we will have generated, we would ask you to postpone any questions you may have until later on when the groups have presented their reports in about 45 minutes or so, and in any event we will be pleased to deal with any questions on a person-to-person basis at any time during the week.

### BILC Presentation

John Moore

Diplomatic Service Language Centre

Training for the Job or Training for the Career

1. I have noted a number of issues in the useful survey which George Worrall has just presented where we differ in practice if not in principle:

training for the job  
encourage individuals  
language skills thrive at post  
retention through formal tuition  
sponsors prescribe materials

training for the career  
set up formal opportunities  
language skills wither at post  
retention through exposure  
teachers select materials

2. I have taken one of the dichotomies - training for the job as opposed to training for the career - and I would like to describe some aspects of the policy on this within my organization and some of the implications of the policy for the maintenance, retaining and refreshing of language skills.

3. There are a number of ways in which we are trying to train for the career rather than for the job. These include:

- training for new entrants which is not job related,
- designing initial training courses as a foundation for a series of postings rather than preparation for a specific job,
- planning for retraining on subsequent postings,
- training people to form a pool not to fill a slot.

4. Aims of this approach:

- plan training cost effectively rather than having to respond to (often) last minute postings requests,
- avoid being 'caught short' when postings plans are disrupted,

- build up overall standards in the service.

Training for the career offers the advantages of some degree of choice over the timing of training and promises to get a better return on the language training investment made. Its success depends very much on success in reviving language skills.

5. Training for the career implies:

- initial foundation training,
- incentives to keep up,
- opportunities to keep up,
- career planning.

6. Attempts to train for the career have had the following implications:

- training for new entrants to the service,
- training in hard languages concentrated at the beginning of the career, designed to provide a foundation for subsequent use, not preparation for a specific job,
- occasional supernumerary training,
- part time voluntary classes.

7. Training for new entrants

Aims: to provide basic in a major European language which can be drawn on in career or activated for a posting.

Rationale: - increase pool of speakers,  
- cut down preposting training.

We recently did a survey to find out whether skills had been retained and used.

Results:

Retention of language: 48 % have taken steps to keep it up. 80 % say their passive knowledge is at worst only slightly less than at the end of the course. However, only 15 % rate their proficiency as 3 or above. This means people are retaining a low (and not really usable) level of proficiency.

Use of language: 5 out of 48 had used the language for a posting. 60 % of those who had studied French had made use of it but almost half the occasions were at best of marginal importance.

Conclusions:

- take officers at a higher starting level,
- encourage more use of the language after training,
- programme in follow-up courses.

8. Incentives:

- Continuation allowance for 5 years after posting. Can be renewed by passing exam.
- Success rate in new practically oriented exams slightly better for those who are requalifying than for those who have just been trained.

9. Opportunities:

- 50 hours refresher entitlement,
  - use for e.g. interpreting duties.

10. Career planning essential if career training is to provide a reasonable return on the language training investment.

Country:

BILC Survey of Means for the Retention and Maintenance of Language Skills and Refresher Training

	Retention	Maintenance	Refresher Training	Remarks
1.	Regular part-time classes			
2.	Short intensive refresher courses			
3.	In-country immersion courses			
4.	Interactive video			
5.	Computer programmes			
6.	Programmed instruction			
7.	Correspondence courses			
8.	Audio cassette courses			
9.	Live TV broadcasts			
10.	Live radio broadcasts			
	...			
	...			
	...			

In-Country/Community Language Training

Finding the Right Challenges

1. Initiate conversations in the target language on:
  - a. The administrative services of the country, its policy concerning health, housing, pensions, labour, education etc. (discussion about politics, religion and defence may be possible in some countries).
  - b. The public services - police, fire, hospitals, transport etc.
  - c. The armed services - status, national service, career prospects, resettlement, pensions.
  - d. The professions - legal, medical, commerce, education etc.
  - e. Everyday life - traffic regulations, fines etc. TV/dog/car licence arrangements. Life/health/endowment assurance, buying and selling houses, salaries and income tax, licencing laws, immigration policy, identification and passports, provision for language study.
  - f. Current affairs - famine, oil, space exploration, strikes, world leaders, sport, family life, customs, pollution, atomic energy, conservation, traffic, technology, retirement.
  - g. Hobbies and pastimes - DIY, gardening, sport and games, reading, handicrafts, cooking, learning (languages), adult education, resettlement.



2. Activities:

- a. Ask to see round a local fire-station, factory, waterworks, garage, farm, theatre, coalmine, power station, school or college, television studio, docks, ship, building site. When visiting with a group join those who have a native speaking guide.
- b. Find out how to get a driving licence, life or health assurance policy, identity card, passport, medical and dental charges. Use the telephone (as often as possible), to find out opening times of shops, banks, public buildings, plan complex journey by land, sea or air (timetables and fares), weather forecast, road conditions. (Remember one does not need to use the information - simple role play.)
- c. Write a letter(s) to your tutor(s), keep a diary in the language, write an essay on your in-country experiences day by day. Make notes on a project - local history, local industry; how a topic which interests you is organised locally.
- d. Do not limit shopping expeditions to buying or window-shopping for what you need. Extend vocabulary by exploring hardware and kitchenware departments, tool and furniture shops, antiques markets, musical instruments, garden centres, builders' merchants, DIY shops etc.

Retention

Maintenance Training (Can)

Socio-Cultural activities (Can)

Living within the target language community (Can)

Taking courses taught in the target language (Can)

Newspapers/Magazines (USA)

Language clubs/networks (USA)

Conversations with native speakers (USA)

Pen-pal correspondence (USA)

Teletraining (interactive audio-video satellite training) (USA)

Long Distance Telephone (audio only) training (USA)

Intensive Listening (audio cassette tapes, radio, TV, speakers) (USA)

Intensive repetition (USA)

Memorisation (USA)

Frequent use of vocabulary in meaningful context (USA)

Application of knowledge to real world situations (USA)

Frequent testing of listening comprehension, reading comprehension,  
speaking and writing skills (USA)

Neurophysiological approach (Germany)

(In-Country Immersion)

Language Training Terms

Retention

Maintenance training

Refresher training

Intensive training

Immersion training

Off-base training

Short course

Long course

Validation

Sustain and maintain are synonymous terms - USA

Sustain and retain are synonymous terms - Canada

	<u>Retention</u>	<u>Maintenance</u>	<u>Refresher</u>
UK	Training designed to sustain language proficiency gained during a formal training course whilst serving in a post for which foreign language skills are not required.	Training dedicated to maintaining a required level of language proficiency whilst serving in the appointment for which the language is required.	Training which takes place some time after completion of a formal training course and designed to restore the required proficiency for particular language annotated appointments.
USA	The ability to preserve the required skills and knowledge that enable recall and recognition of language features, i.e. vocab, grammar rules. It depends on individual's memory capacity to store knowledge as well as the amount of repetition and practice.	Training designed to sustain/maintain language proficiency skills acquired in formal or informal training.	Training which is conducted subsequently to completion of a formal training program and designed to restore language proficiency to the level previously acquired.
Canada	The process by which an individual retains or sustains a language or the actual act, process or phenomenon by which one preserves, maintains one's ability to use any language, foreign, second or even first language. Thus maintenance training is only one of the means by which retention can be achieved.	Training designed to sustain language proficiency or to maintain a required level of language proficiency while serving in a foreign post for which foreign language skills may or may not be required (voluntary - 2 to 6 hours/week).	
Germany	Holistic approach which recognises that the right and left hemispheres have different though complementary functions. Suggests a need to resolve the unproductive conflict between grammar and communication oriented language teachers and between followers of the learning school VS those who emphasise acquisition.		
SHAPE		Courses whilst serving in NATO posts.	Follow-on to courses given at national levels.

UK Survey - Study Group Assignments

- a. Standardising terminology.
- b. Strategies and pooling of ideas for retention maintenance and refresher training.
- c. Guidelines for making best training use of immersion in the community in which the target language is spoken.
- d. Designing a table for deciding the length of refresher courses needed to recover levels of competence in nominated language after various intervals of time since formal full-time training ceased:

Language =

Level reached at end of formal training	Time since formal training ceased (months)				
	6	12	18	24	30
2200					
2222					
3300					
3333					

Annex A to UK Presentation on  
Foreign Language Retention and  
Maintenance

STANDARDISING TERMINOLOGY

1. Following the UK presentation, outlining the BILC survey on language skills retention, maintenance and refresher training, a study group considered the proposition that there could be value in standardising terminology used in language training (LT).
2. The study group found that:
  - a. there was a significant number of LT terms which member nations used frequently but the meanings of which had not necessarily been agreed,
  - b. there would be value in a glossary which brought together these terms and their definitions.
  - c. BILC should carry out a study of these terms to determine:
    - (1) the LT terms which should be listed,
    - (2) whether, and what, meanings should be agreed for these terms,
    - (3) how best the meanings of the terms should be promulgated.

Annex B to UK Presentation on  
Foreign Language Retention and  
Maintenance

STRATEGIES AND POOLING OF IDEAS FOR RETENTION, MAINTENANCE

AND REFRESHER TRAINING

1. The group began its discussions by delineating the simplest case for spending resources on refresher/maintenance programmes viz that a 2,5 - 3 year tour of duty was a low return on an 18 month or so investment of training time and effort. It quickly became clear however that member nations differed dramatically in their view of the value of language qualifications and hence in the view they take of maintenance training expenditure. For example, most European allies see competence in English as essential for advancement in the Services and are able to rely on their Linguists to maintain and even improve on their level of English without any formal provision being needed.
2. This point led on to discussion of student motivation. Anglophone nations tend to see significant knowledge of a foreign language being useful for one tour of duty and, occasionally, for several appointments spread over a wide span of years. Given that officers in particular are required to learn a range of other professional skills in the interim and in some cases to pass promotion examinations, it requires a higher than normal level of dedication for such personnel also to maintain their language proficiency. In the last analysis, financial rewards of some kind are needed and this is a further potential drain on scarce resources.
3. The group contained several very different attitudes towards and expectations of a language maintenance programme and it was clear that much preparatory work would be needed to establish baselines and needs before multi-nation co-operation could become a practical possibility.

Annex C to UK Presentation on  
Foreign Language Retention and  
Maintenance

GUIDELINES FOR BEST TRAINING USE OF IMMERSION

IN THE TARGET LANGUAGE COMMUNITY

1. The group considered the following checklist (para 3) suggested by the UK which was generally approved.
2. It was however agreed that such a list was always capable of refinement or expansion and should include mention of:
  - a. The need for psychological and cultural as well as linguistic readiness for immersion training.
  - b. The benefits of accessing as rich a range of 'language' contacts as possible.
  - c. The training advantages of appropriate temporary or part-time employment in the community.
  - d. The appropriateness of shifting the emphasis from teacher dependent to student led training. The development of the student as an independent learner would require the student to improve his language skills on a self-help basis.
3. Aim of workshop: To make a checklist for guidance in managing immersion training.
  - a. What do we mean?  
Immersion: 24 hour a day exposure.  
Immersion can be natural in country or artificial in the home country.  
Immersion course: formal training in an immersion environment.
  - b. Essential Ingredients  
General: quantity of exposure, quality of exposure.  
Particular: opportunities for social contacts or arranged social contacts (depending on the individual), accomodation with families (desirable), formal teaching.
  - c. Aims of Immersion Training  
Boost confidence in use.  
Boost proficiency.  
Revive motivation.  
Increase cultural familiarisation.  
Promote favourable attitudes.  
Encourage independent learning.
  - d. Rationale  
Learn by osmosis.  
Learn by exposure in environment.  
Learn through personal contact.  
Learn by being forced to use cnstantly.



- e. At what stage to immerse?
  - Linguistic readiness (preferably already 2).
  - Psychological readiness.
  - Cultural readiness.
  - Is training given to achieve psychological and cultural readiness?
  
- f. When to immerse?
  - Before home country training.
  - During .....
  - After .....
  - During posting.
  
- g. How long in relation to home training?
  - 10 %? 20 %? 30 %?
  - As long as you can afford?
  
- h. Balance between formal training and exposure.
  
- i. Type of Institution
  - University.
  - Centre for foreign students.
  - Field school.
  - Family.
  - Government training centre.
  - Commercial school.
  - Host country institution.
  - Home country institution.
  - Third country institution.
  
- j. Type of Course
  - Tailor made.
  - Existing.
  - Amount of teaching.
  
- k. Methods of Teaching
  - Host country.
  - Home country.
  - Based on environment.
  - Use environment.
  - Ignore environment.
  
- l. Other Students
  - Monolingual.
  - Multilingual.
  - Native speaker.
  
- m. Link to Home Training
  - Separate courses.
  - Dove-tailed courses.
  - Loosely related courses.
  
- n. Projects and Assignments
  - Staff organised-student organised.
  - Interviews.
  - Visits.
  - Linguistic sight-seeing.

Integrated with the course.  
Separate from the course.  
Temporary work.

o. Activities

Conversation/discussion groups.  
Courses in other subjects in target language.

p. Social Contacts

Arranged social contacts.  
Guided contacts.  
Unplanned contacts.  
Social functions.

q. Media

Radio.  
Television.  
Press.  
Electronic mail, teletext.

r. Combination with Office Work

Traineeship.  
Part time.  
Half time.

s. Accommodation

Family.  
Hostel.  
Cheap hotel.  
Tourist hotel.  
Shared room.  
Single room.

t. Hosts

Professional background.  
Socio-economic background.  
Linguistic proficiency.  
Age.  
Family relations.  
Character.

u. Entertainment

Cinema, theatre.  
Arts.  
Sports.

v. Geographical Location

Capital.  
Town.  
Country.  
Characteristics of town etc: culture, occupations, size, distance, climate.

w. List of centres actually used.

Annex D to UK Presentation on  
Foreign Language Retention and  
Maintenance

REFRESHER COURSE LENGTH

1. Following the presentation by the UK on the survey into language skills retention, maintenance and refresher training, a study group was established to consider the design of a table for deciding the length of refresher courses needed to recover levels of competence in nominated languages after various intervals of time.
2. The group used the definition of refresher training in paragraph 2 c of the written version of the UK presentation and considered how best to complete the sample draft matrix provided by the UK.
3. It was generally agreed that it is difficult to complete such a matrix since the length of refresher training needed to restore language competences is a complex matter. However, some of the contributing factors identified are:
  - a. the degree of language loss,
  - b. whether the language is the student's first or second language,
  - c. the motivation of the student.
4. Members of the group reported that there was, generally, no formally organised refresher training. It was usually organised on an ad hoc basis with voluntary attendance.
5. The group agreed that further work on this topic could yield some valuable qualitative data.



Exposé sur l'Ecole Interarmées du Renseignement  
et des Etudes Linguistiques (EIREL)

Colonel Jean Pichot-Duclos

Mesdames, Messieurs,

Je voudrais tout d'abord remercier le Comité directeur du BILC de m'accorder quelques minutes pour présenter l'Ecole que je commande depuis un an et demi.

L'Ecole Interarmées du Renseignement et des Etudes Linguistiques a été créée le 1er septembre 1985 à Strasbourg qui, comme vous le savez, est le siège du Conseil de l'Europe et du Parlement Européen de la Communauté Economique Européenne.

Outre la mission renseignement que je n'évoquerai pas dans cette enceinte, la mission de l'EIREL est de dispenser l'enseignement des langues étrangères au personnel militaire et civil relevant du ministère de la défense, à l'exception des écoles de formation d'officiers.

Les activités linguistiques de l'Ecole sont regroupés dans une division: la Division des Langues et Etudes Militaires Etrangères. Ses missions sont très diverses, puisqu'elle regroupe environ une trentaine de stages, plus de 500 stagiaires par année scolaire. Voici donc les tâches de cette division:

- Elle est responsable de la formation en langues étrangères de spécialistes et de la réalisation des aides à l'instruction dans ce domaine.
- Elle assure les cours par correspondance de l'enseignement des langues et prête son concours pour l'organisation des examens correspondants.
- Elle participe à des interprétations ou à des travaux de traduction au profit du Ministre de la Défense et de l'Etat-Major des Armées.

L'Ecole a donc un rôle primordial dans la formation des linguistes de la défense. Son rôle ira croissant dans les années à venir, tant la demande en langues européennes (en particulier anglais et allemand) ne peut que s'accroître dans le cadre de l'ouverture des frontières et de l'édification future de la défense européenne.

Par ailleurs, l'Ecole dispose d'un groupement de moyens audiovisuels pour le soutien de l'instruction. Cet organisme produit des vidéogrammes; nous vous proposons de voir une cassette réalisée pour la préparation des certificats militaires de langue anglaise.

Cette cassette est une aide à l'instruction pour les candidats qui veulent acquérir le CMLP 2. Elle est particulièrement utile pour l'épreuve C de cet examen, qui consiste en un exposé sur carte d'une situation tactique du niveau régiment ou division.

English Translation of the EIREL Presentation

by Colonel Jean Fichot-Duclos

Ladies and Gentlemen,

First of all I wish to thank the Steering Committee of the BILC for allowing me to present the School I have been commanding for one year and a half now.

The Defence Intelligence and Foreign Language School was founded on 1 September 1985 in Strasbourg, which as you are aware is the headquarters of the European Council and of the European Parliament of the E.E.C.

Apart from the intelligence mission that I will not discuss in this forum, the mission of the EIREL is to provide foreign language training to servicemen and civilian personnel of the Ministry of Defence, officer training schools excepted.

The linguistic activities of the School are grouped together within the Foreign Language and Military Studies Department. It has various missions and organizes some thirty different courses and trains over 500 students per school year. Here are the tasks of this department:

- It is responsible for training selected specialists in foreign languages and for providing them the relevant reference materials.
- It conducts correspondence courses and contributes to the organization of the exams.
- It takes part in interpreting and translating works on behalf of the Ministry of Defence and the Armed Forces Staff.

Our school thus plays a major role in training skilled linguists for the defence. Its importance will grow in the coming years with the increasing demand in European languages (namely English and German) in the context of the opening of borders and the building of the future European defence.

In addition, our school also has at its disposal an audiovisual department in support of teaching. This organisation produces videograms; we invite you to watch a videotape which was designed to help prepare candidates for the military language exams in English.

This tape is an audiovisual aid for the second level of proficiency in spoken English and is very useful to prepare that part of the exam which consists in presenting a tactical situation at battalion or division level.

## Non-Linear Elements in Learning and Retention

by Josef Rohrer

Before I got involved in studies about how our brain learns and remembers, I used to believe in fairly simple mechanisms: In any school setting there are teaching brains and learning brains; in some there are also R & D brains (research and development brains). The learning brains are waiting for the teaching brains to make them learn and remember. The R & D brains know how to structure teaching and learning materials and therefore supply the textbooks and other things. Why do R & D brains structure the material the way they do, and why do teaching brains teach the way they do? The tacit assumption on the part of the teaching and the R & D brains is probably that since textbooks and methodologies are the products of brains they must somehow reflect the way our brains work. There must, therefore, be something innately right about these products, no matter how different they may appear to be on the surface.

If, therefore, learning material is presented in horizontal sequences,

Here's some more information about Nick, the folk singer. Use the question words in brackets and write down the questions.

1. Nick has got to leave home at 3 o'clock in the afternoon to reach Manchester in time. (when)

*When has Nick got to leave home to reach Manchester in time?*

2. He'll earn thirty pounds in Manchester. (how much)

3. Out of the thirty pounds he pays for his train ticket and his food. (what)

4. He gets fed up with the long train journeys. (what)

5. By the end of the year Nick will have played in every big town in England. (where)

6. He sang with the group "Oma" for a long time. (who)

7. The tickets cost 50p if you're a member. (how much)

Fig. 1 (cf. Notes 5)

does this mean that horizontalness is a significant feature in verbal learning and memory processes? Could the same be said of verticalness?

Die Endungen der Artikelwörter sind gleich im:

Nom. f. Sg. Akk. f. Sg.	Akk. m. Sg.	Dat. m + n Sg.	Gen. f. Sg. Dat. f. Sg.	Gen. m + n Sg.
die	den	dem	der	des
diese	diesen	diesem	dieser	dieses
eine	einen	einem	einer	eines
meine	meinen	meinem	meiner	meines
deine	deinen	deinem	deiner	deines
seine	seinen	seinem	seiner	seines
ihre	ihren	ihrer	ihrer	ihrer
unsere	unsere	unserer	unserer	unserer
eure	eure	eurer	eurer	eurer
ihre	ihre	ihrer	ihrer	ihrer
keine	keine	keinem	keiner	keines

Fig.2 (cf. Notes 6)

What about this radially presented classification?

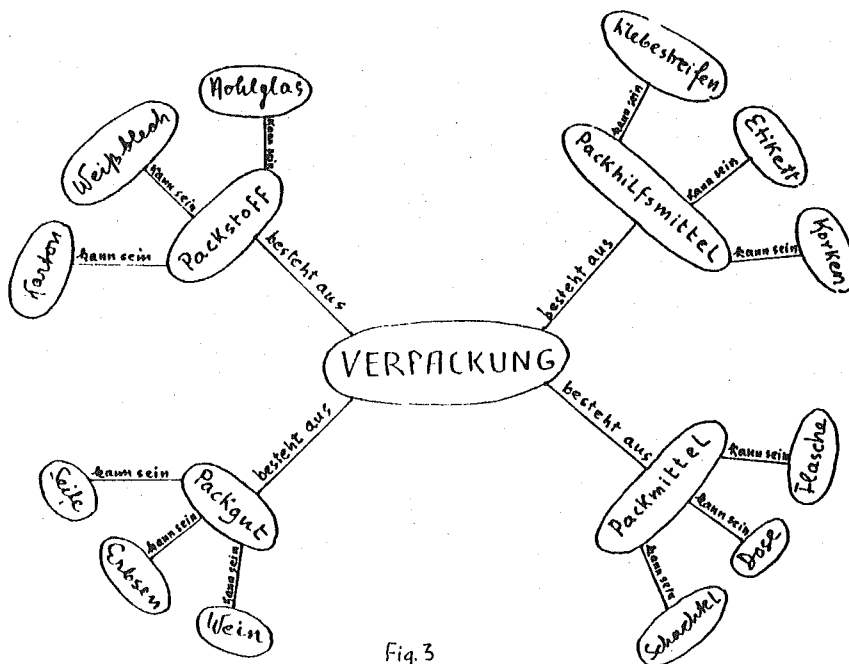


Fig.3

What about clusters and networks?

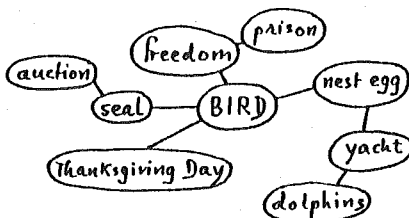


Fig.4



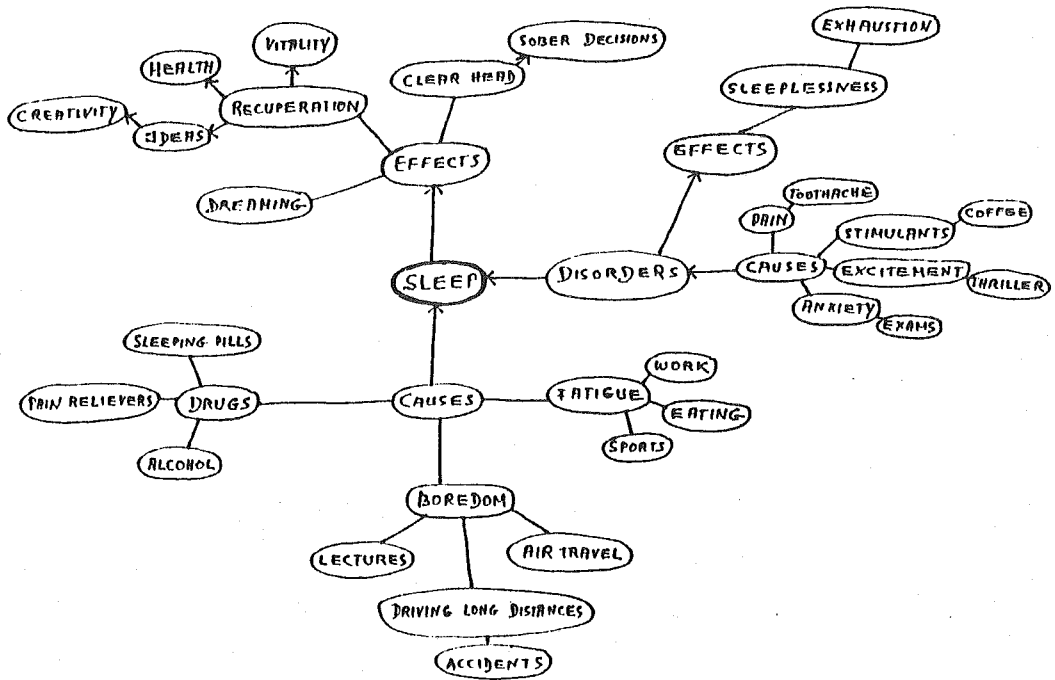


Fig.5

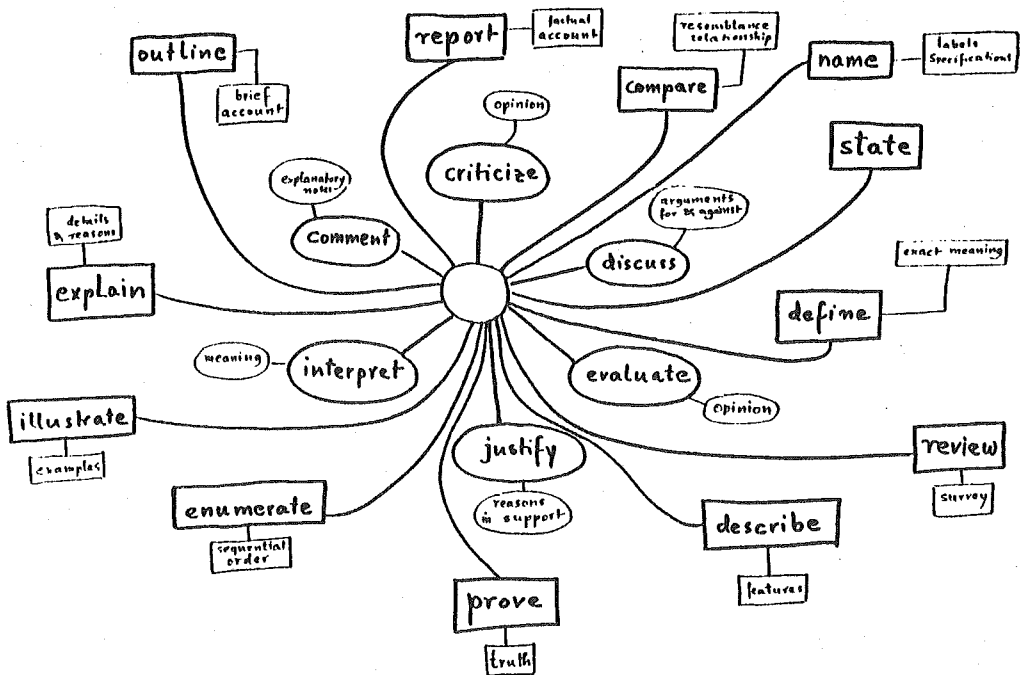


Fig.6

Are these an indication of how for example words are stored and accessed in memory? Could it, therefore, be that clusters presented to or made by learners yield significantly better retention results than other types of presentation? Is the cluster concept an intrinsically brainy one? Is the flow-chart a particularly brainy method of presenting, learning, and retaining verbal information?

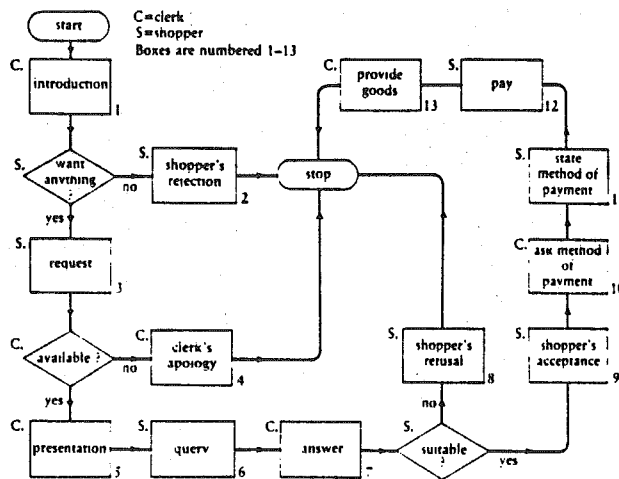


Figure 3: Flowchart of shopping situation (Mohan 1986: 59)

Fig. 7 (cf. Notes 7)

Is the fact that we can mentally fill in blanks, as for example in so-called cloze-exercises,

**Pregunte o responda**

A: —¿Con q► vive Marina en Sevilla?

B: —Con sus p►.

B: —¿Q► e► Currito?

A: —T►.

A: —¿P► q► no quieren los padres de Marina a Currito?

B: —P► no es famoso y p► no tiene dinero ni carrera.

B: —¿Q► edad tiene Ricardo?

A: —C► a►.

Lea a su compañero

A: Mi p► Marina vive con sus padres en Sevilla. Allí t► en un gran hospital. Es enfermera. Tiene dieciocho años y es muy g►. Marina tiene n►. Éste se ll► Currito, tiene veintiocho años y es elegante y s►. Currito es torero, pero no un torero f►. Los padres de Marina, mis t►, son ricos. Mi t► es un a► importante de Sevilla. Tiene casas, fincas y mucho d► en el banco.

B: Mis tíos no q► a Currito p► no es f► y p► no tiene d► ni carrera. Q► a Ricardo, un m► de Sevilla. Ricardo sí es rico. Pero Marina no q► a Ricardo. É► tiene cuarenta años y no es t► atractivo c► Currito. Ahora Marina e► en Madrid, en mi casa. P► unos días de v►. Aquí e► también Currito. Esto es un s►. Mi p► y el torero s► juntos todos los días y p► muy felices. Pero mañana por la noche ll► mis tíos. V► con Ricardo. Sin duda sospechan a►.

Fig. 8 (cf. Notes 8)

that, because of our knowledge of the world, we can make associations,

A strike by one of the following could make commuters especially angry.

- a) Railwaymen.
- b) Car workers.
- c) Dockers.
- d) Doctors.
- e) Ship-builders.

Fig. 9 (cf. Notes 5)

that we can complete part-whole relationships

Die Teilbegriffe sind gegeben, der Verbandsbegriff ist zu suchen:

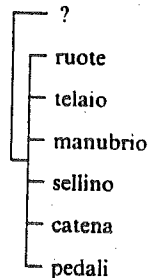


Fig. 10 (cf. Notes 9)

that we can construct or complete verbal analogies,

Das fehlende substantivische Korrelat ist zu suchen:

- baker : bread :: butcher : ?
- milk : cow :: honey : ?
- hair : shampoo :: teeth : ?
- tree : bark :: body : ?
- courtship : poetry :: marriage : ?
- foot : sole :: hand : ?
- line : inches :: angle : ?
- drill : bit :: saw : ?
- hand : fingers :: fork : ?

Fig. 11 (cf. Notes 9)

that we can apply syntactic transformation rules ...

**Inversion for emphasis**

The Daily Dirt newspaper has accused the Prime Minister Mr Tricky of a number of illegal activities. Mr Tricky has written his replies on the article.

- We at the Daily Dirt have evidence that the Prime Minister:
1. overspent three times on his election campaigns. *only once.*
  2. has made up nasty stories about political opponents. *at no time*
  3. produces false economic statistics. *in no way*
  4. uses government planes for private travel. *very rarely*
  5. has told lies to Parliament about government plans. *in no respect*
  6. has angry arguments with his ministers about policy. *on no subject*
  7. accepts payments from large companies. *under no circumstances.*

A government official is now replying for Mr Tricky.

1. Only once did Mr Tricky overspend on his election campaigns.
2. \_\_\_\_\_ has Mr Tricky \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Fig. 12 (cf. Notes 5)

Does the fact that our brain is capable of doing all these and very many other things (especially when we learn English where research and development brains have been extremely creative and prolific inventing so-called learning techniques) mean that *that is how* our brain learns and remembers and that *that is how* t-brains should teach l-brains to operate?

Alas, I cannot find much evidence that would support the assumption that our teaching methods and our consciously acquired learning habits are directly related to the brain's relevant mental activities. On the contrary. How and what we learn seems to be determined by a complex interplay of neuronal and personality factors both of which are genetically determined. If it is true that our brain's neuronal disposition and the fundamentals of our personality cannot be changed, it is not surprising that different students, given the same presentation, may respond very differently<sup>1)</sup>. This would explain why in spite of a host of highly sophisticated methodologies that have been evolved in the past 30 years most observers of the scenery agree, at least privately, that there has been no significant improvement in the quality of foreign language competence in general education.

Our conscious brain is, after all, completely unaware of what goes on in the black box. What we can observe, however, is the results of such activities, so that, by a lengthy process of trial and error, we can develop our own styles of learning and remembering, more or less successfully.

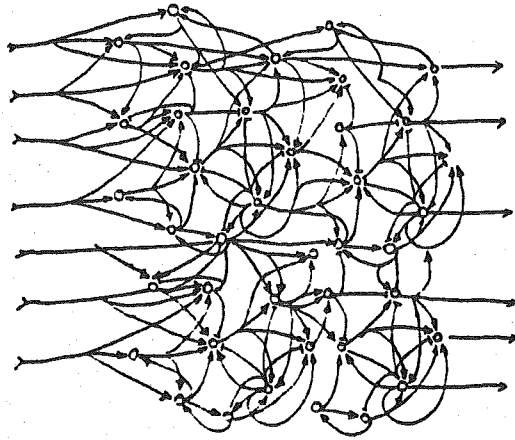
In recent years, the language teaching profession has become curious about what neurologists, neurobiologists, psycholinguists and others know about this. The results of observations of people with cerebral lesions or defects are becoming more and more widely known and first conclusions are being drawn. We now know that a large number of cognitive and non-cognitive functions can be precisely located in the brain, in the left or in the right hemisphere, or in both. Especially the functions and skills of the right hemisphere have been given prominence in recent years. It is interesting to note that most of the factors that are called personality factors (extroversion/introversion, sensing/intuition, thinking/feeling, judging/perceiving)<sup>1)</sup> relate to right-hemispheric activities.

Without going into a description of these mental functions, we can say that obviously many of them play a role in the processing of language. If we assume that our mind's prime task is to ensure the body's survival through learning and remembering, we can conclude that such mental functions are directly related to the task. However, devising and using language learning materials that require such mental processes as conceptualizing, classifying, associating, analogizing, etc. does not necessarily mean that success is a foregone conclusion. The least one can say is that there are, have been, and will be many people who have learned foreign languages, even achieved near-native mastery of one or more foreign languages, without ever using sophisticated learning materials of the kind we are talking about. What are the mental skills that enable such people to learn an extensive vocabulary, to master intricate syntactic rules, to internalize the niceties of pronunciation and prosody etc.? Does not the fact, I will call it that, that there is no simple cause-and-effect relationship between teaching methods and overt learning habits on the one hand, and successful learning and retention on the other, indicate that the

2. Teaching, in particular language teaching, has never systematically exploited the associative nature of learning and retention.

It is not possible for me, nor is it necessary, to go into the details of associative cerebral and mental processes. A few observations will, I think, suffice to make my point.

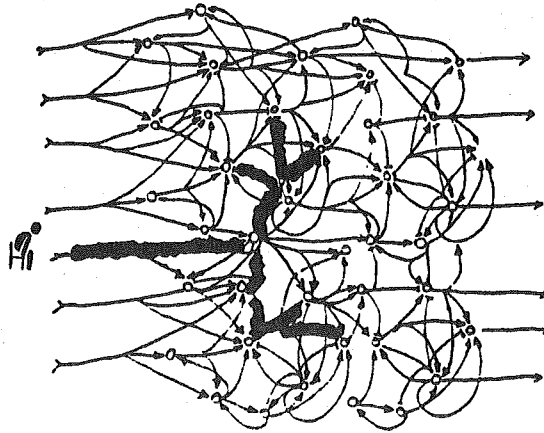
Research carried out by the Max-Planck-Institute for Biological Cybernetics<sup>2)</sup> suggests this simulation of cerebral neuronal networks. The simulation is based on electron microscopic photos.



Schematic representation of patterns of neuronal activity in associative processes.

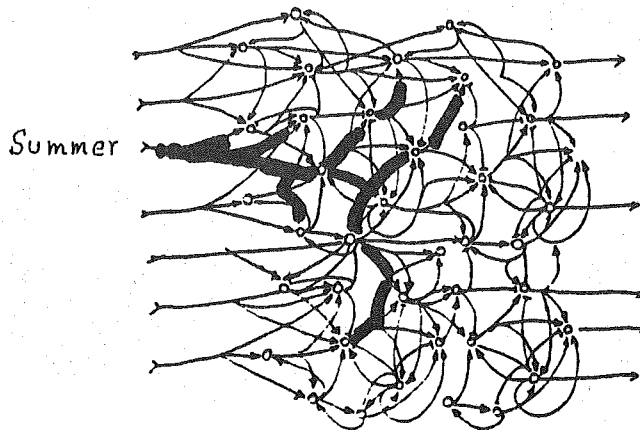
Fig.17

When a cue is perceived, a kind of associative chain-reaction follows certain pathways in the neuronal network. The direction of the reaction is determined by activators and inhibitors ( $\rightarrow$ ,  $\vdash$ ).



Schematic representation of patterns of neuronal activity in associative processes.

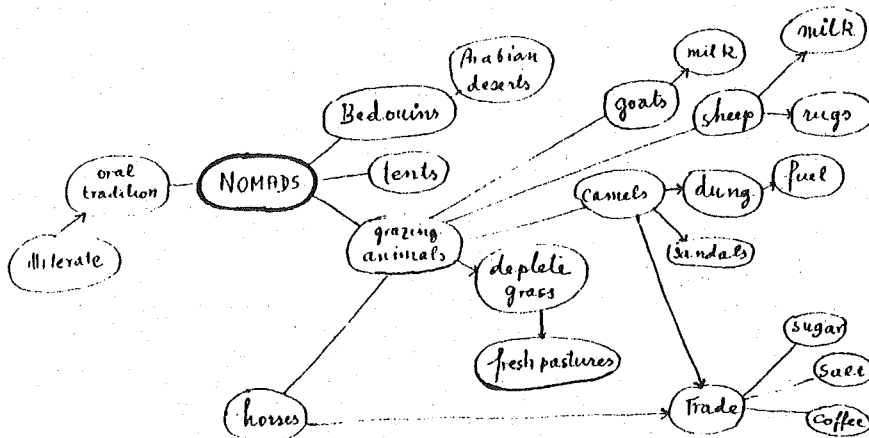
Fig. 18



Schematic representation of patterns of neuronal activity in associative processes.

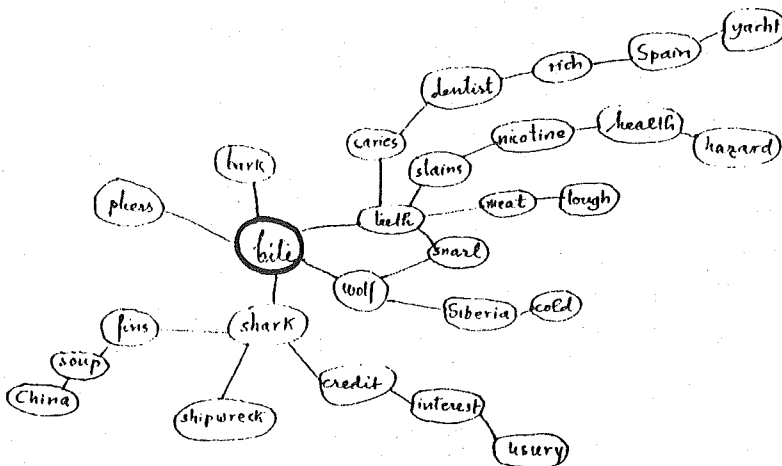
Fig. 19

It is very important to point out that associations, whether nonverbal (Fig. 18) or verbal (Fig. 19), are as individual as fingerprints. They are determined by the accidental contingencies of personal experience. Any associative network does, of course, contain many associates (associative elements) that would also be contained in the networks produced by other brains. We all share culture-specific or even universal schemata. If this were not the case, we could not understand these networks:



Symmetrical Association

Fig. 20



Asymmetrical Association

Fig. 21



Anybody can draw such clusters very quickly. There can be many types of relationship between associates (spatial, temporal, superordination, coordination, subordination, opposition, cause-and-effect, similarity, etc.). Psycholinguists have been trying for a long time to categorize such relationships, without convincing results. However, when someone produces such clusters he does not need to think about the relationships because they come to him effortlessly.

There seem to be basically two kinds of associative clusters: symmetrical and asymmetrical. Figures 3, 5, 6, 17, and 21 are symmetrical clusters. Each cluster has an overall logical structure where each of the associates can be plausibly related or traced back to the key concept. Figures 4 and 22 are asymmetrical clusters whose overall structures are not consistently logical.

Symmetrical clusters are used as teaching aids as they are usually strictly hierarchical, making use of coordination, superordination and subordination.

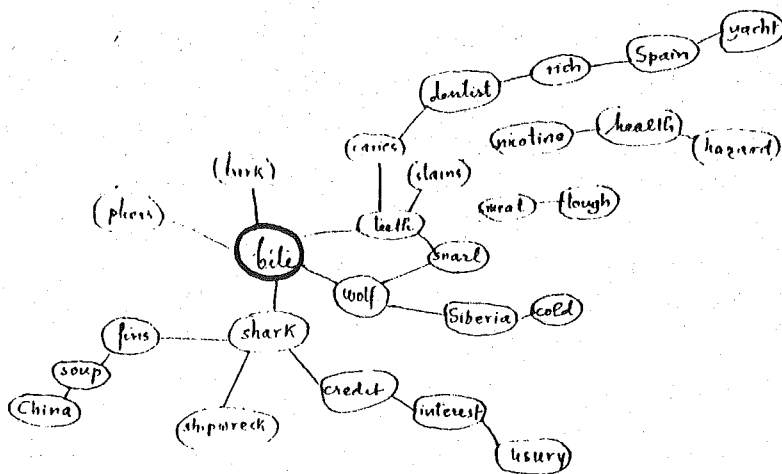
Their advantages over other, more conventional, presentation techniques are obvious:

- Synoptic perception of the subject matter, facilitating non-linear information processing;
- Iconic property of presentation, aiding retention through enhanced imagery;
- Quick recognition of relationships between associates.

We can observe that presentation techniques that meet these three criteria are being used more and more widely in all kinds of teaching and textbooks. This shows the increasing role that non-verbal visualization is playing in all fields of communication, teaching included. This also shows that linear communication and information processing through sequential symbols, mostly in the form of language, is being complemented, if not superseded, by non-linear processing.

It appears that our memory files with their complex associative structure can only be effectively accessed in a manner that is appropriate to this structure, a way which must, by nature, be nonlinear. It is interesting to note that computer science, having reached a dead end in linear processing, is now into non-linear, parallel processing, hoping some day to be able to simulate the way the human brain perceives, understands, learns, retains, recognizes and recalls information. Equally interesting for us, foreign language teachers are beginning to be interested by non-linear aspects of learning and retention. Excellent examples of pragmatic applications of this can be found in Jean Aitcheson<sup>3)</sup> and Gail Ellis<sup>4)</sup>.

There is, however, one aspect of all this that has not yet been given the prominence that I think it deserves. This aspect is individuality. I have said before that associations, whether nonverbal or verbal, are as individual as fingerprints, being determined by the accidental contingencies of personal experience. Therefore we should pay more attention to the learner's ability to produce individual associative patterns, both in his mind and on paper. An example of individual patterns is the asymmetrical associative cluster (Fig. 22).



Asymmetrical Association

Fig. 22

Among psychologists such clusters are known as free associations. In such associations there is always a plausible relationship between any two immediate associates. But there does not need to be a plausible relationship between distant associates. In the cluster "bite", there is a plausible relationship between "caries" and "dentist"; the relationship between "caries" and "yacht" is, however, not obvious. Such clusters can be a valuable indication of the bias of student's personal mental lexicon. Also, a student should be encouraged to make his own personal vocabulary exercises using such clusters. My own experience is that by producing and playing with such clusters we can aid vocabulary retention enormously.

Playing with clusters could mean making one's own pattern completion exercises:

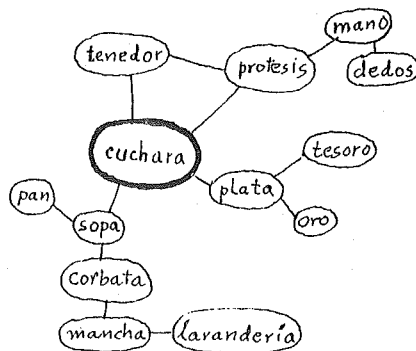


Fig. 23

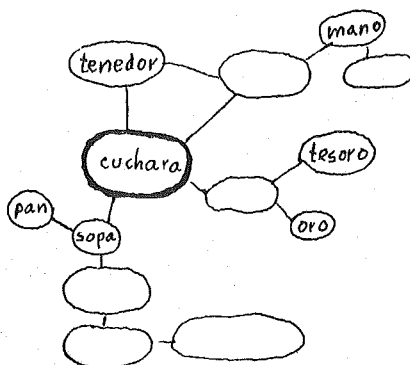


Fig. 24

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Retention and Maintenance of Foreign and Second Language Skills

Suzette Hafner

Outline

1. Introduction
2. Definitions
3. Retention and Maintenance within Canadian Forces
  - a. Second Languages
  - b. Foreign Languages
  - c. Traditional Means
  - d. Maintenance and Career Progression
  - e. Future Prospects
4. Retention and Maintenance within the Department of External Affairs
5. Retention and Maintenance: Main Trends within other Federal Departments and Agencies
6. Conclusion

## 1. Introduction

- a. In Canada, with respect to retention and maintenance of language skills, a distinction must be made between official languages (English and French) and foreign languages. Indeed, since French and English are the official languages of Canada, the federal government and its departments and agencies, including the Canadian Forces, have to conform to the Official Languages Act. Within this context, the emphasis is on second language training to which considerable resources are devoted. Thus, any discussion on retention and maintenance should, from our view point, include second language; and
- b. on the other hand, Foreign Language Training within both the Department of National Defence and the Department of External Affairs responding to specific needs which are, more or less, the same in most BILC member countries; and
- c. the introductory distinction is essential as it is the underlying organizing principle of our presentation.

## 2. Definitions (see Slide 1 attached)

- a. Concerning the definitions of maintenance and retention, we, in Canada, generally consider as maintenance all training designed to sustain language proficiency or a required standard of language proficiency while serving in a foreign post for which foreign language skills may or may not be required. And this applies to second language as well. The term retention on the other hand is used to signify the process by which one individual preserves one's ability to use any language, foreign, second or even first language; and
- b. in addition to these definitions, the following observations will help delimit our presentation:
  - (1) we consider the topics from an empirical point of view despite the significance of theoretical aspects,
  - (2) with regard to the second language training, especially for officers, the requirement of the number of bilingual positions is not taken into consideration,
  - (3) within the framework of the federal government language training programmes, theoretical research on retention and maintenance is almost non-existent, and
  - (4) maintenance is seen as a dynamic process in which the individual not only maintains or sustains but increases, to some extent, his/her language skills.

### 3. Retention and Maintenance within Canadian Forces

#### a. Second Languages

(1) As a general rule, there are no provisions at the moment for retention, maintenance and refresher programmes in French and English; the onus is placed on the individual to maintain and improve the command of the second official language through personal initiative. Notwithstanding this general rule, a few courses could be considered in whole or in part, as maintenance or refresher courses:

(a) courses, such as the General Officers/Senior Executives French Language Tutorial Courses and Second Language Immersion Course are both a response to a need for refresher training as well as expansion of the knowledge of the French language among General officers and senior executives whose duties do not permit prolonged absences from their specific responsibilities, and

(b) strictly speaking, the General Officer/Colonel Out-Service Second Language Tutorial Course is not designed as a maintenance or a refresher course but, for some of the generals, colonels and lieutenant-colonels enrolled in it, it could be considered as such, and

(2) since only a limited number of members are involved in these various courses, the general policy still stands.

#### b. Foreign Languages

(1) The maintenance programme or upgrading programme in some cases applies almost exclusively to our Canadian Forces Attaché military personnel and their spouses while on duty abroad. It consists mostly of part-time courses (2 to 6 hours per week) made available by local language training establishments.

(2) This form of training is on a strictly voluntary basis and all books and tuition fees are paid for by the Department. Participants consider this type of training useful mostly to improve their proficiency while using their newly acquired language. The training is not validated as such except for some voluntary comments by participants. This approach is generally considered to be rather effective as it complements real life use of active skills in a quasi-immersion situation. However, because of the Canadian military posting system, in most cases once an individual has completed an intensive full time language training course plus a three year posting abroad with part-time language training, that individual will likely be posted to another country or back to Canada and will very seldom use this acquired language; and

(3) dans les Forces canadiennes, les quelques cours qui se donnent présentement sont plutôt des interventions isolées pour répondre à certains besoins précis plutôt que le produit d'une étude détaillée des besoins.

c. Moyens Traditionnels

- (1) Il peut sembler étonnant que nous évoquions les moyens traditionnels de maintenir à un niveau acceptable les habiletés acquises en langue seconde ou étrangère. C'est que, dans notre contexte, ils demeurent primordiaux. Prenons le cas des langues secondes. La formation linguistique, dans les Forces canadiennes, repose sur le principe de l'imputabilité. Le ministère offre jusqu'à 1 250 heures de formation linguistique aux militaires. En retour, il s'attend à ce que ces mêmes militaires, une fois qu'ils ont atteint le niveau Fonctionnel (F) ou Intégral (I) de bilinguisme, déploieront les efforts personnels voulus pour, à tout le moins, conserver leurs habiletés à ce niveau. Le cas des langues étrangères est, on l'a vu, différent. Bref le maintien de l'acquis est d'abord une responsabilité individuelle. C'est pourquoi les moyens traditionnels demeurent très utiles, et
- (2) (see Slide 2 attached) nous nous permettons donc d'en énumérer un certain nombre parce que nous estimons, la motivation aidant, qu'ils demeurent d'excellents outils que nous n'hésitons pas à suggérer à tous ceux et toutes celles qui ont terminé leur formation linguistique en langue seconde voire étrangère:
  - (a) s'entretenir avec des interlocuteurs dans leur langue maternelle,
  - (b) faire usage de la langue seconde ou étrangère dans l'accomplissement de ses tâches aussi souvent que possible. Mentionnons que le ministère de la Défense nationale multiplie ses efforts pour que le français devienne langue de travail au même titre que l'anglais,
  - (c) tirer profit des média (radio, télévision, presse écrite) dans la langue cible,
  - (d) adhérer à un club ou à une association, et
  - (e) autres: théâtre, cinéma, littérature, etc. et

d. Maintien de l'Acquis et Progression de Carrière

Le gouvernement fédéral, pour encourager les fonctionnaires et les militaires à maintenir leur compétence langagière en langue seconde à un niveau satisfaisant a mis au point, au fil des ans, une série de mesures visant à motiver les individus et à reconnaître leurs efforts. Plus encore, le bilinguisme devient un atout pour quiconque, au sein de la Fonction publique et des Forces armées, aspire à une promotion. Voici un aperçu de ces mesures:

(1) Militaires

- (a) Officiers. En 1997, tout officier aspirant au grade de lieutenant-colonel ou de colonel devra être bilingue. En outre, le Conseil d'appréciation des officiers accorde 0.5 point à tout officier reconnu bilingue.

- (b) Personnels non officier. Tout militaire non officier occupant un poste bilingue verra ses chances d'accéder à un niveau/grade de leadership (sergent, adjudant) s'accroître, et
- (c) mentionnons aussi que la politique régissant le nouvel examen de compétence langagière prévoit que pour conserver indéfiniment le niveau Fonctionnel (F) ou Intégral (I) de bilinguisme, le militaire devra avoir réussi l'examen trois fois consécutives en huit ans, ce qui est une forme d'exhortation à déployer les efforts voulus dans le maintien des habiletés en langue seconde.

(2) Personnel Civil

- (a) Tous les fonctionnaires reconnus bilingues reçoivent une prime au bilinguisme (800.00\$ CDN annuellement) sauf les cadres supérieurs pour qui a été mis en place un mécanisme particulier qui s'apparente à la prime.
- (b) A moins d'en être exempté, tout fonctionnaire doit se soumettre de nouveau, tous les trois ans, au test d'évaluation de la langue seconde de la Fonction publique. Ce sont deux formes d'incitation à prendre ses responsabilités quant au maintien des habiletés en langue seconde, et
- (c) il s'en ajoute une troisième: le bilinguisme constitue en effet un atout précieux lors de la participation à des concours visant à doter des postes où la compétence langagière dans les deux langues officielles est exigée.

e. Future Prospects

- (1) Resource Centres. The Maritime Command in Esquimalt, base located on the western coast of Canada, has established a small resource centre dedicated to second language training. Personnel may consult or borrow educational material (videos, tapes, books, magazines). It aids individuals to maintain or improve their second language skills. The operation and effectiveness of this resource centre will be closely followed. Eventually, we will consider the possibility of implementing, in co-operation with the Commands, similar resources centres on selected bases. However, at this point in time, such a programme is still in the initial planning and discussion stages, and
- (2) Computer Assisted Language Learning (CALL). Most predictions indicate that CALL is the way of the future. Its development, within Department of National Defence, is the project called ELMO (Enseignement des langues par micro-ordinateur) and seems promising for the maintenance of second and foreign language skills. In addition, more and more high schools, community colleges and universities offer, for first and second language as well, CALL which can be exploited within a maintenance programme. Consequently, in a near future, because of its almost unlimited potential, CALL will definitely become an important means for maintenance purposes.

4. Retention and Maintenance within the Department of External Affairs

- a. All employees of the Department of External Affairs are encouraged to make the required effort to maintain the language skills after the completion of their foreign language training. Therefore, at this time, training for maintenance and retention purposes is not a priority for the Department. However, in order to answer specific needs, two types of training are offered:
- (1) training given while serving in a post where the language is required and which is designed to maintain or improve the language proficiency (maintenance). This training is popular but very expensive: 383 868.00\$ CDN spent in 1988-1989, and
  - (2) training given to employees after the completion of an intensive foreign language training while serving in a post for which the foreign language training skills are not required anymore (retention). The emphasis is placed upon hard languages like Russian, Arabic, Japanese and Mandarin. Sixteen individuals took advantage of this programme in 1988-1989, and
- b. the Department does not intend to extend maintenance training and rather is considering new ways of ensuring an improved efficiency of the foreign language training.

5. Retention and Maintenance: Main Trends within other Federal Departments and Agencies

- a. Nous avons réalisé un sondage auprès d'agences et ministères fédéraux importants afin de savoir si les fonctionnaires qui ont reçu de la formation linguistique (français langue seconde) ont accès à un programme quelconque de maintien de l'acquis et, si un tel programme est en vigueur, quelles formes il revêt.
- b. Présentement, il n'existe aucun programme officiel de maintien de l'acquis, celui-ci étant la responsabilité de chaque fonctionnaire. Mais, il n'en demeure pas moins qu'un certain nombre de ministères assurent, à l'intention des fonctionnaires anglophones, un certain suivi à la formation linguistique. Ce suivi vise les objectifs suivants:
- (1) consolider le niveau "B" de bilinguisme (à peu près l'équivalent du niveau fonctionnel pour les militaires),
  - (2) aider les fonctionnaires qui doivent atteindre le niveau "C" (à peu près l'équivalent du niveau Intégral pour les militaires), et
  - (3) faciliter la réintégration au milieu de travail, c'est-à-dire, aider les individus à exercer les habiletés acquises pendant la période de formation linguistique dans leur environnement de travail.

Ce troisième objectif est probablement le plus important puisqu'il vise à porter remède à un problème fréquent: la difficulté qu'éprouve plusieurs individus à appliquer leurs connaissances une fois de retour au travail.



c. Quant aux moyens utilisés pour l'atteinte de ces objectifs, deux grandes tendances se détachent:

- (1) ateliers hebdomadaires, en général une heure par semaine, souvent à l'heure du déjeuner, en présence d'un tuteur. Ces ateliers sont composés de petits groupes gérés par les membres qui définissent eux-mêmes les objectifs. Chaque participant doit consacrer trois à quatre heures par semaine au travail personnel, et
- (2) centres d'auto-apprentissage et de ressources (matériel pédagogique varié, références, revues, vidéocassettes, etc.).

L'accent se porte presque exclusivement sur la langue de travail. En ce sens, on peut parler, dans le cas des ateliers, de perfectionnement puisque l'on estime que les participants ont les connaissances de base indispensables, mais pas uniquement: révision et consolidation des connaissances figurent, à petite échelle, parmi les activités de ces ateliers qui ne sont pas du tout considérés comme des cours.

Deux grandes tendances donc, avec l'objectif ultime de rendre les gens autonomes dans leur milieu de travail. Tout repose sur les concepts d'auto-apprentissage et d'auto-perfectionnement. Ateliers et centres d'auto-apprentissage et de ressources sont des outils mis à la disposition des fonctionnaires pour les amener à prendre en main non seulement le maintien de leurs habiletés linguistiques mais leur auto-perfectionnement. On estime que grâce à une telle approche, l'on en arrivera à un emploi plus étendu et plus efficace du français comme langue de travail en milieu gouvernementale.

- d. Quant à la formation linguistique assistée par ordinateur, elle n'est encore, dans la plupart des ministères, qu'à l'état embryonnaire.
- e. Il existe, à la Commission de la Fonction publique, deux programmes de perfectionnement qui, pour plusieurs des participants, sont des cours de maintien de l'acquis puisque tous ont déjà reçu de la formation linguistique mais, pour diverses raisons, n'ont pu maintenir à un niveau satisfaisant leur compétence ou ressentent le besoin de raffermir leurs connaissances. Ces programmes ont la forme de cours d'immersion (à Halifax pour les francophones, à Québec pour les anglophones) d'une durée de deux à cinq semaines chaque fois avec hébergement dans des familles, et
- f. In conclusion, within some federal agencies and departments, only a few individuals receive a form of maintenance training since maintenance of the second language skills is an individual responsibility.

## 6. Conclusion

- a. The Department of External Affairs, the Department of National Defence as well as most of the federal departments consider maintenance and retention of the language skills above all as a responsibility of the individual. Notwithstanding this principle, there is some maintenance training but, especially in the Department of National Defence, it is limited and is not yet supported by a rigorous study of needs nor by any theoretical approach.

- b. In fact, we are aware that, in the future, especially for second languages, maintenance and retention of the language skills are bounded to become an important aspect of our programme because of the geographic and demographic reality of Canada where maintenance of the language skills is problematic, especially for the Anglophones (for example: Canadian Forces bases are disseminated everywhere in Canada, mostly in English speaking areas). Thus, we already know that we will have to examine in much more details the theoretical and practical aspects of this training, and taking part in this conference will enable us to learn from other BILC member countries in order to find additional original, concrete and practicable means to enhance this training, and
- c. thank you for your attention.

MAINTENANCE TRAINING:

*All training designed to sustain language proficiency or to maintain a required level of language proficiency while serving in a bilingual position or while serving in a foreign post for which language skills may or may not be required.*

RETENTION:

*The process by which an individual retains or sustains a language or the actual act, process or phenomenon by which one preserves, maintains one's ability to use any language, foreign, second or even first language.*

## TRADITIONAL MEANS:

to converse with native speakers

to use the second/foreign language at work whenever possible

to take advantage of the media

to join a club or association

others: theatre, literature, etc....

STATISTIQUES SUR LE MAINTIEN

MINISTRE DES AFFAIRES EXTERIEURES CANADA

B. MAINTIEN: Formation donnée aux employés ayant suivi formation intensive et qui ne sont pas dans la mission où la langue est utilisée.

<u>Langues</u>	<u>Participants</u>	<u>Durée totale</u>	<u>Durée moyenne</u>	<u>Couts</u>
	87/88 88/89	87/88 88/89	87/88 88/89	87/88 88/89
Russe	2 2	12.5 10.5	6.3 5.2	3,132 2,576
Arabe	2 2	3 8.5	1.5 2.8	736 2,106
Japonais	6 6	48 34.5	8 5.8	12,030 9,042
Mandarin	3 5	16.5 37.5	5.5 7.5	3,808 8,992
TOTAL	13 16	80 91	6.1 5.7	19,706 22,716

June 14, 1989

STATISTIQUES SUR LE MAINTIEN

MINISTRE DES AFFAIRES EXTERIEURES CANADA

A. MAINTIEN: Formation donnée dans les missions pour maintenir ou améliorer la compétence linguistique.

En 1988-89:	Participants	308
	Durée moyenne	7 jours
	Coût total	\$270,364
	Coût moyen	\$125 par jour ou \$17 l'heure

Direction and Extent of Post-DLIFLC Language Skills Change  
and Related Variables

John A. Lett, Jr.

Prefatory Remarks

Antes de empezar la charla, quisiera dirigirme a la delegación española, incluyendo, claro está, al coronel Pena, Jefe de la Reunión, para decirles que les agradezco muchísimo tanto personal como profesionalmente esta oportunidad de experimentar de nuevo la famosa e incomparable hospitalidad española. Muy agradecido.

Bonjour, Mesdames et Messieurs. Je suis très heureux, d'être ici avec vous, et j'espère que vous pourrez comprendre ma présentation, qui sera prononcée en anglais.

Introduction

Mr. Chairman, Mr. Secretary, honored guests, let me describe for you very briefly what will be the structure of the presentation. Of course, the overall topic is the maintenance of language skills and the retention of same. There are three pieces to the presentation that I would like to try to share with you, and I will try to gauge the time so that we don't overemphasize one or the other.

First of all, as you know, there was a preliminary review of the literature submitted by the United States, performed by members of my staff several months ago, and I presume that you received that through the kindness of several key people in Europe who reproduced and distributed it. You received yesterday copies of a second review of the literature (attached as Annex A), and I would like to stop here and give credit where it is due. As most of you know, it is a lot easier to get money for a project than to get authorization to add another permanent member to your staff. So, in the time-honored government tradition, we have purchased products here and have been very, very fortunate to have acquired the services of some top-flight professional scholars and colleagues. This particular review of the literature was performed by the contractor who has been assisting for about four years on the Language Skill Change Project. That contractor is Advanced Technology, Inc., the principal investigator on the project being Dr. Frank O'Mara. I want to acknowledge the fully professional support of these folks. Although I have given general direction to the report and to the briefing that will be presented today, it is actually Dr. O'Mara who put it together.

The first part of my talk, then, will offer you some overviews and some syntheses of the abstracts that are contained in the blue handouts from yesterday, the spiral-bound review of the literature (Annex A). There is a lot of information in there and I want to offer you the services of extracting and synthesizing and identifying the high points and the conclusions. Second, and I would like this to be the major thrust of the talk, I would like to share with you the empirical data which have come from a longitudinal study that we have been conducting now for several years, tracing the language skills of soldiers in the DLI context at various points in time. Third, I will offer just a couple of brief comments about some additional efforts that are in progress to learn a little bit

more about how we can retard the loss of language skills. The issues in question, of course, are (a) to what extent language skills change after their initial acquisition, (b) what is the nature of that change, and (c) what things are related to that change.

### Review of the Literature

The literature which was reviewed for you consists principally of research which has been conducted since about 1972. Some of you will be familiar with the 1980 conference hosted by Lambert and Freed, or at least with the proceedings which were published in a volume edited by Lambert and Freed in the United States, in which a collection of scholars was drawn together to address the question of language loss and what can be done to study it and change it. As you examine the literature, and of course the sources are displayed there in front matter of that handout, we can notice that before 1980 there was practically nothing there in the literature concerning research into language loss - most of the research was focused upon language acquisition. The 1980 conference was intended to review existing knowledge, identify useful hypotheses and methodologies, and identify research needs and policy implications. There apparently was a useful spin-off from that book, at least inferring (as one should not) causality from correlation, because there has been a sharp increase in the foreign language attrition research literature since the conference.

The kinds of studies which were found in this review have been grouped according to how long a period they covered, and some of them were for a very short time, i.e., less than two weeks. These are the kind of lab studies in which individuals are taken into a psychology lab and given spaced learning versus mass learning of nonsense syllables or word lists, and then checked in a week or two weeks to see what they remember. Additional categories are short-term (one to six months) summer vacation studies, largely in the public school context, and a few long-term studies (six months to two years). Finally, there are the very long-term studies (two to twenty-five years), which are extremely limited - we found only two of them.

### Methodological Characteristics of Past Research

One object of this review, of course, is to get a feel for the kinds of research designs that have been explored, which leads to the rather pessimistic conclusion that most of them are not too appropriate for the contexts in which we work, dealing with fully professional adult learning of the kind performed in the civil service or the professional military services of our countries.

Methodologically, the emphases have been placed on reading skills and vocabulary knowledge, conceivably because these measures are both easy to obtain and often already there in the situation which is being studied, so that there isn't any need to build new ones. There has been heavy use of children and adolescents as subjects, and - and I believe this is rather significant - very often the criterion measures are retrospective self-reports or the designs involve cross-sectional approaches. Retrospective self-reports involve the use of individuals who are tested at time two and are asked to compare, looking backwards in their own mind, how proficient they are at doing certain things now compared to how proficient they think they remember they were at some earlier point in time. Cross-sectional approaches, of course, involve taking a number of people at the same point in time to represent different amounts of elapsed time since their language



training. Such approaches permit quicker studies than longitudinal ones but suffer from a number of flaws - history, of course, is not controlled, and all sorts of other things are not controlled, as you well know, in terms of standard research design.

### Three Studies

I'll show you only three examples that illustrate two or three of the better studies in the review. One of them is the 1984 Bahrick study, which is unique in the length of time that is represented. Subjects had spent anywhere from one to fifty years since they had acquired their language skills initially. Most of them (587) were adults who had already finished their Spanish instruction, and 146 were students who had only recently completed Spanish courses. Subjects were tested on their knowledge of Spanish - vocabulary, grammar, idioms, and word order. One finding was the ability to recall information was lost more quickly than the ability to recognize it. A perhaps more important finding was the rate of loss varied by time period and content area, the loss being greatest in the first five years. After that, there seemed to be a plateau area, and then, way on out twenty-five years or so later, some additional fall-off. The loss was a little bit less for students who had had more training in the first place, and that is logical, isn't it? You would think that the better you are in the beginning the less quickly your skills will erode. As we shall see when we get to the DLIFLC data, that hypothesis has not necessarily been found to be true in our case.

Another study published at about the same time (1984) was done by John L. D. Clark and others, and in this case the subjects were 69 university students of Japanese. The measures used were the "Can-Do" scales that I am sure a number of you have heard John talk about, i.e., they are self-reports. There was an attempt to correlate them empirically with objective data, but on a very small number of cases ( $n=9$ ), so there should still be a certain amount of caution utilized in the interpretation of these data. An additional measure used here was a questionnaire on language use. We also included such an instrument in our longitudinal study as a measure of the intervening variables, i.e., what's been going on since the language skills were first obtained. John's results again showed skill specificity in attrition, some skills falling off more quickly than others, and again, greater post-training language use was logically enough related to lower language skill attrition. Again, this was a very logical, to-be-expected outcome, which we were a little bit suprised not to have found strongly indicated in the DLIFLC data which I shall be showing you in a few moments.

One last example of the kinds of studies that have been reviewed in the review of the literature handout is one of the many studies done by the prolific Bob Gardner and his groups. In this study, published in 1987, Gardner et al. examined how attitudes and motivation related to foreign language skill attrition. The subjects were 98 high school students of French, predictor variables included the usual attitudinal battery of Gardner and Lambert origins, and the criterion measures consisted of modified Can-Do scales yielding self-assessments of reading, speaking, and listening at the end of summer vacation and, retrospectively, at the end of the subjects' last foreign language training experience prior to summer vacation. Bob's findings included a couple of rather interesting things, one of which was that the greatest attrition was that of students with medium post-training proficiencies - not the ones with the greatest proficiencies nor the ones with the least, but the middle group. I don't have any idea why that would be so, but the next two findings are, I believe, the critical ones here:

First, attrition was negatively related to motivational level and language use, i.e., the more motivated the student was, as indicated on the self-report attitude/motivation questionnaires, the lower the attrition. Second, the more language use during the intervening period the lower the attrition, so Gardner very logically postulated a model that said that motivation drives language use drives skill retention. It's quite reasonable and it is consistent with that socio-cultural model that those of you who have been following Dr. Gardner will recognize as the thread that has been pervading his work now for many years.

#### Summary of Literature Review

Graphic summary. Now, here's a handy little summary (transparency 1) of all of the empirical results that are reported in this review of the literature. I should point out that not every entry corresponds to a separate study because a study may have taken data on three skills, for example, at more than one point in time, and every data point is represented by an entry. One interesting thing to notice is that in studies of less than one year there can actually be gains. Let me explain how to read this rather baroque chart. The numbers in the first column of each of the major divisions represent the number of incidences of data collection on a given criterion in studies dealing with the stated time period; thus, there were, for example, 8 vocabulary measures obtained in studies having an elapsed time of less than one year. Next is the percent of those measures which actually showed a gain rather than a loss - in the case of vocabulary, 12.5 % of them did (i.e., namely 1 of the 12). In the fourth column we see that 50 % showed the expected loss. The thing to call attention to, I think, is the number of instances in which there was a gain instead of a loss. As you notice, as we go over to longer periods of elapsed time, we find that there are no gains, and in fact, in the four studies having the greatest elapsed time, all measures indicated language skill loss. Two other points that are interesting to note here are that the first two criterion elements correspond to content areas, whereas the next five are skill emphasis areas, and that these criterion measures are by no means equally distributed over all the studies. Thus, what we have is an analysis of only a small subset of all of the questions which could be asked, and perhaps should be asked, with respect to language attrition over time. Nevertheless, it is a fairly useful synopsis, I think, of what the data show.

Trends in findings. Now, let me offer a few comments summarizing what these data have shown in terms of trends. First, there have been mixed results on the direction of change, as I just mentioned, but there have been some methodological differences and measurement problems, often involving cross-sectional research or scales rather than standardized measures, with measures taken under changing conditions; i.e., the first test may have been a test for grades under pressure, and the next test, the follow-up one, not a test under pressure. Opinions differ, of course, as to the conditions under which one does better, but the fact would be that the testing conditions are not standard from Time 1 to Time 2. The reliability of the measures over time is not generally presented, so one doesn't know to what extent to have faith in the observed outcome, because you can't use their reliability as estimates to get confidence intervals, etc. Nevertheless, given those caveats, there are at least some indications that productive skills decay more quickly than interpretive or receptive skills, which is the second point to be made here, and actually, I think that is rather face valid, also - we would rather take a multiple choice test than a free response test, wouldn't we? At least we would have a chance to guess

on the multiple choice. Third, we have also seen that skills seem to decay most rapidly in the first 5 years after initial acquisition, remaining stable for some 20 years, and then continuing to decline after some 25 years or more.

Factors. Now then, a few words about factors that may be related to skill attrition rate: What does the literature have to say about (a) learner characteristics - aptitude, motivation, etc., and (b) the characteristics of the time interval, including how long it is and what people have done during it? In terms of learner characteristics, the studies published and reviewed here have failed to find a great deal of effect of ability on attrition rate. Motivation, and this is a reference back to the Gardner article and a couple of other ones, does seem to be related, and there's some evidence, although not overwhelmingly convincing, of less attrition for more proficient learners. In terms of the time interval, obviously the length of the interval is a factor, as well as the kinds of behaviours that individuals engage in during the time interval. Although results were mixed, rehearsal was generally associated with better retention, as one would expect.

Implications. There are some implications that can be drawn from these findings (transparency 2), but first, let me again give credit where credit is due. These are inferences drawn by our contractor colleague, who is a psychologist, very proficient in scholarly design, who has worked for the government, including the Army Research Institute, but who is not a language specialist. Thus, these are inferences drawn by a generic research practitioner in the field of education and psychology, whose suggestions would logically be subject to a great deal of discussion by specialists in the field of foreign language education and training. I decided to show them to you exactly as he had inferred them from the literature, because of their very objectivity, not having come through the filters of someone who has a vested interest in the profession. Frank's first inference is essentially a policy question, I believe, namely, that because of skill-specific decay rates, approaches to language maintenance should be tailored to the foreign language requirements of individual job specialties. His second one, I think, is rather intriguing, i.e., that because of the residual value of language skills those who once had a language skill, and we're talking particularly of military audiences, might be viable candidates for being brought back in and given an "injection" to get them back to where they were. The third inference takes a little bit of explanation. Since there is not in the reviewed literature a strong ability-attrition relationship, that suggests to Frank, and I think it is reasonable, that the increased costs of training lower ability linguists are essentially front-loaded; that is, it might take you longer to get the linguist up to whatever level you need, but once there, there doesn't seem to be a lot of indication to think that that skill will be lost any more readily than it will be lost for someone who was trained more quickly because of having had higher aptitude in the first place. This has not yet been validated in terms of empirical data in our specific context in the U.S. military, but it is an interesting hypothesis that is supported by the literature which was reviewed. Finally, the fourth inference seems quite face-valid: The relationship between skill use and skill retention underscores the need to provide opportunities to exercise foreign language skills continuously, including those not directly implied in certain narrowly-focused job environments.

Limitations. Now let's talk about the rather severe limitations on the generalizability of these studies. In the first place, the populations are

quite different. There is a world of difference, as you all well know, between the high school or college student taking an hour of Spanish or German or Russian a day, and a military linguist spending six hours a day in intensive language training and knowing that his or her career depends upon how well he or she does in the training. The training environments are different, sometimes the methodologies are quite different, and - at least in many cases - the military linguist will go on to a job in which he or she applies those skills, contrary to most academic students, unless they go on to be language teachers. In addition, we've already commented on the methodological shortcomings, that is, the relative sparcity of true longitudinal studies with standardized measures. Thus, the bottom line is that we wouldn't want to go out and change policy and make really radical decisions based upon what's in the literature. We've studied it to see what's there to get directions and identify relevant variables, but essentially the conclusion is that the government has to do its own research on its own students to clearly and rigorously put the theories to the test. That leads us to the Language Skill Change Project, and that's what I'd like to discuss for most of the time that's left for my presentation this morning.

### The Language Skill Change Project (LSCP)

Again to give credit where credit is due, this is a joint project that DLIFLC has been conducting with the Army Research Institute. In fact, it was ARI who actually got work started on planning this project in the first place back around early 1984. The project was planned for about two years, building instruments, working out the collection plans, getting the approvals, and getting all the organizations that had to agree to support it to do so. We are only just now beginning to finally get access to the skill change data we have been collecting, and we're very excited about it, as you can imagine.

### Introduction to the LSCP

Purpose. The purpose of the study, from the very beginning, has been two-fold. First of all, the primary purpose is, as the name implies, to look at the extent and nature of skill change over time and to identify variables associated with that change. The secondary objective is to gather data on specific job performance and to see how those data correlate with language skills over time as well, i.e., to relate general proficiency measures to the ability - as perceived by supervisors of the linguists - to actually perform the military trade. I will not address that secondary issue at all because we have no data on it as yet.

During the process of identifying variables related to language skill change it seemed reasonable to us to attempt to also identify variables related to initial language skill acquisition. Thus, we built in a very, very strong battery of predictor data at the very front end of the study and have explored via factor analytic and multiple regression techniques the relationships of many predictor variables to initial language learning proficiency as measured at the end of DLIFLC training. I will not be talking about those studies in this presentation because the focus here is on skill change, but we have generated a couple of papers based on presentations about these data and I brought a limited number of copies with me; if you're interested in the prediction of initial language learning, you may want to come up at the break and get one of the 15 or 20 copies that I was able to carry.

Measures. One of the most critical aspects of any study is the identification of the measures. The criterion measures, in this case, are principally the Defense Language Proficiency Tests (DLPT), version III. These tests produce scores on three skills: listening, reading, and speaking. Speaking, as assessed at the end of DLIFLC training, is a face-to-face oral proficiency interview. Speaking tests conducted anywhere other than at DLIFLC are defined as a tape-mediated recorded speaking test supported by a booklet, the tapes being sent back to DLIFLC and scored by officially certified oral proficiency testers, i.e., by the same individuals who conduct the face-to-face tests. That means, frankly, that there is a little difference in the testing conditions for the speaking data that I'll be reporting on here, because the Time 1 speaking data were collected face-to-face whereas the Time 2 speaking data are tape-mediated, somewhat more indirect, measures. The rest of the tests are multiple-choice, computer-scored instruments, i.e., they are objectively scored devices which were validated when they were created against face-to-face interviews yielding three-skill assessments, the cut scores then being derived by inspecting scatter plots, etc. Presumably, then, the level scores indicated by the listening and reading tests are the same as one would get if one conducted three-skill face-to-face interviews.

Predictor variables included biographical data, attitudinal and motivational data, cognitive data, and (for the skill change analyses) initial language training data. Most predictors were assessed before the students actually began class (Some of the Gardner and study strategy scales were administered about 12 weeks into the course to allow students time to develop a basis on which to respond.), beginning with a language background questionnaire constructed especially for this project, whose principal goal was to gather information about students' prior exposure to language training and how proficient they would say that they had gotten before they came to DLIFLC. We also gave them a dedicated version of Gardner's battery. We had been fortunate enough to have Dr. Gardner come work with us for several intense work days, during which we tailored each item in order to get face validity in a military training context. That meant leaving out some items and altering some other ones. We also took a number of measures of cognitive skills and cognitive style and personality variables - such things as field dependence - independence, empathy, introversion-extroversion, and ambiguity tolerance. In terms of pure old hard-core cognitive skills, there were actually five measures: (1) a subtest (GT) of the Armed Services Vocational Aptitude Battery (ASVAB), which all recruits of the U.S. Armed Forces take; (2) the dedicated language aptitude measure known as the Defense Language Aptitude Battery (DLAB); and three other cognitive measures thrown in for good measure: (3) the Flanagan Test of Memory, (4) the Flanagan Industrial Test of Expression, both of them somewhat related to language aptitude testing approaches, and finally (5) a real brain teaser called the Watson Glaser Test of Critical Thinking. Those last three, parenthetically, were not selected because of their relevance in prior foreign language research. They were actually thrown in as a convenience to ARI colleagues who were going to use them in predictive research into the skills required to be a good interrogator. It turns out that they had some very interesting relationships with initial language learning, but that's another story.

To measure intervening language use we developed a language use questionnaire that instructs the linguist to tell us how many hours per week he or she spent on the average during the period from time A to time B doing such things as reading magazines, watching television in the target language, conversing with friends in the target language, engaging in self-

study, etc. A small number of individuals actually had additional training between the end of the basic course and the next measuring point in time, so we collected that information also. Here's a schematic of the data collection timelines (transparency 3). Most of our population are initial-entry trainees, that is they had enlisted, gone through basic combat training, and come straight to DLIFLC out of boot camp. At the beginning of DLIFLC, then, the Time 1 predictor data were gathered. About twelve weeks in, another set of predictor data were gathered, consisting mostly of those Gardner scales which require that you have been in language training to be able to answer them, e.g., such things as intensity of motivation, measured by items like "How many hours per night do you tend to study?" We also gave at this time the first administration of the Strategy Inventory for Language Learning (SILL). This is a learning strategy instrument which was built by Rebecca Oxford under an ARI contract and was used for the first time in this study. At the end we gave students the complete attitude battery again so that we could build in an opportunity to assess attitude change in the course of this study. We also gave the DLPT, of course, and took another look at the strategies to see whether there were reported changes in learning strategies from twelve weeks in until the end of the course. I should point out that course lengths ranged from 25 weeks to 47 weeks, and that there were four languages, two of them rather short, two of them long. I'll show you another slide on that in just a second. At the end of Advanced Individual Training (AIT), there was the second administration of the DLPT, and that's what we're going to be concerned with today. So in terms of timelines, we're talking today about proficiency at Time 3 at Time 4, as they are labeled on the slide. The nomenclature is a little confusing, as it's actually at times 1 and 2 in terms of the administration of language tests.

Measurement timelines. In order to get enough students into the database, we input people over a period of eighteen months. The first input was in February 1986, and the last input was in August 1987, so we were testing people at the front-end every month, and then finding them at the twelve-week point every month, and then, as the study droned on, testing some people at the end. Thus, all in the same month, we would have some starters, some "middlers," and some finishers. ARI supported this effort with a great deal of manpower during this time, which was critical to successful data collection.

The point that we are right now at is that the AIT measures ended just last December, and therefore this presentation is the very first time that anyone has reported on the longitudinal data - we simply did not have access to it before. Field measurement is scheduled to end in the fourth quarter of fiscal year 1991.

Sample. Here are the characteristics of the sample (transparency 4): There are four languages, Korean, Russian, German, and Spanish, which felicitously coincide with the presumed four difficulty levels that at least the U.S. government has been operating with for some time, Korean being the most difficult. Korean and Russian are forty-seven week courses, German is a thirty-two week course, and Spanish is a twenty-four week course. The columns correspond to the Military Occupational Specialties (MOS), the first two being related to what we call "human intelligence," i.e., the jobs performed by interrogators and counterintelligence agents. The second two columns correspond to "signals intelligence" specialists - analysts and voice interceptors who listen to the radio for a living. All of these individuals are enlisted members of the Army - no other service was included and there are no officers. That puts this sample at variance with the populations that a large number of you deal with, and, of course,

that has implications regarding transferability. Notice the totals: the relatively large number of listeners (1321 of them), and the relatively large number of Russian students compared to students of the other languages (791). Keep in mind that anytime we look at aggregate data, we are looking at data that are heavily loaded with Russian voice interceptors.

Despite a total pool at the outset of 1903 students, over time of course, you lose some of those people (transparency 5). We had 1418 graduates from DLIFLC, or about 75 % of the 1903, after that number had been influenced by both academic washouts and administrative reassignments and all those various things which cause people not to make it through. By the time they entered advanced individual training there were 1184 entering, with 173 going directly to field assignments without going to AIT. From AIT, 1100 graduated, so the data base that we are looking is 1100 minus however many we lost because of listwise deletion or other psychometric artifacts.

The "Lefox" box is interesting: The cream of the crop in certain languages are invited to stay at DLIFLC for additional training known as "Lefox" before going on to AIT. There were 52 people who either had "Lefox" or some kind of refresher training while they were in a sort of holding pattern while waiting for a space to open up at AIT or waiting for a security clearance to be processed or something like that. This subgroup was analyzed separately, as you will see.

#### Data Analysis and Findings

Let me tell you how we went about analyzing the data, and then start showing you some of the findings. First of all, at the very gross level we just looked at the changes in a purely descriptive way, examining skill levels by language. Next, we used analysis of variance and partial correlation techniques to examine the interaction of skill change with external factors, specifically, individual learner characteristics and aspects of the post-DLIFLC time period. Individual characteristics examined included ability, foreign language background, and level of initial proficiency; time period aspects included whether subjects were involved in some kind of post-DLIFLC training and the extent to which they reported themselves as using the language during the intervening period of time.

Measurement considerations. An artifact of our database which frankly we did not realize until we got to this stage of analysis was that the end-of-AIT data were recorded only in level scores, so the numbers reported here correspond directly to mean level scores. Since these are averages, they appear to have strange data points, but in general a "2.3" would mean a little bit above a level 2 in the Stanag levels. Obviously, no one got a level like 2.3 or 1.9, but when you average several hundred people's scores, the average might be 1.876 or something like that. We will be correcting this dataset by adding in for listening and reading the actual converted score units which produce interval-like data (Since this talk was given, a reanalysis was performed using converted score units; no appreciable differences were noted in the results.). Parenthetically, I might point out here that we have made certain measurement compromises in order to utilize psychometric statistics, and are presuming that it is reasonable to consider using DLPT data as having interval-like properties. The regression work we did, for example, in the first studies which are not reported here, but are in the handouts, used converted score units and treated them as if they were fully possessive of interval scale properties. We found that we could do that reliably and learn some things even though

there are theoretically bothersome characteristics of the whole proficiency movement in terms of whether interval data are interval or ordinal or, as some might say, simply qualitative. We realized that, but we had to make some compromises for the first passes through, and they seemed to be useful ones.

Rate versus degree of skill attrition. In the analyses which are being presented here, it should be understood that we are comparing the degree of language skill change over time, not the rate of such change. That is, we are not really talking about how quickly language skills attrited but only the extent to which they attrited between two points in time, points which varied systematically by MOS and non-systematically by individuals within MOS. When the additional data from subsequent testing incidents have been collected, we may be able to make some statements about rate of change, and of course we do have actual calendar dates associated with the collection of all measures, but for the moment, all we can do is comment on the extent of the change from time one to time two, with the understanding that there are varying amounts of time between the two data collection points.

The nature of foreign language attrition. Overall, we found a sharp decrease in foreign language skills between the end of DLIFLC and the end of AIT, comparing the mean level scores on each language skill at each point in time. Reading skills declined 14.8 %, with a lower decrease in listening (9.3. %), and a whopping 26.4 % decline in speaking. As you will soon see, the large decline in speaking skill was not entirely unexpected, because of the jobs the individuals are being trained for. It is interesting, however, that Russian tends to behave differently from all of the other three languages, in that dropoff curves for Russian are always more steep.

Let me translate that into a picture, or several pictures to be exact (6 - 8). The numbers of cases supporting these various analyses are 49 for Spanish, 148 for German, 154 for Russian, and 133 for Korean. In the analyses depicted in these figures, the initial point refers to the mean level scores on the DLIFLC criterion measures and the righthand point to the end-of-AIT measures. The amount of time between tests, I should mention, ranges from about 9 weeks to 16 weeks - the interrogator AIT course is about 9 weeks and the voice interceptor courses range a little bit longer, up to 4 months. Thus, the elapsed time is defined as that training time plus whatever time elapsed between the end of DLIFLC and the onset of the follow-on training, which varied by individuals.

Ok, this is reading (transparency 6): Notice the steep curve by Russian, the rest of them being more or less parallel. In listening (transparency 7), again the decline is noticeably greater for Russian and Korean, and noticeably greater for Russian than for any of the other three languages. Spanish, oddly enough, goes up a tiny bit, although clearly that would not be a significant difference statistically. And here is speaking, the one that you all have been waiting for (transparency 8). You will recall that most of the people went to listening courses, the largest segment being future voice interceptors, and there is not an awful lot of call for voice interceptors to speak. Their training is quite rigorous, so they have very few opportunities to practice speaking, and, consistent with the literature, productive skills have been shown to fall off more quickly than the receptive skills. So, in this case I think what we are seeing is reflective of both common sense and the literature. I might point out that the interrogators, ironically enough, do not have any language training in their AIT course. They come to DLIFLC first to gain a language and then, by



the vagaries of personnel practices and resourcing and so on, they are sent to interrogator training that is conducted almost exclusively in English. Thus, even the individuals that are going to have to speak don't get much opportunity to speak. One of the values of this study, and one of the things that drove it in the first place, was the desire by professionals within the military community to conduct this study to have access to good, solid, hard data that could be used to convince policy makers that there was a problem here that should be addressed. I think they will find these data to be very interesting. In fact, I am told that our headquarters has already made that decision and told the interrogator school to start preparing to conduct training in the target language, and that they should be doing that within a year.

Effects of ability level on attrition. Now, let's switch gears for a moment. That was the rough overall look, but what about looking at the relationships of various factors to the extent of skills lost? First, let us examine ability, using the ASVAB-GT as a measure of general cognitive trainability, DLAB as the language aptitude measure, the two Flanagan tests, one of which is essentially like the language aptitude subtests that have you memorize things to see if you can retain vocabulary. The other Flanagan test measures explicit knowledge of formal English grammar - you are presented a series of sentences and asked to identify which one is incorrect because it is something that, even through native speakers might say it, would still not be characterized as formally correct. Well, here are the results: Although ability is clearly linked to better foreign language learning in the first place, as our other studies have shown, no matter how carefully Frank and his group sliced up and analyzed the data they could not find any particular relationships among these ability measures and the rate at which language skills fell off. One way to interpret this result would be to say that whatever the other things are that cause language skills to be lost, their effects are so powerful that there simply isn't any room for other variables to operate.

Effects of prior language study and/or proficiency. Because almost no one studies Russian or Korean in high school, and very few of the people who study those languages in college end up as enlisted soldiers, it was difficult to analyze on a by-language basis the relationship of prior training and self-assessed proficiency in the target language at the start of DLIFLC training to language skill attrition. Consequently, we eliminated Korean and Russian students from the analysis, and looked only at Spanish and German students, dividing them into those reporting "some" prior study or proficiency versus those reporting "none." No relationships were found, suggesting perhaps that moderate amounts of prior study and proficiency are not powerful enough factors to influence language skill change after a rigorous language training course followed by a number of weeks of other training. Of course, the prior study and proficiency data are based on self-report measures, so whatever caveats one makes about self-report measures have to be taken into consideration.

Effects of exit-DLIFLC language proficiency. As we said earlier, it is reasonable to think that if you were stronger at the beginning, your skills would be more resistant to extinction. Well, these data do not support that belief to any great extent. In an attempt to try to find any relationships that may be sort of hidden in the aggregate, Frank examined the extent of attrition for two extreme groups, those who had relatively high exit-DLIFLC proficiencies and those who had relatively low proficiencies, disregarding the others. We are still examining the data, but by and large, across all four languages, even high proficiency students have high skill attrition,

and in some cases, the extent of skill attrition is greater among these subjects. Note, for example, the results for listening (transparency 9), which also show that the skill loss is greater for Russian and Korean than it is for the other languages, and that the amount of attrition for high proficiency students tended to follow, more or less, the learning difficulty that we have traditionally assumed these languages to pose for speakers of American English - less for Spanish, a little more for German, and much more for Russian and Korean. I think these graphs also allow us to detect what is probably interpretable as the regression towards the mean phenomenon, i.e., that extreme scores tend to approach the center when remeasured at a subsequent point in time. This interpretation is consistent with some prior work that we had done, looking at skill change from end-DLIFLC to the end of the voice interceptor training. Although that study was much less sophisticated, we did seem to notice the same regression toward the mean phenomenon in that scenario as well.

Probably the most significant thing to point out with respect to these analyses is that even if highly-proficient students lose more of their skills than their less proficient peers, they still have higher proficiencies left after the drop-off. Thus, it would clearly be counter-productive to think, "Oh gee, if we want to retard the loss of skills, we should teach students less to start with"!

Another way to look at the question of whether initial skill is related to subsequent skill is to examine the correlations between time 1 proficiencies and time 2 proficiencies; as you can see (transparency 10), in most cases they are respectable, in the .40s to .60s, although it is certainly puzzling that the autocorrelations for speaking are so low for Russian and Korean (.29 and .27) compared to all the other correlations. I have no idea whatsoever why the relationship is so low in those two most difficult languages, unless it is maybe some artifact of reduced variance because of their difficulty level.

Effects of foreign language components of technical training. As we mentioned earlier, there is practically no in-language exposure at Ft. Huachaca, where the interrogators are taught, whereas at Goodfellow AFB, the listeners are exposed to a great deal of language, even if they are not practicing it to maintain their general proficiency. Unfortunately, the Ft. Huachuca sample is very, very small (30 cases) and did not contain any speaking data, so we are limited in our efforts to explore the effects of these different contexts. Given those rather serious caveats, it can nevertheless be reported that there was a tendency for the degree of skill loss to be greater at Ft. Huachuca than at Goodfellow AFB.

Skill attrition among Lefox and language maintenance students. I mentioned earlier that a small number of people ( $n=13$ ), the cream of the crop, were allowed to pursue additional training as "Lefox" students. As you would expect, those who were the cream of the crop in the first place continued to be, and in reading and listening actually measured higher after their AIT than at exit-DLIFLC (although not to a statistically significant degree), presumably because of the effect of the extra dose of concentrated language training before they even went to AIT. However, efforts to provide maintenance training for students while they were in a holding pattern waiting to report to AIT ( $n=25$ ) were not notably effective in protecting them against skill loss as measured at the end of AIT, compared to their no-maintenance peers ( $n=484$ ), although nonsignificant trends in that direction were noted for listening and reading, and the DLIFLC-AIT listening skill change was not statistically significant for the

maintenance group. All three groups experienced a loss of speaking skills, of course, although the difference was not statistically significant for Lefox students.

Effects of soldier-initiated language use. The last set of empirical data we will examine deals with how much of a relationship there was between language skill retention and the amounts of time that soldiers spent on their own trying to maintain their skills during AIT. At the end of AIT, soldiers reported on a language use questionnaire the average number of hours per week that they had spent since departing DLIFLC reading, writing, speaking, and listening to their foreign language; questions were framed in terms of specific activities, such as reading foreign magazines, listening to foreign radio and television broadcasts, or talking with fellow language students in the language. There were two major findings:

First of all, the overall frequency of usage was extremely low, the overwhelming majority reporting no self-initiated language use at all; second, when these data were related to skill change through partial correlation analysis, no consistent relationship was found between language use and skill retention. However, when the data were partitioned into subgroups of high usage, low usage, and no usage at all, there did appear to be trends indicating the value of high levels of usage, especially for the listening skill. Thus, the picture is not quite so bleak as it first seemed - even though everyone lost skills, those who did anything at all apparently did not lose quite so much as those who did not do anything. This suggests that any attempt to do better, especially significant efforts to try to maintain some listening skills, seems somewhat related to whatever set of constructs it is that causes one not to lose so much. Of course, all this is correlational research, and there is always a problem with trying to infer causality from correlational data - it remains to be demonstrated that causing people to engage in more self-initiated language use would result in correspondingly higher level of language skill retention. It could be, for example, that the folks who use language a lot are the high-aptitude, gifted people who care a lot and are highly motivated.

#### Summary and Conclusions

Summary of findings. Ok, let's wrap all this up now. What have we learned? Well, the post-training loss of language skills is substantial. Practically speaking, it looks rather significant, is greater for speaking skills than for the receptive, and is not very much influenced by ability level, or even by initial proficiency level, which is the finding that surprises me the most. Finally, informal, self-initiated skill maintenance activities on the parts of soldiers, at least in the intensity and form typically found, if we consider these data to be typical, are not really effective in countering attrition.

Caveats. We're examining here only the period immediately following DLIFLC graduation, during which time the individuals are in their advanced specialized individual training. This is a relatively short period of time, and because the focus is on technical training, there is probably some retroactive inhibition here. That is, those students who were very good students at DLIFLC very likely apply themselves as very good students at AIT as well, with a consequent loss of attention to what was learned in the earlier stage. Also, keep in mind that we're talking about only four languages, only four occupational specialties, with no officers and precious few senior NCOs included in the database.

Conclusions. Given those caveats, what conclusions do we think we can draw at this point in time? Well, for one thing, we know from both this study and our previous studies of this same database that the factors that are related to skill acquisition in the first place are not the factors that are related to skill attrition - empirically, the relationships just don't hold up. It follows, then, that regardless of individual student characteristics, the period immediately following DLIFLC training is likely to be characterized by substantial language skill attrition for everyone unless something different gets done than what presently gets done, i.e., unless there is some immediate application of skills. In other words, language skill maintenance is essential no matter how proficient the student was at the initial skill level, and no matter how skilled he or she is in terms of aptitude for language learning. Thus, it appears that post-initial language training activities have to be both formal and rigorous to support the maintenance of previously-acquired language skills - it just does not seem to be enough to depend upon self-initiated maintenance activities and hope to get anything from it.

Continuing LSCP analyses. We intend to continue to work with this database and do a number of other analyses. Within the DLIFLC-AIT time frame, we will attempt to assess the indirect effects of ability, language background, and initial proficiency, and their interaction with language use, as well as the impact of motivational dynamics on skill attrition, and the use and value of learning strategies during the post-DLIFLC period. Beyond AIT, we will examine the nature of language skill change among those who routinely apply their language skills on the job, and will attempt to assess the residual value of initial proficiency in relearning situations, and the relative versus absolute values of language background to language skill change over time.

#### Advanced Training Technology and Language Maintenance

##### Educational Technology Needs Analysis (ETNA)

There are some efforts going on in our research community to try to learn more about how to optimally apply educational technology to foreign language education and training, with applicability to the retention and maintenance arena as well as to initial acquisition. One such effort is being conducted jointly by DLIFLC and the Defense Training and Performance Data Center (TPDC) with the assistance of some highly qualified TPDC contractor personnel. This initiative is expected to yield both shortterm and longterm benefits with respect to resident and nonresident language training programs. The ETNA has been coordinated with key individuals throughout the U.S. government's language schools, and promises to be of great value to our collective efforts to be more effective and efficient in training and maintaining our linguists. The project is now under way, and is expected to be completed by December, 1990.

##### ARI's Hyperlexicon

One of the many things being addressed by the U.S. Army Research Institute is the application of aspects of artificial intelligence and the "hyperlexicon" concept to the construction of computer-assisted learning activities for interrogators. Part of their efforts involve the exploration of concepts that Herr Rohrer was talking to us about yesterday, i.e., teaching meanings of vocabulary words through displays of hierarchical relationships and categories, etc. ARI is making significant progress in these areas, and we are following their activities with great interest.

Closure

I shall now stop and see if there are any questions that you'd like to ask me before I abandon the podium.

[Brief question-and-answer session.]

Thank you very much.

LANGUAGE ATTRITION OVER TIME

SKILL	RETENTION INTERVAL												TOTAL
	< 1 YEAR				1 - 5 YEARS				≥ 5 YEARS				
	#	% +	% =	% -	#	% +	% =	% -	#	% +	% =	% -	
VOCABULARY	8	12.5	37.5	50	3	0	0	100	2	0	0	100	13
GRAMMAR	5	0	0	100	2	0	50	50	1	0	0	100	8
READING	7	28.6	14.3	42.9	4	0	25	75	1	0	0	100	12
SPELLING	1	0	0	100	1	0	0	100					2
LISTENING	5	20	20	60	3	0	33.3	66.7					8
WRITING	4	25	50	25	3	0	33.3	66.7					7
SPEAKING	3	0	33.3	66.7	3	0	33.3	66.7					6
TOTAL	33				19				4				56

1105R1508

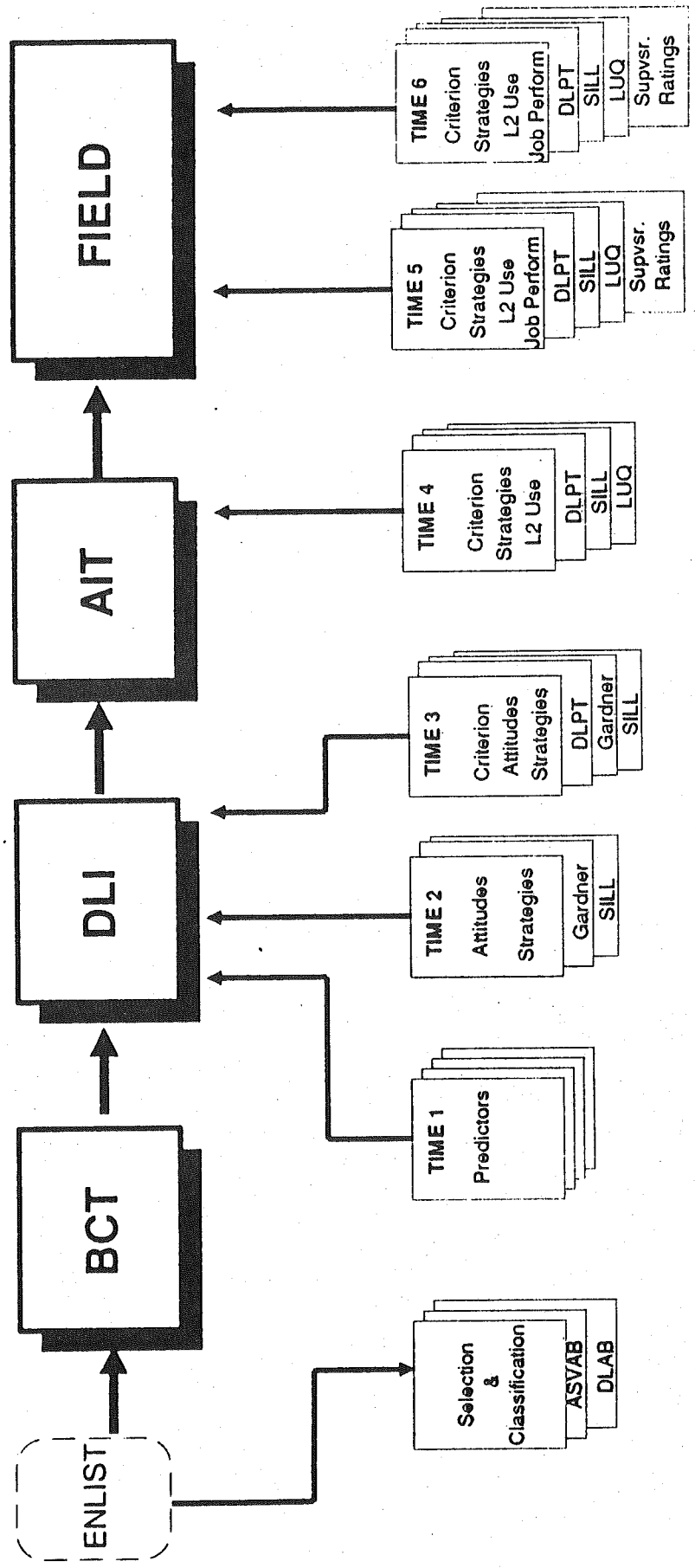
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## Some Implications of Literature Trends

- Skill-Specific Decay Rates — Approach to Language Maintenance Training Should be Tailored to the FL Requirements of Individual Job Specialties
- Long-Range Residual FL Skill — Former Linguists Provide a Potential Labor Pool for Cross-Training or Surge Requirements
- No Substantial Ability-FL Attrition Relationship — Implies Increased Costs of Lower Ability Linguists Is Confined to FL Learning Stage
- Skill Use-Skill Retention Relationship — Underscores Need for Providing Opportunities to Exercise FL Skills Not Directly Applied on Job

# LSCP APPROACH

## Data Collection Timeline



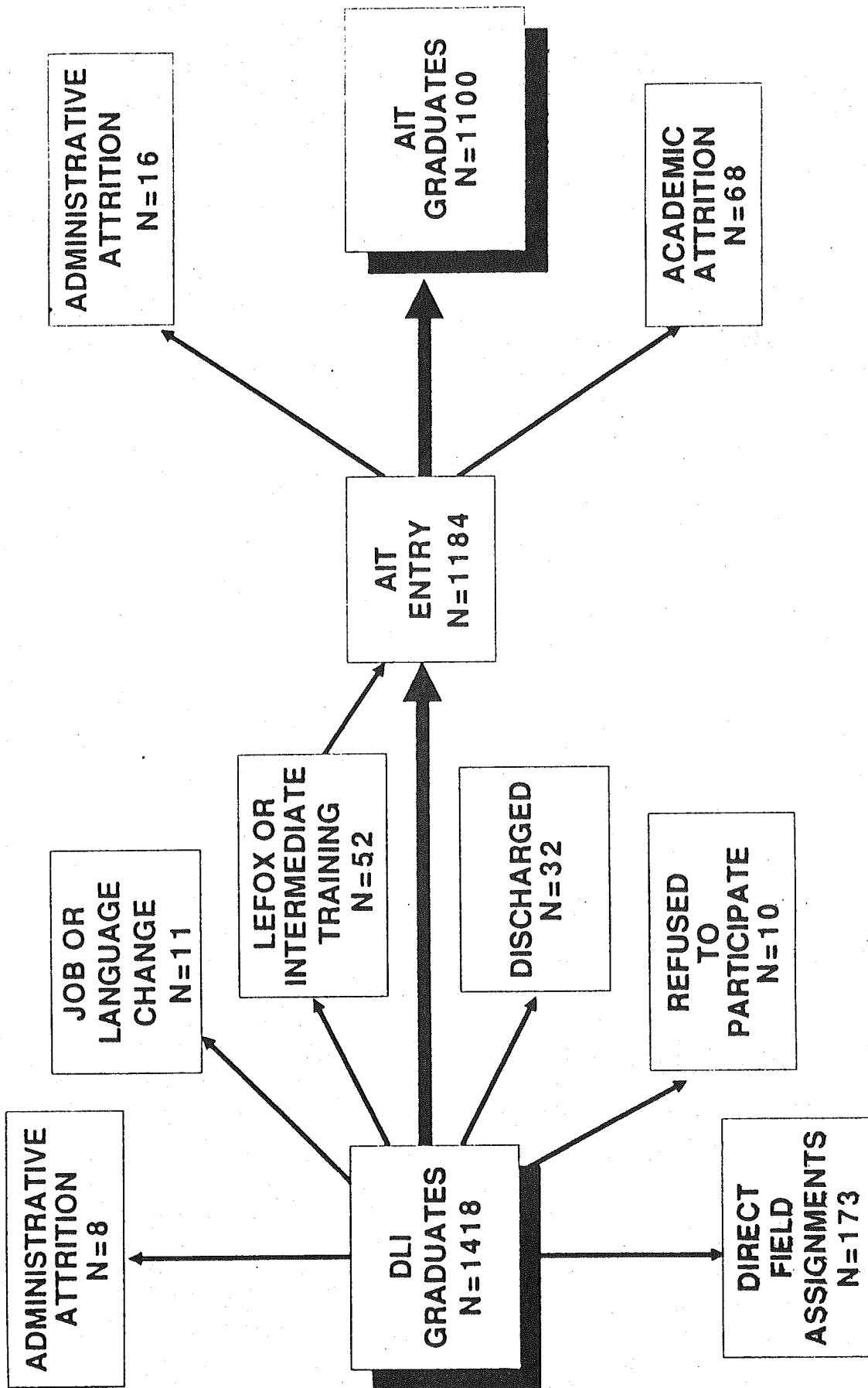


# LSCP SAMPLE

## MOS

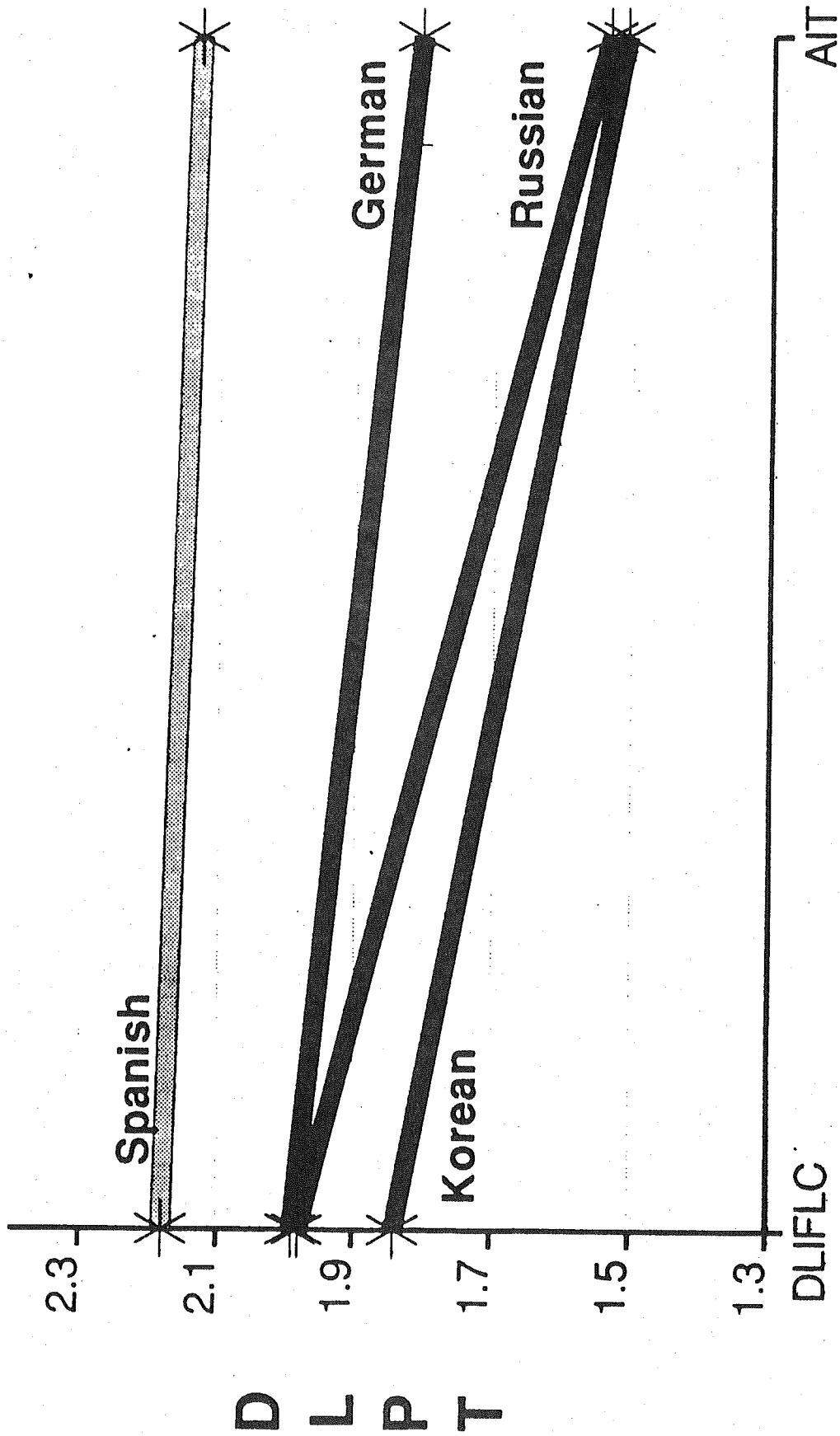
	<u>97B</u>	<u>97E</u>	<u>98C</u>	<u>98G</u>	<u>TOTAL</u>
KOREAN	13	27	79	276	395
RUSSIAN	23	81	133	554	791
GERMAN	26	45	58	285	414
SPANISH	8	28	61	206	303
TOTAL	70	181	331	1321	1903

# LSCP SAMPLE CHANGES



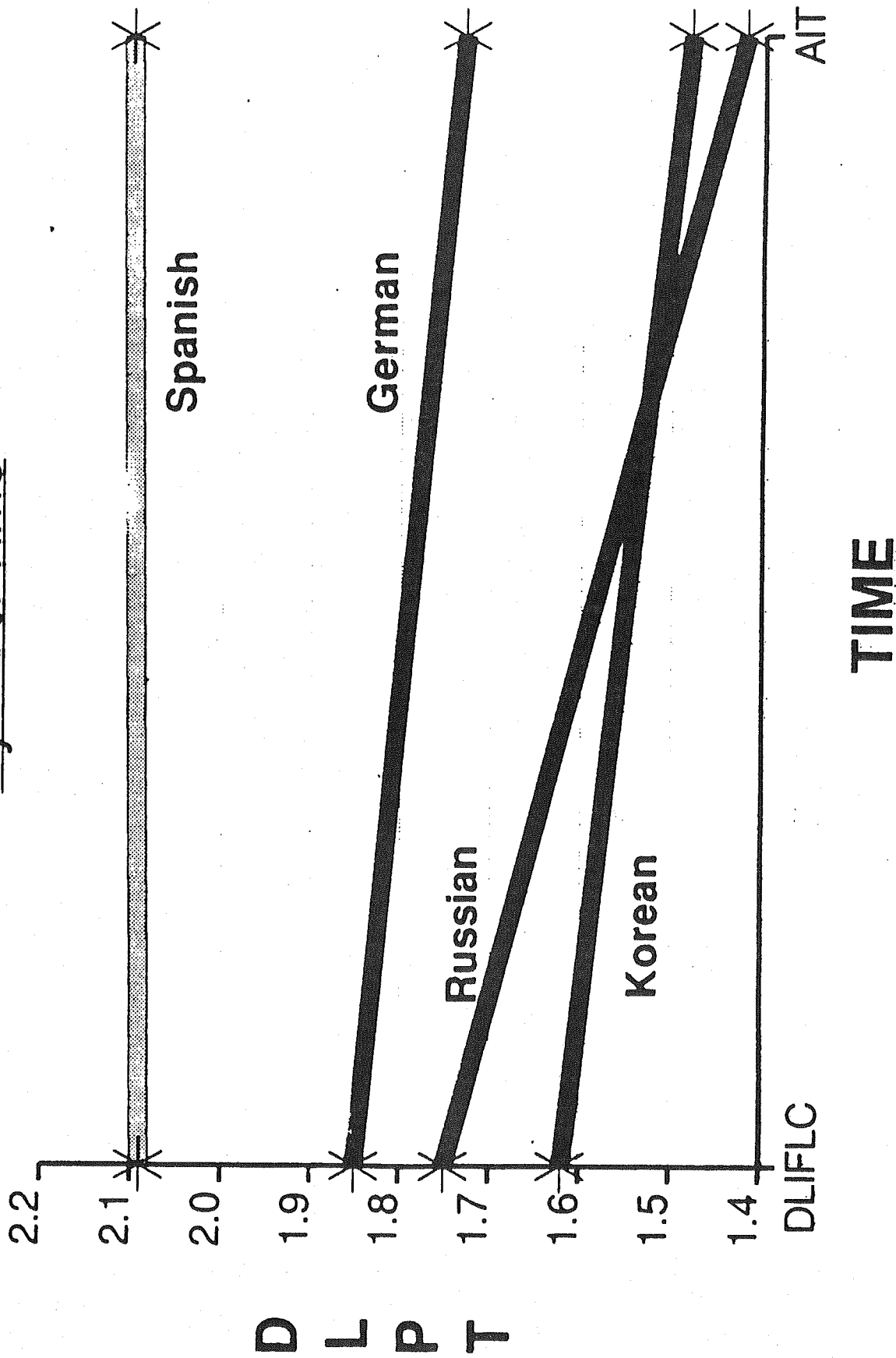
# Reading Skill

By FL & Time



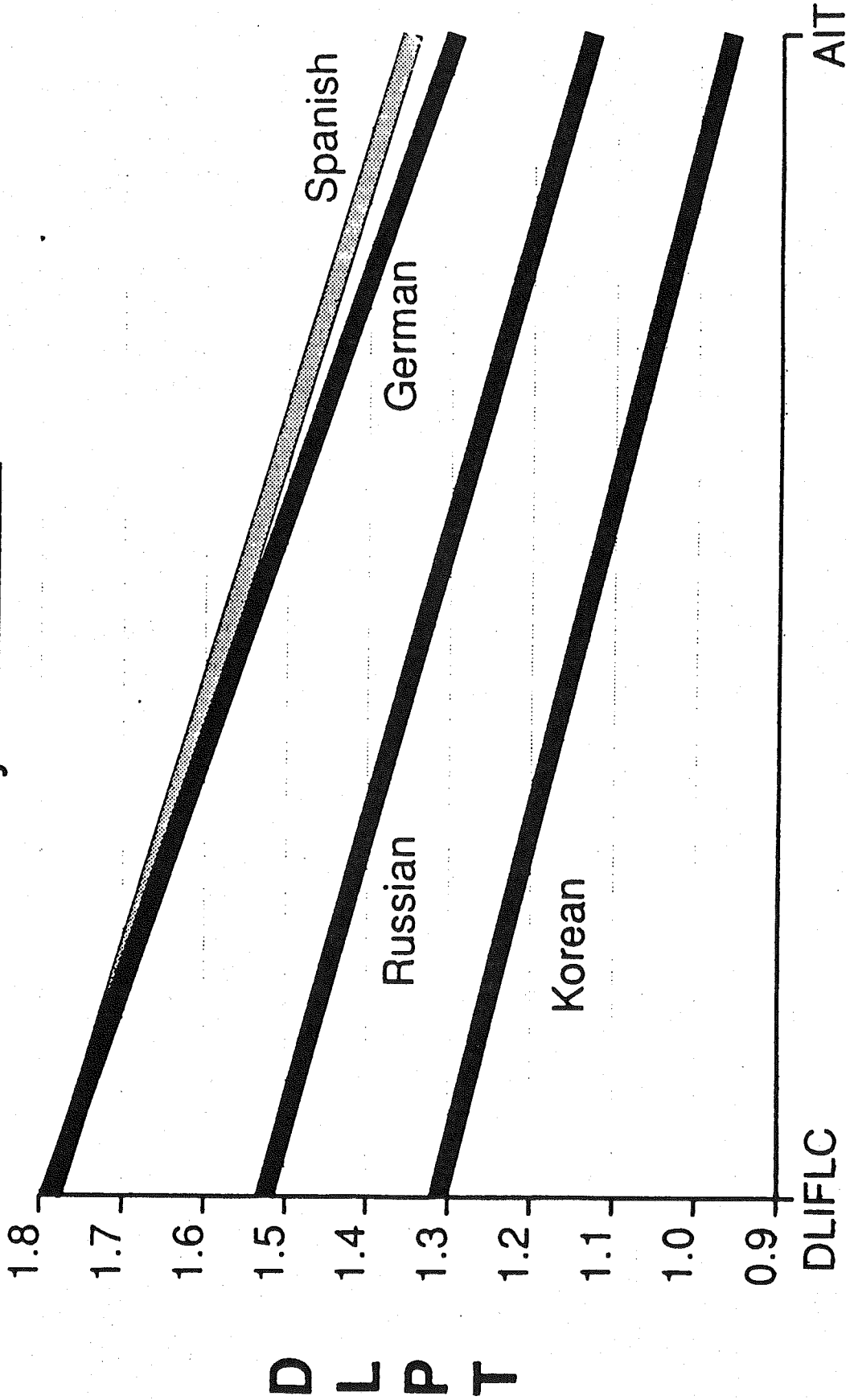
# Listening Skill

By FL & Time



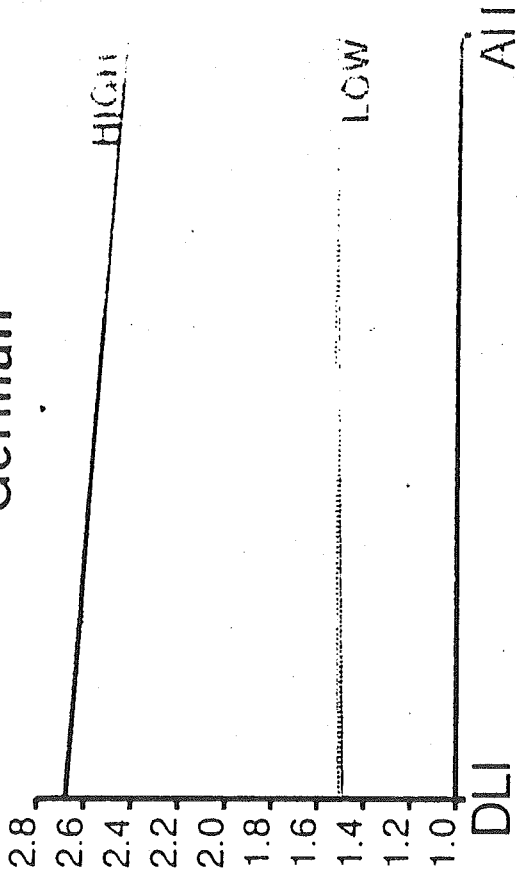
# Speaking Skill

By FL & Time

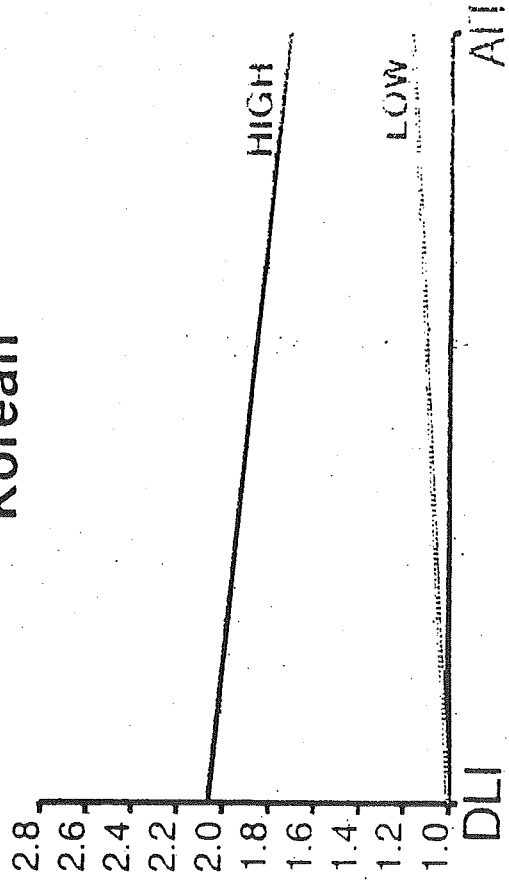


# Listening Skill Change by Initial Proficiency

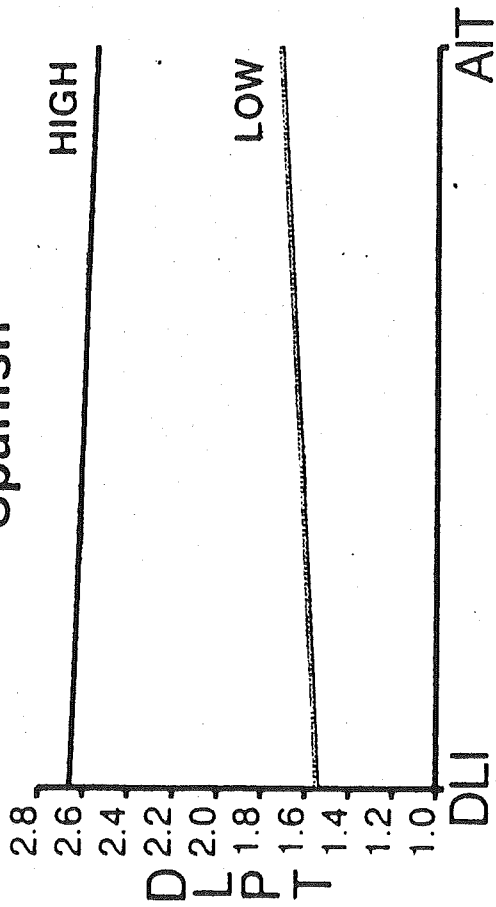
German



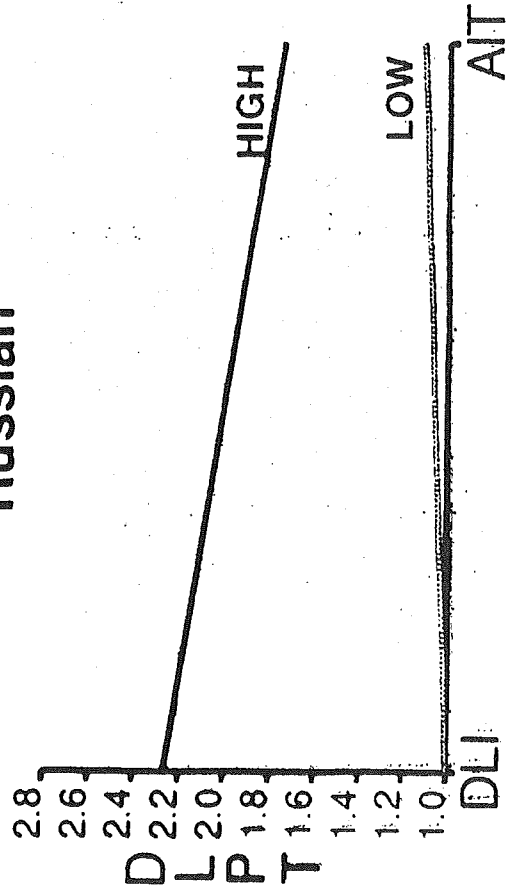
Korean



Spanish

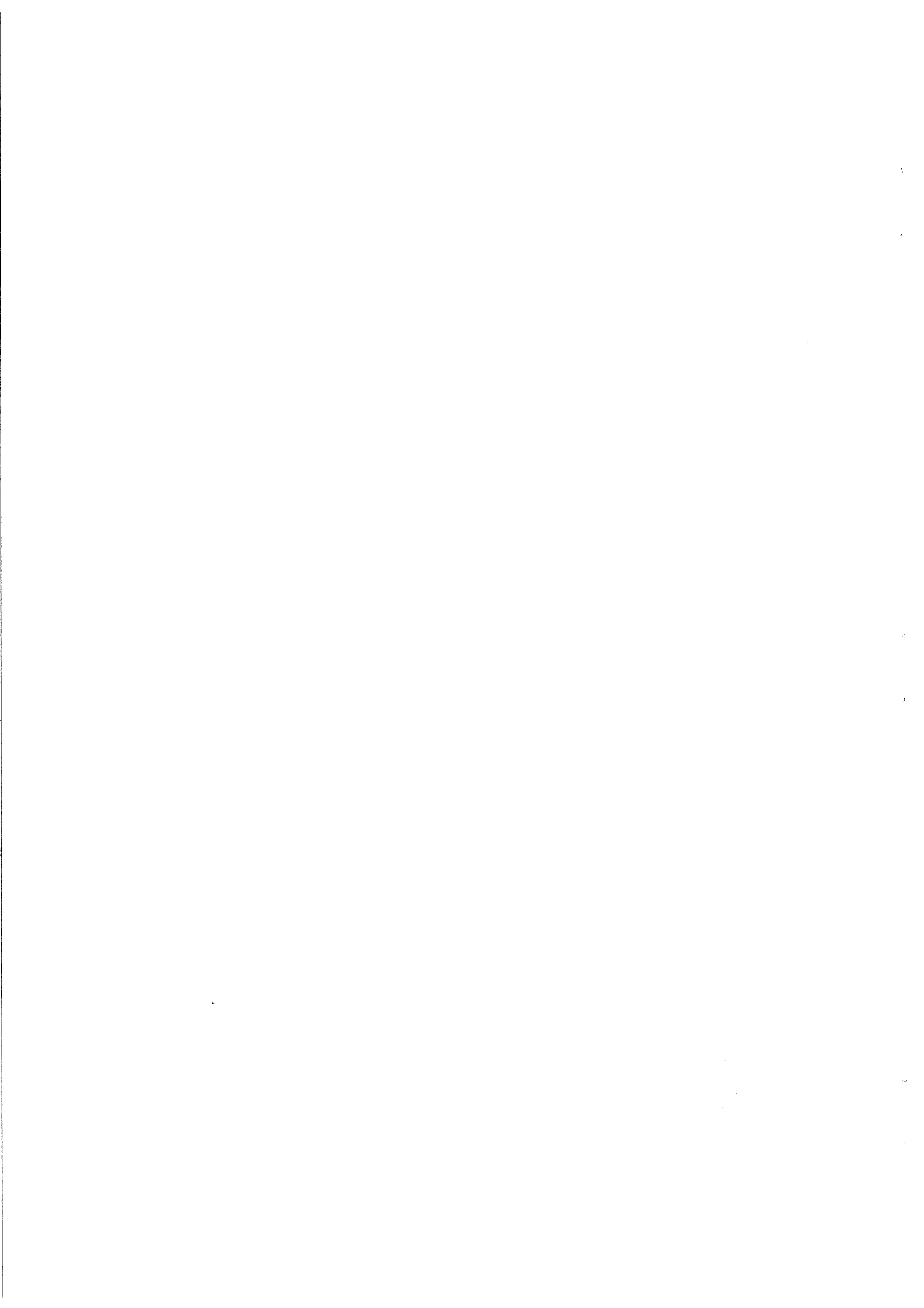


Russian



# SKILL AUTOCORRELATIONS

	ALL	SPANISH	GERMAN	RUSSIAN	KOREAN
READING SKILL	r=.540** n=830	r=.498** n=108	r=.485** n=206	r=.578** n=337	r=.420** n=179
LISTENING SKILL	r=.528** n=820	r=.658** n=107	r=.504** n=206	r=.457** n=328	r=.407** n=179
SPEAKING SKILL	r=.472** n=472	r=.648** n=48	r=.452** n=141	r=.288** n=151	r=.269** n=132





# An Annotated Bibliography on Foreign Language Skill Attrition & Maintenance



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Office of  
Personnel  
Management

by

Advanced Technology, Inc.  
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Reston, Virginia 22091

## Introduction

The citations and abstracts presented in this document are grouped into three sections. The first of these contains articles and books which review the theoretical and empirical literatures associated with language loss. This section is followed with one which contains articles describing research efforts examining the process and dynamics of foreign language loss. The last section of this bibliography presents citations and abstracts of articles which deal with the issue of language maintenance. In some cases, these articles concern approaches to language instruction which appear to instill language skills which are more resistant to attrition than those otherwise acquired. The greater focus in this section, however, is on articles pertaining to approaches for maintaining acquired skills after formal instruction.

This bibliography is based primarily on searches of five bibliographic data bases -- Linguistics and Language Behavior, ERIC, PSYCHINFO (Psychological Abstracts), Dissertation Abstracts International, and the National Technical Information Service (NTIS) -- and, for the most part, the abstracts presented in this document are modifications of those contained in these data bases. Since these data bases queried contain articles published no sooner than 1972, articles published before this date are not represented in this document. The reader is referred to the reviews cited in Section I for presentation and discussion of earlier articles in this literature.

The citations and abstracts in this bibliography are augmented in Appendix A with a table which summarizes the research findings concerning FL skill attrition. A similar table appeared in Lambert & Freed (1982) summarizing the results of research in this area before 1980. The table in Appendix A has been developed to supplement that of Lambert & Freed by presenting the results of research since 1980 as well as those occurring before this date which were not included in Lambert & Freed's table. In developing the Appendix A table we have drawn on both the articles and books described in this bibliography and on the data contained in yet another tabular literature summary contained in Weltens (1987). Those data adopted from the Welten article are noted as such in the table.

# Literature Reviews

Freed, Barbara F. The Problem of Language Skill Loss. Paper presented at the Annual Meeting of the Modern Language Association, New York, NY, December 1980. (13 pp.) ERIC Acquisition #206.174

Language skill attrition refers to the loss of any language or portion of a language whether it be the declining use of mother tongue skills, the replacement of one language by another in language contact situations, the deterioration of language in the neurologically impaired or elderly, or the death of whole languages. In this paper, language attrition refers to the loss of those second language skills primarily acquired in classroom situations. Suggestions for restoration techniques must be based upon knowledge of the: (1) rate and order of attrition, (2) differential effects of loss on different language components, (3) types of skills that resist and are most vulnerable to decay, (4) relationship between method of instruction and/or order of presentation to long term retention of second language skills, (5) role of affective factors in language retention, (6) types of behavior that will best maintain skills once they have been acquired, and (7) role of individual differences in language skill loss. Necessary research must be based on predictor and criterion variables and on hypotheses based on regression theory, affective variables related to language learning and maintenance, and normative data of linguistic features controlled by proficient language users.

Lambert, Richard D., Ed.; Freed, Barbara F. (Eds.) The Loss of Language Skills.  
Rowley, MA: Newbury House Publishers, Inc., 1982 (253 pp.)

Papers are presented on the loss of language skills among those who have studied and then discontinued the use of a second language. The scope of the papers is summarized and dimensions of language attrition research are briefly discussed. Theoretical aspects of psycholinguistics and sociolinguistics with special relevance to language loss as well as methodological issues attendant to this area are addressed in the chapters contained in this book. They include:

- **"Social Factors in Language (and Second Language) Retention"** by Robert C. Gardner
  - Discusses the effects of social factors (attitudes, motivations, ethnicity) in language skill retention.
  - Formulates three hypothesis for research based on studies already performed.
    - - Since attitudinal/motivational characteristics are related to the level of second language proficiency, they will relate to seemed language retention (as would language aptitude);
    - - Since attitudinal/motivation/ characteristics are related to indices of participation in language related situations they will relate to attempt to maintain secured language skills once training has terminated;
    - - In a subtractive bilingual context, retention of first language shells will be less than in an additive bilingualism context, and in any event, individual differences in retention will be related to the perceived consequences of bilingualism and the prestige attributed to the native language.
  
- **"Determining the Linguistic Attributes of Language Attrition"** by Roger W. Anderson
  - Provides a tentative blueprint for which linguistic feature the researcher should incorporate into his research design.

- Suggests a few vantage points of predicting the linguistic attributes of language attrition that new language attrition research should focus on: (1) Language Use, (2) Linguistic Form, (3) Compensatory Strategies, and (4) Non-linguistic Consequences of Linguistic Erosion.
- Suggests numerous hypothesis for research and three areas that cut across them, including:
  - Quick retrieval of appropriate vocabulary and idiomatic phrasing in on-going speech production.
  - - Weak points in a linguistic system (i. e., complexities, late-acquired forms and constructions, etc.)
  - - Socio - affective factors and their interrelationships with linguistic and cognitive factors.
- **"Technical Issues in Designing and Conducting Research on Language Skill Attrition" by Rebecca L. Oxford**
  - Discusses some of the main technical issues inherent in designing and conducting psychoeducational research on language skill attrition (LSA)
  - Provides detailed reviews of many previous studies.
  - Provides suggestions for comparing research on LSA:
    - - Types of research designs
    - - Assumptions underlying LSA research methods
    - - Types of LSA predictor variables and how measured
    - - Types of LSA criterion variables and how measured
    - - How reliability/validity are addressed in LSA research
    - - Potential cohorts for LSA research
    - - Other technical issues for LSA research
- **"Measurement Considerations in Language Attrition Research" by John L. D. Clark**
  - Discusses basic considerations in planning, developing, and utilizing empirical measures of language performance in a comprehensive project on language skill attrition
  - Suggests speaking of changes in the scope or level of performance over time (language change research vs. language

attrition research)

- Discusses need for objective valid, reliable instrumentation based on the most recent hypotheses of language acquisition and attrition and development of multiple test batteries
- Suggests using *a priori* theoretical models in planning change studies and interpreting results
- "The U.S. Government's Foreign Language Attrition and Maintenance Experience" by Pardee Lowe, Jr.
  - Discusses the state of knowledge of a federal government language program
    - - The availability of foreign skills
    - - Testing systems
    - - Incentive programs
    - - Comments on the loss of language skills in speaking, listening comprehension, and reading
  - Reports preliminary results indicating that:
    - - Speaking skills are lost most rapidly
    - - Understanding skills follow speaking skills in their rate of loss
    - - Reading skills are most stable
    - - Loss rates may be language-specific
  - Suggests further research on the rates of change in factors commonly associated with language teaching:
    - - Pronunciation
    - - Fluency
    - - Vocabulary
    - - Grammar

A summary chart of findings from previous research on language loss and a bibliography, both by Susan G. Williamson, are also included as appendices to this book.

Oxford, Rebecca L. Research on Language Loss: A Review with Implications for Foreign Language Teaching. The Modern Language Journal, 1982, 66, 2, Summer, 160-169.

This review of research on individual language loss centers on studies dealing with second-language skills. Studies concerning an optimal age for second-language acquisition are examined, followed by those dealing with the cognitive aspects of language loss. Studies concerning attitudes toward language maintenance and loss are also examined and shown to be crucial to the Acculturation Model of second language acquisition. Some suggestions for improvement in research in this field are offered including: research design issues, issues of instrumentation, research coordination issues. Fifteen specific research needs in this area are identified. The potential of this area of research for improving the long-term effects of language teaching is highlighted with specific focus on such areas as: individual cognitive learning styles, motivation and attitude shaping and maintenance, the need for a rich supportive environment, and exposure to native speech at home and through international travel.

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Pan, B. A. & Gleason, J. B.. The Study of Language Loss: Models and Hypotheses for an Emerging Discipline. Applied Psycholinguistics, 1986, 7, 3, Sept, 193-206.

Major studies from a number of subfields of language and linguistics research that bear on the issue of language loss are reviewed. It is suggested that the similarities in different approaches have been obscured in some instances because of the form of the questions they address, not their content. Included is research on attrition of first-language skills among ethnolinguistic minorities; loss of second-language skills acquired either in the classroom or in natural environments; dying languages; and language loss due to injury, disease, or normal aging. After reviewing the framework and hypotheses suggested by participants at a 1980 conference on language loss, issues particular to research in each of the aforementioned areas are discussed, indicating how differences in perspective and terminology may obscure underlying similarities in the research questions posed. Finally, it is noted that linguistic theory, if it is to be complete, will have to account for the diverse phenomena observed when language skills are lost.



Preston, D. R. How to Lose a Language. Interlanguage Studies Bulletin - Utrecht, 1982, 6, 2, Autumn, 64-87.

A discussion of R. Anderson's (See "Determining the Linguistic Attributes of Language Attrition" in The Loss of Language Skills, Lambert, R. & Freed, B. [Eds], Rowley, Mass: Newbury House, 1982) assumptions and hypotheses about language loss. Outlines and discusses each assumption in detail and proposes an alternative organization for them. Anderson's hypotheses are organized into four "vantage points" or categories that are found to cause confusion and overlapping, and which are revised here. It is concluded that an account of language loss must cover concerns of compensation, avoidance, and regard for language, and must provide evidence relative to specific areas of attrition, particular processes, and individual outcomes.

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Weltens, B. The Attrition of Foreign-Language Skills: A Literature Review. Applied Linguistics, 1987, 8, 1, Spring, 22-38.

The topic of language attrition is examined with reference to the relationship between language and memory. Some recent attrition research is examined, with distinctions drawn between first- and second-language attrition. Specific discussion is centered on studies of attrition of first-language skills, particularly among Native Americans and among immigrants. An analysis of studies of second/foreign-language skills examines characteristics of both acquisition and attrition processes as well as the characteristics of the learner. Factors considered with respect to acquisition include: method of instruction, number of years of exposure, proficiency level prior to language loss, and the relationships between the L1 and F1 in terms of social status. Factors associated with the attrition process include: type and amount of L2/FL input and the length of the period of non- use. The learner characteristics discussed include: cognitive style, sex, age, linguistic level, and cognitive ability. Conclusions drawn with regard to these three areas include the following:

#### Acquisition

- Research regarding methods of instruction could not be generalized easily from their experimental setting.
- An inverse relationship appears to exist between proficiency level prior to the onset of attrition and the attrition rate. The total amount of content forgotten during the five years

following training is a relatively constant amount at different levels of training, but this amount becomes a progressively smaller portion of individuals' total knowledge of the FL with higher levels of training.

- The differential rates of adaptation of ethnic languages to the dominant language of a speech community can be partly explained by the relative differences in their grammatical topology.

#### Attrition

- The marked differences in skill attrition observed in the literature between L2 French and L2 English are largely due to exposure differences after the instruction period.
- Research examining the effect of the length of the period of non-use suggests that attrition sets in rather quickly, but that loss rates decline in subsequent periods with little or no loss occurring in the next twenty-five years, at which point attrition increases again

#### Learner Characteristics

- The effects of sex and age differences on L2 loss is non-significant over a three to six month period of non-use.
- Attitudes and motivation are central variables in FL retention.

Results obtained in research in this area are summarized in table included in an appendix.

# **Research Efforts on Language Loss**

Bahrck, Harry P., Fifty Years of Second Language Attrition: Implications for Programmatic Research, The Modern Language Journal, 1984, 68, 2, Summer, 105-118.

Individuals currently enrolled or having recently completed high school or college Spanish courses (number of cases = 146) and individuals who had taken one or more courses during secondary school or college and whose instruction had taken place from 1 to 50 years prior to the study (number of cases = 587) along with individuals who had no formal instruction in Spanish (number of cases = 40) were given tests, including: reading comprehension, recall and recognition vocabulary, grammar recognition and recall, and idiom recognition and recall. Questionnaires providing information about Spanish instruction, grades obtained in courses, and exposure to Spanish were also completed by all subjects. Results indicate that information becomes part of permanent memory by a process that is discrete rather than cumulative. The nature of life-span of different kinds of linguistic material is considered. Reading comprehension scores are more difficult to quantify because they depend on recall of several aspects of the language. Data indicate that much content from language instruction can survive 50 years or longer. Grades received in courses are valid predictors of subsequent retention. Participation in a single language course leaves little if any lasting effect. Implications of the findings for language instruction are discussed.

Bahrck's findings, and especially his interpretation of the memory dynamics underlying them, generated professional commentary from distinguished memory researchers including Cofer (1984) and Neisser (1984). Their comments and Bahrck's reply to Neisser appeared in The Journal of Experimental Psychology : General, 1984, March vol 113 (11) pages 30-31,32-35, and 36-37 respectively.

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Berman, R. A. & Olshtain, E., Features of First Language Transfer in Second Language Attrition, Applied Linguistics, 1983, 4, 3, Autumn, 222-234.

Language attrition in a second language was examined in Israeli-born children from Hebrew-speaking homes who were investigated during their first year back in Israel after two or more years spent in an English-speaking environment. In the first year, subjects (number of cases = 12) aged 5 to 12 were studied longitudinally in meetings with an English-speaking investigator every two weeks. In the second year, oral and written tests were given to 18 children of similar background. Tests were given shortly after subjects returned from abroad and then six months and one year later. Subjects' English manifested a special kind of interlanguage, including a mixture of native-like idiomatic and colloquial usages in English combined with distinctly non-native usages. Native-like usage was retained in the ability to use formulaic routines rare in classroom English

but typical of normal spoken interchange. Lexical errors were numerous, and are classified into subtypes. The kinds of syntactic errors found indicate a possible correspondence between structural features of the second language, English, that are hard to acquire, and features that are soon lost as attrition sets in. A second set of findings related to the differences in rate and amount of loss depending on subjects' age.

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Bodi, M., Bilingualism of Russian Children in Melbourne: Some Aspects of Language Retention and Language Acquisition, Review of Applied Linguistics, 1980, 49-50.

This research addresses language acculturation among children of Russian immigrants to Australia. Subjects (number of cases = 29) were members of the Russian community in a Melbourne suburb in the fifth and sixth years of school. All had been monolingual Russian speakers upon school entry. Bilingual competence was measured using tests devised by the author, and an interview used to assess domains of language use. Possible determinants of language competence were examined by testing psychological and socio-psychological variables involving testing of factors including ethnic identification and choice of friends. Language measures indicated that dominance relations for this population were heavily weighted toward English (L2). For these children, L1 has ceased to be the primary language. Girls showed considerably higher L1 retention than boys, and were superior to boys in most measures of dual language proficiency. Boys showed a more complete language shift to L2. Possible reasons for this sex difference should be explored, and the role of socio-psychological variables examined in more detail.

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Clark, J. L. D. & Jordan, E. H., A Study of Language Attrition in Former U.S. Students of Japanese and Implications for Design of Curriculum and Teaching Materials, Final Project Report, Center for Applied Linguistics, Washington, D.C., May, 1984 (80pp.)

A comparison of the end-of-study versus months-to-years later levels of language proficiency of 49 students of Japanese at Cornell University, from both intensive and nonintensive programs, is reported. In addition to academic records and performance on the Japanese Proficiency Test, data obtained from a comprehensive background questionnaire covering language training and contact, relevant travel, language attitudes, motivation, learning style preferences, self-evaluation of language skills, other related information, and results of several interviews and case studies were analyzed. It was found that: (1) the questionnaire developed for this study was highly appropriate for obtaining student-based information concerning language-learning background, skill levels, and other data relevant to language attrition; (2) attriting and nonattriting students differed little in initial language ability or formal language training; (3) decreases in proficiency over time were inversely related to degree of language use; (4) attrition may be skill-specific; (5) case studies corroborated group data

analyses; and (6) re-acquisition of skills might be faster with familiar rather than unfamiliar language learning materials.

Results suggest that studies of changes in student performance use a test battery providing both general assessment and a more highly diagnostic, item-by-item probing of language elements, and that future studies include analyses of attrition patterns for subgroups at several proficiency levels as well as whole-group analyses. The questionnaire is appended.

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Cohen, A. D., The Culver City Spanish Immersion Program: How Does Summer Recess Affect Spanish Speaking Ability?, Language Learning, 1974, 24, 1, Jun, 55-68.

Patterns of foreign language retention among young children after they had been away from language contact were examined. The subjects were 14 Anglo children from the Culver City Spanish Immersion Program, a pioneering project in American public school education. These children were immersed exclusively in Spanish during their kindergarten year. English was gradually introduced in first grade. The effects of summer recess between first and 2nd grades upon spoken Spanish were examined. The subjects were given an Oral Language Achievement Measure individually on a test-retest basis. The results showed that a summer recess of 3 months took its toll on Anglo children's performance in Spanish. Utterances became shorter; at least 1 grammatical class (prepositions) was used slightly less, while another (verbs) became more prominent; the children made more errors proportionate to what they said. Problems with article/adjective agreement not only persisted, but in the case of the definite article, shifted, in nature; the *ser* (to be) verb began to be used more than *estar* (the other form of to be) when children were in doubt; and inflection for person in present tense indicative verbs continued to cause minor problems.

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Cohen, A. D., Forgetting a Second Language, Language Learning, 1975, 25, 1, June, 127-138.

A previous study investigated group patterns of foreign language retention among young children after they had been removed from a language contact situation for a period of time. An in-depth study of 3 students was made in order to determine whether the last things learned are, in fact, the first things to be forgotten, and whether forgetting entails unlearning in reverse order from the original learning process. Three subjects were administered an Oral Language Achievement Measure individually on a test-retest basis at the beginning of June, 1973, the 20th month of language contact, and again in September, 1973, after the children had started second grade. Data from 2 subjects support the notion that some things learned last are also the first to be forgotten when the learners

are removed from second language contact. Data from the third subject exemplified reversion to an earlier pattern in the use of the definite article, perhaps skipping stages in between. Some data suggest that forgetting may produce forms that were never tried out during the process of language acquisition prior to the break. Other data suggest that a pause in the learning process may actually cause a reduction in certain problem areas. The findings, based on insufficient data, are suggestive; they are a first step towards investigating the ways in which young children forget a language in which they have been immersed.

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Edwards, G., Second-Language Retention in the Canadian Public Service, The Canadian Modern Language Review/La Revue canadienne des langues vivantes, 1976, 32, 3, Feb, 305-308.

Described is research that served as the preliminary investigative phase of a project initiated to study a particular group of adult second language users. Its purpose was to generate a set of working hypotheses to aid in establishing a suitable methodological approach in the major phase of the project. Ninety-seven bilinguals (ages 20-55), working in the Canadian Federal Public Service and representing different occupational groups, took part in the experiment. Of these, 55 were English-speaking and 42 were French-speaking. Subject selection was based on the Language Knowledge Examinations used to test second language proficiency of Federal employees. Two groups were formed, the first consisting of subjects who had completed second language training six months prior to the study, and the second of subjects who had finished language training 12 months before the start of experimentation. In addition to the Language Knowledge Examinations, subjects were given a questionnaire dealing with: (1) age, sex, extent of second language training in French or English; (2) self-evaluations of ability in the four major language skills, and the extent of use of and exposure to the second language in the work context as well as outside; and (3) Subjects' confidence levels, motivation, and attitudes towards their second language. In section (3), items were positively scored and rated on a scale ranging from "strong disagreement" to "strong agreement." Test results show no significant differences in language performance for either linguistic group at the six month time period. The English speaking subjects showed significant gains in reading and significant loss in speaking after 12 months ( $p < .05$ ). There were no significant differences for the French speaking subjects in this time period. Even though analyses of the questionnaire do not yield clear cut explanations for the variance shown, it seems that language retention tends to be a function not only of linguistic competence and motivation but, more particularly, of a supportive environment.

Gardner, R. C.; Lalonde, R. N.; Moorcroft, R.; Evers, F. T., Second Language Attrition: The Role of Motivation and Use, Journal of Language and Social Psychology, 1987, 6, 1, 29-47.

Investigated was the nature of second-language (French) skills lost by grade 12 students over the course of the summer vacation, and the role played by attitudes and motivation in promoting language achievement and language maintenance. The results demonstrated that students (number of cases = 98) rated many of their skills somewhat weaker after the summer vacation, but these effects were more general for items dealing with understanding skills than for speaking skills, and somewhat intermediate for reading and writing skills. Comparisons on objective assessments appeared to indicate improvement over the summer months on some skills, except for grammatical accuracy, that decreased, but these were interpreted as quite probably reflecting measurement artifacts. Although the attitude and motivation measures correlated quite meaningfully with the various measures of French proficiency, they did not correlate with loss of skills as indexed by simple change scores. Nonetheless, a causal modeling analysis supported the hypothesis that attitudes and motivation were implicated in second-language acquisition and retention, the latter primarily because motivational variables determine the extent to which individuals will make use of the second language during the summer period.

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Gardner, R. C.; Lalonde, R. N.; MacPherson, J., Social Factors in Second Language Attrition, Language Learning, 1985, 35, 4, Dec, 519-540.

A retrospective design was used to study the effects of attitudes, motivation, and reported language use on second-language attrition. Students who had been registered in an intensive 6-week course in French in the province of Quebec were mailed questionnaires which asked them to rate their perceived second-language skills upon completion of the course and their present skill levels (6 months later). Attitudinal/motivational variables were also assessed, along with measures of second-language use during the 6-month period. Results, based on a sample of 79 students, indicated attrition on the medium-level language skills of speaking and understanding. No attrition was evidenced for reading skills. A factor analysis revealed that subjects residing in areas where French was available spent more time using their second-language skills. Analyses of variance demonstrated a loss of speaking and understanding skills as a function of attitudes as students with less favorable attitudes and motivation evidenced significant language loss on those skills. In terms of language use, a significant loss was found in speaking skills for the low use group but not the high use group. Contrary to expectations, language use was found to be independent of attitudes. Issues are raised for researchers interested in the unexplored area of second-language attrition.



Hildebrand, W. & Scheibner-Herzig, G., Retention and Forgetting of Grammatical Structures in Learning English as a Foreign Language, The Journal of Experimental Education, 1986, 54, 3, Spring, 149-152.

The storage and retrieval of certain grammatical structures by German pupils learning English as a second language (ESL) was studied to determine long-term memory with respect to foreign-language learning under average school conditions. Memory for the passive, future tense, and gerund was tested (number of cases = 21, aged 12-13 years) in an examination of A. Jost's "second law": "if two associations are of the same strength but of different age, the older one decreases less in time". Results of three tests (following the last practice, as a retest two weeks after the end of the course, and as a retest four weeks later) indicated that retention over a period of six weeks is best for the gerund; to learn each structure equally well would take different amounts of time, due to linguistic complexity. The decay rate may therefore represent the difficulty of learning a given grammatical structure. Using the procedures discussed here, grammatical structures may be graded according to difficulty of learning and applied to teaching and to textbook writing.

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Godsall-Myers, J. E. (1981) "The attrition of language skills in German classroom bilinguals - A case study", Dissertation, Bryn Mawr College. (Abstract, Dissertation Abstracts International, Volume 43/01-A, 157). (215 pp.)

This study reports the results of language skills taken by six Bryn Mawr College undergraduate students. The subjects had all completed low-intermediate German at Bryn Mawr and were taking no further instruction in German. The twenty-three tests were administered over the course of a year and covered such areas as: morphology, vocabulary, writing skills, listening and reading comprehension, and attitude toward foreign cultures.

The tests (or "tasks") were designed to bring forth evidence bearing on four major hypotheses. The results confirmed the hypotheses that (a) the attrition of L2 skills proceeds at different rates for different skills; (b) the attrition of L2 skills will be in inverse proportion to the cumulative average the student had in the low-intermediate German class; and (c) the attrition of L2 patterns will reflect the learning order and the frequency of occurrence of those patterns. There were not enough data to confirm the fourth hypothesis: (d) the attrition of L2 skills will have certain characteristics in common with pidginization, decreolization, linguistic extinction, and loss patterns of aphasia.

Other findings warrant future research attention. The subjects evidenced less attrition of writing skills than attrition of reading. A comparison of the results of the "002 rev" task administered three times showed that attrition which

occurred over the summer was much greater than the attrition which occurred from fall to spring. This suggests that the pattern of attrition may be more accurately represented by a diagram of consecutively descending plateaus rather than by an inclining slope. Lastly, there was a correlation of potentially practical value between verb-positioning skills and overall retention ability.

The results from several tasks suggest useful instructional techniques aimed at lessening attrition: teaching vocabulary via semantically paired items and via synonyms and antonyms, and developing a linguistic sensitivity to word formation.

The problems of using such a small subject sample and administering such a variety of tasks are discussed. Suggestions are made for subsequent language skill attrition projects.

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Hyltenstam, Kenneth, *Implicational Patterns in Interlanguage Syntax Variation*, Language Learning, 1977, 27, 2, December, 383-411.

The acquisition of Swedish negation syntax by adult second language learners was studied. Insights into the acquisition route were gained through a close examination of the learners' variation in negative element placement. This variation type has previously been seen as random and irregular, but through application of devices for the study of variable data (e.g., implicational scales, variable rules, and linguistic continua) it has been possible to discover regular patterns in the variation. Such regularities have previously been found in sound system acquisition by second-language learners. The acquisition route was highly regular for the 160 subjects examined, and independent of differences in education and foreign language knowledge. Most interestingly, the acquisition route was also found to be the same for learners with different source languages. Findings suggest that the acquisition process for grammatical structures is regular and dynamic, with a successive and continuous transition from one state to another. The behavior of a group of backsliders in the same syntactic area was also studied. It is found that what is acquired last is also the first to be lost. These findings are in agreement with the Jakobsonian view of a natural sequence in language acquisition and language loss.

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McCreary, Don R., *A Vygotskian Psycholinguistic Perspective on the Acquisition and Loss of Japanese*. Issues in Applied Psycholinguistics, 17, 2-3, 159-171, Sep-Dec, 1985

This study presents a psycholinguistic analysis of young children's performance in Japanese before, during, and after a two-month stay in Japan from the perspective of Vygotsky and the Soviet school of psycholinguistics. It looks at the social function of their utterances, the types of regulation involved, and strategic functions that may be intended.

Moorcroft, R. & Gardner, R. C., Linguistic Factors in Second-Language Loss, Language Learning, 1987, 37, 3, September, 327-340.

Investigated was the nature of the linguistic features lost in oral French over the summer vacation period by 89 English-speaking ninth graders. These students had been studying French in a regular second-language program since sixth grade and had completed an average of 120 hours of instruction. Global analyses revealed significant reductions in total time, speaking time, number of pauses, quantity of production, and grammatical accuracy on tasks requiring production of discourse, suggesting a general deterioration in language proficiency. There was, however, no significant reduction on tasks requiring production of individual vocabulary items. A more molecular analysis focused on the use of various grammatical structures and specific parts of speech. Results of this latter analysis indicated that losses take place in most grammatical elements, but that effects were most pronounced for those elements that were learned most recently. These results were discussed and contrasted with first-language loss where vocabulary elements appear to suffer loss before grammatical forms.

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Raffaldini, T. (1987) "Attrition of communicative ability among former year abroad students of French". Dissertation, Indiana University. (Dissertation Abstracts International, Vol. 49/04-A, 807. (472 pp.)

Although recent trends in foreign language pedagogy stress communicative ability as a primary goal of instruction, little is known about its relative stability over time. This research examined changes in the communicative ability of sixty year abroad students of French during the academic year after their return to the United States. By comparing subjects' communicative performance at the start and end of the academic year and by obtaining data on individual difference variables at both time points, the research attempted to determine how subjects' communicative skills changed over the time interval and the common characteristics defining subjects whose communicative skills remained stable.

Test instruments used were ACTFL/ETS' Oral Proficiency Interview and two Situation tests. The latter tests were developed by the researcher and assessed discourse and sociolinguistic competence, in addition to grammatical competence.

Subjects failed to improve upon the communicative skills that they had acquired prior to and during their immersion experience in the target culture, even though they continued to take courses in French during the time interval. Instead, most of their communicative skills began to erode during this period. At the second time point subjects were less able to distinguish incorrect and sociolinguistically inappropriate language forms from native-like language forms.

They also tended to communicate less effectively and appropriately. They produced more inappropriate language forms and communicative functions and they made more morphological and structural errors and more errors in the choice of lexical items while communicating. They also used less cohesive and coherent discourse. Attrition had the most serious effect on the nativeness of subjects' linguistic features. Their sociolinguistic competence was the least vulnerable to attrition, while their discourse competence was affected to an intermediate degree.

The classroom environment appeared to have little influence on subjects' retention of communicative skills. Retention was a function of how confident subjects were in their language skills after the immersion experience, of how frequently they used their language skill in out-of-class contexts during the time interval, and how their attitudes toward foreign languages and the language community changed during this period.

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Robison, R. E. (1985) "The effect of the summer vacation on language attrition in secondary school students of first-year Spanish (memory, forgetting, retention, acquisition)". Dissertation, The Ohio State University. (Dissertation Abstracts International, Vol. 46/03-A, 636. (205 pp.)

The goals of this investigation were to ascertain the effect of the summer vacation on: (1) the amount of language loss incurred by secondary school students of first-year Spanish in listening, reading, writing (syntax), and vocabulary; (2) the amount of loss registered between the skills tested; (3) the nature and extent of student exposure to the target language during the summer vacation and its relationship to subsequent language loss; and (4) the change in student ability to produce linguistically appropriate grammatical forms.

The subjects who participated in this study were 180 boys and girls enrolled in five junior and senior high schools in southern New England. They were administered two curriculum-specific achievement tests, which included four subtests in Reading, Listening, Writing (Syntax), and Vocabulary, and a questionnaire on a test-retest basis.

Data analysis, which consisted of alternate-forms reliability, t-test for correlated means, analysis of variance, repeated measures analysis of variance, and the Pearson product moment correlation, generated the following results. First, listening and reading comprehension were not affected by the summer vacation. Second, less advanced students suffered significant loss in writing (syntax), while more advanced students did not. Vocabulary recognition/recall was significantly affected by the summer interlude; however, writing and vocabulary losses were considered minimal from a practical point of view. Fourth, FLES students demonstrated a significantly higher rate of learning and retention overall than non-FLES students, especially in the areas of listening, writing, and

vocabulary. Fifth, students were equally adept in the fall and the preceding spring in their ability to produce linguistically correct forms. There was no evidence to suggest that forgetting is necessarily the chronological reverse of learning. Sixth, a sequence of forgetting was observed, and it varied according to one's level of achievement. Finally, for the 20% of the students who were exposed to Spanish during the summer vacation period, contact centered chiefly around TV, radio, and printed materials, which correlated positively with subsequent performance in listening, writing, and vocabulary.

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Smythe, P. C., Second language retention over varying time intervals, The Modern Language Journal, 1973, 57 (8), 400-405.

Two studies were conducted to assess the amount of retention loss in second language learning that secondary school students might experience: (1) during the summer vacation; and (2) over the summer vacation plus one semester during which second language instruction was not given. In the first study, 220 students just completing grade nine were given French listening and reading comprehension tests. When retested after summer vacation, students showed a modest, yet significant improvement in listening skills and a decrement of roughly similar magnitude in reading skills. The second study utilized a somewhat more complex design whereby performance changes on the Canadian Achievement Test in French were examined as a function of grades nine through eleven, and as a function of the time lag between testing sessions (three versus eight months). The major finding of the second study was that students retested after a three month period showed an improvement in performance, whereas those students retested after an eight month lag exhibited a performance decrement. Like the results for the first study, those found in the second, while reaching statistical significance, do not suggest that the obtained shifts in performance are large enough in practical terms to warrant much concern on the part of the second language teacher.

Snow, M. A., Padilla, A. M., and Campbell, R. N., Patterns of Second Language Retention of Graduates of a Spanish Immersion Program, Applied Linguistics, 1988, 9, 2, June, 182-197.

Reported is a study of the second-language retention of students who had completed a seven-year Spanish language immersion program in the United States. The relationship between attitudinal factors, language use, self-assessment of Spanish proficiency, and second-language retention was examined in 38 graduates of the program and 20 currently enrolled sixth graders. The Modern Language Association (MLA) Cooperative Test of Spanish and a 63-item questionnaire were administered to all subjects. Results indicated that some language loss began immediately after leaving the program, but that significant difference in MLA scores between students who continued Spanish study and those who did not appeared only after several years. Factor analysis of the questionnaire data yielded factors of "interest in foreign languages," "encouragement and pride in work," "integrative orientation," and "parental/integrative orientation." All factors were significantly related to language-use opportunities. Findings suggest that the attitudinal predisposition underlying the four factors influenced the extent to which students retained their Spanish skills in writing and speaking.

## **Articles Related to Language Maintenance**

Asher, J. J., The Total Physical Response: Theory and Practice. Annals of the New York Academy of Sciences, 1981, December, 379, 324-331

Based on a 20 year program of experimental research, the author describes an instructional format for acquiring another language. The format is a model based on the processes by which infants acquire their first language. For children and adults learning English, German, French, Japanese, Russian, or Spanish, the format resulted in stress-free acquisition and long-term retention. These gains also held for people acquiring sign language. Features of the stress-free instruction include (a) delaying production until students spontaneously demonstrate a readiness to speak; (b) maximizing student intake of the target language by nesting all grammatical features in the imperative, or "golden tense;" and (c) postponing abstractions until a more advanced stage of training, when meaning is transparent from the situational context.

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Bahrick, H. P.; Phelps, E. Retention of Spanish vocabulary over eight years. Journal of Experimental Psychology: Learning, Memory, & Cognition, 1987 Apr Vol 13(2) 344-349

Thirty-five individuals who had learned and relearned 50 English-Spanish word pairs were tested for recall and recognition after an interval of 8 years. Two variables, the spacing between successive relearning sessions and the number of presentations required to encode individual word pairs, were excellent predictors of the likelihood of achieving permastore retention. Optimum recall occurred for words encoded in 1-2 presentations and accessed at intervals of 30 days. Both variables yielded monotonic retention functions that accounted for a range of variation from 0% to 23% recall. These variables also had significant effects on the recognition of unrecalled words.

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Bloom, K. C.; Schuell, T. J., Effects of Massed and Distributed Practice on the Learning and Retention of Second-Language Vocabulary. Journal of Educational Research, 1981, 74, 4, Mar-Apr, 245-248.

High school students enrolled in a French course learned vocabulary words under conditions of either massed or distributed (number of cases = 28 each) practice as part of their regular class activities. Distributed practice consisted of 3 10-minute units on each of three successive days; massed practice consisted of all 3 units being completed during a 30-minute period on one day. Though performance of the two groups was virtually identical on a test given immediately after completion of study, subjects with distributed practice did substantially better (33%) than the massed-practice subjects on the second test given four days later. Implications for classroom instruction and the need to distinguish between learning and memory were discussed.



Gleason, Jean Berko, Ed., You Can Take It with You: Helping Students Maintain Foreign Language Skills beyond the Classroom. Language in Education: Theory and Practice 71. Englewood Cliffs, NJ: Prentis Hall, 1982 (142 pp.). Available through ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

This book presents a discussion of the loss and maintenance of second language skills beyond the formal education process provides information about skill loss and a variety of strategies and suggestions for language skill maintenance. The book begins with an overview of the subject of language loss and maintenance (Jean Berko Gleason and Barbara Alexander Pan), discussing personal factors that seem to make a difference in language study, cultural influences, and the relationship between the kind of language instruction received and the likelihood of losing the language. Subsequent chapters focus on different efforts to help prevent the loss of a foreign language. These include:

- Personal learning strategies (Rebecca Oxford and David Crookall)
- Self-instructional resources such as cassettes and other learning resources (John Means)
- The use of computers to maintain language skills (Frank Otto)
- Study and travel abroad (Helene Zimmer-Loew), and
- The community as a cultural learning resource (Frederick L. Jenks).

References, additional resources, and useful addresses are included.

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Reilly, T., Maintaining Foreign Language Skills. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C., May 1988. (4pp.)

Human beings have as great a capacity for losing or forgetting a language as they do for learning one. Many have lost language skills due to a lack of a linguistically appropriate environment in which to use a particular language. Millions of individuals who have studied a second language in high school or college for several years have lost the ability to hold the most basic conversation, while others who as children or young people were monolingual speakers of other languages are now monolingual speakers of English, for they are no longer able to speak their mother tongue. Language acquisition and maintenance depend on a variety of factors including the following: (1) instructional factors that relate to the way in which the language is initially acquired, including instructional objectives, intensity of instruction, developmental considerations, and curriculum design; (2) cultural factors that relate to how public attitudes toward bilingualism and the relative prestige of different languages influence the maintenance of a

particular language; and (3) personal factors that have related and positively correlated certain personality traits with success in learning foreign languages. Language study that helps the student to use the personal and cognitive strategies used by "expert learners" will enhance the likelihood of language skill maintenance; courses of study in which positive cultural attitudes are fostered and in which maintenance techniques are incorporated will help to prevent attrition.

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Stoneberg, B. D. & Kelly, E. L., An Effective High School German Language Summer Weekly Reader Program, The Modern Language Journal, 1976, 60, 8, December, 452-454.

An effective method was sought to help counteract the loss of knowledge that occurs over summer vacations among students studying a foreign language. A series of weekly readers were used to test the hypotheses that regular exposure to the language (in this case German) would positively affect retention of material learned in German I and acquisition of new material in German II, the following fall. Subjects were 178 students from ten public high schools in Idaho. They were divided into two treatment groups (A & C) and two control groups (B & D). The first two groups received ten weekly issues of a German language 'reader' which contained reading selections, writing exercises, puzzles, and 'odds & ends'. All students received a pretest just prior to the end of the academic year. Groups A & B received the posttest at the outset of the next academic year. Groups C & D were tested after four to five weeks of instruction. The test used in all cases was the Pimsleur German Proficiency Tests, Form A. Scores from groups A & B were used to test the program's effect on retention, while scores from the other two groups were used to test its effect on facilitating learning in the second year course. Results, after statistical analysis, showed: (1) a significant positive effect on the retention of writing proficiency and (2) a significant positive effect on increase of reading comprehension in German II. This type of program has two advantages over alternatives such as summer school and foreign travel--the cost is very low, and it can be used with a large number of students, and it is equally applicable in urban and rural areas.

## **APPENDIX A**

# **Summary of Research Findings**

STUDY	SAMPLE	LANGUAGE	NON-USE PERIOD	SKILL(S)	MAIN FINDINGS
Asher, J. (1969)	18 undergraduates	Russian	24 hrs.; 48 hrs.; 2 wks.	Listening/comp. fluency coupled with motor skills	Motor action of long or novel sentences during retention test clearly superior, regardless of retention interval
Bahrck (1964) *	733 Ss: • 146 Ss recently completed high-school or college Spanish; • 587 Ss (1 or more courses from 1 to 50 yrs); • 40 control	Spanish	1-50 yrs.	• reading comp. • recall & recog. of vocab., grammar, & idioms	• Considerable loss first 5 years across skill areas • Stable 5 to 26 years for all skills • Considerable loss in all skills after 25-30 years
Bahrck & Phelps (1987)	35 Ss previously tested 8 yrs earlier	Spanish	8 yrs.	50 Paired Associate English/Spanish words in recall/recog. tests	• Optimal recall occurred for words encoded in 1-2 presentations and accessed at intervals of 30 days • Range of variation in recall was 0 to 23%
Berman & Olshtain (1983) *	30 children (aged 5-14)	L2 English L1 Hebrew	6-12 mths.	Oral and written tests; interviews	• Younger children: increasing loss; older children: loss of certain vocabulary and syntactical items
Bloom & Shuell (1981)	56 high-school Ss	French	4 day retest	Vocabulary	• Ss with distributed practice (24 hr. interval) performed 35% better than the massed-practiced Ss
Bodl (1980)	29 5th and 6th graders	L1 Russian L2 English	5 - 6 yrs.	Various language measures	• L1 ceased to be primary language for all children • Girls showed higher L1 retention than boys • Boys showed more complete shift to L2
Clark & Jordan (1984)	49 Adult Ss General attrition Group (N=16) Non-attrition group (N=42)	Japanese	End-of-study, up to 2 years	• Reading • Speaking • Writing • Comprehension (Japanese proficiency test)	• Decreases in proficiency over time were inversely related to degree of language use • Case studies corroborated group data analysis

\* Adopted from *Walten (1987)*

STUDY	SAMPLE	LANGUAGE	NON-USE PERIOD	SKILL(S)	MAIN FINDINGS
Edwards (1976) *	97 Canadian civil servants	L2 English (n=42) L2 French (n=55)	6 and 12 mths.	Reading, writing, listening, speaking tests	<ul style="list-style-type: none"> <li>• 6 mths: no significant differences.</li> <li>• 12 mths: L2 French: gain in reading (8%); loss in speaking (13%)</li> </ul>
Edwards (1977) *	455 Canadian civil servants	L2 English (n=246) L2 French (n=209)	6, 12, 18 mths.	Reading, writing, listening, speaking tests	<ul style="list-style-type: none"> <li>• No loss for L2 English; loss for L2 French after 12 and 18 mths.</li> </ul>
Flaughner & Spencer (1967) *	1067 college freshmen	FL French, German and Spanish	1 and 2 yrs.	Reading test	<ul style="list-style-type: none"> <li>• 15% loss after 1 yr.; another 12% loss in the second, independent of level of training and target language</li> </ul>
Gardner, Lalonde, Moorcraft, & Evers (1987)	98 12th grade Canadian Ss	FL French	Summer vacation	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Skill losses more general for understanding than speaking</li> <li>• Skill losses intermediate for reading and writing</li> <li>• Attitude &amp; motivation correlated with French proficiency, but not with loss of skill indexed by simple change scores</li> </ul>
Gardner, Lalonde, & MacPherson (1985)	79 Ss in Quebec	L2 French	6 mths.	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Understanding</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Attrition on medium level language skills of speaking and understanding</li> <li>• No attrition for reading skills</li> <li>• Losses also function of attitudes and motivation</li> <li>• Significant losses for low-use vs. high-use group</li> </ul>
Geoghegan (1950) *	246 high-school students	FL French, Latin, and Spanish	3 mths.	<ul style="list-style-type: none"> <li>• Translation, vocabulary and grammar tests</li> </ul>	<ul style="list-style-type: none"> <li>• French: gain in vocabulary; Latin: loss in all 3 sub-skills; Spanish: loss in translation and vocabulary</li> </ul>
Godsall-Myers (1981) *	6 undergraduates	FL German	6 and 12 mths.	<ul style="list-style-type: none"> <li>• 23 tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Different attrition rates for different skills; attrition in inverse proportion to proficiency; declining loss rates</li> </ul>
Hildebran & Scheibner-Herzig (1986)	21 Ss (12-13yrs old)	ESL	6 wks.	<ul style="list-style-type: none"> <li>• Passive future tense gerund</li> </ul>	<ul style="list-style-type: none"> <li>• Retention was best for gerund</li> <li>• Decay rate appeared to be a function of difficulty level of grammatical structure</li> </ul>

STUDY	SAMPLE	LANGUAGE	NON-USE PERIOD	SKILL(S)	MAIN FINDINGS
Johnson, Adams, & Brunning (1985)	255 undergraduates	English	2 wks.	<ul style="list-style-type: none"> <li>Keyword vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Keywords facilitated immediate comprehension of concrete items</li> <li>Keywords hindered delayed comprehension of abstract items</li> <li>Elaboration effects wash-out or decay over time</li> </ul>
Kennedy (1932) *	High-school students, Latin I and II	FL Latin	3 and 12 mths.	<ul style="list-style-type: none"> <li>Multiple-choice syntax test</li> </ul>	<ul style="list-style-type: none"> <li>15-34% loss over 3 mths.; little extra loss over next 9 mths.</li> </ul>
Lowe (1982)	47 Government Employees	Spanish	One to several years	<ul style="list-style-type: none"> <li>Reading</li> <li>Speaking</li> <li>Understanding</li> </ul>	<ul style="list-style-type: none"> <li>Speaking least stable skill</li> <li>Understanding is more stable than speaking</li> <li>Reading is most stable skill</li> <li>Loss rates may be language specific</li> </ul>
MacLeod (1976)	Exp I 24 undergraduates Exp II 32 Ss	L2 French	5 wks	<ul style="list-style-type: none"> <li>Paired associated list</li> </ul>	<ul style="list-style-type: none"> <li>Marked savings for same vs. changed meaning</li> <li>Translation equivalents operate according to underlying linguistic concept</li> </ul>
Messelink & Verkuylen (1984) *	94 high-school students	FL French L1 Dutch	1 and 2 yrs.	<ul style="list-style-type: none"> <li>Vocabulary test</li> </ul>	<ul style="list-style-type: none"> <li>No loss in first year</li> <li>15% loss in second year</li> </ul>
Moorcraft & Gardner (1987)	89 English speaking ninth graders	L2 French	Summer vacation	<ul style="list-style-type: none"> <li>Speaking</li> <li>Production</li> <li>Grammar</li> </ul>	<ul style="list-style-type: none"> <li>Oral proficiency declined over short time</li> <li>Losses for most grammatical elements</li> <li>Losses greatest for most recently learned elements</li> <li>Lexicon loss rather than grammar</li> </ul>
Ott, Butler, Blake, & Ball (1973)	72 college age Ss	L2 German	2 wks.	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>75% of words were recalled from elaboration techniques</li> </ul>
Smythe et al. (1973) *	220 Grade 9 students	L2 French	3 mths.	<ul style="list-style-type: none"> <li>Reading and listening tests</li> </ul>	<ul style="list-style-type: none"> <li>5% loss in reading; 2% gain in listening</li> </ul>

\* Adopted from *Wolten (1987)*

STUDY	SAMPLE	LANGUAGE	NON-USE PERIOD	SKILL(S)	MAIN FINDINGS
Smythe et al. (1973)*	140 Grade 9-11 students	L2 French	3 and 8 mths.	<ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking tests</li> </ul>	<ul style="list-style-type: none"> <li>• Overall score: 3% gain over 3 mths.; 4% loss over 8 mths.</li> </ul>
Stoneberg, Bert, & Kelly (1976)	178 High-school Ss	German	Summer vacation (additional instruction in 10 weekly readers sessions)	<ul style="list-style-type: none"> <li>• Reading, writing, exercises, "odds &amp; ends"</li> <li>• Pimsleur German proficiency tests</li> </ul>	<ul style="list-style-type: none"> <li>• Significant effect on writing efficiency and reading comprehension</li> </ul>
Snow, Padilla, Amado, & Campbell (1988)	38 graduates of immersion program; 20 currently enrolled sixth graders	Spanish	Immediate to several years	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Some language loss immediately</li> <li>• Significant loss by Junior-High School level in production and writing</li> <li>• By high-school, productive skills of writing and speaking showed greatest loss</li> <li>• Differential loss of language skills over time with productive skills lost first and receptive skills retained longer</li> </ul>





The Training System in the Russian Language Department in the  
Escuela Conjunta de Idiomas de las Fuerzas Armadas (ECIFAS)

Major Carlos Rey

Foreword

Mr. President, ladies and gentlemen, I am Major Rey, one of the four teachers in the Russian Language Department of the Spanish Armed Forces' Joint Language School in Madrid. It is a pleasure for me to have the opportunity of addressing myself to you and sharing information that could be pertinent to this year's objectives of the BILC conference, especially in relation to different systems and techniques for teaching language skills. My presentation consists of two parts. The first one gives general information on the school's mission and composition; the second part offers you data and information on our Russian Language Department, its philosophy and teaching system, that will contribute to the conference goals and will also serve as our presentation.

Part 1 - General Information

Mission: Our task was given in the very order that created the school, and obviously, it is to teach members of the Armed Forces those languages that are considered useful for the three services: army, navy and air force. At present, and in this school, the languages taught are: Russian, German and Arabic. English and French form part of regular military training, and at this time, are not taught here.

By studying our mission, we can assess whether it is completed and complies with STANAG 6001, which, as we know, describes standard objectives in the learning process of the four basic language skills.

On this standard, our school aims to teach the above mentioned languages to a level of 3333.

School Chart: Our school is very small in staff and facilities, but we could say that it works in adequate conditions towards its present teaching objectives of reaching this mentioned level.

In Slide 2 (attached) we have a school organizational structure.

The Students: Student selection is made by examination, before the specific teaching of the language, which is why a previous knowledge of the language is not required. The selective exams consist of psychometric controls that assess learning capacities in relation to language, and also Spanish grammar tests.

Each department, ours as well, has a maximum of twelve students. These are all officers and sergeants under forty years of age, and as is obvious, they are all volunteers. During their stay in the school, their sole mission is to study the chosen foreign language, and to this end, they receive six hours of classes and two hours more homework a day.

Controls: Our students have to pass a control level by an exam at the end of the term of each year. The first year exam determines which pupils can study one more year with us, and that depends on their measured good results of the first course. Those students that have finished the second course, are obliged to take the final exam to obtain level 3333. Our work is directed to preparing for this exam, within the general objectives of language learning.

## Part 2 - The Russian Language Department

Composition: As a part of a whole, the Russian Language Department intends to explain as clearly as possible the methods and philosophy we use to attain our success rate in teaching that very difficult language. I could say that to a high degree it fulfils its goal, because of the system we apply and the serious dedication of the teachers and pupils. The Russian Language Department has the same composition as the other departments, and it is organized as follows:

- one military teacher, who is the Head of Department,
- another military teacher,
- two civilian teachers.

The Teachers: The teachers have the following profile:

- a wide knowledge of pedagogical systems and techniques,
- the native Russian teachers are educated speakers of the language, and are able to distinguish between the correct or incorrect variants, regardless of their difficulty,
- on the other hand, the Spanish native teachers have the same discernment capability in the students' original language, and so, the four teachers complement each other,
- the Spanish teachers, who at the same time are fluent in the Russian language, amply fulfil the aims of the school, and have a language level of 3333 or variations up to 4444,
- all the teachers speak both Spanish and Russian, and consequently, the interferences from working between both languages are compensated for.

The Spanish teachers are perfectly well acquainted with the way of thinking and acting of military pupils, and this, joined to the skillfulness of the civilian teachers from Russia, produces a desirable relationship between the teachers and pupils, and generates team effort within a creative family-like group.

Students' Activity: During twenty four hours a day, our students live for language's sake, always motivated and going ahead to a greater and more profound level in using and understanding the foreign structures. The results of this system are very positive, as may be seen when they are contrasted with other schools. The pupils, with their serious dedication and collaboration, make it possible to have success and convert the teachers' job into a productive and pleasant one. From this it can be deduced that there is creative interaction between students and teachers, and without this relationship, it would not be possible to reach this level of success.

Philosophy: Our department's philosophy is based on the assessment that learning capability and the fruits of the teaching-learning process, increase in proportion to the pleasure created by the interchange of knowledge and the interest in the studied matter. For this reason, we make an effort to eliminate anything that might be a negative stimulus, and we promote, within the natural order of things, the formation of an

interactive team of teachers and pupils. In this way, language is a vehicle to interchange knowledge and emotion, and so, serving its specific end, it is used as a useful and living element. Every new bit of knowledge is used immediately, each day, again and again, repeating it constantly in various ways, according to the new situation.

This exercise of constant use demands a great effort on the students' part, and, from the teacher, the serious preparation of the subjects. The teacher has to dedicate a major part of his time to this preparation, giving each session an adequate rhythm, and using all the media to a maximum, fixing the contents in agreement with the other teachers. This is our philosophy:

- build up the team, from the very first moment,
- present the language as a useful and handy means for communication,
- employ the language in all the possibilities from the first minute,
- the teachers should use Spanish only when required to explain the model to a confused student,
- after the departure information is understood, the class must be continued and given in Russian,
- pupils are encouraged to employ each new word, each new structure from the first moment,
- they must never be shamed because of their errors in language use. That would be equivalent to sentencing them to silence forever.

Within the confines of the possible, the learning process is made agreeable by combining different tasks, means and exercises. We use video, music, cinema, poetry, literature, songs, language laboratory, reading, compositions, translations, both direct and inverse, oral and written, geography, history, press, magazines, conversations, conferences conducted by students, visits to museums as a conversational class, and so forth.

Language is presented as a part of a vital system: culture, history, literature, geography, ethnic group, arts ...

Each student is treated in a personal way, for each one has his own access time, or the time he needs to grasp, absorb and digest the new information, and his individual capabilities.

We make sure we do not overload the students by demanding too much too soon, and so create a "rejection threshold". The students must love their work.

Timing: The two years at our disposal are organized into successive levels. Each level includes the four language skills, which are dealt with at the same time. We follow a concentric circles system, working over the whole subject, but deeper in each following level.

The first cycle is an immersion with a duration of one and a half months. The second cycle, five months long, is a traditional one, in which we review the structures studied in the immersion course more slowly, and complete the study of the grammar, by teaching each concrete theme more intensely.

The last cycle of the first year is a review and retainment course. After this, the students take the exam to continue and their first trip to the Soviet Union, approximately twenty days long, to allow them to employ the learned language in its original place and so, absorb energy for the following year by proving to themselves that they are able to use the Russian language with practical objective results.

The second year is planned to deeply develop the language, working over all its aspects in the most intense manner possible: literature, journalistic language, radio, television, conferences, direct and inverse both oral and written, simultaneous and consecutive translations ..., in this way, each pupil makes up his own Russian register.

In the final days of the second trimester, an intensive lead-in to preparing the final exam is initiated, with the aim of reaching level 3333. At the end of the last trimester, the exam is taken, and after it, students take their second trip to the Soviet Union, to improve their accent and prove they've reached the language capacity they've fought for.

Functions and Responsibilities: Though all teachers treat the same matters, materials, subjects and responsibilities are, in fact, distributed among them:

- One military teacher is dedicated to technical military terms and inverse translation (this last in close cooperation with a civilian Russian teacher).
- Another military instructor works audiovisual means (video, films, slides, "Didier", ...), and the theoretical grammar and the structure (this last in cooperation with a Russian teacher), and both oral and written direct translation.
- One civilian Russian teacher works conversation, and in cooperation with a military instructor, inverse translation.
- The other civilian Russian teacher goes over grammar exercises and compositions.

In spite of the above, and in a general sense, all the teachers work all the subjects to different degrees, with maximum coordination, and with the greatest respect of the efforts, responsibilities and fields of their companions.

Means: We employ all the known means for language teaching: slides, video, television, films, press, diverse grammar textbooks, tests, language laboratory, games, ..., with special emphasis on conversation and productive exercises. We do dictations, compositions, listening, reading and writing exercises from the very first moment. Video dialogues are taken down; texts are structurally analyzed; notes are taken from pre-recorded broadcasts; heard texts are rephrased; speeches are composed with given words; poetry, songs and rhythm are employed, ...

Preparing for the Final Exam: During the whole course, the progress in learning and applying knowledge by the students is tested by daily and weekly controls. According to their results, the opportune corrections are constantly introduced by teaching applications. In the same way, level testing exercises with identical characteristics to the final exam, are given periodically, with the purpose of evaluating and rehearsing the pupils.

At the end of the two years, it is normal for approximately 80 % to 90 % of the pupils to have obtained level 3333 with the others receiving variations between that level and level 2222.

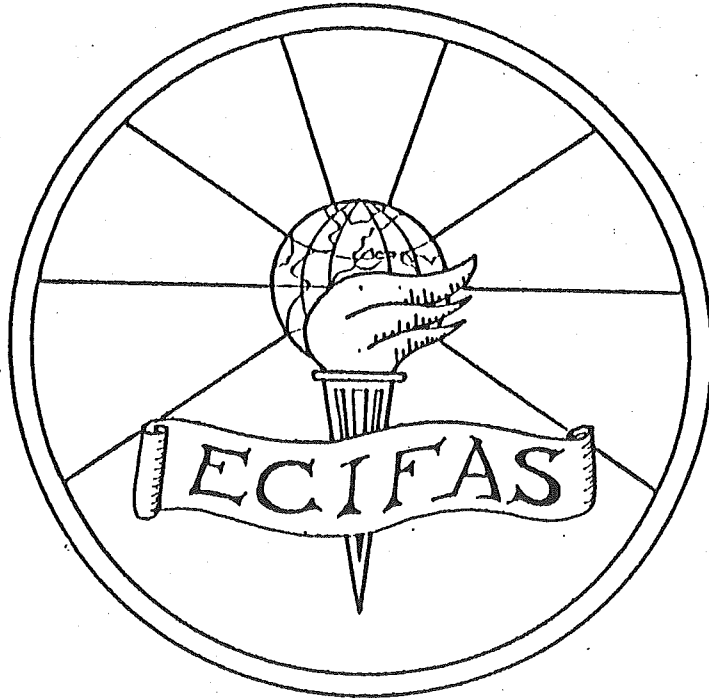
Maintenance: Due to the high degree of preparation, our students are normally able to direct themselves in maintaining their linguistic level, through reading, radio, trips, ... To do this, it is essential for them to

read a good text daily; the number of pages does not matter, but it must be consistent, every day. Grammar texts and notes have to be re-read systematically, and they have to speak whenever possible. In the lack of opportunities to speak, reading aloud ten minutes a day will help. Russian literature must be gone through, to implement new structures and words, and to retain the feeling of using a useful, rich and living language system. Our experience has demonstrated that whenever our old students visit the School, which happens frequently, they understand, speak and feel the language as well or better than when they were originally with us.

And to end this presentation: I want to remark that our teaching success lies in using the language as something alive, utilizing any and all possible means to that end, and, principally, in our close team work.

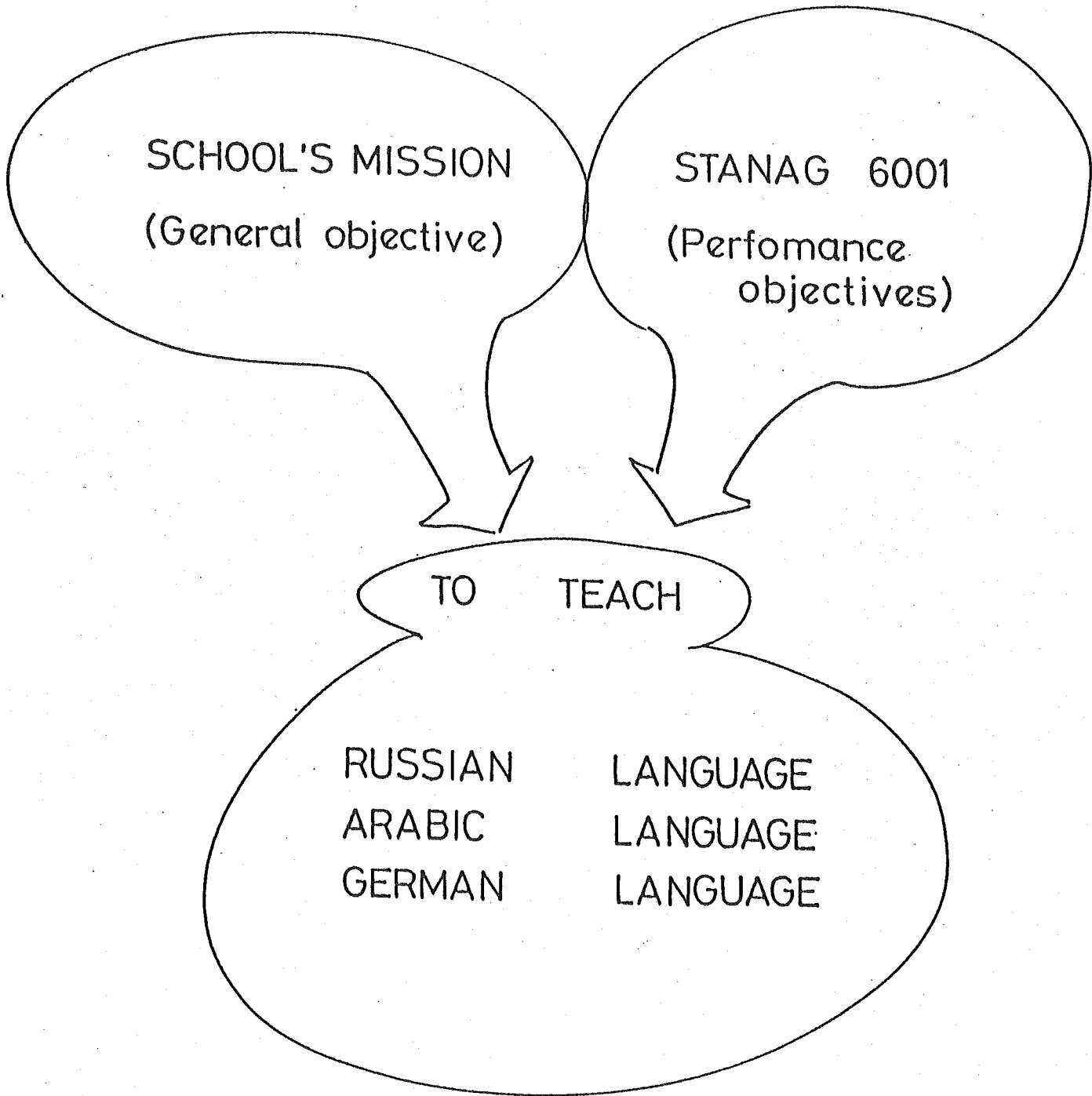
Thank you very much.

BILC 89 / SPAIN

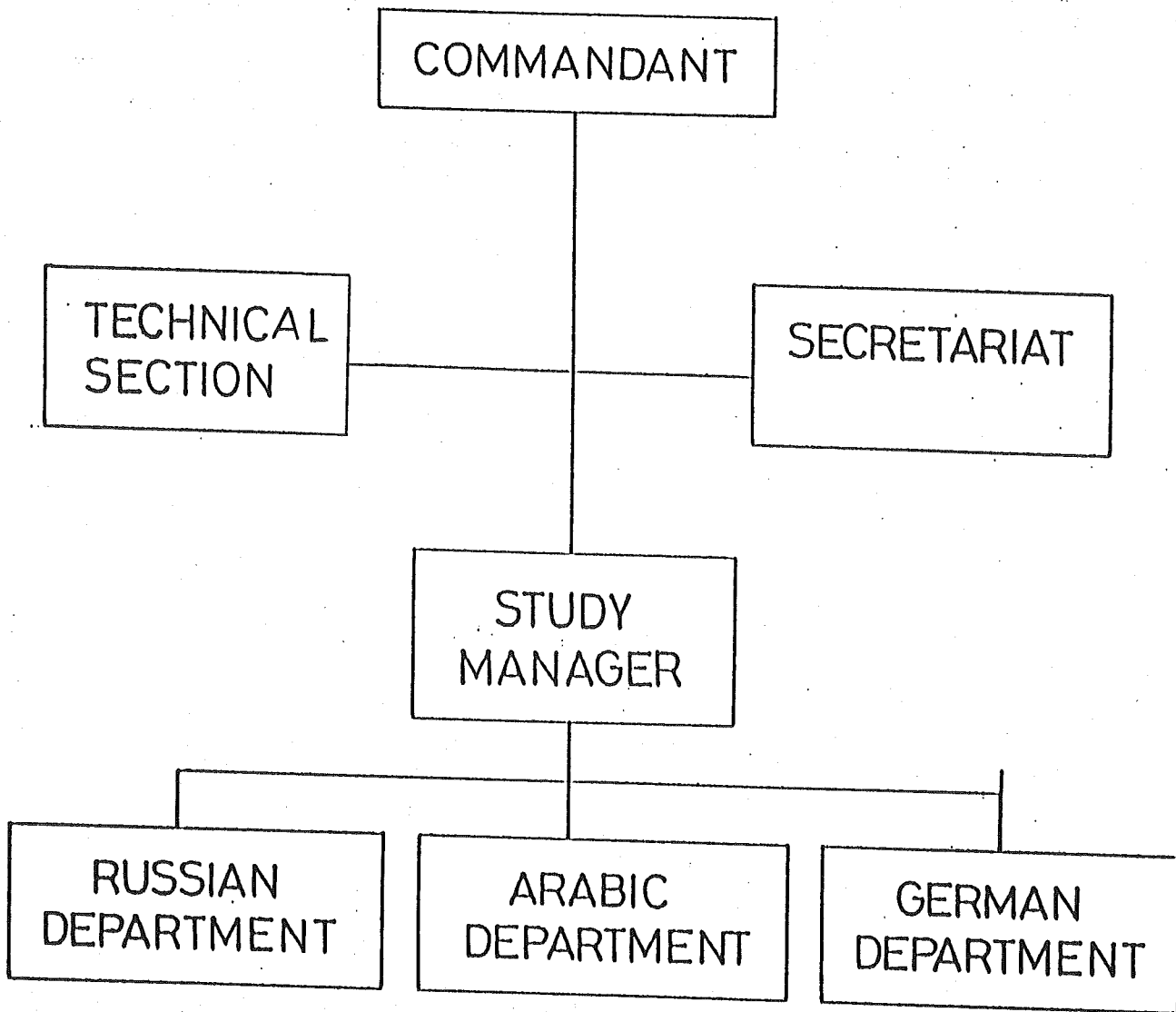


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RUSSIAN LANGUAGE DEPARTMENT



# ECIFAS (SPAIN)





12 PUPILS

- Under 40 years  
of age
- Officers and  
Sergeants
- Volunteers

RUSSIAN  
DEPARTMENT

4 TEACHERS

12 PUPILS

2 Military  
(Spanish  
natives)

2 Civilians  
(Russian  
natives)

- Under 40 years  
of age

- Officers and  
Sergeants

- Volunteers

DEPARTMENT PHILOSOPHY :

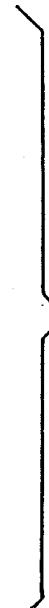
Pleasure

+

Interest

+

Serious dedication



SUCCESS

## FUNCTIONS AND RESPONSIBILITIES :

( • ⚡ Teacher 1  
(Military)

- Technical military lexis
- Inverse translation
- Chief of department
- Support

( • ⚡ Teacher 2  
(Civilian)

- Conversation
- Inverse translation
- Motion verbs
- Conferences

( • • Teacher 3  
(Military)

- Grammar and structures
- Direct translation
- Text analysis
- Audiovisual means

( • • Teacher 4  
(Civilian)

- Grammar exercises
- Composition
- Listening exercises
- Phonetics

- Responsibilities
- • Direct coordination
- General coordination

MEANS EMPLOYED

- Language laboratory
- Video
- Films
- Songs
- Press
- Slides (Didier)
- Television
- Games
- News
- Radio
- Poetry
- History
- Geography
- Literature
- Phonetics

TASKS PERFORMED

- Dictation
- Composition
- Reading
- Listening
- Grammar analysis
- Structure analysis
- Direct translation
- Inverse translation
- Respeaking
- Speech composition
- Conferences
- Oral translation
- Recording poetry  
and songs
- Conversation
- Discussions
- Memorizing "Didier"  
slides and tapes
- Controls

## SELF MAINTENANCE

- Reading aloud at least one page of good literature a day
- Listening to the radio
- Reviewing the grammar periodically
- Reading Russian press
- Speaking whenever possible

#### IV. NATIONAL REPORTS





National Report/Rapport National - Canada

Introduction

1. This report is an overview of recent developments concerning the Military Second Language Training Plan (MSLTP) since the last BILC Conference held in Hürth 1988.
2. Cette année, nous avons mis l'accent sur la concrétisation de notre plan de restructuration, mais notre volonté d'atteindre nos objectifs nous a aussi amenés à proposer un élargissement du programme militaire d'enseignement des langues secondes qui devrait en assurer une plus grande efficacité.
3. National Defence Military Second Language Training Plan (MSLTP) Restructuring
  - a. The proposed restructuring for MSLTP exposed in our last National Report in BILC 88 was approved by the highest authorities in the Canadian Forces in December 88 and will start in July 89. The restructuring was the first step to resolve the deficit of 14,000 bilingual anglophones to staff bilingual positions within the Canadian Forces. The new programme is based on the National Representative Groups (English-French) ratio of 74 Anglo/26 Franco. By Canadian law, the sharing of opportunity of bilingualism must strive toward this ratio. At present we have a much larger number of bilingual francophones than is needed to meet our requirements. In the Anglophone group however, the demand and the deficit are larger at the bottom of the rank scale and confirms that the bottom-up approach, as opposed to top-down approach, already taken to reach our goal was a judicious one.
  - b. In order to meet the requirements the curricula, identical for both language programmes, are broken in three phases leading to Functional competence: Phase I (250 hour programme leading to a profile of 1111), Phase II (500 hour programme leading to a profile of 2222) and Phase III (500 hour programme leading to a profile of 3333 or Functional). If the language training is to be interrupted for military training requirements, it will occur only at the end of Phase II. An additional 100 hours of second language training will then be allowed for recuperating.
  - c. This restructuring is also based on two principles: a Career Bilingual Officer Corps and training to requirement for non-commissioned members.
  - d. Selection criteria are to be applied for candidates on the Continuous French Course and Continuous English Course.
4. Enlarged MSLTP
  - a. Despite this restructuring, an enlarged MSLTP is needed to meet our objectives in a realistic time frame. In April, two projects to enlarge MSLTP have been submitted to the highest authorities in the Canadian Forces and were approved in June:

Project 1: A decentralized programme to be conducted by commands on their different bases/units. Training will be carried out mainly by utilizing school infrastructure available within the civilian community near our bases, such as provincial or private schools, or by hiring teachers of the private sector through contracts. The Canadian Forces will subsidize the cost of language training. However, in accordance with the principle of accountability, only a part of language training will be conducted during normal working hours and the students will be required to contribute some off-duty time in the classroom. Moreover, in order to facilitate the access to second language training material on bases where there is no language school or centre, Department of National Defence is looking at the possibility to set up small Second Language Training resource centres. Objectives of this new programme are the following:

- (a) to prepare individuals to start the Continuous French Course (raising 0 level candidates to level 1); and
- (b) to raise level 2 candidates to level 3 (Functional).

Project 2: An increase in MSLTP Continuous French Course of 80 students to meet career managers' needs.

5. Mise en Vigueur des Spécifications Militaires des Tests de Certification et des Curriculums pour l'Enseignement des Langues Secondes

- a. A la suite d'une étude du système d'évaluation et des tests menée par le Quartier Général, on a décidé que l'évaluation de la langue seconde dans les Forces canadiennes devait reposer sur une approche communicative.
- b. C'est dans cette optique qu'ont été élaborés les spécifications militaires des tests de certification et des curriculums pour l'enseignement des langues secondes. Cette publication, qui est maintenant en vigueur, énonce la définition de la compétence communicative que les Forces canadiennes ont acceptée et expose en détail les descriptions des niveaux, ou normes langagières, sont le résultat de l'analyse, de l'étude comparative, de la révision et de l'adaptation des descriptions de niveaux produites par les organismes suivants: the American Council on the Teaching of Foreign Languages, la Commission de la Fonction Publique du Canada, the Interagency Language Round Table, Stanag 6001, l'Université d'Ottawa et le détachement du système d'instruction des Forces canadiennes. Les descriptions de niveaux se conforment en outre au modèle de la compétence communicative de Canale et Swain. Il s'agit donc d'un outil fondamental appuyant l'élaboration, actuelle et future, des curriculums anglais et français et des tests de certification. De nouveaux examens de compétence langagière ont été élaborés pour certifier l'atteinte (ou non) des niveaux Fonctionnel ou Intégral de compétence en langue seconde par les membres des Forces canadiennes.
- c. Une personne cotée "Fonctionnel" (3333) doit être capable de communiquer efficacement en langue seconde dans le domaine de son travail. Une personne cotée "Intégral" (4444) doit être capable de communiquer en langue seconde dans des situations militaires plus complexes et comme un interlocuteur dans sa langue maternelle.

## 6. Campagne Spéciale de Testing

- a. Afin de connaître avec précision les données sur le statut de bilinguisme des militaires des Forces canadiennes en vue de la dotation des postes bilingues, le sous-ministre adjoint au personnel a commandé une campagne spéciale de testing.
- b. Cette campagne spéciale de testing représentait un défi de taille. Il s'agissait de soumettre au nouvel examen de compétence langagière 19334 militaires anglophones et francophones dont le niveau "Fonctionnel" n'était plus valide parce qu'obtenu avant 1984 (3 391 personnes) ou qui avaient des connaissances de base, c'est-à-dire au moins un 2 dans une des quatre habiletés (15 943 personnes). Le 31 mai quelque 16 000 militaires (85 % de la population visée) s'étaient soumis, au minimum, aux tests A (compréhension auditive) et C (compréhension de l'écrit). Cette campagne s'est déroulée presque partout au Canada ainsi qu'à l'étranger (E.-U., Europe) là où le nombre de militaires admissibles le justifiait. L'analyse finale des résultats devrait confirmer les tendances observées jusqu'ici. Nous prévoyons qu'environ 7 000 militaires seront déclarés bilingues et, s'ajoutant aux 10 729 recensés, porteront la population militaire bilingue à 17 729, soit une augmentation de 37 %.

## 7. Cours de Rédaction Administrative Française

- a. Un projet pilote de cours de rédaction administrative française a été mené au Quartier général de la Défense Nationale. Ce cours semi-intensif, d'une durée de 90 heures s'adressait aux officiers d'état-major et au personnel de soutien et avait pour objectif de fournir aux candidats les connaissances théoriques et l'expérience pratique qui leur permettraient de rédiger correctement en français la correspondance courante.
- b. Devant le succès obtenu, le Quartier général de la Défense nationale a accepté la recommandation d'offrir le cours de façon permanente.

## 8. Project ELMO

- a. Project ELMO (Enseignement des langues par micro-ordinateur) is a research and development project which is investigating the use of a micro-computer in the teaching of French. The concept for ELMO was developed by one of our language teachers at the Collège militaire royal in Saint-Jean, Québec; the project itself was contracted out to a firm who developed the software and courseware. The system is now installed in BFC Saint-Jean, and is undergoing extensive testing prior to evaluation using students.
- b. ELMO is on the leading edge of the application of technology to language teaching. As well as having traditional exercises in reading and writing skills, it also presents instruction in listening and speaking. This is made possible through the use of digitized audio, a videodisk player which presents both still images and moving sequences, and a large mass storage device called a WORM (write once, read many) drive. A voice intonation visualizer allows a student to listen to prerecorded phrases, then repeat them and compare his intonation pattern with that of the instructor.

c. At present about 30 hours of courseware have been developed, and after evaluation of the ELMO system, further courseware development is anticipated. If our research in ELMO proves successful the technology could have widespread application in self-learning situations for both acquisition and maintenance of skills.

9. Conclusion

The restructuring of second language courses taking place this July and the enlargement of MSLTP will constitute our main priorities for 1989-1990. We are confident that these major adjustments will strengthen our successes in second language training.

National Report - Federal Republic of Germany

As in previous years this report will describe the work carried out in 1988 and 1989 in the areas of course materials development, testing, and uses of the media. The first four sections will deal with English, Romance languages, Slavonic languages and German as a foreign language. The last four sections will cover German for specific purposes, self-instruction, less commonly or seldom-taught languages and other projects.

1. English

The range of skill-oriented teaching, learning and testing materials is continually being extended. There are now several test variants available for all skills at all proficiency levels. The exclusive use of authentic materials for teaching and testing purposes is now standard practice, even at the highest level. This keeps us busy, because in contrast to linguistically oriented materials, authentic teaching and testing materials need constant updating.

In the English material development section the development of self-instruction materials is rapidly gaining importance. Course materials for so-called "combi-courses" deserve special mention in this context. A combi-course consists of alternating self-study phases and classroom teaching. This type of language instruction will probably become more and more important in the Federal Armed Forces.

Projects involving the use of didacticized authentic British and American video recordings for practising listening skills and oral production in class are currently running at the Bundessprachenamt. The classrooms will all be equipped with video recorders and monitors by the end of the summer break.

2. Romance Languages

Editing, revision and production of new variants of test materials for French were the main task of the Romance languages section in the past year.

The further production of test and practice materials for Spanish, Portuguese and Italian, mentioned in the National Report 1988, could not be carried out as we had planned, due to the greatly increased number of people learning these languages. In order to accommodate them, material developers were obliged to take on teaching tasks.

The first French self-instruction material for the "combi-course" in Wiesbaden is now available. This material, like the English material, is designed for the courses in "Combined Language Teaching", which consist of phases of contact instruction alternating with self-instruction phases. With the establishment of this training program, the way has been paved for self-instruction students to learn according to modern didactic and methodological principles. The materials that have been used up till now were not all up-to-date and were, moreover, not actually designed for self-instruction students.

The first French "combi" self-instruction booklet is for reading at level 1. Work on this series of materials is being continued, so that before long the first booklet for listening comprehension at level 1 will be available.

### 3. Slavonic Languages

The Slavonic languages section's main effort in the past year was the production of practice materials for listening and learning.

#### I. Russian

- a. Russian cloze texts were produced for writing practice on level 1, and a number of grammar-oriented listening texts was prepared from radio broadcasts for level 2.

At present the Russian group is working on thematically oriented listening texts, with grammar practice, from radio broadcasts for levels 1, 3 and 4.

- b. Collections of loose-leaf material for the classroom have been enlarged, so that grammar-oriented worksheets for the level 2 curriculum are available, as well as a topic-oriented collection for levels 3 and 4, with word lists and suggestions for working with the texts.

#### II. Polish

New Polish test variants are being prepared for level 2, and all the teaching material for that level is being revised and supplemented. In addition, work on a collection of material for levels 3 and 4 was started.

### 4. German as a Foreign Language

Due to increasing numbers of students and of examinations to be administered, the materials development section for German as a foreign language has been forced to devote its attention exclusively to the production of tests since it was established in October 1987. Tests of listening and reading for use in other countries have been completed for proficiency levels 1 and 2.

Work on the development of curricula is scheduled to start in January 1990. The first step is to be the development of a model curriculum which will provide a framework for the development of more specific curricula covering the skills and abilities needed by particular groups of learners in the tasks they will be expected to perform following the course.

We also continue to provide professional assistance and support to the teachers from other countries who have been trained at the Bundessprachenamt in order to teach German in their home countries.

To help prepare foreign students for their stay at the Bundessprachenamt an information booklet with the title "Vorabinformation für ausländische Lehrgangsteilnehmer" ("pre-information for foreign course participants") has been prepared. This booklet uses numerous pictures and a minimum of text to answer foreign students' questions regarding arrival in Germany and what to expect during the first few days at the Bundessprachenamt. It has been translated into English, French, Spanish, Arabic, Indonesian, Korean and Thai and has been distributed by the Defense Ministry to the appropriate military attaché staffs and advisory groups. Work on information packages for foreign students mentioned in last year's national report is being continued.

## 5. German for Special Purposes

Teaching and learning materials for foreign students of German in the general and admiral staff courses for the three service branches (Army, Navy and Air Force) are now complete and the final color-printed version of these booklets is available - that is, they are "final" until the next changes in the Armed Forces. The corresponding glossaries are scheduled for completion in the first half of 1990.

New teaching and learning materials for foreign officer candidates (e.g. naval cadets) and other groups of specialists (e.g. technicians, physicians, etc.) are planned for 1990/91.

Here, the Bundessprachenamt would like to cordially thank the ECIFAS for the help given with regard to the Spanish version of the Navy material for the foreign Spanish-speaking students.

At the moment this version is being adjusted to the versions already existing for other languages. We expect this material to be ready for printing by the beginning of September 1989.

## 6. Self-Instruction

In September 1988, a 13-day pilot course in "Strategies and Techniques for Self-Learning" was held at the Bundessprachenamt. The ten participants were civilian employees of the Department of Defence, mainly defence scientists, whose average level was just below NATO 2 in all skills. In addition to the 65 classroom periods, each student averaged about 36 hours in self-instruction work.

The first phase of the course, awareness training, was felt by students and teacher to be very helpful as psychological preparation for the task of "learning how to learn". In the second phase, such basics as the use of dictionaries, phonetic transcription and grammatical terms were introduced as methods for learning vocabulary, pronunciation and grammar. This phase took more time than the teacher had anticipated, because the students were not at all used to talking about language learning skills and how to use them on their own. The third phase was devoted to applying this basic "know-how" to learning techniques in the individual skills, although the basics had to be emphasized and supplemented time and again. At the end of the course, the students were given assessment and planning sheets for their future use.

In summary, it was found that a basic adjustment was necessary for both students and teacher, from the traditional approach to learning and teaching to one with a raised awareness of learning techniques.

Those involved with this project recognized that a motivating element for the students could be the promise of further contact, which was unfortunately not possible in this pilot project. For future courses, however, we hope to be able to integrate renewable contacts into the course program.

Two further courses in "Strategies and Techniques for Self-Learning" will be given at the Bundessprachenamt this year. In August a 16-day course will be held for military personnel and in September one for civilians. We expect to learn more from these courses about practical and psychological factors affecting self-instruction and will try to make as much information as possible available to BILC members through the Secretariat.

## 7. Less Commonly or Seldom Taught Languages

In 1988/89 particular attention was given to instruction in less commonly taught languages to future military attachés and the personnel of military attaché staffs.

A member of the materials development branch (at the request of the MOD) participated in the daily work routine of a military attaché staff in South East Asia for two months. The insights and experiences gained from this visit - particularly with regard to special terminology - are already being put to use in language training.

The collection of teaching and learning materials for seldom taught languages has been further supplemented.

The detailed information paper on the study of less commonly taught languages which was mentioned in last year's report was completed at the end of the year 1988 and was published by the Bundessprachenamt under the title "Von Amharisch bis Vietnamesisch". A revised second edition has already gone to press and is scheduled to be published as a special issue of the Bundessprachenamt publication "Der Sprachmittler" in the autumn of 1989.

## 8. Other Projects

Some of the institutions which are functionally subordinate to the Bundessprachenamt have begun to integrate computers into their language training programs. The School for Personnel Earmarked for Integrated Headquarters in Cologne-Longerich, for example, has already conducted courses such as "English for Administrative Personnel" with the aid of computers. Within the Bundessprachenamt itself, the project group on computer-assisted language learning expects that appropriate equipment will soon be available for the development of computer programs in various languages.

We can also expect that alternative teaching methods such as suggestopedia will become more popular in foreign language training as teachers with special training in these methods have recently joined the staff.

The booklet which is normally sent out to German military personnel and civilians before they come to the Bundessprachenamt to take part in a foreign language course has been revised and updated. An English-language translation of this booklet should be available in autumn 1989. The title is "Informationen für Teilnehmer an Sprachlehrgängen im Bundessprachenamt".



## National Report - Italy

### 1. Introduction

The present national report deals with the two foreign language schools existing in the Italian Armed Forces, the Army Foreign Language School (SLEE) and the Air Force Foreign Language School (SLEA).

The SLEE:

- has the purpose of totally directing teaching and assessment methods of twenty-six foreign languages which are divided into different categories according to the difficulties they present to mother tongue Italian speakers (transparency 1);
- has adopted the micro-computer program "Multi-Lingual Scholars", Gamma production 1987, which produces readings, programs, and tests in various languages that have non-Roman characters. The wordprocessor has the following keyboards: Arabic, Cyrillic, Greek and Hebrew.

The SLEA:

- has the purpose of totally directing teaching and assessment methods of the two official languages of NATO (English and French);
- controls the direction of courses carried out according to the relative necessities at private institutions for what concerns other languages.

The following are illustrations of principal activities and accomplishments carried out in the period of time since the last BILC Conference. The following information mainly concerns the reorganization of the study activities of the English language, and is largely applicable for both the SLEE and SLEA.

### 2. The English Program

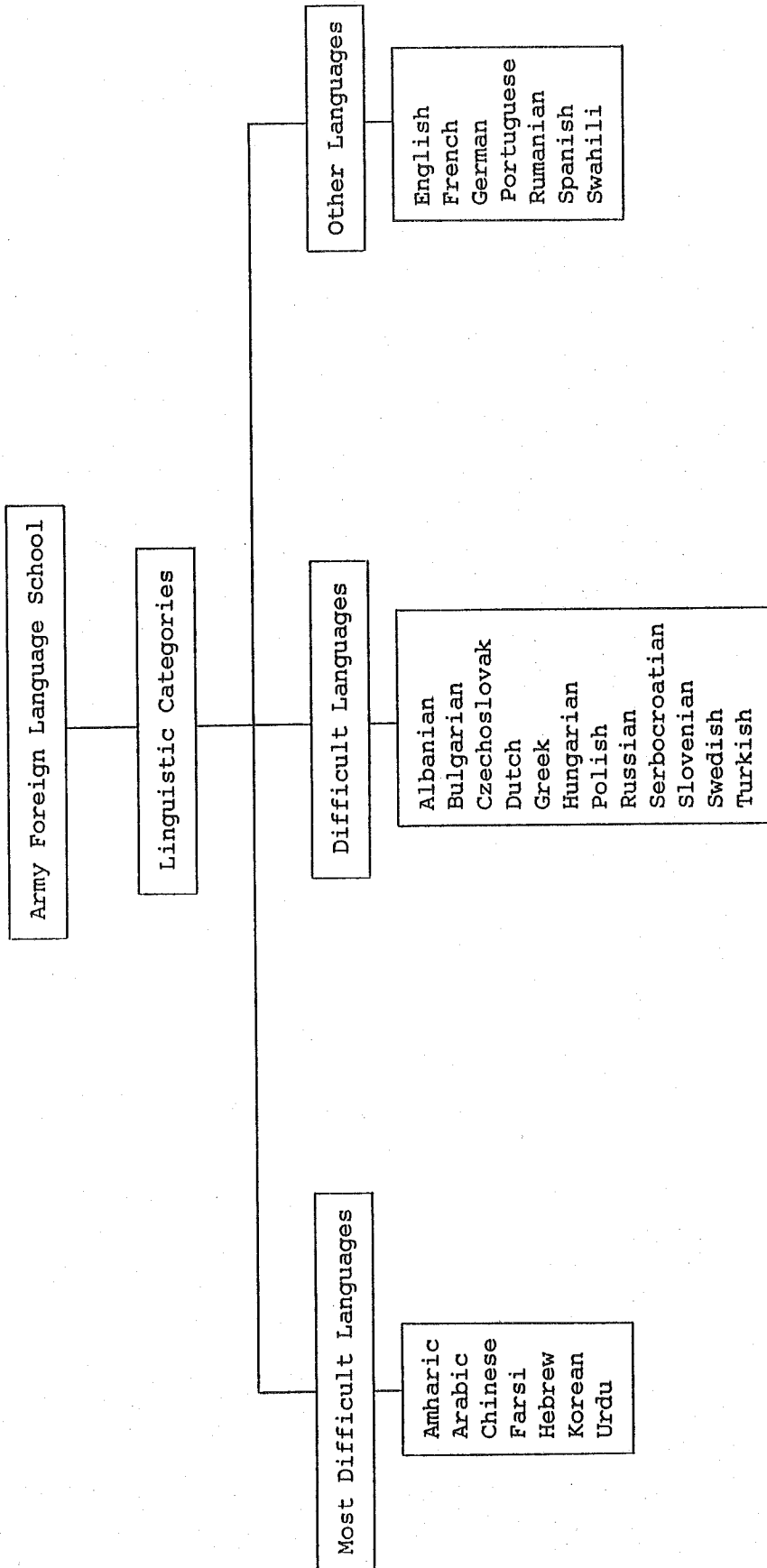
During the past year, there have been many changes in our educational program and even greater changes are being planned. The teaching staff members are devoting more time and attention to constructing a "living syllabus" than they have done in the past when the American Language Course was faithfully followed.

Each teaching team is composed of three members in the advanced, upper-intermediate and intermediate sections; and two in the elementary and basic sections. All teaching teams meet monthly to plan and discuss a comprehensive syllabus which is designed to meet the needs of each student. This procedure has established more communication among teachers in order to share their experiences and has provided them with an active role, rather than the passive one of following a standardized syllabus from year to year. It has also been an excellent means of assimilating new teachers in our school.

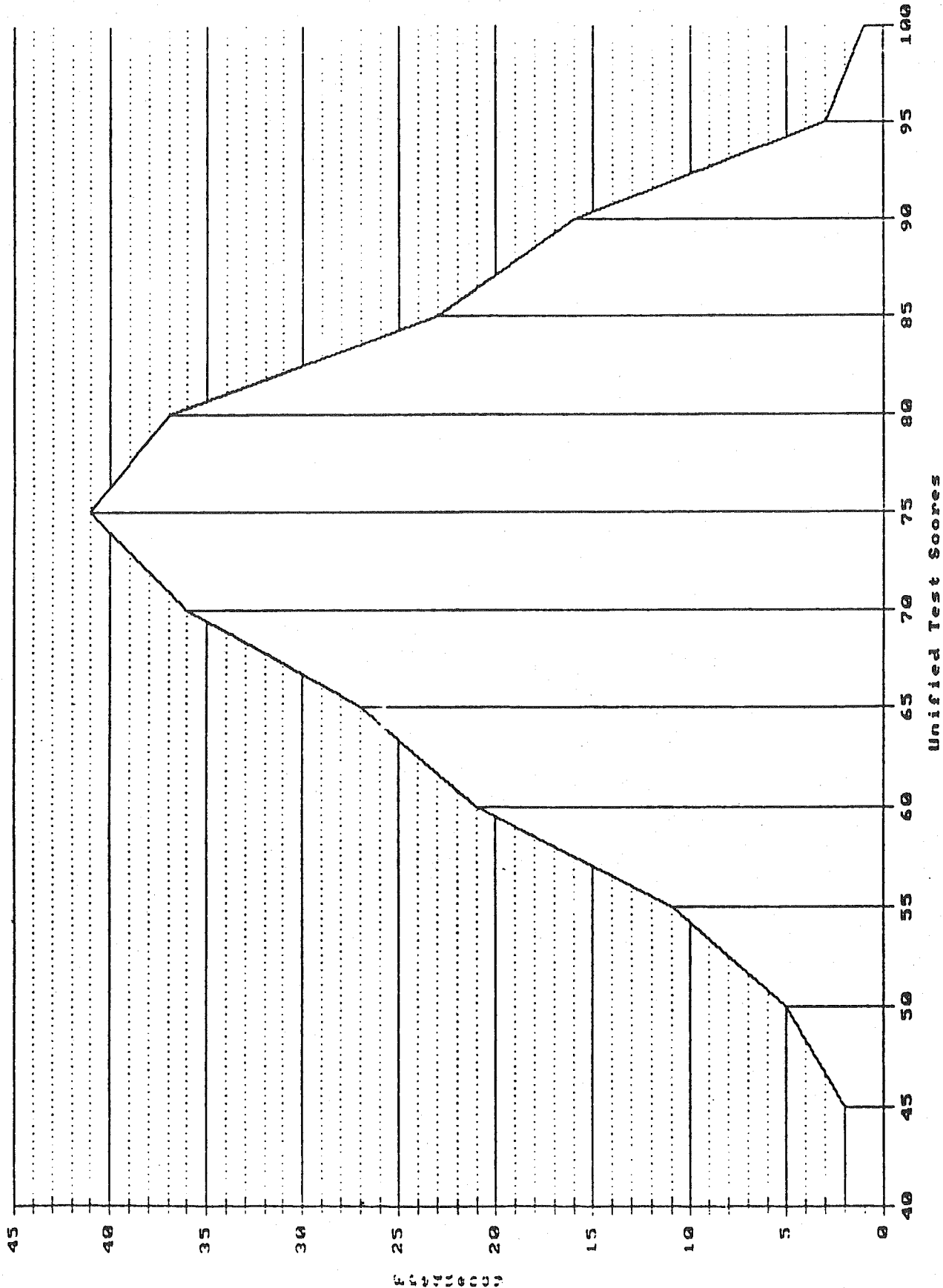
We are also bringing the testing program in line with the criteria described in STANAG 6001. A study group of three teachers is working full-time on revising the Progress and Unified Tests to reach those outlined criteria. They have been participating in the team teaching

Until now we have been studying concurrent, content and construct validities. In the future we also need to measure the reliability of tests calculating split-half formulas so that test scores may be reported not as point estimates but, after taking into consideration psychological factors, as interval estimates.

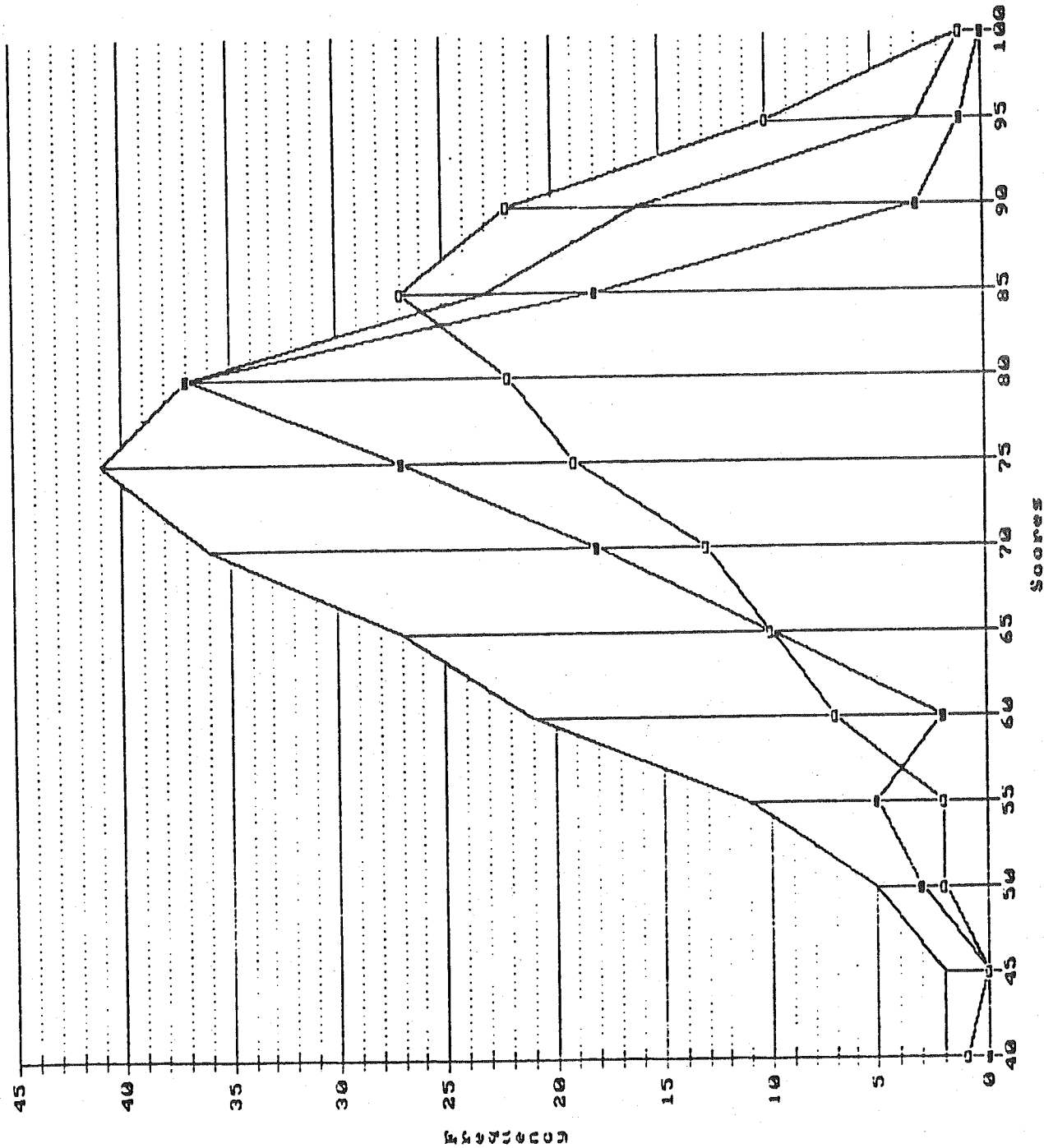
We are presently discussing the possibility of introducing short oral tests in the courses to supplement the reading and listening tests.



FREQUENCY POLYGON - Army Unified Test Scores - 225 Adults



FREQUENCY POLYGON - Comparison of Three Tests



UNID Test  
(n=223)  
SLEF 200  
(n=136)  
SLEF 400  
(n=124)

Testing the Hypothesis of Correlation

Hypothesis

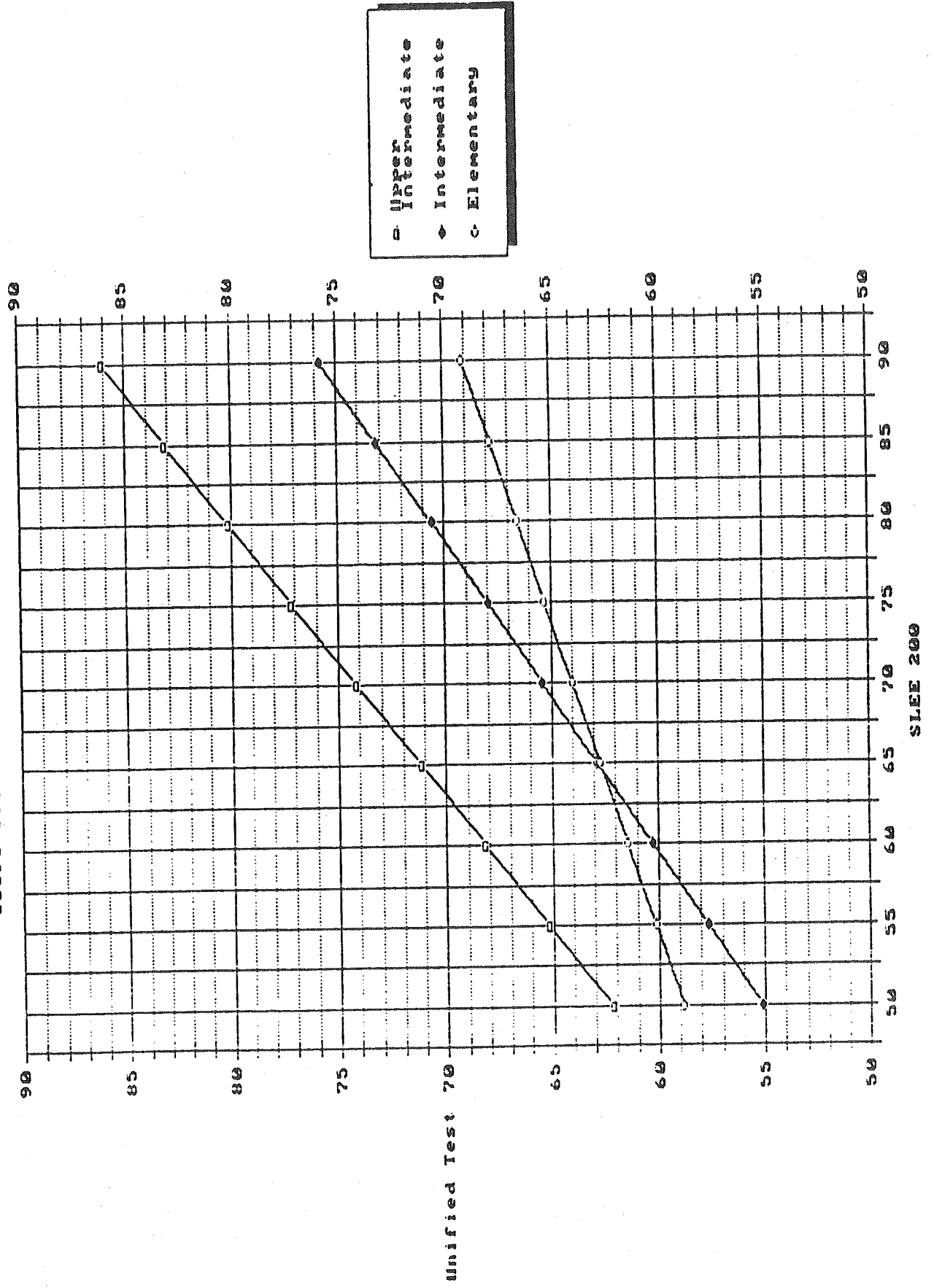
$H_0: \Gamma = 0$  Null Hypothesis: The correlation coefficient ( $\Gamma$ ) between X and Y using the sample population is zero (i.e. there is no linear regression between X and Y).

$H_1: \Gamma \neq 0$  Alternative Hypothesis: The correlation coefficient ( $\Gamma$ ) using the sample population is different from zero (i.e. there is a linear regression between X and Y).

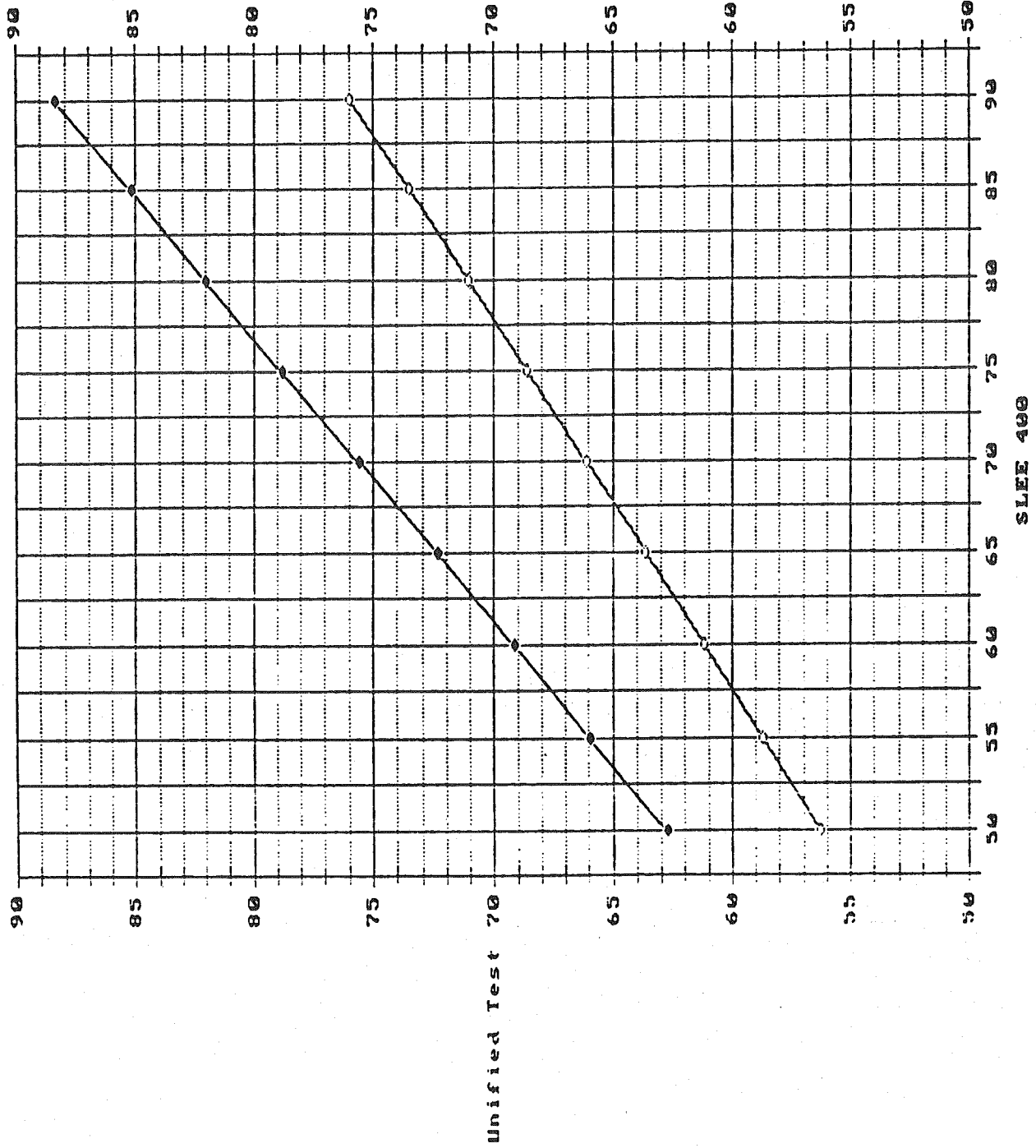
	n	$\Gamma_{xy}$	nondirectional		
			$\Gamma_{crit}$	$\alpha = 0.05$	$\alpha = 0.01$
SLEE 200					
Advance	17	0.55	0.48	reject $H_0$	0.60 accept $H_0$
Upper-Intermediate	26	0.60	0.38	reject $H_0$	0.49 reject $H_0$
Intermediate	74	0.42	0.23	reject $H_0$	0.30 reject $H_0$
Elementary	86	0.26	0.21	reject $H_0$	0.27 accept $H_0$

	n	$\Gamma_{xy}$	nondirectional		
			$\Gamma_{crit}$	$\alpha = 0.05$	$\alpha = 0.01$
SLEE 400					
Advance					
Upper-Intermediate	23	0.78	0.41	reject $H_0$	0.52 reject $H_0$
Intermediate	37	0.20	0.32	accept $H_0$	0.40 accept $H_0$
Elementary	32	0.54	0.34	reject $H_0$	0.49 reject $H_0$

Graph of Regression Equation for Predicting Unified Test Score from SLEE Test Score.

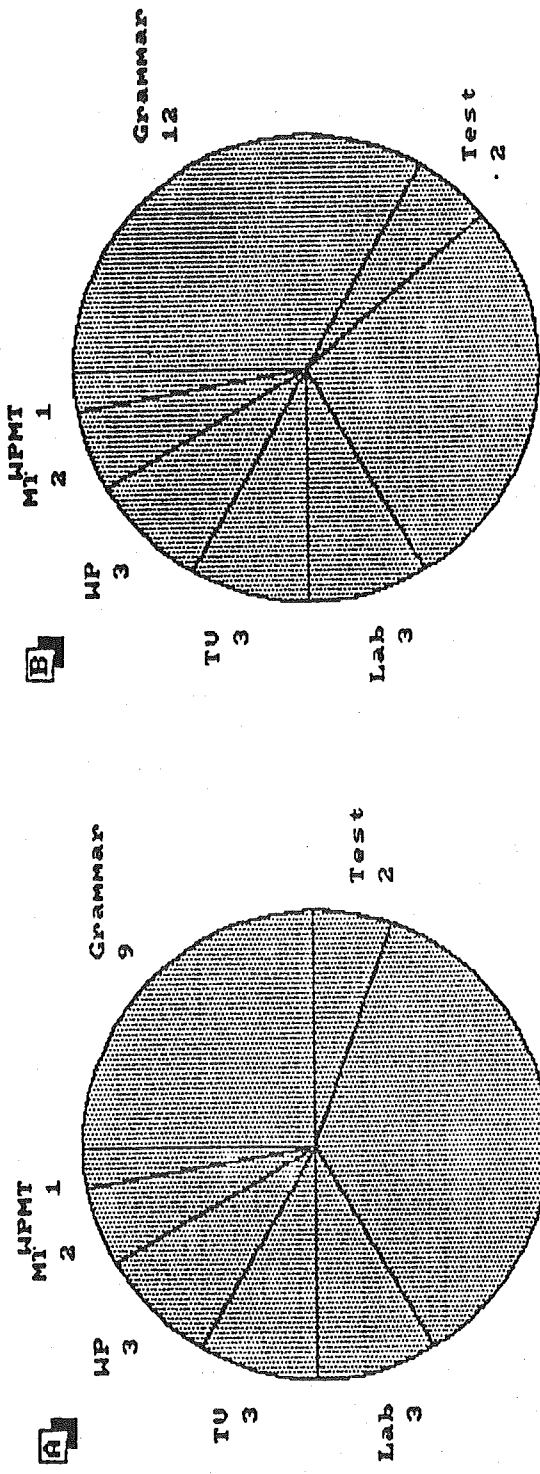


Graph of Regression Equation for Predicting Unified Test  
Score from SLEET 400 Test Score.

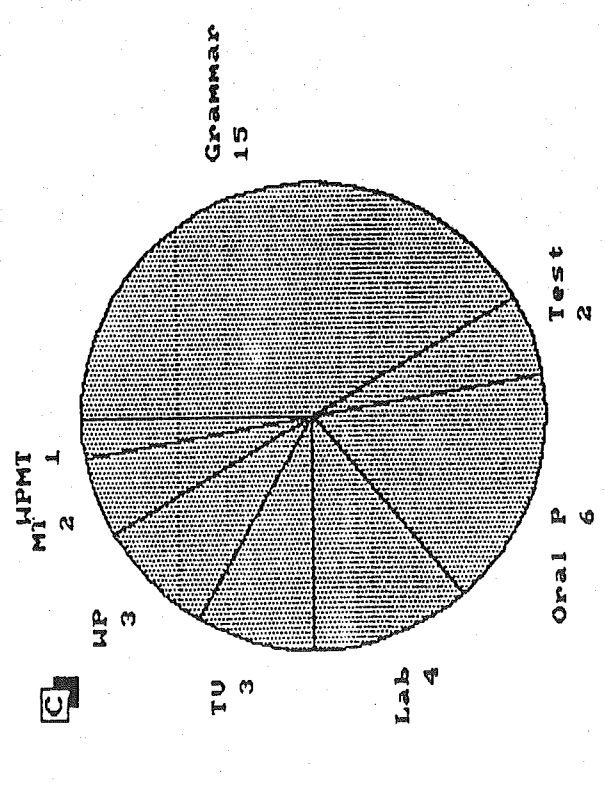




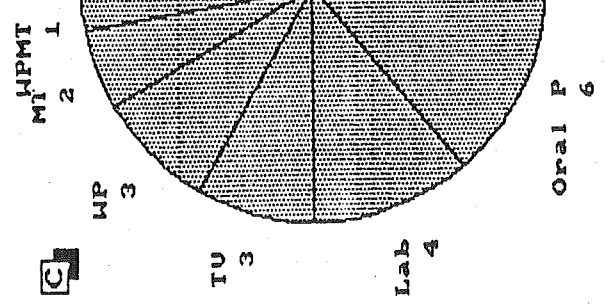
Teaching Hour Break Down. 36 Hours per Week. A: Advanced, B: Intermediate, C: Elementary



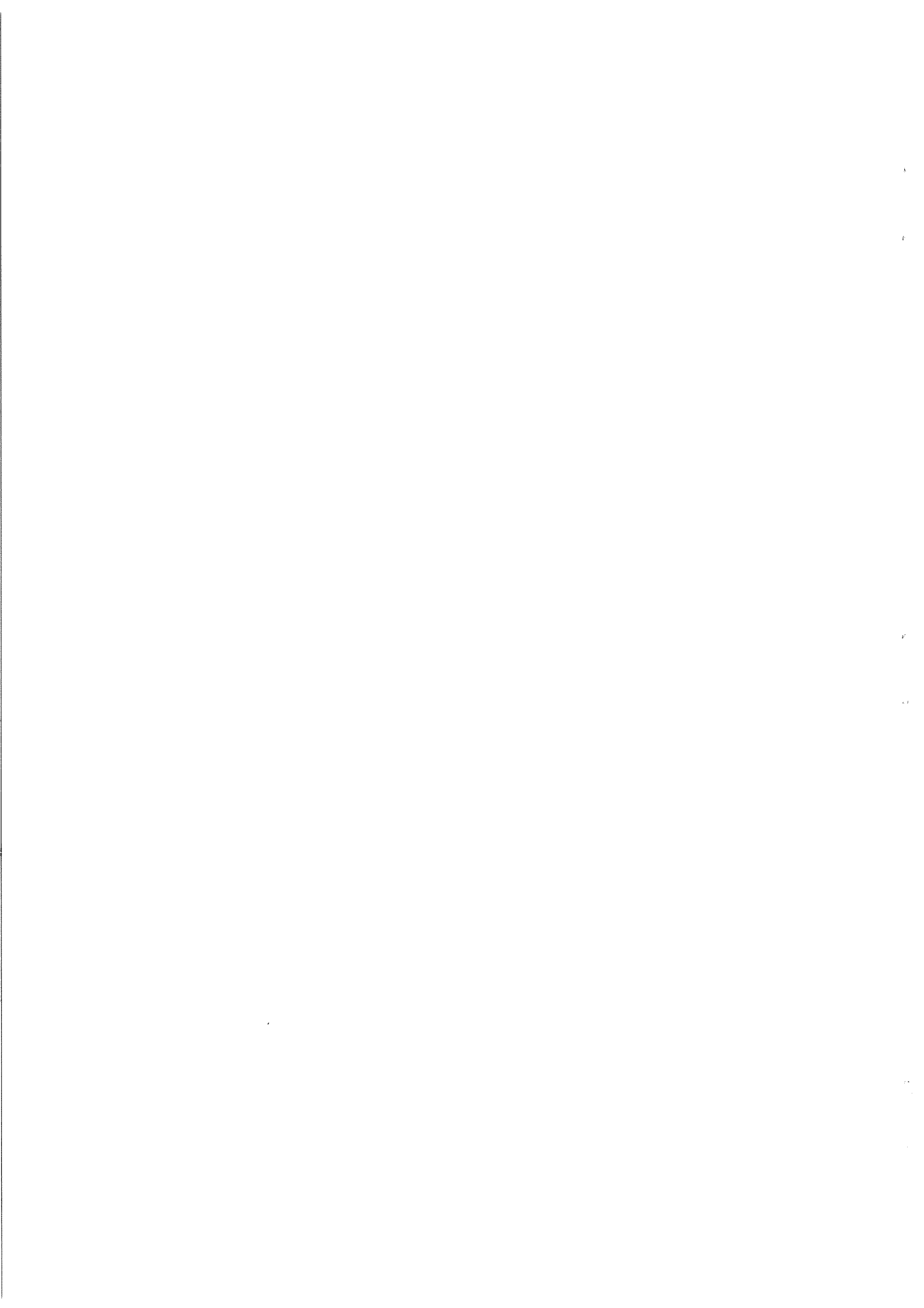
Oral P 10



Oral P 13



Oral P 6



National Report - Portugal

1. Overall Situation

As a result of engagements assumed in recent years, Portugal has been giving priority to the accomplishment of the objectives that had already been established, some of which in previous conferences. Along with these measures, Portugal has also planned all the activities concerning the teaching and assessing of students in the field of foreign languages.

The following points will be emphasized:

- the continuing of the work relative to Part 2 of the Portuguese Course for Foreign Military,
- the experimental validation of the Portuguese MLAT version,
- a briefing organized by the delegates who represented Portugal at the BILC Conference 1988, in Hürth, Federal Republic of Germany,
- the elaboration of alternative versions to the current SLP test, which is a variation of the original Canadian test provided through BILC in 1983,
- overview of present situation on teaching, training and language assessment.

2. Detailed Situation

a. Part 2 of the Portuguese Course for Foreign Military

As mentioned in previous reports, the development of this project has been influenced by the fact that the supporting group was mainly formed by officers of the non-permanent staff. Accordingly, the stability of such a group was dependent on the limited periods of time the officers had to serve, which implied frequent changes in their structure from September 88 onwards. However, it was possible to organize a new team in which one of the members is a permanent staff officer of the Portuguese Air Force. We now benefit from a relative stability inside the new group and we look forward to obtaining better results, thus staying within the frame of what should be expected of this project.

The main guidelines approved before were maintained, bearing in mind that this course is meant for military personnel who have not much time to devote to the study of areas generally considered as "subsidiary". Such conditioning factors determined the presentation of both grammar subjects and situations in a very simple, direct way.

We should also mention that successful efforts were made in order to apply computer technology to the processing of the test. In this way, better results will be achieved because the activities may now progress at a faster pace. We hope that the books corresponding to the present phase will be published by the end of 1989 and it should be emphasized that the Portuguese Armed Forces expect to produce all the graphic materials making use exclusively of their own means.

Portugal has also programmed the designing of an exercise book so that students may develop their skills through controlled training which will enable them to better apprehend the structures deal with in each unit.

In addition to this, we are analysing a new project concerning the producing of guidance notes for the student. With this initiative, we hope to provide the student with a wide scope of information which will allow him to integrate the Portuguese environment in a better way.

Mentioned for instance are:

- places of touristic, historic or cultural interest,
- traditional festivals,
- Portuguese folk music,
- traditional cuisine, etc.

Along with subjects of this nature, we will try to deal with other matters concerning aspects of everyday life which the student needs to be informed of, namely:

- procedures relative to banking operations (deposits, drawings, transfers, multibank system, etc),
- general information on the Portuguese insurance system,
- knowledge about the Portuguese postal system.

In line with the above mentioned, it is our purpose to give the student an opportunity to get acquainted with various aspects outside the military world. In doing so, we hope we'll be opening a window to a more fruitful relationship between foreign military personnel and our country.

b. Experimental Validation of the MLAT

During the 1988 BILC Conference, Portugal contacted the Canadian delegation for technical support in the experimental validation of the MLAT Portuguese version. Canada welcomed our request and simultaneously recommended that more students should be tested in order to obtain a wider scope of data.

Such recommendation was put into practice at EMGFA Language Laboratory from January to May 1989 in which period 400 cadets of both the Army and Navy Military Academies were tested. With the 130 cadets of the Air Force Academy, who have already been tested, we now have examined over 500 cadets. At present, the activities regarding correction and result analysis are taking place.

c. Briefing on BILC 1988

On the 13th March 1989 a briefing was held at the EMGFA in order to inform the representatives of the different services of the Armed Forces, of the results and impressions gathered by the Portuguese delegation during the BILC Conference 1988 in Hürth.

d. Alternative Versions of the Present SLP Test

Further to the activity developed in this field (which was mentioned in the 1987/1988 report) Portugal has already two new versions for the English language writing test.

However, in order to have a larger range of tests in our files, we would like to reiterate our interest in tests that are no longer in use in Canada (item 4., section d., of the Steering Committee Minutes of BILC Conference 1988).

e. Teaching, Training and Language Assessment

(1) Within EMGFA

- All the courses held in our Language Laboratory at EMGFA are three-hour weekly courses (attended voluntarily) and designed for the initiation and development of language skills.

- The language courses held here and their respective attendance are as follows:

English - 6 courses of elementary, intermediate, and advanced levels, attended by a total of 100 students,

German - 1 intermediate level course attended by 6 students,

Russian - 1 elementary level course attended by 7 students,

Arabic - 1 elementary level courses attended by 7 students.

- One teacher and two assistants, with the aid of computers as well as audio equipment are responsible for the teaching and training of English. Two teachers are responsible for the teaching of Russian and Arabic.

- The staff at the Language Laboratory are also responsible for the testing of the personnel of the three services. The determining of the standard language profile, is done according to criteria defined in the STANAG 6001. A total of 121 people were tested last year. Some 96 people took the test in English and 25 were submitted to the test in the French language. Both military and civil personnel were examined.

(2) Within the Navy

The English language courses maintain the same design as those mentioned in the latest BILC Report. However, the figures concerning attendance are necessarily different:

Model 1 - CILING (Integrated curriculum of English language) -300 students,

Model 2- Navy Academy - 236 students,

Model 3 - ALC (American Language Course)  
Phase 1 - 113 students  
Phase 2 - 24 students

(3) Within the Army

The Army presents the same course designs as in 1988, but the data concerning the number of teachers and students are as follows:

- Teachers - 25
- Students - 1 530

(4) Within the Air Force

- The courses held in the Air Force comprise maintenance / development courses, all of them designed for the teaching of English. For this purpose ALC materials are used along with publications of various nature.

- Attendance, as well as the type of course were as follows:

- . pre-elementary level - 9 classes (SLP 1111)
- . elementary level - 9 classes (SLP 2222)
- . intermediate level - 5 classes (SLP 3333)
- . intermediate/advanced level - 4 classes (SLP 4343/4444)
- . intermediate/advanced intensive course for officers- 1 class (SLP 4343)

- As far as curricula courses are concerned the data are the following:

- . 3 elementary classes (SLP 2222)
- . 3 intermediate classes (SLP 3333)
- . 6 intensive classes:
  - elementary (3) (SLP 2222)
  - intermediate (3) (SLP 3333)

- A total of 32 teachers and 984 students were involved in these courses.

3. Additional Remarks

- a. The Army approved and introduced the Standard Language Profile Test (English) - TAPL (I) 86. A total of 120 military were submitted to this course.
- b. The Air Force edited English courses supported by video materials. Such courses were distributed to all the Air Force Bases.

National Report - Spain

Good morning, ladies and gentlemen. I am Major Cuadra from the Spanish Air Force Language School.

Since our integration in NATO, more and more Air Force officers have had to join NATO working groups, panels, committees and similar activities.

At first there were few problems, because we had enough officers with a good knowledge of the English language to cope with our needs. But as more and more people were requested to attend meetings in NATO headquarters, or in other member countries, we had to find more officers who were skilled in English.

Where to look for them? Well we still had a second group of officers who had a language profile of 3333 or even higher but they hadn't practiced their English for some time, so we might say that they were a little rusty.

In order to give them back their confidence, and prepare them for their future tasks, we designed a refresher course that would meet their specific needs. And what were these specific needs? The following most important factors had to be considered:

- Their age would be 40 years or even older.
- They would have a thorough knowledge of English grammar.
- They would be capable to a high degree of translating written English.
- Many of them would have to go back in the afternoons to their assignments.
- The course should last six weeks or less if possible.

So on this basis we started to design our course. As we couldn't use the afternoons we were limited to a maximum of 5 periods, and the first problem that arose was to give or not to give the students homework. We decided to give them as little as possible direct homework, and to recommend lectures on various topics, which as you will see would be matters of discussion in class.

Next we had to decide if we were to have all five periods of classes or if in deference to the age of the students and the fact that some of them had to work during the afternoons we would reduce it to four, we decided for this last option, but without really losing the fifth period, we would use that fifth period for, and let me use the expression, working relaxation.

Now we had to settle for the type of classes that we were going to give the students. As we have seen they all had a good knowledge of grammar and a good ability to translate written English. We therefore decided to stress enhancement of their oral abilities, and in order to compensate for their limited knowledge of British English we also decided to have a specific British English class.

The four real class periods would be divided as follows:

- American English oral comprehension,
- British English oral comprehension,
- writing,
- oral expression.

As for the fifth period, the one we previously named working relaxation, we decided to show movies in that period but only specially selected ones, so that we could use the subject for class discussion.

Let us now take a closer look at each of the periods:

in the first period as seen, we had American English oral comprehension, here again we had to decide if we were going to use the lab or not. As the task that our students would have to fulfil in the future would mainly be the attendance of NATO meetings, we thought that it would be better for them to get accustomed to listening and paying attention under the same conditions that they would have to face in the future, in that way we dispensed with the use of the lab or with headsets.

In order to cater for this, we decided to use video recordings from World Net. They would listen to debates from the American Hour, first they would try to understand what was being said and then they would put it in their own words so that we could see the difference between the two forms and see why one was more correct than the other, why they couldn't use certain forms, and specially to improve the structure of their oral expression.

In the second period we had British English oral comprehension, once again we used visual aids for our class, the Super Channel News, to work with the class, this had some advantages; first the students were amused and interested, because they could see the first news of the day, second the subjects were quite different one from the other but they always were very interesting, and third they would be listening, apart from the British accent all kind of different accents from all around the world, students were supposed to get the complete transcription of the dialogs and once they had them there would be an explanation of the differences in pronunciation between American and British English, idioms and special expressions. After that we used the topics which had been seen on the screen to make the students speak about the subjects.

The third period was the writing period. We called it writing, because we wanted to improve their ability for writing in English, but the class would be directed to practical matters for the students, such as writing reports, notes or letters. And here they would also have to do some exercises and some homework, and without telling them directly, here they would review their grammar but without even noticing it.

The fourth period was the oral expression period. Here we wanted the students to speak as much as possible, and in order to achieve it, what we did was to assign a subject to one student each day.

This student would have to prepare a ten minute speech about the subject, from one day to the next, and read it to the other students. With this speech as an introduction and guided by one of the teachers, who usually had a good knowledge about the matter, we would start a discussion about the subject forcing the students to speak as much as possible, and to share their opinions and their information with all the others. And at the same



time the students would practice their reading in front of an audience, and we would be able to discover their faults.

The fifth period was what we called "working relaxation", we would see a portion of a specially selected film, for example one of the titles that we saw was "The Whistle Blower", a film about the CI5 that is the British Intelligence Service. Apart from being a very good film it gave us the opportunity to discuss the role of intelligence in western and eastern nations and specifically in Spain. The class was divided into two parts, the first one was used by the students to give a compilation of what we had seen the previous day and to answer the doubts, questions or curiosity that had arisen the previous day. And the second part was to enjoy the film and to relax, so that they would leave the school with a good feeling, and not tired and bored from a complete morning of classes.

As for the results of the course, which unhappily was reduced by the authorities to four weeks and two days, I can tell you that it was a complete success, not because the school says so, but because of student reaction.

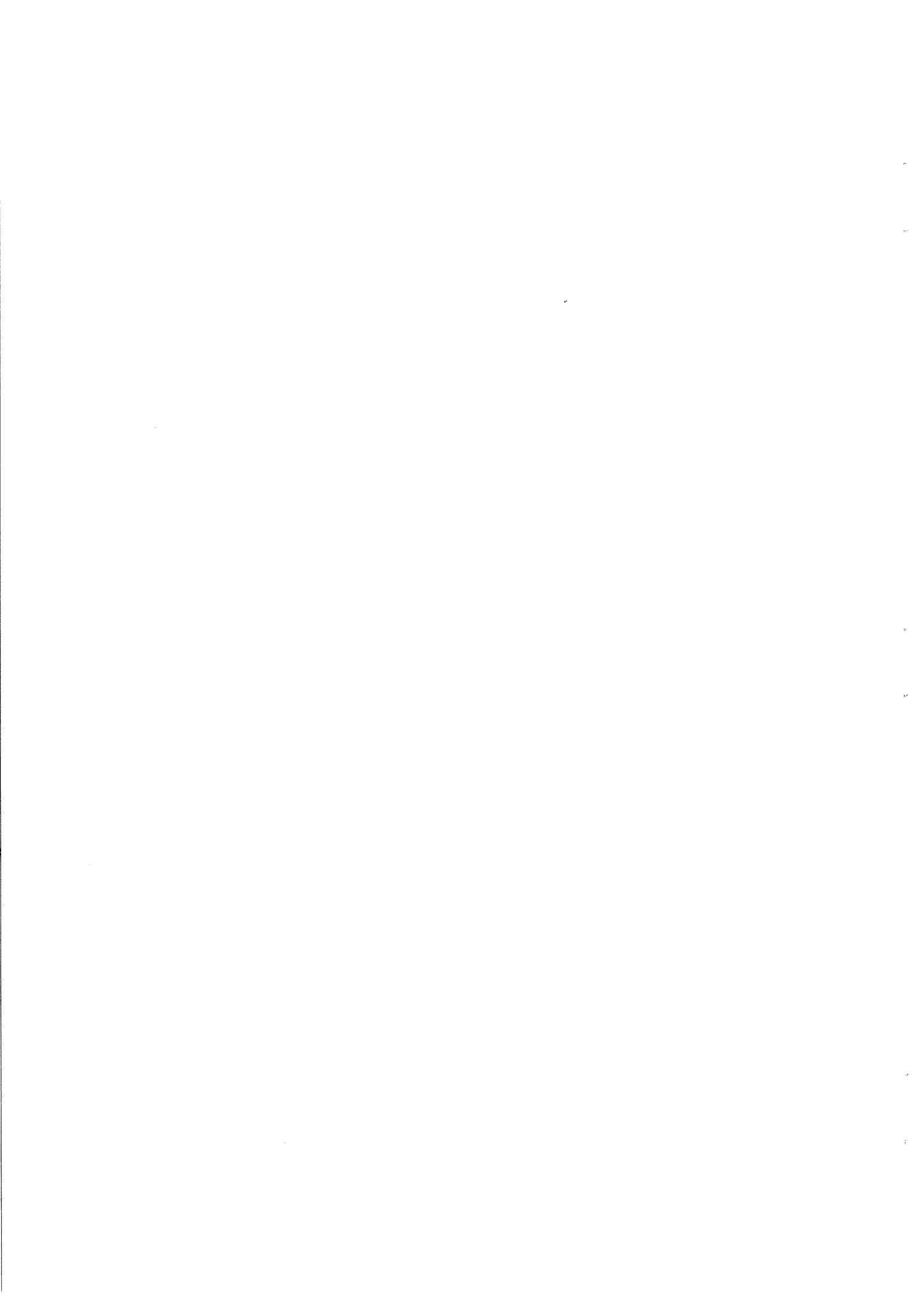
The students had gained a high degree of self-confidence, and their initial shyness when it came time to speak at the beginning of the course, had changed into a wanting to speak at all times by the end of the course.

They had no problems understanding spoken English, in fact they had become accustomed to catch the key words in long sentences, so even if they lost several words in a sentence they would be able to get the correct meaning.

I would like to highlight the fact, as the students told us after finishing the course, that during all the classes and all the days of the course they didn't lose interest or attention in class, and the reason for that was that the classes were full of activity and amusing.

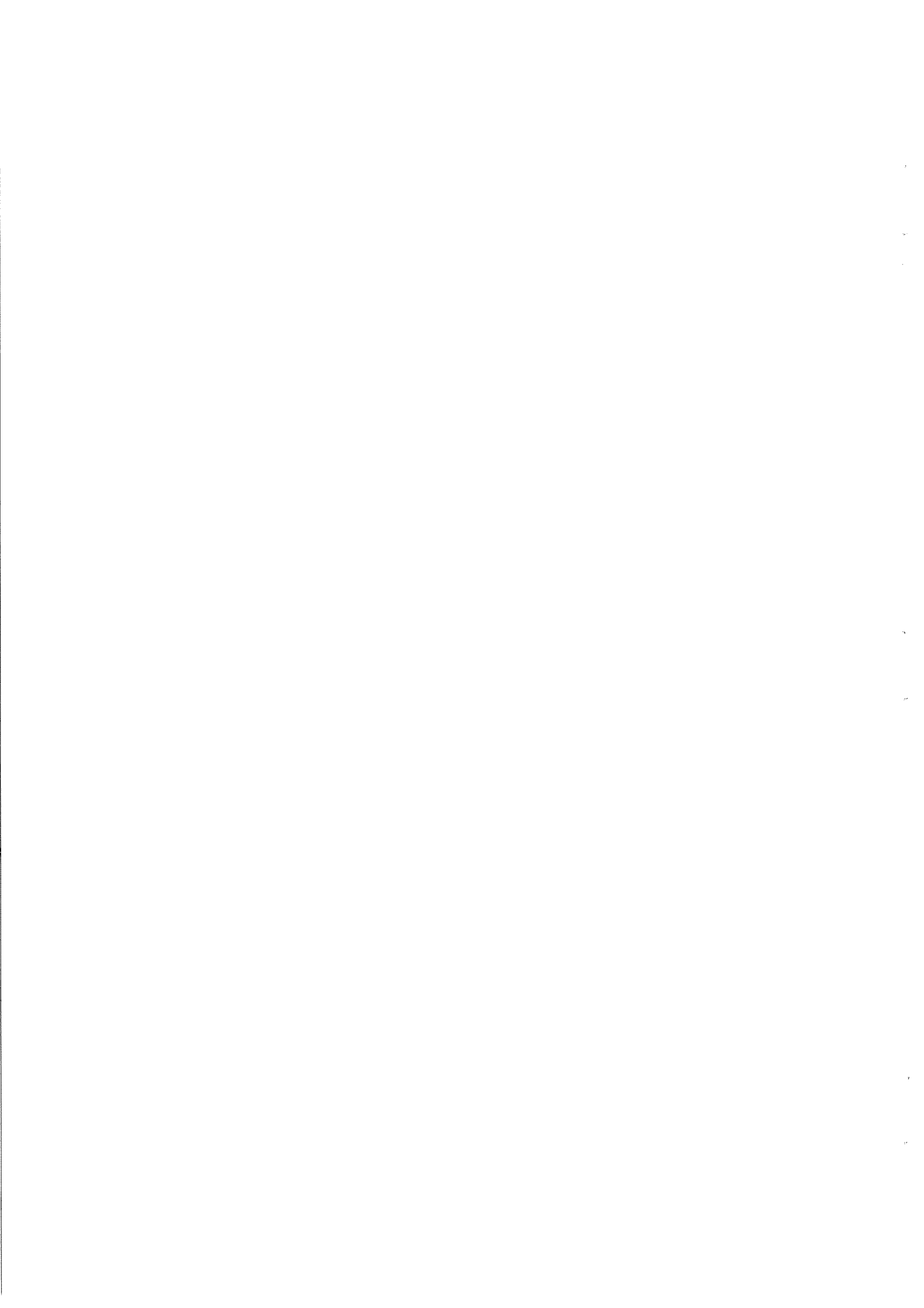
The thing that they most appreciated was the novelty of the method. They didn't have to suffer endless hours in the lab, they didn't have to suffer the memorization of grammar rules, and they didn't have to work with subjects of little interest for them. Instead they enjoyed video programs, they learned practical and useful hints and tricks, and they always worked with high interest subjects.

And now, if you have any questions, I will answer them gladly.



National Report - United Kingdom

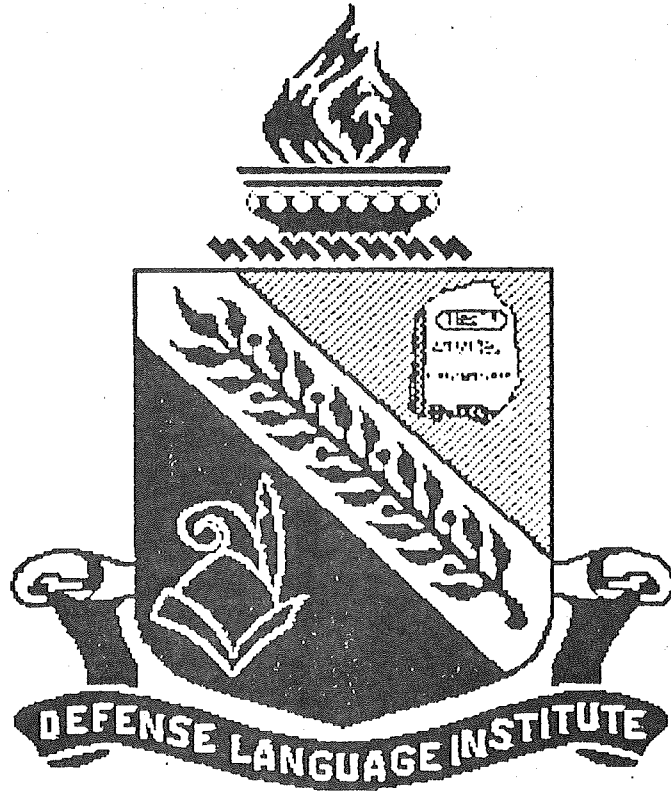
1. The UK National Report was presented by Colonel J. M. Prince, Head of Army Language Training and Training Support. It was dedicated to acquainting BILC members with ongoing work towards the information of a standard language course syllabus for higher-level training in the armed Services of the UK.
2. Colonel Prince recapped on the conduct of the investigative phase of the UK study into foreign language training. He outlined the major conclusions of the study and gave the Conference a progress report on the development and introduction of new language examination for British military personnel.
3. He informed the Conference that a Course Design Team, composed of Army and RAF personnel, had been established. The team's task, taking the already identified Training Objectives as its starting point, was to produce detailed syllabus statements and course structures for the languages taught. He explained the theoretical and philosophical approach taken by the Design Team: this was encouraged by a proportionally-based syllabus which sought to differentiate between the linguistic and communicative content of training with gradual emphasis on the latter. The course designer can use any one of the following as a unit of organization or start point: functions, situations, structures, notions, topics, role-play, tasks. Based on needs analysis, the team recognized the requirement for task-based activity to assume a higher role in our service language training. Four stages on training to levels beyond SLP 3333 were suggested within which the following goals and objectives were achievable: information, gathering, oral communication, written communication, translating and interpreting - to meet military, civilian and civil-military purposes.
4. Clearly such an approach would have implications for staff-training, resourcing and most worrying, for the large number of languages taught not in-house but through George Worrall's system of civilian schools and hired tutors. These problems were being addressed and the 1990 BILC UK Report would report on further progress. The projected lead time for implementing all the new syllabuses was 21 months. This would include staffing of the training syllabus, introducing internal assessment procedures, designing course materials towards the implementation of task-based learning at the appropriate stages of courses and the production and piloting of new examination syllabuses.



# BILC CONFERENCE 1989

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## ANNUAL REPORTS



DEFENSE LANGUAGE INSTITUTE  
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1989 CONFERENCE

NATIONAL REPORT - USA

PART I

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

MAJOR INITIATIVES

FACULTY AND STAFF DEVELOPMENT

CURRICULUM PLANNING AND COURSE DEVELOPMENT

EDUCATIONAL TECHNOLOGY

EVALUATION

RESEARCH

TESTING

NONRESIDENT TRAINING

STUDENT LOAD AND LANGUAGES TAUGHT

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DEFENSE LANGUAGE INSTITUTE  
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MAJOR INITIATIVES

One of the most significant initiatives is the creation, publication, and dissemination of the DLIFLC Master Plan - A Strategy for Excellence. The Master Plan is a joint staff and faculty effort outlining a long-range strategy to enhance the Department of Defense Foreign Language Program (DFLP). Objectives include the professionalization of the Institute, the upgrading of internal and external evaluation of the DFLP, the establishment of a system to promote teacher-student bonding, accountability for learning outcomes, and other initiatives essential to improving the proficiency of military linguists. Considered a living document, the Master Plan is reviewed and updated every six months by each responsible DLIFLC office and school to reflect actions accomplished as well as the status of on-going initiatives.

Since 1986, DLIFLC has been moving gradually toward an organizational structure referred to as team teaching, which is aimed at creating an improved instructional environment for teachers and students. A team is defined as a group of six teachers who function interdependently, are accountable for specific academic and administrative responsibilities, and are assigned to three classes of no more than ten students each. Team teaching is expected to foster initiative and innovation by stimulating faculty creativity and providing broad flexibility of action. The implementation of team teaching and the resultant growth in faculty size have improved both teaching conditions and the overall quality of instruction afforded DLIFLC students.

The initiative establishing a new personnel system has resulted in a bill which will likely go before the 101st U. S. Congress. If passed, the bill will exempt DLIFLC from certain chapters of the Civil Service Code, thus allowing a rank-in-person structure similar to that found in colleges and universities, with comparable salary ranges. The New Personnel System will recognize and reward DLIFLC faculty as they will have the opportunity to advance, through a rank and salary structure with four major categories: Instructor, Assistant Professor, Associate Professor, and Professor. Faculty members' progression will be based on the criteria of education, expertise in their respective areas of specialization, teaching performance, and contributions to the Institute in particular and to foreign language education in general. Professional development will also play an integral role in the proposal. To provide the faculty with the opportunity to enhance their specific knowledge and skills in foreign language education, DLIFLC is devising a professional educator

curriculum of graduate-level courses to be offered by accredited institutions and funded fully by the Institute.

Other important initiatives are described below. They cover faculty and staff development, curriculum planning and course development, educational technology, evaluation, research, testing, and nonresident training.

#### FACULTY AND STAFF DEVELOPMENT

To make the Faculty and Staff Development Division more responsive to the Institute's needs, a reorganization was undertaken during the past year and is nearing completion with the hiring of the last few people. The Division was divided into three branches. With this strategy, the Division will be able to focus more attention on each of the areas of curriculum and teacher change, the applications of technology to the foreign language classroom, organizational development issues, and provide a greater degree of expertise and more extensive course development.

The Faculty Development Branch will have control of the teacher training curricula dealing with methodology. These include the Instructor Certification Course, the Proficiency Awareness Workshop currently being designed, and the Curriculum Theory and Syllabus Design course.

The Instructional Technology Branch will develop and present courses covering a wide range of topic areas, from "low tech" media, such as chalkboard illustrations and overhead transparencies, through the "mid-tech" use of linear audio and video, to the "high-tech" of integrating computer-assisted learning into the classroom.

The third branch, Academic Staff Development, specializes in seminars and training for management and organizational development needs. Among its offerings are Team Building, Leadership Effectiveness, and a leadership and role change seminar for team mentors. The branch has the capability to design and execute a number of training strategies for organizational change. Beginning in the autumn of 1989, it will also present "LEAD," a new basic supervision course devised by the Department of the Army.

The publications arm of the Division, operated by an Executive Editor and the Divisions Dean, in collaboration with the Editorial Board comprised of senior academics, has produced three editions of Dialog on Language Instruction, the DLI's internal newsletter. The first issue of Applied Language Learning, our external professional bulletin is awaiting final approval from Department of the Army before being sent to the printer. A proof copy was distributed at the annual meeting of the General Officer Steering Committee (GOSC) in January. The purpose of the publications is to provide substantive and useful vehicles for



professional communication, discussion, and debate in the field of foreign language education.

### CURRICULUM PLANNING AND COURSE DEVELOPMENT

The objective of the DLIFLC training development program is to produce instructional systems or materials that will meet the language training requirements of the Department of Defense and other Federal departments and agencies for which DLIFLC conducts training.

During 1988, the Curriculum Division (VPC), together with other in-house divisions and outside agencies, was involved in the design, development, and implementation of resident and non-resident courses that were either developed by DLIFLC or contracted out to other agencies.

#### 1. CONTRACT DEVELOPMENT

a. Cooperating with the Special Operations Forces Command (SOF) and the Officer of Personnel Management (OPM), the Curriculum Division helped design and is now guiding the development of a Functional Language Program for SOF in six languages: Tagalog, Persian, Arabic-Egyptian, Thai, French, and Spanish. The project was started with the development of an English core text for the course content and the outside agency contract teams were then trained by the Curriculum Division. Lessons are being developed by the contractor, while the Curriculum Division maintains responsibility for quality review and progress.

b. The Curriculum Division has also assisted the various DLIFLC language schools over the past year with contract course development by training the outside contract project teams in the planning, design and development of a Spanish Gateway course, a Serbo-Croatian course, German and Greek Basic Interactive Video Disc programs, a Hungarian Basic Course, and a Persian Basic Course. These projects are now in the development stage.

c. At present, DLIFLC is also involved in a Proficiency Improvement Course Project. A private contractor is developing individual study proficiency improvement courses in Polish, Czech, and Russian for the Nonresident Training Division. The contract teams were trained by DLI in course design and development and they are now working on these courses under the guidance of the Curriculum Division.

#### 2. In-House Development

A number of significant in-house projects are currently being guided by the Curriculum Division for resident as well as non-resident use.

a. In the early part of 1989, the DLIFLC was tasked by the Third U. S. Army (TUSA) to develop a forty-hour Central Region Orientation Program-Egypt (CROP-E) for the Middle East. Two Egyptian native speakers were hired for the project by DLIFLC, and they are now working in the Curriculum Division to design and develop this language and culture orientation course. The project will most likely be completed by September 1989.

b. Two project teams from the DLIFLC Asian School are currently working on designing and developing a new Vietnamese Basic Course and a Chinese Intermediate Course. These courses, when completed, will become part of the resident DLIFLC curriculum.

c. Preliminary discussions have also been held between the Curriculum Division, Nonresident Division and School of Germanic Languages to develop a German Refresher Course under contract.

### 3. New Systems Development

The Curriculum Division, together with the resources of the Publications Branch and the Visual Production Branch, is currently also in charge of implementing a five-year plan for modernizing, expanding, and decentralizing foreign language curriculum planning and course development at DLIFLC.

The Electronic Foreign Language Training Materials Development System (EFLTMS) has the specific purpose of providing DLIFLC a dedicated, in-house production capability for rapid production of foreign language training materials in response to the requirements established by the thirty language departments at DLIFLC. Once the system is implemented, it will include a centrally-located high-speed, high-volume printer; input of text in the required foreign languages word list database; data capture capability; user generated graphics; scanning capability for text, live-art and photographs; electronic page layout with full and multi-page display; and a capacity for electronic printing of camera-ready mechanicals at a minimum resolution of 300 dpi.

So far, DLIFLC has procured 67 Xerox workstations with 11 laser printers and more are on order. Contract specifications for a high resolution graphics scanner and three Xerox Publishing and Illustrators Workstations have been forwarded to the Headquarters of Training and Doctrine Command (HQ TRADOC). Ongoing workshops for Basic Skills Training in Xerox computers for the DLIFLC faculty and staff insures that the language departments will fully utilize this new system for the intended purposes.

## EDUCATIONAL TECHNOLOGY

DLIFLC has continued to stress the development of interactive courseware and the pursuit of technology driven approaches to enhance the language proficiency skills of its students.

Interactive video courseware development for German, Greek, Tagalog, Thai, and Turkish is currently under contract. Contracts for the development of courseware in Korean and Spanish are being advertised.

German VELVET courseware originally developed for use on Sony SMC 70 microcomputers has been converted to run on the Electronic Information Delivery System (EIDS). Thirty-seven lessons have been converted and submitted to the Army Training and Support Center for the purpose of distribution on an Army-wide basis. While German VELVET was intended for use in the German Gateway program, it has now been tailored for use during the first third of the German Basic Course. The German D-Disk interactive video project which addresses the final two-thirds of the German Basic Course is underway.

Hardware-related developments include the continued introduction of EIDS equipment into the classroom and the assessment of alternative hardware platforms for purposes of foreign language instruction. Current EIDS availability stands at 91 student stations and 17 development stations. Macintosh equipment is being evaluated for suitability as a courseware design and instructional delivery system oriented toward certain specialized applications.

The implementation of a project that will allow the reception of satellite-beamed broadcasts from the Soviet Union, Latin America and Europe is proceeding. The receiving dishes and other monitoring equipment have been scheduled for installation during the summer of 1989.

A feasibility study for another satellite-based program designed to enhance nonresident training and to make such training available to remote locations is also under way. This technology would enable teachers at DLIFLC to speak to students at remote locations while students would be able to ask questions during the telecast. The study will include a pilot project which during the course of this year will provide an instructional link-up by satellite between DLIFLC and two nonresident locations in the United States.

The development of interactive audio courseware to enhance listening comprehension is also continuing. The current emphasis in this area involves the identification and integration of job-related terminology and linguistic concepts.

becomes available, it will be possible to administer the test in a computer-adaptive testing (CAT) mode. Although DLI has received several prototype units of the Army's "Electronic Information Delivery System (EIDS) videodisk/microcomputer units, the extent to which EIDS units will be available in the field to handle the large volume of DLPT testing which is conducted worldwide is not known at this time. Pending clarification of this equipment-related issue, further development of the test item bank, as well as refinement of the statistical algorithm for computer-based item presentation and for real-time analysis of examinee responses will continue, so as to permit implementation of the computer-based approach as efficiently as possible and when the equipment question is fully resolved.

#### NONRESIDENT TRAINING

As a result of a funding level at nearly \$1.5 million in FY88, Nonresident Training Division made good progress in upgrading the training materials and services available to nonresident linguists. With full funding for the Nonresident program for a second consecutive year, FY89 is likewise marking advances toward continued implementation of the DoD Nonresident Master Plan.

The cornerstone of the DoD Nonresident Master Plan is the much-awaited development of new refresher-enhancement courses for linguists in all four services. Work began in October 1988 on the development of courses in Russian, Czech and Polish, with a target completion date of April 1990. The courses, which we're calling Proficiency Improvement Courses, are being contracted through the Office of Personnel Management to HumRRO International, Inc., and the Center for Applied Linguistics. Quality control on DLI's end is being provided by the Curriculum Division with support from the Language Schools and the Language Program Coordination Office. The courses will contain samples of authentic target language on military topics, and will be modularized by skill and skill level. When completed in FY90, they will be available to all DoD military and civilian personnel through the Army Correspondence Course Program. Once we're satisfied that the contractors are performing satisfactorily on these first three courses, we plan to start on four more--Korean, Chinese, Arabic, and Farsi.

Another key area of the Nonresident Master Plan is the extension of DLI expertise into the field environment in the form of Mobile Training Teams and Training Assistance Visits. Requests for such services are routinely coordinated with MACOMs, who validate the requirements and prioritize when necessary. With strong support from the Language Schools, we were able to schedule DLI language instructors to participate in Mobile Training Teams that conducted short-term intensive programs at a number of sites during FY88. Many units that have been unable to recruit contract language instructors have found DLI Mobile Training Teams to be an attractive alternative to independent study, particularly in

reserve units. Where no other live instruction is available, Mobile Training Teams have also been able to generate renewed enthusiasm for language study.

Another way of extending DLI expertise into the field environment is through Training Assistance Visits by DLI staff specialists. During FY88, we received numerous requests for training assistance. Most of the requests fell into one of two categories-- requests for formal train-the-trainer courses on language teaching methods, or requests for informal advice on how to get the most out of a unit program. Over the past several years, about 75 Army language program managers have attended our train-the-trainer workshops each year. We first began teaching this workshop about five years ago in response to a request from FORSCOM. A very high percentage of the total pool of Army program managers has now received essentially the same pre-service teacher training that is required for DLI resident instructors. Now that the workshop is open to all DoD personnel, we hope language program managers from the other MACOMs and services will take advantage of this training opportunity.

In the ongoing search for new and better training delivery systems, we are looking at recent advances in technology. One such advance is in the area of digitized narrow-band synchronous satellite broadcasting, which has made satellite up-link and down-link far less expensive than in the past. With the funding and technical support of the U. S. Army School of the Air at Fort Eustis, Virginia, and the assistance of DLI's Educational Technology and Faculty and Staff Development Divisions, we are planning to conduct a 20-hour pilot test in which DLI Arabic instructors will teach Arabic via satellite to linguists stationed at Fort Campbell, Kentucky, and Fort Stewart, Georgia. This first pilot is designed to test our assumptions about how language is best taught using this medium and provide data on student learning and attitudes as well as technical feedback. Depending on the outcome of the Arabic pilot, we tentatively plan to conduct a second pilot program involving 80-hours of Russian instruction.

DLIFLC STUDENT LOAD FY88  
AND LANGUAGES TAUGHT AT  
THE PRESIDIOS OF MONTEREY AND SAN FRANCISCO

In FY88, the average student load at the Presidio of Monterey was 2,772 and for the Presidio of San Francisco, 227. The average student load in contract language training through the DLIFLC liaison office in the National Capital Region (NCR) was 130. The Presidio of San Francisco ceased operations in November 1988. Programmed input for FY89 is 4,577 for the Presidio of Monterey; and 267 for NCR. Languages and dialects taught at the Presidio of Monterey are listed below.

School of Asian Languages

Chinese Cantonese  
Chinese Mandarin  
Indonesian  
Japanese  
Korean  
Malay  
Tagalog  
Thai  
Vietnamese

School of Middle East Languages

Arabic - Modern Standard  
Egyptian  
Iraqi  
Saudi  
Sudanese  
Syrian  
Farsi  
Hebrew  
Turkish

School of East  
European Languages

Bulgarian  
Czech  
Slovak  
Greek  
Hungarian  
Polish  
Serbo-Croatian

School of Romance Languages

French  
Italian  
Portuguese  
Brazilian  
European  
Romanian  
Spanish

School of  
Germanic Languages

Dutch  
German  
Norwegian

School of Russian I and II

Russian

BUREAU FOR INTERNATIONAL LANGUAGE CO-ORDINATION

1989 CONFERENCE

NATIONAL REPORT - USA

PART II

DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER

INTRODUCTION

INTERNATIONAL MILITARY STUDENT TRAINING REQUIREMENTS

SUPPORT SERVICES FOR NONRESIDENT ENGLISH LANGUAGE PROGRAMS

DEVELOPMENT OF ENGLISH LANGUAGE INSTRUCTIONAL PROGRAMS

TECHNICAL GUIDANCE AND SUPPORT FOR ENGLISH LANGUAGE TRAINING REQUIREMENTS

DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER  
ANNUAL REPORT

1. Introduction.

The Department of Defense English Language Program (DELP) is conducted by the Defense Language Institute English Language Center (DLIELC) in consonance with DoD Directive, Number 5160.41, Subject: Defense Language Program (DLP), and the implementing Joint Service Regulation (AR 621-201/OPNAVINST 1550.11/AFR 50-24/MCO 1550.24), Subject: Management of the Defense English Language Program. The DoD Directive designates the Secretary of the Air Force as the Executive Agent for the DELP. The Office of the Undersecretary of Defense Policy/Defense Security Assistance Agency currently fulfills the functions and responsibilities of the Primary Functional Sponsor for the DELP.

DLIELC supports the DELP which consists of the Resident English Language Program conducted at Lackland Air Force Base, Texas; the Nonresident English Language Program which provides instruction for United States military personnel as well as for non-native speakers of English employed by DoD; and, the host-country English language programs which are supported by the Security Assistance Training Program (SATP). In addition to the three programs described above, DLIELC also provides English language training materials to other non-DoD government agencies, state agencies, and private enterprise agencies on a reimbursable basis.

2. International Military Student Training Requirements.

Each fiscal year, the military departments provide DLIELC with the number of international military students (IMs) programmed to attend DLIELC prior to their entry into the US technical/professional training programs, along with the type of training required and the duration of each training line.

a. The English language proficiency skill level required for entry into a technical/professional program is determined by each military department and is expressed in terms of an English Comprehension Level (ECL) test score on a scale of 0-100. The majority of the programs which are highly technical or hazardous in nature require an ECL of 80. Prerequisites for less technical courses are 65 or 70 ECL.

b. The IMS is given an in-country ECL screening test prior to departure for CONUS. If the IMS does not meet the English language proficiency requirements for direct entry into the technical or professional program or, if the IMS requires Specialized English Training (SET) as a course prerequisite, the individual is programmed for additional language training at DLIELC.



c. The American Language Course (ALC) is a proficiency-based course and is variable in duration. It can be programmed under the US Army, Navy, or Air Force Security Assistance Training Program. The ALC includes General and Specialized English courses. Upon entry at DLIELC, the IMS is placed at the appropriate proficiency level in the ALC and receives six hours of instruction daily until he/she attains the required ECL score. During the last nine weeks of scheduled training at DLIELC, provided that minimum ECL score has been achieved, the IMS studies specialized technical terminology and study skills appropriate for the scheduled follow-on training program.

d. The Specialized English Training (SET) Phase of the ALC is a fixed nine-week course and is provided to those students who have the required ECL in-country but who require study of specialized technical English only prior to entry into US technical/professional training programs.

e. The Specialized English Training Refresher Course may be programmed under the Army, Navy or Air Force Security Assistance Training Program. The course is restricted to students who have successfully completed SET at DLIELC within the last three years and have currently achieved the required follow-on-training ECL. The course is five weeks long including one week of pre-technical training skills and four weeks of language skills and terminology training. The course content is individualized and determined on a case-by-case basis in accordance with the scheduled follow-on-training.

f. Besides the General and Specialized English training conducted prior to technical course entry, DLIELC conducts a five-week advanced English language refresher training for previously US-trained pilots.

g. In addition to the ALC conducted for IMSs prior to their entry into technical/professional training, DLIELC conducts the following courses for selected IMSs who are involved with the teaching of English in their own countries or who are using the English language as a medium of instruction in their military schools and academies:

(1) The Basic English Language Instructor Course is a twenty-seven 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.

(2) The Advanced English Language Instructor Course is a thirteen-week course. It is intended for experienced instructors who can benefit from advanced training in the structure and phonology of English, and who need to be updated on teaching techniques.

(3) The Advanced Program in English Language Training Systems Management Course is an eight-week course conducted for IMSs who are acting as managers, administrators and/or supervisors in the host-country English Language Training Program.

h. In addition to the English language instructor training courses, DLIELC offers a course of training entitled English as a Medium of Instruction for instructors teaching courses in their military academies and military schools using English as the medium of instruction.

i. Two additional training programs are also conducted by DLIELC as required for IMSs. These programs are described below:

(1) Language Laboratory Maintenance Training is a three-week course which provides instruction and practice in the installation, maintenance, and operation of language laboratories.

(2) Observer Professional/Specialized Training Course is tailored to cover those areas in the operation and administration of an English Language Training Program which are most appropriate to the observer(s) as defined by the host country. This training is intended to provide an orientation on the management and administration of in-country English Language Training Program for key staff personnel.

j. Other special programs are conducted for US military personnel. These programs are described below:

(1) The US Army Officers' program is a 16-week program designed to meet the needs of officers in the US military and concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills. A total of 71 students were enrolled in this program during FY88.

(2) The English as a Second Language (ESL) program is for US Army recruits. A total of 584 students were enrolled in the program during FY88, with an average on-board load of 145.

### 3. Support Services for Nonresident English Language Program.

During FY88 DLIELC continued to monitor all approved US military Nonresident English Language Programs in CONUS and overseas and to provide ALC materials to US military personnel, DoD employees or family members who are not native speakers of English.

a. One TDY team, consisting of two members, was deployed to Puerto Rico in FY88 to administer Oral Proficiency Interviews (OPIs) to United States Air Force and United States Army Reserve Officers Training Corps students at the University of Puerto Rico. In addition, a one member Mobile Training Team (MTT) conducted a three-week orientation course on OPIs for the members of the Language Training Detachment (LTD). The LTD assigned to the US Navy Ship Repair Facility at Yokosuka, Japan, was augmented by a four-member MTT for 13 weeks.

b. In accordance with the responsibilities prescribed in the Joint Service Regulation (JSR), the Commandant DLIELC, continues in FY88 to:

(1) Provide guidance and assistance to field commanders in the implementation and conduct of their Nonresident English Language Program (NRELP).

(2) Review the status of NRELP in conjunction with submission of semiannual Nonresident English Language Training Reports.

(3) Expedite the shipment of English language training materials to approved programs.

(4) Conduct on-site training evaluations, surveys and pilot projects to materially improve the effectiveness of the English language training conducted for the benefit of non-English speaking US service personnel, family members, or DoD civilian employees.

4. Development of English Language Instructional Programs.

DLIELC uses a systematic approach to the planning and development of English language instructional programs which ensures that personnel are taught the language skills necessary for the successful completion of follow-on technical training. Priorities in the curriculum development effort are established through analysis of student input, the needs of the military departments, and the regularly scheduled updating of training requirements (course reviews). Normally, all established priorities for the development or revision of the ALC materials are based on the resident ELTP requirements.

a. During FY88, work continued on the writing of a totally new set of ALC General English materials. The new materials will consist of 36 books (Books 1-36) which are divided into six levels (Levels I-VI) of six books each. In FY88, the writing of all books in the first half of the series was completed and these books were sent to editorial for the publications preparation stage of development. The planning of the second half of the series was completed through Book 27. The drafts of Books 19, 20, and 21 were completed and are awaiting project officer review. In addition, two modules on cursive writing were developed, and two modules on printed writing were revised.

b. In the SET phase, the number of professional/technical areas increased to 44. In FY88, three modules were placed into operational use. Seven modules entered the Training Material Operation Tryout (TMOT) phase; nine completed this phase in FY88. A total of eighteen modules were in revision status; development continued on six new modules. Thirteen modules underwent formal course review; fifty-six modules remained operational, requiring periodic course maintenance. Seventeen modules were sent to nine different Army, Navy, and Air Force bases for technical review. Responses were generally favorable as to the overall quality of the materials. Three follow-on-training site visits were conducted during FY88 in support of materials development (Great Lakes Naval Training Center, Chanute AFB, Keesler AFB). One course writer was sent to basic electronics training at Lackland AFB as part of her preparation to develop the new Electronics SET materials. A language laboratory maintenance training program concluded operational tryout, was revised, and went into operational use. An audiotape oral proficiency screening test was developed under contract

to the NATO Airborne Early Warning Forces E-3A Component Training Center. The test, called the Recorded Oral English Screening Test (ROEST), is designed to screen E-3A aircrew candidates' oral language proficiency through responses to general and technically-oriented questions. The test was developed during the January to June 1988 time frame. Validation began in June 1988 and will continue through December 1988.

c. The grammar component of the Basic Language Instructor Course, a 27-week training course for international personnel who will teach English as a second language in their own countries, became operational after post-TMOT revisions were completed on the Reference Grammar and nine grammar modules. In addition, a new methodology module, M788, Training Aids, was developed and began Training Material Operational Tryout.

d. As a result of input from Security Assistance Offices and key personnel observing training programs abroad, a new course, Advanced Language Proficiency Skills was developed. This course consists of commercial texts as well as DLIELC-produced texts, used according to locally developed Instructor Guides provided for each of the three course components: 791--Listening and Speaking, 792--Reading, 793--Writing. The course is scheduled to begin TMOT in FY89.

e. The Language Training Detachment Management Orientation (LTDMO) course was discontinued as of December 1987. The LTDMO is now designated an orientation program and is handled through the Nonresident Training Branch.

f. The Computer Generated Test System (CGTS) generates English Comprehension Level (ECL) tests from a data base of over 8,000 items. These tests are used throughout DoD in support of the Defense English Language Program. Preparation was completed on the 15 ECL forms for FY89, and preparation was begun on the 15 forms for FY90 use. In addition, the Test and Measurement Section scheduled resident ECLs and interpreted over 60 computer-generated items of analyses of those ECLs; interpreted over 150 item analyses of book quizzes and provided reviews/interpretations of the item analysis data to the authoring sections; and reviewed 58 new or revised forms of book quizzes and forwarded comments to the authoring sections.

#### 5. Technical Guidance and Support for English Language Training Requirements.

During FY88, DLIELC provided the following personnel services to meet SATP and NRELP advisory requirements:

a. The LTD assigned to Indonesia with two members in Jakarta and three members assigned to the service academies in Magalang, Surabaya and Yogyakarta remained in place.

b. The one-member LTD in Madrid, Spain, continued in place after being augmented by a one-member MTT for six months during FY88.

c. A one-member LTD was established in Rabat, Morocco, in FY88.

- d. The one-member MTT to Mogadishu, Somalia, was replaced by a one-person LTD in FY88.
- e. The three-member LTD in Sana'a, Yemen Arab Republic, continued in place after being augmented by three two-member MTTs.
- f. The one-member LTD to Venezuela completed its tour and returned to CONUS in FY88.
- g. The one-member LTDs in Sudan and Thailand remained in place in FY88.
- h. The ten-member LTD assigned to the US Army ROTC of the University of Puerto Rico continued in place. A two-person MTT and a one-person MTT were deployed during FY88 to conduct Oral Proficiency Interviews (OPI) and to conduct an OPI orientation.
- i. The six-member LTD assigned to the US Naval Ship Repair Facility in Yokosuka, Japan, continued in place. A four-person MTT was deployed to augment the LTD during the fiscal year.
- j. The LTDs overseas in support of the SATP were funded under the International Military Education and Training (IMET) except for the LTDs in Yemen and Venezuela, which were funded under Foreign Military Sales (FMS). The LTD in Japan is funded by the US Navy, and the LTD in Puerto Rico is funded by the US Army.
- k. In addition to the above, the following countries were supported by DLIELC MTTs during FY88: Egypt (5), Qatar (1), Bahrain (1).

BUREAU FOR INTERNATIONAL LANGUAGE CO-ORDINATION

1989 CONFERENCE

NATIONAL REPORT - USA

FOREIGN SERVICE INSTITUTE

OVERVIEW

LANGUAGE PROGRAMS: BASIC AND FAST

COURSE DEVELOPMENT EFFORTS 1988-89

RESEARCH, EVALUATION AND DEVELOPMENT

PROFESSIONAL DEVELOPMENT

National Report - USA

Part III

Foreign Service Institute (FSI)

Introductory Notes

We who represent diplomatic training institutions - myself, Frank McGuigan (Canada) and John Moore (UK) - attend BILC for three reasons:

- By the courtesy of our respective military colleagues.
- You develop innovative methods and materials, which we can benefit from knowing about.
- We sometimes may develop something that you find useful.

Because our training mission is somewhat different from yours, I have devoted 2 of 6 pages (the last 6 in the USA report) to describing our students, our courses, and our mission. I hope this will help you decide what, if anything, of ours may be useful for you.

I'd like to mention two major projects at FSI in the past year.

1. Eastern Europe Project. We are replacing host national employees in our American embassies and consulates in Eastern Europe, with American employees - as drivers, plumbers, electricians, secretaries, etc. This presented FSI with new training challenges.

Instead of designing wholly new programs, we developed special job-related modules, as add-ons to existing courses. We called these "LSP" - or language for special purposes modules. I have brought several texts with me which you may examine - and keep. They are products of our Bulgarian and Romanian sections.

2. We have developed what we call "Unified Modules" in Spanish. These are country-specific, rather than job-specific. The first Unified Module was developed for Mexico. The Unified Module replaces the final 4 weeks of our Spanish course. It is a splendid example of content-based instruction, an approach we are exploring seriously. In essence, the Mexico Unified Module is area studies in Spanish: the content is placed in the foreground, the languages in the background.

By the way, the Unified Modules have proven to be excellent refresher courses.

Finally I should mention our on-going cross-cultural project. We identified 30 Americans who were described by their colleagues as being very successful at adapting to a foreign culture. Then we interviewed each of the 30 very thoroughly, to learn what they have in common and how they developed the cultural adaptation skills. Results will be reported next year.

Thank you.

Gary D. Crawford

## 1989 BILC ANNUAL REPORT

### Overview

The Foreign Service Institute (FSI) of the United States Department of State was established in 1946 in order to provide training for employees of the Department of State and other government agencies involved in foreign affairs. Each year, over 20,000 students are enrolled in one of 145 courses, although only 1,000 are on site at any one time. Approximately 60% of FSI students are employees of the Department of State. The remaining 40% is made up of employees of some 30 other departments within the U.S. government (Department of Defense, United States Information Agency, Agency for International Development, and others).

FSI is made up of 3 schools: The School of Professional Studies, The School of Area Studies, and the School of Language Studies. FSI also administers the Executive Seminar in National and International Affairs, the Center for the Study of Foreign Affairs, and the Overseas Briefing Center. The largest entity within FSI is the School of Language Studies, which is divided between the Washington operations and the overseas operations.

The overseas operations consist of four field schools in Tunis, Yokohama, Seoul and Taiwan where students undergo a second year of language training in the "super-hard" languages -- Arabic, Japanese, Korean, and Chinese. There are also language programs at embassies, called post language programs, which serve to enhance and maintain officers' language skills in-country, or provide training to those unable to attend classes in Washington.

In Washington, language and cultural training is provided in some 45 languages by a staff of over 200 language instructors who are native speakers of the languages they teach. Instructional programs are supervised by a core of 25 Language Training Supervisors who are specialists with expertise in language, linguistics, and pedagogy.

All language classes are intensive, from 4 to 6 hours per day, and students are simultaneously enrolled in an area studies class for a half-day each week. Although the maximum number of students per class is six, in reality most classes have fewer than six students. The expected level of proficiency upon completion is S-3, R-3 (Speaking and Reading at level 3 which indicates "general professional proficiency").

To this end, languages are broken down into three categories according to level of difficulty and the length of the course. The most difficult, Arabic, Chinese, Japanese, and Korean, are 88 week programs, with the first year in Washington and the second year at an overseas field school. The so-called "world" languages -- Afrikaans, Dutch, Danish, German, French, Italian, Spanish, Norwegian, Swedish, Swahili, Romanian, and Portuguese -- are taught in 24 week cycles. All other languages are 32 to 44 weeks in duration.



### Language Programs: Basic and FAST

FSI offers two courses of language study, the Basic course, and the FAST course (Familiarization and Short Term) in addition to many specially arranged programs such as tutorials, advanced courses, and refresher or "conversion" courses. The Basic course is designed to meet the needs of LDP (Language Designated Position) incumbents and others who require a working or professional proficiency in a language. The FAST program is geared to meet the general orientation and cross-cultural needs of support personnel and others not serving in language designated positions, but it is also quite effective for officers whose schedules do not permit longer-term training. Spouses of officers are also eligible to enroll in FSI language training.

### Course Development Efforts 1988-89

Approximately 70% of the materials used in FSI language training are created in-house. Commercial texts are occasionally used, but they must necessarily be supplemented and adapted to meet the highly specialized needs of our student population. Each year, the School of Language Studies devotes 12 - 15 teacher/person years to its development projects which range from up-dating existing courses to the creation of a completely new program of study.

Over the past year, two-thirds of our development efforts have been directed toward improvement in 3 areas: Russian, Eastern European languages (Bulgarian, Czech, Polish, Hungarian, Romanian, Serbo-Croatian), and the Romance languages (French, Spanish, Italian, Portuguese).

#### \* Russian

Development in Russian has focused on the creation of specially tailored materials and ongoing efforts to professionalize the teaching staff. Specialized materials for reading and listening comprehension have been written and are being field tested both at FSI and other institutions. Mark Smith's Diary, a compendium of readings and exercises with a cross-cultural focus has received rave reviews and is now nearing publication. Modules of 100 - 120 hours each for military, political, economic, administrative, security, and consular officers have been finalized, and "textbooks" prepared. Four textbooks have been developed for reading (after field-testing at 7 major universities): prereading (decoding), reading for information, 2 volumes of thematic readings (reading in depth). Advanced training (from S/R-3 to S/R-4), offered on demand, is 100% content-based and includes training in public speaking and analysis of Soviet rhetoric.

Further, FSI has undertaken several experimental projects such as a specialized course in Russian terminology based on the INF Treaty for staff members of the Nuclear Risk Reduction Center, a pilot training program in Russian interpreting for foreign service officers

with S-4 proficiency at the Monterey Institute of International Studies (August 1988). The satellite-assisted instructional program for listening comprehension: Video materials are completed - 3 laser discs/3 videotapes.

\* Eastern European Languages

As with our Russian program, new conditions at our Eastern European embassies created the demand for specialized training materials to meet new needs. FAST courses in Bulgarian, Czech, Hungarian, Romanian, Polish, and Serbo-Croatian were completed in time for the arrival of students in November 1988 and are currently being revised and improved based on several iterations during the past academic year. A series of job-specific modules in administrative and consular specialties have been developed in Bulgarian, Russian, and Romanian and the other languages are scheduled to be completed before the end of our fiscal year (9/30/89). These were developed in two versions--one for use with full-length courses at around the 2+ or higher level, and one for use as a supplement for the FAST courses for those who can not come for the full program. The information on which they are based was developed in close consultation with officers in the field. Data gathering and needs assessment interviews are continuing in 1989. Also during the past year a 20 lesson basic course in Bulgarian has been finalized and is currently being field tested. Elsewhere in FSI's Department of North and Eastern European Languages a new program to take students from the 2 to the 3 level of reading and speaking is being developed in Finnish.

\* Romance Languages

A comprehensive revision of the programs in French, Spanish, Italian, and Portuguese is well underway. Based on a model of three phases for the 24-week programs, each phase is proficiency-based and will incorporate the best features of our current methodology along with new technologies such as video. Phase 1 will resemble the FAST courses in content with 10 topic-oriented cycles. Phase 2 will build on FSI's Bridges methodology where representative professional skills such as dealing with requests, negotiating arrangements, coping with hostility, and so on are practiced through task considerations and simulations. Phase 3 will focus on a unified language and area program (Mexico, Central America and the Caribbean, Francophone Africa, etc.) following the success of our recent pilot programs in Spanish.

### \* FAST Course Development

In addition to the Eastern European courses described above, FAST course development is ongoing in Arabic (Egyptian, Moroccan, Eastern), Bengali, Chinese, German, Hebrew, Hindi, Icelandic, Indonesian, Italian, Japanese, Malay, Brazilian, Portuguese, Thai and Turkish.

### Research, Evaluation and Development

FSI is recognizing the importance of research and development to top-quality language training by the establishment of a new unit, the Center for Research, Evaluation, and Development (RE&D). It will coordinate and initiate work in program evaluation, student assessment, curriculum development, staff development, and research into language learning and teaching. This mandate includes both introduction of educational technology into language training and the existing, well-established language testing program.

The first task for RE&D is to build its staff; this task is currently in progress. Thereafter, the main projects anticipated for this year include continued development and trials of the new reading test, redesign and enhancement of the first-year instructor program, examination and improvement of program evaluation, and continuation of the ongoing investigation of learning styles and strategies. RE&D will also work with individual language sections to help them accomplish their own goals in the areas of staff training, program development, evaluation, and research.

Following the design of the new FSI reading test in 1987, an initial version of the new test has been completed in twenty-one languages, and extensive training for testers and examiners is continuously conducted by the FSI Language Testing Unit. Concurrently, the oral test kits and field test kits are being revised and rigorous certification procedures for testers and examiners is in place.

A research agenda to examine elements of language learning, aptitude, and learning styles has been established by the Language Testing Unit. One study begun earlier this year is a formal investigation of learning styles and learning strategies using the Myers-Briggs Type Indicator (MBTI), the Strategy Inventory for Language Learning (SILL), the Modern Language Aptitude Test (MLAT), and student background information with a sample of 200 students.

Other research projects undertaken by language specialists at FSI include topics such as early vs. delayed introduction of Chinese characters, methods for teaching reading of Thai, and a definition of cultural literacy for Russians.

\* Technology

FSI continues to be a world leader in the production of foreign language textbooks and classroom materials now being created with the help of powerful multilingual computers. With several networks of Xerox and Macintosh computers, language instructors and curriculum developers have at their disposal the capability of integrating text and graphics in a desk top publishing environment for 40 foreign languages.

We continue to experiment with the use of interactive videodiscs, while especially relying on products which have been developed by other U.S. government agencies for Spanish, Korean, and Hebrew.

While still awaiting the future installation of a satellite dish on our new campus at Arlington Hall, we are making use of taped international television broadcasts in almost all classes. Two projects in satellite-assisted instruction are underway in French and Russian:

(1) The Russian Listening Comprehension Network (LCEN) is a cooperative project involving Russian instructors in a dozen universities throughout the country. Each team will develop, on a personal computer, listening comprehension materials based upon the Monday evening broadcast of Soviet TV News. These materials will be transmitted electronically via bulletin board service and can be accessed by anyone.

(2) France TV Magazine, a weekly broadcast of French news programs, is rebroadcast over public television networks in the United States. The University of Maryland, Baltimore campus, has begun a project to transcribe these tapes and develop language class materials using personal computers. As in the Russian project, this textual material is available through a remote bulletin board service accessed by modem, and is being used with the corresponding videotape in our French classes at FSI.

Plans are underway to implement educational technology in many aspects of our training over the next several days.

Professional Development

FSI continues to place great emphasis on developing professional opportunities for staff members. Throughout the year, there are numerous in-house workshops and seminars designed to keep language instructors and supervisors abreast of the latest developments in pedagogical innovations. Staff members frequently attend professional

conferences and are often invited to deliver papers and presentations at meetings such as the MLA (Modern Language Association), TESOL (Teachers of English to Speakers of Other Languages), LSA (Linguistic Society of America), ACTFL (American Council on the Teaching of Foreign Languages), CALICO (Computer Assisted Language Learning and Instructional Consortium), and so on.

A new initiative in FY 1988 was the FSI Cross-Cultural Project -- an ongoing investigation of how we can improve our delivery of cross-cultural information in language, area, and professional courses. The Cross-Cultural Project has brought together staff and faculty from all parts of the Institute in seminars and workshops at FSI and off-site at meetings such as the annual conference of SIETAR (Society for International Education, Training, and Research.)



SHAPE Language Centre (SLC) Report

1988-1989 has been a year of consolidation in many areas with certain projects identified for priority treatment. At the top of the SLC's list of goals for the current calendar year are:

- exploitation of the SHAPE English corpus,
- English test development project,
- ADP for office and programme support.

These are treated in greater depth below, according to the relevant programme.

1. Internationally Funded Programme

a. General

Although progress is slow, the SLC is moving towards ADP equipment according to a long-term plan drawn up in June 1988. Staff members are being trained and by the end of 1989, all offices should be equipped with computers for word-processing and databases. The equipment will also be accessible to and used by language teachers, in particular for word processing and text processing.

Funds for seminars and professional training have been radically cut at SHAPE with a resulting reduction in the number of seminar reports. Our most recent seminar was an in-house workshop on the SHAPE English Corpus, on which a report is in preparation. (At annex is a listing of seminars held since our last BILC Report.)

The SLC has continued its consultancy role to ACE and NATO Commands and Headquarters.

In addition to its permanent support of language testing and training at the International Military Staff, NATO Headquarters, the SLC has, this year, provided substantial assistance to the NATO Communications School (NCS), Latina, Italy, in the area of language testing. (This is an on-going project.)

- b. Our training programme continues along the lines described in our 1988 Report. For some reason there has been an increase in the number of very low-level students, including several complete beginners, and we have had to add our course structure and our materials accordingly. It has not been possible, largely for staffing reasons, to try out the intensive courses referred to in the last paragraph of our 1988 Report, though this remains an option for the future. A lot of time and effort in the last twelve months has gone into the recruitment and training of new staff members, and we look forward now to a period of relative stability with our present staff.

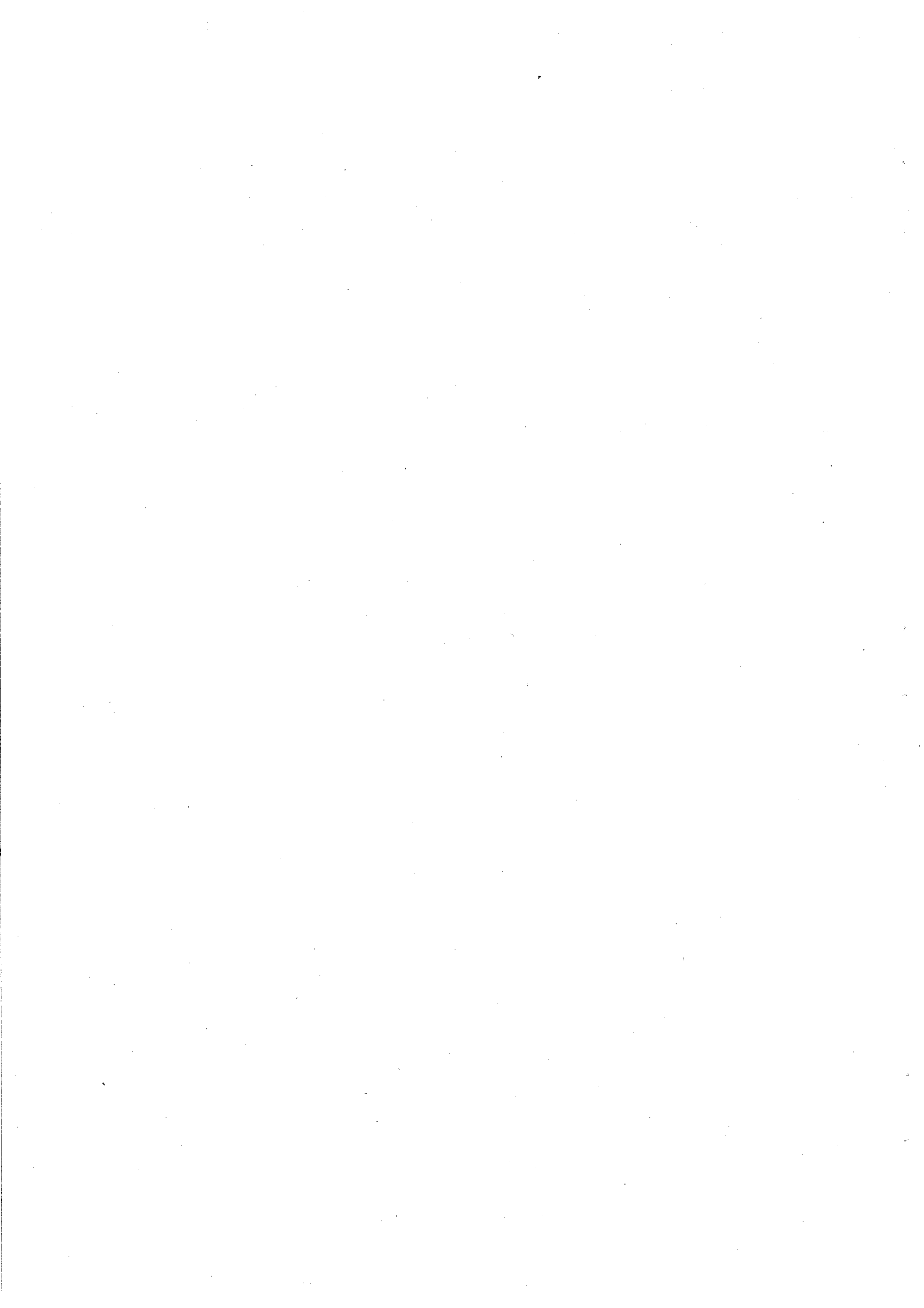
We continue to add to our bank of resource materials on which the teachers draw, and have recently updated the lists of materials available for each module. The enormous output of new ELT materials, especially from the major U.K. publishers, continues unabated, and some first-rate materials are being produced. Video plays an increasing role in training at all levels, and is very popular with

Serial No. SLC (89) SR/	Date	Place	Speaker	Subject	SLC REP
1	25 Feb 89	Charleroi, Belgium	Dr. Peter Müller Helmut Kampschulte Filip De Nijs	A. Einsatz von Videos im Unterricht. Neue Ansätze und Übungsformen.  B. Verstehensstrategien im DaF-Unterricht.  C. Der Deutschlehrer als Zauberer.	CW
2	15 Mar 89	Brussels, Belgium	Lourdes Miquel	Coloquio Internacional de Didáctica del Español como lengua extranjera.	GL
3	16 Mar 89	B.C. Paris, France	Adrian Doff	Integrated Skills: Listening & Speaking Writing & Speaking	KS



**V. STUDY GROUP REPORT 1**

**"Task Analysis and Testing"**



Study Group Report 1

Standing Group on Task Analysis and Testing

Chairman: Mr. D. Ellis

Members: Col A. Atzeni  
Col G. Belhumeur  
Mrs. P. Borreguero  
Mrs. P. Cancellara  
Cdr G. Cottone  
Col V. Crainz  
Mr. G. Crawford  
Dr. R. Curica  
Mr. L. Johnson  
Mr. H. Khaiat  
RDir E. Leben  
Mr. J. Lett  
Cd S. Lista  
Maj L. Noordsij  
Col J. Pichot-Duclos  
Col J. Prince  
Mr. P. Quattrone  
LtCol J. Raffoux  
Maj C. Rey  
Cpt M. Samsunlu  
Mr. M. Schwarz  
GpCpt R. Smith  
Mrs. E. Vogelpoel  
LtCol G. Wagner

References: 1. Report of Study Group 1, BILC Conference 1988 (Tab D)  
2. SHAPE message of 26 September 1988 (Tab E)  
3. SHAPE message of 05 June 1989 (Tab F)

1. The SGTT's proposed agenda (ref. 3) was finalized to give three subjects for discussion:
  - A. Aptitude Project,
  - B. Exchange of Assessment Criteria (productive skills),
  - C. Use of STANAG 6001 in Refresher and Maintenance Training.
2. Below are the respective reports (Tabs A, B, C).
3. As will be seen from the reports, subjects A and B are to be pursued in the future and their status will be reported at the 1990 Conference. Subject C, as related to the 1989 Conference theme, can be considered closed. However, consistent with previous BILC decisions, amplification of STANAG 6001 (intermediary levels) for pedagogical purposes is an on-going subject of discussion.

Annex C  
to 1989 Study Group Report 1  
"Use of STANAG 6001 in Refresher  
and Maintenance Training

Use of STANAG 6001 Standards in Refresher and Maintenance Training

1. Participants

Col R. Cowger  
Mr. G. Crawford  
Maj E. Cuadra  
Mr. G. Gerth  
Mr. H. Khaiat  
Mr. E. Leben  
Mr. J. Lett  
Maj Drs. L. Noordsij  
Cpt M. Samsunlu  
Mr. M. Schwarz  
GrpCapt R. Smith  
LtCol G. Vagner

2. Questiones addressed:

- a. Are proficiency levels between the STANAG 6001 main levels needed for stating goals and measuring results of refresher or maintenance training?
- b. Which nations make use of intermediate levels, why and how?

As is to be expected, BILC member nations respond to different needs with different solutions. Some nations (Turkey, U.S.) do not provide refresher/maintenance (R/M) courses; instead they re-train personnel as necessary to meet posting requirements. The nations who do offer R/M courses, do so because they perceive a need for periodic refreshment - of both skills and attitudes - whether or not attrition has occurred.

Therefore, there is little need to do complete formal proficiency testing before R/M training. Instead, nations report making use of various diagnostic assessments to identify R/M students' individual strengths and weaknesses. Similarly, assessments during R/M courses are formative or achievement tests designed (often by teachers themselves) to measure progress through the course of study, rather than proficiency growth.

Most nations with R/M courses do conduct full proficiency tests after such training. Spain does not do proficiency testing after their R/M training, which is as much aimed at refreshing language attitudes as language skills. However this appears to be mainly for the purpose of updating STANAG ratings, rather than for measuring change in proficiency between start and end of R/M training.

Therefore it seems that intermediate levels are not needed for R/M training.

There may be other reasons for intermediate level ratings, however. Delegates reported on practices in their respective nations in this regard:

- nations using "PLUS" levels officially: United States, Canada, Netherlands (.....). (Portugal uses them unofficially),
- nations using "PLUS" and "MINUS" levels officially: Canada (however, Canada plans to stop doing so for end-of-training scores),
- nations using STANAG but not intermediate rating: Federal Republic of Germany, Spain,
- nations not using STANAG ratings: Turkey, France.

Those nations who employ intermediate levels indicated that they did so to identify to sponsoring agencies which students were near the top or near the bottom of a STANAG proficiency range. No one saw a need to define intermediate levels except in this way, in terms of the main STANAG levels.

Annex D  
to 1989 Study Group Report 1

BILC 1988

Report of Study Group 1

Standing Group on Task Analysis and Testing

Chairman: SqnLdr J. Callaghan

Members: LtCol V. Agadacos  
Mrs. A. Beck  
Dr. B. Bianchi  
Mr. C. Chabot  
LtCdr G. Cottone  
Dr. R. Curica  
Maj A. Larsen  
Col D. Lasaracina  
LtCol S. Lista  
Col T. Poch  
Mrs. F. Santerre  
Mr. M. Schwarz  
LtCol G. Vagner  
Mrs. Drs. E. Vogelpoel-van Heijningen

The Study Group began by briefing new members on its main activities during and since the 1987 Conference.

Language Aptitude and Learning Styles Project

With regard to the Language Aptitude and Learning Styles Project, Phase I and now been completed and a 5th Status Report had been produced by the project co-ordinator, Mr. David Ellis, at SHAPE Language Centre (SLC). Unfortunately, this status report had not been received in time to be read in advance by all study group members, nor had some members received a copy of the reports by the project consultants, Dr. Peter Skehan and Dr. Helen Trocmé. These reports had made a number of recommendations concerning the value of aptitude testing, the relative merits of the MLAT and DLAB, the need for more standardized criterion tests, and the importance of matching learner types with appropriate instructional styles. However, the SLC has stated that it currently has no funds to continue research or experimentation in this field and, if the project is to continue, alternative sources of funding would therefore need to be investigated. Since there was insufficient study group time to consider the consultants' recommendations in any detail, it was agreed that any decision on the future of the project should be deferred until a later date. In the meantime, study group members would implement one of the major recommendations in the Skehan Report, namely to exchange samples of, and information on, their respective criterion tests for comparative purposes.

US Language Skill Level Descriptions

Following the discussion at the 1987 Conference on the possible addition of "PLUS"-levels to STANAG 6001, it was again suggested by Italy that such

additional levels would be beneficial. However, it was agreed that there was no prospect of "PLUS"-levels being widely included in job descriptions, although they could be of value in language training and testing. It was agreed that the 1987 conclusion on this topic should be confirmed.

#### Assessment Standards

At the 1987 Conference it had been agreed to work towards greater standardization in the assessment of performance levels in relation to STANAG 6001. As a first step, samples (preferably on videotape) could be exchanged between member nations, with supporting explanatory notes as required. Since the 1987 Conference, no such exchanges had taken place, but during the study group sessions videotapes provided by Germany were viewed and these gave valuable insights into the assessment criteria used at the Bundessprachenamt and provoked much fruitful discussion. Study group members re-confirmed their willingness to exchange such material which, it was hoped, could provide a basis for this group's activities at the 1989 Conference.

Annex A: BILC Language Aptitude and Learning Styles Project, Status Report (No. 5) by Project Coordinator, SHAPE Language Centre, dated 17 June 1988





V. STUDY GROUP REPORT 2

"Self-Instruction"



Study Group Report 2

Study Group on Self-Instruction

Chairman: Mr. G. Worrall

Members: Col R. Cardoso  
Maj E. Cuadra  
Mr. J. Devine  
Cdr J. Foot  
Mr. G. Gerth  
Mrs. S. Hafner  
Cdr M. Izquierdo  
Col R. Lorenzo  
Mr. F. McGuigan  
Lt P. Rami  
Mr. A. Roberts  
LRDir J. Rohrer  
Maj F. Velázquez

The Study Group on Self-Instruction has been active over five conferences, that is since 1985 and I have been chairman of the group since 1987. One of the problems which has tended to control the pace of progress has been the lack of continuity of membership of the group, for example of the 10 members who joined the group in 1985 only 3 attended the 1986 sessions, only 2 of the 1986 group were also at the 1987 Conference and only 1 of the 1987 team attended the 1988 Conference and this year there are 4 of last year's group of 12 and no one person has attended all the meetings. In a military organization this is of course inevitable but it does highlight the value of the conference report which should guide delegates towards avoiding a reinvention of the wheel. Sadly however of the two letters which I sent out to all BILC member nations concerning this year's meeting of the study group, one of which gave the page references and years of the relevant BILC Reports for the benefit of participants in this year's meetings of the study group on self-instruction, only one of the 14 other members who joined this year's group had seen either of the letters. Significantly they represented the only nation who provided as requested between conference input on the topic. I would therefore appeal to heads of delegations on their delegated points of contact to try to guarantee that the right people get to read BILC correspondence.

That said, let me move on to the mandated task.

You could note from the conclusions in last year's conference report that the standing group took due note of all that had taken place in previous years and tried to avoid discussions of a repetitive nature. We made useful progress both formally and informally. In the former case the Steering Committee adapted the group's proposal that the topic under discussion should ... be referred to within BILC as Self-Instruction (l'auto-instruction) rather than self-study or other ambiguous labelling. Secondly, the Steering Committee adopted the group's recommended definition of self-instruction as being an element of language learning which takes place out of contact with a teacher or other students which aims towards an extension or maintenance of a given competence to use a language. Any period of self-instruction is by definition self-paced and includes control over one's own learning but may and usually does involve frequent reference to or support from a language teacher either in class or individually.

In addition the group took note of individual BILC member nations' interest and involvement in self-instruction programmes and of the resources available within the organization and developments in the field. It took note of publications dedicated to the topic. The 1988 group concluded that

- (a) the Secretariat's role as a clearing house for information should be utilized to circulate exchanges concerning former developments and research in the field of self-instruction.
- (b) work should begin on a document to be entitled "BILC Guidance Notes for the Management of Self-Instruction Arrangements". The group assembled a draft list of contents of such a document and agreed on the intention to contribute towards its draft version being available for consideration at the 1989 sessions of the group for submission to the Steering Committee. Whereupon the group would recommend its own disbandment until such time as the Steering Committee decided to reactivate it.

For reasons mentioned at the beginning of my report, progress has not been as quick as hoped. Nevertheless all members of this year's group received a copy of elements of an entitled draft of the proposed Guidance Notes and then proceeded to tackle the missing pieces. These comprized four intended annexes to the Notes concerned with:

- preparing students for self-instruction activity,
- time-tabling self-instruction programmes,
- sustaining the motivation of self-instruction learners,
- assessing progress in self-instruction.

We split into four groups each of which considered one of three topics and I will now invite the chairperson/spokesperson of these sub-groups to present their findings in term. Firstly Georg Gerth will present on the theme of preparing students, then Commander Foot will deal with time-tabling, followed by Suzette Hafner on motivation. Finally Clive Roberts will cover the assessment aspect.

The way forward from here is to complete the draft guidance notes as soon as possible, say by 1 October next, and to circulate it to all BILC member nations via the Secretariat for comments and suggestions by a deadline date of say 1 February 1990 to allow the Group Chairman in consultation with the Secretariat to produce the final version in time for distribution at the 1990 Conference.

In the light of progress made between conferences towards completing this task it is recommended that the Secretariat be authorized to either disband or retain the Study Group at the 1990 Conference and that therefore it should be disbanded not later than next year's conference.

Briefing and Preparing Students who are about  
to Embark on Self-Instruction Programmes

1. Participants

Mr. G. Gerth  
Mr. F. McGuigan  
Mr. L. Johnson

2. The group is asked to prepare advice and guidance notes for those who need to encourage and manage self-instruction arrangements for students.

3. Findings

Why self-instruction?

a. Benefits of this type of learning:

- flexibility,
- individualization,
- alternative to the classroom,
- self-paced learning.

b. Motivation:

- learners' motives,
- awareness of needs and goals,
- freedom of preferred learning strategies.

c. Learning how to learn foreign languages:

- time management,
- proper learning environment,
- simple learning strategies,
- effective use of media and mnemotechnic aids,
- techniques like visualization, relaxation, mental preparation, etc.

d. Learning objectives (may differ from course to course)

e. Management and organization:

- resources and materials,
- feed-back/assessment/learner support.

Annex B  
to 1989 Study Group Report 2  
"Self-Instruction"

Assessing Progress in Self-Instruction

1. Participants

Dr. A. Roberts  
LtCol M. Galán  
Maj F. Velázquez

2. The group is asked to produce a menu of possible options and advice for those who manage self-instruction arrangements who wish to provide learners with assessments of their performances through their self-instruction programmes. Suggestion as to when such assessments should be made are also requested.

3. Findings

Given. We are speaking of a refresher or maintenance course, not a beginner course with occasional intervention of an instructor or course facilitator. Prerequisite for students and teacher: familiarity with levels. Determine goals: What is the goal/mission and how does one go about accomplishing that goal, step by step.

What proficiency level is desired and how much time is required to reach it? One suggestion: evaluate by skills on a modular basis written tests with keys.

Specific subjects/themes - real world application?

- watching TV (news, movies, documentaries, topics of interest),
- radio, cassettes, pop music (translating, reading),
- conversations on target level in context/self-immersion,
- writing letters to friends,
- role play situations,
- reading comprehension.

Preparing a type testing: Too frequently courses lack of motivation is not real world-oriented. Motivation is the critical factor. Self-testing is frequently not desired by individual. Positive reinforcement is desirable ... .. should be slightly easier, intended to motivate, later more difficult. Take into account the loss of proficiency due to ... of skills. Periodic oral evaluation of student by instructor is desirable. Intermediate (course) goals need to be set. Frequency of assessment should depend on language and on goal of course, but perhaps on a modular basis. .... Formally, at least once in middle of course, once at the end of the course, possibly later on the job.

Sustaining - the Motivation of Self-Instruction Learners

1. Participants

Mrs. S. Hafner  
Col A. Atzeni  
LtCol J. Raffoux

2. The group is required to consider the problem of sustaining the motivation of learners who embark on self-instruction programmes to persist in their efforts. Strategies, tactics, methods and advice for use by managers of self-instruction arrangements should be listed.

3. Findings

a. Motivation économique:

- prime,
- subvention: cours remboursé avec preuve de réussite.

b. Motivation professionnelle:

- promotion,
- affectations à l'étranger,
- affectations dans des postes qui permettent d'utiliser les qualifications acquises.

c. Cours lui-même:

- avoir un objectif final,
- avoir des objectifs intermédiaires,
- choix du matériel:
  - . intéressant,
  - . "up-to-date",
  - . vivant,
  - . basé sur un curriculum existant (si possible),
- suivi régulier,
- suivi personnalisé (tuteur/correcteur),
- doit recevoir l'encouragement de la part de la hiérarchie,
- doit jouir d'une bonne publicité,
- offrir la possibilité:
  - . de s'améliorer dans la langue cible par un cours formel,
  - . d'aller terminer les études dans le pays où se parle la langue cible.

## 17. The Students

The students' personal profiles (age, education, rank, etc.), the circumstances under which self-instruction will take place and when (at work, at home, overseas, etc.) will assist managers in their decision making.

## 18. Resources

The final phase is likely to be that of identifying which of the available materials are most suited to the aims set for a particular individual or group of students.

## Managing the Process of Self-Instruction

19. Although self-instruction suggests the absence of any outside agencies it is clear that students concerned are unlikely to maximise self-instruction opportunities, sustain their motivation or solve all their learning problems remote from the support of others. The learning will by definition take place as a private activity but the means for launching and sustaining the effort in an infinite variety of circumstances depends on the resources and support which others have to offer.

20. The following is a check-list which managers should find useful in preparing for and operating self-instruction activities:

- a. Assembling the resources (learning materials and the venues for using them).
- b. Briefing students on how to make best use of the materials which they will use.
- c. Assisting students in identifying the objectives of the learning and suggesting realistic learning schedules and outcomes over time.
- d. Providing the means for sustaining student motivation which may call for outside help in surmounting specific learning problems. They may and perhaps should involve setting up a counselling service.
- e. Facilitating communication between students committed to the same or similar self-study programmes.
- f. Providing means for students to evaluate their progress.

## 21. Assembling the Resources

### a. Hardware

Maximising on the training value of existing technology within budget constraints may provide scope for equipping or offering access for self-instruction students to a variety of aids to supplement learning derived from text-books alone. Clearly a cassette recorder must by now be an essential requirement whether it is provided or whether students supply their own. Some may have computers or VCRs which they can make use of for language learning. Others may be given access to centralised facilities, including IAV installations.



b. Software

The range of software available will depend on the language being studied. What is chosen will depend on the equipment available and the training objectives envisaged. A first reference must be the BILC Resources. At Annex A is a list of other addresses assembled by BILC member countries from where comprehensive advice in self-study materials can be obtained.

22. Briefing Students

The initial briefing should be a non-specific introduction to self-study and how students should prepare for the undertaking. This might cover advice on how to use text and reference books properly, how to make best use of available learning aids and how to operate them, and how to organise one's routine to accommodate self-instruction time profitably. This latter should cover time-tabling, frequency and length of learning sessions, optimum times of day for learning and so forth. It is for example generally agreed that self-instruction before undertaking other work is more effective than that undertaken after work, that early morning work is more profitable than at other times, that study periods should be regular and of anything from half an hour to two hours duration providing interest does not wane. Last but probably not least, the study environment must be chosen carefully - a quiet setting where interruptions are unlikely will probably suit most students best. Even if some choose to have background music for their studies, it should be music of their own choice.

23. Assisting Students to Identify their Aims

Clearly a careful identification of aims is important for those who will select the study materials. It would also allow for guidance to be realistic in shaping students' expectations, over time and for setting intermediate goals. See also Annex ...

24. Sustaining Motivation

Not only will motivation be found in choosing learning materials which give model answers or responses, some of which may include cosmetic rewards, but may require managers to provide friendly counsellors to whom students may refer their problems, be they points of language or symptoms of flagging enthusiasm. Clearly such counsellors must have appropriate style and competence to accommodate their responsibility. Further guidance notes on this area are at Annex ...

25. Grouping Students

It is known that students working in isolation often feel deprived of points of reference for evaluating their own progress. Liaison with their colleagues may provide the required yardsticks. Even when students using different courses, levels or even language contact with fellow learners may often be reassuring and offer opportunities for exchanging strategies for self-instruction.

26. Evaluating Progress

An awareness of what materials have been prescribed for self-instructional work will enable managers or counsellors to prepare

progress tests based on the activities which the learner will have been able to practice. These will concern mainly the receptive skills. The greatest satisfaction and reward for students will come from a demonstration of some ability to communicate orally in the language with a native speaker whom they have not previously met. Great care must however be taken in selecting and briefing a person who is to exercise the learner's ability. A common problem in such a situation is in selecting a speaker who expects too much of the learner and who seeks to correct or teach the student during the exercise. It is far more important for the 'examiner' to respond enthusiastically to what the learner utters and to motivate him/her to persist in the effort of self-instruction. Written confidential reports to the counsellor should be more analytical.

Self-Instruction - Bibliography and Resources List

1. Please list below titles of any known books and the names and addresses of suppliers of information about or materials for self-instruction courses in modern languages.



## VI. WORKSHOP REPORTS



BILC Conference 1989 Workshop Sessions

Workshop Report A

(Wednesday, 28 June and Thursday, 29 June)

"Approaches to Language Teaching in Member Nations"

Suggested sub-topics (not necessarily in that order):

1. Underlying Teaching Philosophy (approaches, methodology, didactics),
2. Organization and Management of Language Teaching:
  - a. Curriculum and Syllabus,
  - b. Course Loading, Class Size, Supervisory Structure.

Note: This workshop could initiate the drafting of BILC guidelines for managing language training systems or standardizing training in NATO languages for personnel assigned to NATO posts.

Participants: Col J. Prince (Chairman)  
Col R. Cowger  
Mr. H. Khaiat  
LtCol S. Lista  
Mr. F. McGuigan  
Maj C. Rey  
Mr. J. Rohrer  
Mr. M. Schwarz  
Mrs. Drs. E. Vogelpoel-van Heijningen

1. The followed areas were addressed with questions being posed on each:
  - a. Definition of the language training requirement by the user:
    - (1) training a pool of linguists or for specific posts?
    - (2) identifying decision-making factors and effect of decisions on training costs.
  - b. External (on-job) validation of language training:
    - (1) questionnaire surveys,
    - (2) visits to the field,
    - (3) informal, unstructured feed-back.

c. Monitoring teacher performance:

- (1) in class,
- (2) via students' performance,
- (3) by specialist or by normal supervisors?

d. Monitoring student performance/testing:

- (1) throughout the course,
- (2) by means of performance-oriented tests.

e. Class size, including different sizes for the various skills.

2. No final conclusions were reached and the above only represent highlights that should be addressed at future conferences or in special workshops.



BILC Conference 1989 Workshop Sessions

Workshop Report B

(Wednesday, 28 June and Thursday, 29 June)

"Approaches to Language Testing in Member Nations"

Suggested sub-topics (not necessarily in that order):

1. Underlying Concept (relationship between curriculum - syllabus - test)
2. Test Measurements (psychometrics)
3. Instructions for Test Implementation

Participants: Mr. P. Quattrone (Chairman)

Mr. G. Gerth  
Cdr M. Izquierdo  
Mr. J. Moore  
LtCol J. Raffoux

Conclusions

1. The participants endorsed the work of the Standing Group on Task Analysis and Testing and supported the moves within BILC towards greater compatibility in the interpretation of NATO levels and in testing systems.
2. The group suggested exchanges of:
  - a. syllabuses,
  - b. batteries of proficiency and achievement tests,
  - c. samples of informal tests,
  - d. samples of candidates' performance:
    - audio or video tapes of oral production particularly conversation tests,
    - copies of students' written production,These would be helpful especially in narrowing down any differences in assessment criteria and levels.
  - e. questionnaires for needs and task analysis,
  - f. reading lists and bibliographies a needs analysis.

3. The group also suggested that arrangements should be made for staff visit concerned with course and test development to:
  - a. SHAPE or institution preparing personnel earmarked for SHAPE to study tasks and their language requirements so as to provide insights for test design.
  - b. other institutions in member states to observe how tests are carried out and possibly cut as members of examination boards.
  
4. Finally the group suggested that BILC should organize a short seminar possibly in SHAPE. With the aim of developing further the standardization of testing procedures between member nations.

BILC Conference 1989 Workshop Sessions

Workshop Report C

(Wednesday, 28 June and Thursday, 29 June)

"Interpretation and Implementation of STANAG 6001 in Various Nations"

Suggested sub-topics (not necessarily in that order):

1. Effects on Teaching
2. Effects on Testing (formative and achievement testing)
3. Standardization of Language Training Terminology

Participants: Col G. Belhumeur (Chairman)

Col A. Atzeni  
Mrs. P. Borreguero  
Mrs. P. Cancellara  
Col R. Cardoso  
Cdr G. Cottone  
Col V. Crainz  
Mr. G. Crawford  
Dr. R. Curica  
Mr. D. Ellis  
Cdr J. Foot  
LtCol M. Galán  
Mr. E. Leben  
Dr. J. Lett  
GpCapt Smith  
LtCol G. Vagner  
Mr. G. Worrall

1. Revision of STANAG 6001

Agree to reaffirm usefulness of STANAG as a mean of comparison between nations. It does not require amendment at this time. It should remain general enough to be adopted by all (see 4 below).

2. Review/Updating STANAG

Countries having redefined vocabulary or more modern definition can submit for review at next BILC meeting 1990.

3. Effects on Testing

- Member nations to exchange testing methods knowledge on a one on one arrangement.
- Member nations to send some test papers from students to other nations for a second correction to enhance commonality of norms.

4. Standardization of Terminology

Recommend review applicability of adopting the NATO glossary of training terminology as a startpoint of terminology glossary with addition of specific language training terminology by BILC when required.

5. Feasibility/usefulness of describing job related proficiency be studied by the Steering Committee (see US proposal).

US Proposal

That BILC 1990 consider whether it is feasible and useful to devise a shared way of describing job-specialized proficiency, as STANAG 6001 has done so well in regard to global proficiency. Delegates are encouraged to bring ideas and information on this issues to BILC 1990.

Discussion

Sponsoring agencies judge the effectiveness of training by how well our graduates perform on the job. For some jobs, a global proficiency expressed in terms of STANAG 6001 is sufficient. For some jobs, a job-specific proficiency is required, in addition to or in place of a global proficiency. Which 3-level and higher global proficiencies do include reference to areas of special expertise, the lower levels do not. Yet job-specific language skills may be required in jobs carrying STANAG designations below the 3-level.



BILC Conference 1989 Workshop Session

Workshop Report D

(Wednesday, 28 June and Thursday, 29 June)

"Furthering Exchanges Between Member Nations"

Suggested sub-topic (not necessarily in that order):

1. Personnel
  - a. Teachers
  - b. Specialists
  - c. Systems Managers
2. Students
3. Material and Technologies

Participants: Dr. C. Roberts (Chairman)

Col R. Cardoso  
Maj Cuadro  
Cdr J. Foot  
Mrs. S. Hafner  
Mr. L. Johnson  
Maj L. Noordsij  
2Lt Rami  
Capt M. Samsunlu  
Mr. H. Walinsky

1. What do we need within our own organizations?

- Each country should provide a list of requirements or desires (a wish list).

2. What can each nation provide to others?

- Exchanging students (whole classes?), provide training for faculty (i.e. team building, pedagogy).

3. What are the problems?

- on-base or cheap/affordable housing for visiting faculty is often not available or provided,
- the development of technology often outstrips research in appropriate applications,
- often the basic materials are the things that are most lacking (maps, newspapers, magazines, current realia),

- red-tape,
- lack of communication or over-supply of information,
- not enough time for BILC-related activities after conference.

#### 4. Possible Solutions

- stick to the system, but work effectively through appropriate channels,
- supply realia through departments,
- catalogues such as Project Babel (produced by non-resident department of DLI to deal with seldom-taught languages),
- explore uses of less sophisticated technologies as well as the newest innovations,
- sabbatical exchanges.

#### 5. Recommendations for the Future

- each nation should provide a list of their own courses, including the date of the most recent revision), and a catalogue of materials (including the most recent items),
- provide reciprocal arrangements,
- provide each other with information on how to best utilize authentic video material available via satellite,
- exchange video materials,
- publish and update a BILC catalogue or newsletter semi-annually,
- establish and stick to BILC deadlines,
- join mailing lists from other organizations,
- attend (inter)national conferences such as ACTFL (American Council on the Teaching of Foreign Languages), Boston, November 1989 and report on result to members via the Secretariat,
- make it standard practice to include as an item a paragraph on the latest innovations in language teaching and technology in the annual National Reports,
- further research is needed in the nations language schools to put some meat on the bones of this report,
- this workshop's topic should be a standard working group at future BILC conferences,
- a member of the Steering Committee should be chairman of this group,



- all countries should be represented on the working group,
- improve teacher and student exchange programs,
- facilitate in-target-language-country programs.

Annex A  
to 1989 Workshop Report D

The following information is requested in order to promote active interchange of language personnel between member nations of BILC:

Teachers

- a. Do you wish to participate in an exchange program for orientation and training of instructors?
- b. Approximately how many instructors would be involved and in which countries?
- c. Extent/length of desired interchange.

Students

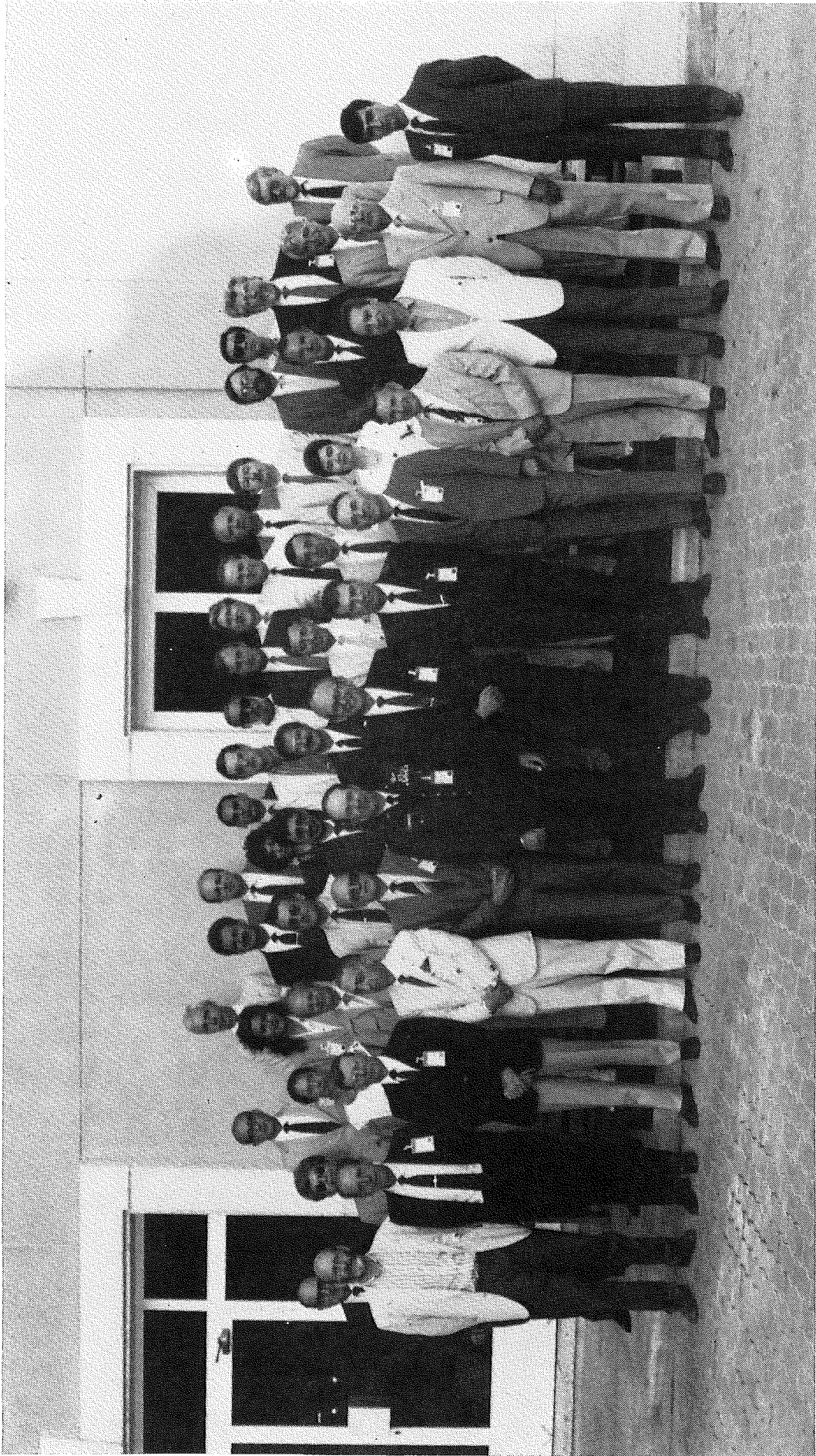
- a. Approximate number of students expected to participate in an exchange program in 1990 and which countries are preferred?
- b. Number of students 'offering' nation could accept in 1990.
- c. Approximate timeframe?
- d. In which languages?

Systems/Program Managers

- a. Approximately how many language administrators in your organization could participate in the scheme in 1990 and which countries are preferred?
- b. How many individuals could you accept under this exchange scheme in 1990, and when would it be convenient?

**VII. CONFERENCE PHOTOGRAPH**





**Front Row:**

David Ellis, LtCol Manuel Galán, Maj Drs. Leen Noordsij, Col Arnaldo Atzeni, RDir Erwin Leben, Col Ronald Cowger, LRDDir Josef Rohrer, Col Francisco Peña, Col Jean Pichot-Duclos, GpCpt R. Smith, Col Rui Cardoso, Col Gaétan Belhumeur, Cpt Mustafa Samsunlu

**Second Row:**

Col Rafael Lorenzo, Mr. Henry Khaiat, Mrs. Drs. Els Vogelpoel, Mr. George Worrall, Maj Carlos Rey, Mr. Michel Schwarz, Dr. Rui Curica, LtCol Jean Raffoux, LtCol Guy Vagner, Mrs. Suzette Hafner, Col John Prince, Mr. Frank McGuigan

**Third Row:**

Cdr Miguel Izquierdo, Ms. Paloma Borreguero, Mr. Herbert Walinsky, Maj Francisco Velázquez, Mr. Paul Quattrone, Mrs. Phillis Canacellara, 2nd Lt Patrik Rami, LtCol Salvatore Lista, Cdr Gregorio Cottone, Mr. Leslie Johnson, Mr. Gary Crawford, Cdr John Foot, Col Vito Crainz, ORR Georg Gerth, Dr. Adrian Roberts, Maj Enrique Cuadra, Dr. John Lett, Mr. John Moore

