



Bureau for International  
Language Co-ordination

CONFERENCE  
REPORT  
1992

STRASBOURG, FRANCE

BILC SECRETARIAT

Bundessprachenamt  
W-5030 Hürth  
Germany

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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

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

1978: Portugal

1983: Turkey

1984: Denmark and Greece

1985: 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 activities 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. The "Standing Group on Task Analysis and Testing (SGTT)" monitors and co-ordinates developments in this field.
9. Another important field of activity are the continuous exchanges of information, ideas, materials, personnel and students among members, which are too numerous to list here.

### Current Study Group Activities

10. The following study groups will convene at the 1993 Conference:
  - "Standing Group on Task Analysis and Testing (SGTT)" (tentative chairmanship SHAPE)
  - "Language Training for Arms Control" (tentative chairmanship UK)
  - "Educational Technology" (tentative chairmanship US)
  - "Defining Military Language Requirements" (tentative chairmanship Germany)

### 1993 Conference

11. The 1993 Conference (to be held in Monterey, California, from 07 - 11 June 1993) has the theme "Achieving greater effectiveness in military language training by applying the most recent developments in learning techniques and technology (specifically in regard to computers, teleconferencing facilities and audiovisual equipment."

## **II. CONFERENCE ORGANIZATION**



**BILC Conference 1992**

**PROGRAMME**

Date	Time	Event	Remarks
Sunday 14 June 1992		Arrival and accommodation of participants	Evening free
Monday 15 June 1992	0900 hrs	Opening address	Colonel de Bonnières, Commandant EIREL
		Administrative briefing	Cdt Lacherez and BILC Secretary
		Conference Photo	
	1030 hrs	Introduction on theme by France	
	1200 hrs	Lunch	
	1400 hrs	National Reports 1	
	1600 hrs	Study Group Session 1	
			Evening free
Tuesday 16 June 1992	0800 hrs	Steering Committee Working Breakfast Session 1	
	0900 hrs	Belgian Presentation	
	1030 hrs	German Presentation	
	1200 hrs	Lunch	
	1400 hrs	UK Presentation	
	1600 hrs	National Reports 2	
	2000 hrs	BILC Dinner	
Wednesday 17 June 1992	0800 hrs	Steering Committee Working Breakfast Session 2	
	0900 hrs 1100	Study Group Session 2 BILC Excursion	Crystal Works, Maginot Line, Rhine Canal, typical dinner with folklore music and dance.

Date	Time	Events	Remarks
Thursday 18 June 1992	0800 hrs	Steering Committee Working Breakfast Session 3	
	0900 hrs	Spanish Presentation	
	1030 hrs	US Presentation	
	1200 hrs	Lunch	
	1330 hrs	Study Group Session 3	
	1500 hrs	Visit of The Council of Europe	
	1700 hrs	CALL Demonstration	Evening free
Friday 19 June 1992	0900 hrs	Writing of Study Group Reports/Steering Committee Report	Each study group chairman
	1030 hrs	Presentation of Study Group Reports/Steering Committee Report, summation of conference/ open forum	
	1200 hrs	Lunch and Closing Address	Colonel de Bonnières
	1330 hrs	Departure of delegates	

- Study Group 1: Standing Group on Task Analysis and Testing
- Study Group 2: Language Training for Arms Control
- Study Group 3: Effective Exchanges within BILC to meet Present and Forecast Needs
- Study Group 4: Defining Military Language Requirements



## BILC CONFERENCE 1992

### List of Participants

<u>Conference Chairman</u>	Colonel de BONNIERES (Jacques)	Commandant Ecole Interarmées du Renseignement et des Etudes Linguistiques (EIREL), Strasbourg
<u>Distinguished Visitor</u>	Major General de GERMAY (Christian)	Commanding General Division du Rhin (The Rhine Division)

### NATIONAL DELEGATIONS

#### BELGIUM

Head of delegation	Professor van PASSEL (Frans)	Professeur, Ecole Royal Militaire, Directeur Centre Linguistique, Brussels
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#### DENMARK

Head of delegation	Senior Lecturer GRAM (Erik)	Head of Language Training Division, RD Army Specialist Training School, Copenhagen
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#### FRANCE

Head of delegation	Lieutenant-Colonel ROUX (Guy)	Commanding Officer, Language Department, EIREL
Members	Lieutenant-Colonel ONIMUS (Daniel)	Assistant to the Commandant EIREL
	Lieutenant-Colonel (Army Reserve) DENAIN (Pierre)	Associate Professor; Head, Anglo-American Studies Dept., University of Lille
	Commandant LACHEREZ (Charles)	Head of English Section, EIREL
	2nd Lieutenant SOLAY (Olivier)	Instructor, English Section, EIREL
	2nd Lieutenant BLAIN (Remy)	Instructor, English Section, EIREL
	2nd Lieutenant BILLY (Hervé)	Instructor, Spanish Section, EIREL

Mr.  
PARISOT  
(Jean Etienne) Junior lecturer, English Section, EIREL

Mr.  
ANTONY  
(Olivier) Junior Lecturer, English Section, EIREL

Miss  
DORUS  
(Laurence) Junior Lecturer, English Section, EIREL

## GERMANY

Head of delegation Leitender Regierungsdirektor LEBEN (Erwin) Head, Central Affairs Division, Bundessprachenamt, Hürth

Members Oberregierungsrat GERTH (Georg) Central Affairs Division Bundessprachenamt  
Mr. SCHWARZ (Michel) Materials Development Section, Bundessprachenamt

## ITALY

Head of delegation Colonel TESOLAT (Eros) Commandant Air Force Language School

Members Lieutenant Commander MARTINA (Walter) Navy Language School  
Lieutenant TRANQUILLI (Fabio) Army Foreign Language School, Rome  
Mr. RAMI (Patrick) Professor, Army Foreign Language School  
Mrs. CANCELLARA (Phyllis) Professor, Army Foreign Language School

## NETHERLANDS

Head of delegation Lieutenant-Colonel drs. NOORDSIJ (Leen) Head Russian Wing, School Militaire Inlichtingen-dienst, Ede

SPAIN

Head of  
delegation

Colonel  
PEÑA MONTORO  
(Francisco)

Director, Joint School of  
Languages, Madrid

TURKEY

Head of  
delegation

Captain  
SAMSUNLU  
(Mustafa)

Head, Research and Development  
Army Language School,  
Istanbul

UNITED KINGDOM

Head of  
delegation

Squadron Leader  
O'HAGAN (Tim)

Language Training  
Policy RAF

Members

Colonel  
WARD (Rupert)

Head Training Services  
and Language Training Branch

Commander  
KITCHIN (Malcolm)

Assistant Director Naval Manning  
and Training

Mr.  
WORRALL (George)

Language Adviser Army Staff

Mr.  
HART (Martin)

Head Modern Languages Divi-  
sion Royal Naval College Dartmouth

Mr.  
MOORE (John)

Director Diplomatic Service  
Language Centre

UNITED STATES

Head of  
delegation

Colonel  
FISCHER (Donald)

Commandant Defense Language  
Institute, Foreign Language  
Center, Monterey

Lieutenant Colonel  
KOZUMPLIK (Peter)

Director, Washington  
Office, DLI

DR.  
BRENDEL (Gerd)

Chief, Language Training  
Detachment, USAREUR

Mr.  
JOHNSON  
(Leslie)

Language Training  
Detachment, USAREUR

## CONFERENCE ORGANIZATION

Colonel  
de BONNIERES (Jacques)

Commandant EIREL

Leitender Regierungsdirektor  
ROHRER (Josef)

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

Mr  
WALINSKY (Herbert)

BILC Secretary, Head , Western  
Languages Training, Bundessprachenamt

Regierungsrat  
DR. HÜLLEN (Chris)

Acting Head, English Language  
Training, Bundessprachenamt,  
Assistant BILC Secretary

Commandant  
LACHEREZ (Charles)

Assistant to the Secretary for  
Administration and Logistics

2nd Lieutenant  
BILLY (Hervé)

Officer in Charge, Logistics

2nd Lieutenant  
BLAIN (Remy)

Officer in Charge, Administration

2nd Lieutenant  
SOLAY (Olivier)

Escort Officer for Cultural Activities

Staff Sergeant  
MICHELETTI (Gertrude)

Chief of Secretariat

## BILC Conference 1992

### List of Presentations

<u>Speakers</u>	<u>Subject</u>
Presentation 1: Lieutenant Colonel (Army Reserve) Pierre Denain Head Anglo-American Studies Department, University of Lille	Overcoming Language Barriers to Defence Cooperation
Presentation 2: Professor Frans van Passel Ecole Royale Militaire; Directeur, Centre Linguistique, Brussels	Fundamentals for Over- coming Language Barriers
Presentation 3: Leitender Regierungsdirektor Josef Rohrer Head, Language Training, Bundes- sprachenamnt; Chairman, BILC Secre- tariat; Chairman, Steering Committee	National and International English
Presentation 4: Commander Malcolm Kitchin Assistant Director Naval Manning and Training	Naval Experiences of Multi-National Operations in the Gulf
Presentation 5: Colonel Rupert Ward Head Training Services and Language Training Branch	Language Training for Multi-National Forces - Lessons from Recent Operations
Presentation 6: Mr John Moore Director, Diplomatic Service Language Centre	Quality Considerations in Overcoming Language Barriers to Defence Co- operation
Presentation 7: Colonel Francisco Peña Montoro Director, Joint School of Languages, Madrid	Language Lessons Learnt from Operation "Provide Comfort"
Presentation 8: Colonel Donald Fischer Commandant, Defense Language Institute, Foreign Language Center, Monterey	Recent Developments at DLIFLC



### **III. WELCOMING ADDRESS BY COMMANDANT EIREL**





## Welcoming Address

Jacques de Bonnières

Ladies and Gentlemen,

Two thousand kilometres and twelve months have stretched between the Marmara Sea and the banks of the Rhine where we stand today. That was yesterday. And for many of us the lights and fragrances of Istanbul are still vivid in our memories, but also the very warm hospitality and efficient organisation of the Turkish Army at Küçükalyi. By the way, let me salute the representative of the Turkish Army and in particular Captain Mustafa Samsunlu who was the cornerstone of the 1991 BILC Conference. Let him be thanked and congratulated here and now. Were it up to me, I would promote him right now...

In opening the 1992 Conference, please let me welcome you all in France here in Strasbourg on behalf of Admiral Lanxade, Chairman of the French Joint Chiefs of Staff, on behalf of General Monchal, Chairman of the French Army Staff, and in my own name as Commander of the Joint School for Intelligence and Foreign Languages (EIREL) of Strasbourg. General de Germy, Commanding General of the Strasbourg Military District - who is withheld by other activities today - will be with us tomorrow evening to preside over the BILC gala dinner.

I wish you an agreeable stay in our city, and also a fruitful one on a professional level. For one should not lose sight of the fact that the primary aim of these conferences is to get to know each other within delegations faced with similar missions, and to exchange our views on the exercise of our professions. It is even better if by the way one can accomplish a culturally interesting trip, but such is not the essence of these conferences.

But I can already hear you say: "This Colonel wants to teach us a lesson... and he cannot even speak English to us! His school must be quite bad for him not to be able to reach an acceptable level within a year...!". I would like to expand on that a little.

Firstly you are not without knowing that French is one of the two official languages within NATO.

Secondly to speak French may seem natural in France, and I would like to honour my country.

Lastly - and I must confess to it - I stand as a triple victim of History. My father, a backward patriot who had fought two wars against Germany, forced me to learn German since, he said, one ought to know the language of one's enemy.

Such had been the first political error, for Arabic was the first language I actually needed in my Army career; I therefore quickly learned Arabic, after German, just in time to see Algeria's accession to independence in 1962: second political error.

Back in France, I was told by the new government to live in the present, that the new enemy was immense and red and that its divisions were strengthening in the East. So I learned Russian and its marvellous conjugations, to which I was able to devote more time. Nevertheless this was my third political error since the Russians will soon make their entry in NATO.

There then was another attempt to threaten me with the danger from Asia, but there I refused to be tricked a fourth time.

So this is why the Commander of the Strasbourg School for Foreign Languages still cannot speak English. The British should have declared a war against us! I would then have learned their sweet language...

Let me come back to our subject: languages and the BILC.

Lieutenant-Colonel Roux, interim Head of the School's language division and head of the French delegation, will later on present the general theme around which the 1992 BILC Conference shall revolve:

**OVERCOMING LANGUAGE BARRIERS TO DEFENCE CO-  
OPERATION  
WITH PARTICULAR REGARD TO MULTI-NATIONAL FORCES**

1992 should undoubtedly see the difficult but long awaited birth of Europe in Strasbourg, a town which is one of Europe's symbols with the European Council and the future "Euro-Corps". These are the reasons why last year's Steering Committee, under the enlightened supervision of Mr Rohrer, could not have made a better choice for the 1992 Conference.

I hope that each working group shall find here the material and spiritual conditions to facilitate their work.

**Material conditions:** accommodation, work and meals in a unique comfortable place, here in the Officers' Club in Strasbourg without any problem of transport and within reach of the old town.

**Spiritual conditions** are ensured by the quality of the delegations and the Pentecost being so near: if the Holy Spirit really blew last Sunday, something should remain for apostles like you...

The EIREL has the mission to organize this conference and shall do its best, under my command, to facilitate your work and make your stay as pleasant as possible during this week.

You certainly know that this School is one of the few in NATO member states where intelligence and languages are associated within one single structure.

If the newly-created French Board of Military Intelligence is a very important step for us, it should, however, only have a limited impact on the scope of our linguistic activities.

The school, as a substitute for the CLEEM (Centre for Foreign Language and Military Studies), was activated in Strasbourg in 1985. Delocation (ie. re-location out of Paris) is a fashionable expression at the moment in our national politicians' mouths. At the time, the military were ahead of them.

From that period, we have kept a particular mission in the field of language training to the benefit of the French Army:

- as for language training properly said, we permanently teach four main languages and occasionally another three or four following the requirements of the time (eg. Serbo-croat at the moment...);

- as for exams, every year we set up examination boards of all levels in 25 to 30 different languages, with the help of specialists called especially for the occasion. Therefore we have to have a thorough knowledge of the (also civilian) professions involved in linguistics in France, and we must also manage to rapidly meet even unexpected operational needs. That is the nature of our "technological watch".

Lieutenant-Colonel Roux will later describe in our National Report the pedagogical and operational orientations which we now and then follow. You shall see that, despite the reduction in size (easily understandable for economic and strategic reasons) of our Forces, language training has not been slowed down;

.the lessons drawn from the Gulf war,  
.the emergence of Europe and the unification of Germany,  
.the evolution of NATO towards multi-national Corps,  
.the progressive opening to the West of Eastern European countries,  
.the creation of the Euro-Corps,  
.latent crises in the Middle-East and in Africa,  
are all reasons and indications not to slow down our efforts in the linguistic field.

Of course English is the other official language in NATO and shall be the common denominator. For a young officer just graduating from our academy, English must no longer be an unfamiliar foreign tongue but a second, familiar, language.

However, English alone is not sufficient for all those who want to become specialists in a foreign area ("Foreign Area Officers") during their military career. To them the requirement is 'English plus something' (eg. English + Arabic, English + Russian, etc.).

Such is the system which we wish to introduce as early as the academy and basic school stage. We at the EIREL will implement further specialized training during the officers' training. Did you know that in such a field to improve on existing matter is better than to start from scratch, particularly with older people. A 20 year old 2nd Lieutenant's neurons are more receptive than those of a 50 year old Colonel... And anyhow it is too late in the case of the Colonel; it is far better to let him sip his whisky quietly... that is the reason why I shall soon put an end to this speech.

At this point of my opening address, let me wish you again the warmest welcome in Strasbourg. May this week be very enriching for you in all fields. The French delegation headed by Lieutenant-Colonel Roux is at your disposition to make your stay easier, as well as its members shall take part in the working groups.

For those of you who had the excellent idea to come accompanied by their spouses, we have organized a special programme with the helpful assistance of a young handsome blue-eyed 2nd Lieutenant who will escort them during conference hours and restitute them to yourselves every evening.

I will be happy to be with you today, tomorrow and on Friday for the last sessions, and I apologize for being absent on Wednesday and Thursday, called to Paris by my duties.

To all of you I now wish a good and fruitful stay in Strasbourg for the 1992 BILC Conference which is now opened.

Thank you for your attention.



#### **IV. PRESENTATIONS**



# Overcoming Language Barriers to Defence Cooperation

Pierre Denain

## 1. DEFINING THE SUBJECT

What is Defence Cooperation: Defence cooperation will consist of those actions conducted together or jointly by armed forces from different countries to achieve a common goal. In our attempt to define the subject of our conference theme, this point is the most important; indeed it makes it clear that a common goal, in military terms a single mission, must be first given by the higher levels of command, i. e. the governmental echelons. Since it would fall out of the scope of our conference, debating such a type of mission and its tactical aspects are out of the question. Thus, we shall restrict our topic to a single question "How can we work together after higher levels of command have decided what should be done and what results should be expected".

Various forms of defence cooperation: Defence cooperation can occur at various levels of command, varying with the mission that has been assigned to the personnel involved in it.

Staff work: It is a very frequent form of defence cooperation in which senior officers from different allied countries will plan and conduct together military exercises or actions that may or may not involve committing troops. Nonetheless, troops concerned will be homogeneous as far as nationality is concerned and, thus, this case will only partially fall into the scope of our debates.

Combined training: This type of defence cooperation has occurred more and more frequently in recent years. However, the same observations should be made concerning the homogeneity of troops involved. Consequently, exchanges that would generate language barriers are limited to officers but may involve a broader range of such personnel, including company grade officers.

Multinational Forces: They constitute the ultimate stage to be reached in the field of defence cooperation. In such forces, troops can be mixed together down to a very low echelon. Consequently, language barriers will frequently appear and the need to overcome them will arise. That is the reason why, although the other aspects of the topic should not be neglected, this will make up the core of our debates. We will see what these barriers consist of, how they can be categorized, how they will apply to the various categories of personnel concerned and finally what are the possible solutions we can imagine to overcome them.

## 2. LANGUAGE BARRIERS

Assessment of current situation: We can honestly, without the help of a thorough study, assess that language barriers when dealing with defence cooperation are the result of two main concurrent factors: the barriers of language "stricto sensu" (e. g. between native English speakers and native French speakers) and the barriers that exist between people speaking the same language but who have different socio-cultural backgrounds generating a kind of discrepancy in their discussions in spite of their using of a common language. This fact has also been widely experienced by non-native speakers even though they have a valuable knowledge of the language concerned (e. g. for French officers who speak English, discussing with British or American fellow officers does not create too many difficulties but understanding the enlisted soldiers from Scotland, Texas or the Bronx may be quite something of an enigma).

Categorization of language barriers: We have thus defined two categories of language barriers, one existing between people who speak the same language and the other between people who speak different languages. We will not deal with the first one as it is a strictly national educational issue for each country. The second is the more important and is essential to our debates: how can we get people speaking different languages to understand each other. The first obvious solution would be to create a common language: it has been a complete failure. Thus, we must set up standards for language training that would permit to overcome those barriers and be well adapted to all personnel

concerned. The next question is to know who are those personnel and to what extent they are subject to such barriers.

Personnel concerned by language barriers: We will retain the usual distinction among military personnel between officers and enlisted men and, among these, NCO's on the one hand and rank and file on the other. We shall pay special attention to the fact that most of our forces still have conscripts who pose a particular problem.

Officers: Most of them have a college or at least a high school background that implies the former study of one or more foreign languages. On this basis, the problem will be easier to solve; its solution will be a matter of specialized training.

NCOs: Most of them have a high school background but need more training in the realm of language as they have often left school for a certain time already when they join the forces.

Rank and file: They are the category of personnel that is the most subject to language barriers for they don't generally have backgrounds comparable to those of the first two categories. They are those who will need the most important training to overcome such barriers. Special attention should be paid to conscripts, who are generally a representative segment of a nation but who serve in the forces for a short period of time (currently 10 months in most NATO countries that use the conscription system).

### 3. POSSIBLE SOLUTIONS TO OVERCOME THESE BARRIERS

These solutions will imply various categories of training: basic language skills required when recruiting soldiers, basic training in Military Academies and depots, in-unit training when necessity arises and specialized language training for similar reasons.

Basic language requirements: A solution for the armed forces can be found in the definition of a requisite in the field of language proficiency among the criteria of selection for people who wish to join those forces as professional soldiers. Those requisites should be adapted to the level of recruitment considered. As English is the most widespread language among the forces, not only of NATO or the EEC but also of most developed countries, either as native or first foreign language, it could be wise to consider that potential candidates for officer grade should have a sufficient academic knowledge of two foreign languages, including English (two foreign languages for native English speakers). Potential candidates for NCO grades could be required to have a sufficient level of either English or any other foreign language of military interest. Language skills for the recruiting of rank and files, professionals as well as conscripts, should not exceed the level of an optional bonus. Provided these conditions are met, some language training could be given during the initial phase of personnel training.

Language training during initial formation: The formation of personnel is strictly a matter of national policy. Nonetheless, it is interesting to notice that most non-English speaking countries, either within NATO or the EEC, put a clear emphasis on training in English language. A good example can be found at the Ecole Speciale Militaire de St Cyr in which the Language Department currently includes no less than seven professeurs "agrégés" (i. e. high ranking teachers of English).

In-unit training: when a nation has to provide units for MNFs, some in-unit language training should be scheduled. The following prerequisites will have to be met:

- defining which language will be chosen as a function of the nations committing troops to the MNFs concerned. In most cases, the plurality of national languages will turn English into a sort of "lingua franca";



- defining the goals to be attained. These will differ within a given unit according to the levels and volume of outgoing exchanges needed by unit personnel. Three levels can be clearly defined:

- . level 1 - current off-duty oriented spoken exchanges
- . level 2 - current professionally-oriented exchanges
- . level 3a- formalized professionally-oriented spoken exchanges
- . level 3b- formalized professionally-oriented written exchanges.

#### Adaption of categories of personnel to levels of exchanges

It appears that the various categories of military personnel will have different requirements according to the outgoing personal exchange generated by their functions. Two main categories clearly appear: Field grade officers and company COs, to whom NCOs serving in MNF staffs should be added, who require all three levels, company grade officers and NCOs of whom level 3b and, to a certain extent level 3a, are much less often required, and lastly rank and file soldiers who will constantly fall under their respective national commanders and will only need level 1 exchanges. When exposed to in-unit training, military personnel will clearly know the requirements they are supposed to meet.

#### Adaption of languages to different missions

It appears that English is the proper requisite for any UN, NATO or WEU commitment of MNFs as it is (alongside with French) one of the official languages of such organizations and the most widespread among soldiers as a foreign language. The second requisite is the language spoken in the area of stationing, both for professional and off-duty purposes. It should also be defined as a compulsory need for personnel assigned to intelligence positions, whose knowledge of specialized English should have been built up earlier.

**SPECIALIZED TRAINING:** Such training should be provided to personnel scheduled for an assignment of a sufficiently long duration. Such training could be oriented as follows:

- deepening the knowledge of specialized and general purpose English according to the scheduled position;
  
- acquiring a working knowledge of the language spoken in the area of stationing for both professional and everyday life purposes.

A good example of such specialized language training is given by what is done by FRANCE at the EIREL for personnel selected for UN service in the Middle East in order to give them a working knowledge of both English and Arabic, according to their future missions.

**THE NEED FOR A CORPS OF SPECIALISTS:** Time and MNF type missions have made appropriate authorities conscious of the need of language specialists within the forces. Such specialists should be personnel from the forces having a sufficient proficiency in the language concerned (bachelor's degree at least) and should exercise and confirm their skills by the following three means:

- assignment as a language instructor;
- follow-up academic post-graduate training (optional);
- frequent interchanges with their counterparts in the country whose language is their speciality (highly advisable).

#### **4. CONCLUSION**

From all the points dealt with above we can infer that:

- . language barriers to defence cooperation do exist; but we do have solutions at hand to overcome them;
- . it is an issue to be taken into account by both commanders and specialists;
- . our approach should be marked by both pragmatism and flexibility.

## Fundamentals for Overcoming Language Barriers

Frans van Passel

Last year's presentation was about learner's frustrations and the causes of attrition and failure. Many adult language courses lose indeed a large number of students before any noticeable results have been reached, although they enroll eagerly and apparently well motivated. Nevertheless, after three or four months the larger majority has abandoned either mentally or even physically. There are many reasons for this change in attitude and today's report will be devoted to a few of them and to possible teacher measures to neutralize them. It is in fact much too easy to blame the traditional lack of motivation, course attendance without real commitment, etc., arguments we often hear repeated by most teachers without any real proof at all.

Assumption one: Lack of insight of the language acquisition process is a major reason for drop outs. There exist indeed without the teachers realizing it a number of false beliefs on learning a foreign language:

- a) it can be done in three months without toil, a myth sustained by irresponsible publishers of course materials who have but one purpose: sell books, cassettes, tapes, floppy disks, etc.;
- b) mastering the subject - matter to the very last page the way you do it for maths and chemistry etc.; will bring you to a successful use.

Specialists know of course that a poor 200 contact hours will only lead to mastering survival techniques and that 400 contact hours are an absolute minimum to reach the threshold level or a basic working knowledge in the four skills. Looking at most curricula shows rapidly that only few of them invest that enormous amount of 400 hours in one single foreign language, meaning half a year full time work. The conclusion is very clear: most students start with a mission impossible, but nobody is telling them.

Teacher mission one: Brief students correctly on practical objectives and translate their language learning in criterion referenced work with short term time investment. Brief them honestly on the number of contact hours and the corresponding amount of own work in the skill they want to master, e. g. after 30 contact hours and 30 hours of individual training, a trainee will be able to participate in small social talk ( a diplomat woman's instrument to accompany her husband to receptions): who's who in the room, paying compliments, asking about leisure and weather, a "where are you from-level", etc.

Briefing students once is not enough. The correct information should be repeated at regular intervals and with the necessary density to brainwash the learner. Moreover, convincing achievement tests should prove at the same regular time intervals that the criterion referenced objectives have been reached. Thus what psychologists call a positive feedback will result and finalize in better results and the desire to continue the training and keep their motivation up. If the possibility exists to provide the students with some fieldwork in the foreign language success will be guaranteed.

Assumption two: Disappointment at first contact with native speakers is often frustrating and causes students to drop out. It is a fact that most learners feel very uncomfortable: they have difficulties with pronunciation, accent, word choice of the native and do not understand the message. They do not like to admit failure and dare not ask to repeat or to speak slower, they will stammer, they are unable to express their thoughts and feelings, the right word always fails, the language of the text book does not seem to correspond with the real spoken language, etc.

Introspection is always a good guide for language teachers and should be practiced frequently. I myself remember my painful first weeks in Washington after six years of professional training in English and about 1000 contact hours. I did not understand the briefing officers, the taxidriver, I could not make myself understood and tried to avoid the company of Americans. That of course is the ultimate cause of failure and of the belief that the language of the textbook is a hunting reserve for teachers, journalists, media, but certainly not for the ordinary mortal.

Teacher mission two: Warn the learners at regular intervals that textbook language is a common code of many different regions, social classes, different circumstances, but not a master-key for all situations. The price to be paid for a single and unique instrument of communication is each time a period of adaptation, in which the ear accustoms itself to a new variety of sounds and ways of pronunciation. Students tend to believe their difficulties in a first communication contact are a personal misadventure. The teacher must warn them again and again in order to make them acquainted with the facts of language: the French of Marseille differs considerably from the one spoken in Paris or the vernacular of Brussels, the language of the London Bobby will probably differ from the King's English and that of the Liverpool supporter. The Bühnenaussprache will not be the vernacular of the Münchener Bierhalle or even the language of Radio Beromünster. If the learner is not warned and armed on a permanent basis, he will be deceived and lose his faith in the teaching system, that does not seem to provide him with the adequate tool for communication.

As the spoken language may differ from person to person, from dialect to dialect, from social class to social class, from profession to profession the learner should understand that it is not possible to restrict the language to be learned to a narrow and a minor field of interest although we all know that dream has already found supporters in activities like those of Language for Special Purposes, e. g. Language for the telephone operator, the businessman, the writer of commercial letters, etc. Illusions have always found support.

Assumption three: Lack of insight in consonant system and syntagmatic structure prevents the learner to understand the real mechanisms of a language and to find his way in the apparent jungle of sounds and forms. Although it is not the purpose to teach the learners linguistics, it may be very useful to make them acquainted with a few laws of language structure, most of all for students with an Indo-European background learning another language of the same family.

Teacher mission three: Stressing the knowledge of the consonant system is an important means of helping to master the basics of the language. The consonants in fact carry the meaning of a sentence, the vowels varying from village to village, from social class to social class, from region to region, from country to country. For that reason a number of "classic" languages (e. g. Hebrew and Egyptian) did not even write vowels, but limited their graphic expression to consonants. Nfrtt, the name of an Egyptian queen, is pronounced Nefertete, Nefretiti, etc. according to different dialects.

Thus the succession of h and s in Dutch means the construction "I live in", the vowels varying from hus to huis, hause, hois; the succession of str and t designates a road, although the pronunciation may vary from straat to street, stroot, stroit, etc.

The same phenomenon helps to master the grammatical structure of the language. In all Indo-European languages the syntagmatic structure is generally the same. The words designating what we have in mind are followed by a verb and a second word or group of words telling us what we say about the subject. Make the students compare Dutch: de senator heeft een vrouw en twee kinderen, English: the senator has a wife and two children, French: le sénateur a une femme et deux enfants.

The same practical rules may serve as a Cummings device for questions. The question word is followed by a verb and the word or word group I am asking a question about. Make the student compare:

Dutch: Wie is bang van Virginia Wolf?

English: Who's afraid of Virginia Wolf?

French: Qui a peur de...etc.

The learning of that mechanism has for centuries been the method of the thousands of missionaries who went to China, Japan and other far away countries to bring salvation to the underprivileged beings. Moreover, we should never forget that in most languages the majority of learners often know a number of words of the target language without realizing it. The Dutch teacher starting with

English can put, let us say, a hundred words with the right pronunciation on the blackboard as a kind of an overture and a strong means of motivating the freshmen. Sports like football, basketball, music from different Anglosaxon groups have introduced English vocabulary to thousands of youngsters. The teacher may profit from the existence of that strong and healthy basis for pronunciation and meaning.

Assumption four: Teaching the average learner is a tactical mistake although textbooks do not differentiate the flock of learners: they all present the same vocabulary, the same grammar, the same exercises, the same dictations etc. Clever students do not have problems in assimilating the materials, others suffer heavily but can still follow the average rhythm, a third group does not live up to the level of the textbook and loses all interest in learning. Still they all sit together in the same language class in front of the same textbook and try to work at a common speed. There are solutions for this problem, but too many teachers seem to ignore them or find the implementation of the system too difficult.

Teacher mission four: Differentiation of the learning materials on three different levels may be a technique to satisfy all learners. A learning objective like "asking the way" may be realized with simple syntagms without any real sentence structure at all. E. g. "the station please?" is a fully comprehensible question on the lowest possible communication level. The average learner can deal with simple sentences, a question tag, a verb, a substantive like "where is the station, please?" and the more advanced, the clever one may exploit his higher level in using complicated sentences like "could you please tell me where I can find the station in this town?"

The three level approach provides the learners with the same communication results but each time with language structures adapted to their intellectual possibilities. At the same time, interaction in the group may remind the better student of the more simple facts of language and offer the slower learner the possibility of acquiring more knowledge than foreseen by the programme. From time to time, the teacher can interrupt the lessons to remind his learners how very famous men like Marco Polo, the Jesuit Verbist, etc., travelled all over the world using the simple syntagmatic structure of the lowest level to make contact with the unknown peoples of Africa, China, etc. So, regular briefings on the exploitation possibilities of even the simplest forms of knowledge may be strong motivational elements that keep classes going and avoid disappointment and loss of commitment.

Assumption five: Learning through understanding has mistakenly replaced learning by heart in the language class. For years, in a far away past, learners studied enormous amounts of materials by heart. After the Second World War and the emancipation of the learners, most psychologists insisted on learning through understanding and banned learning by heart from the schools. There were of course valid arguments against learning bilingual wordlists by heart or against students making those bilingual lists while working on a new lesson.

But the general opposition against learning by heart did go too far. Again introspection may clarify our point of view. In a communication process reaction time is short, reasonable analysis of language structure takes too much time, thinking implies hesitation and frustration when the vocabulary is not found immediately. Learning through understanding is defensible in many situations, but in the communication process language is but an instrument and must not require all your attention. So, when an American thanks you, the expression "you're welcome" or "my pleasure" should be on the tip of the tongue at immediate readiness and it is not acceptable that the speaker starts thinking about the right way of reacting.

Teacher mission five: It is absolutely indispensable to learn a large number of syntagms, idiomatic expressions by heart and to repeat them at regular intervals in order to have them ready without any reflection time. Time must be devoted to control that knowledge, because psychologists have proved that at least four memory efforts are necessary to retain those items. Students will discover later that mastering a large number of tags, syntagms, formulas if you prefer, constitutes an important means of filling the gaps in a conversation when one does not know what to say or does not find the right word immediately. The use of them gives the conversation a native like facility without having a complete mastery of the language.

Assumption six: Language is often learned as an isolated system. Most teachers work in their classroom without realizing that they are living in an isolated system and that the learners develop unknowingly a kind of conditioned reflex in their relations with the teacher. They concentrate on the language phenomenon only, they get used to their teacher and his voice and develop the false belief they really commence to master the language. Moreover, language is seldom used in "real action" or in "real life situations". Thinking, developing one's own ideas is seldom asked and the student can concentrate on the language only.

The awakening is frustrating as we have already mentioned and that is why we have to come to some new advice to the teacher.

Teacher mission six: Learners should be brought to do things accompanying their language use like reading instructions and applying them in opening a can, operating a washing machine, etc. If learning takes place in the country of the target language, students may be sent into town to meet different people, to interview them, to discuss topical problems. Thus, students will loosen up a bit and will really listen to the other. Language acquisition will follow automatically.

Another technique is listening to the news on radio and television, tape it, listen to it again and write it down at dictation speed in using the stop on the taperecorder. Learners who are really eager to learn will find out very soon that progress is always almost at hand. In fact, every minute spent with the language is a step further in developing mastery of the language. Learners should be briefed carefully on the subject and induced to try out the system for themselves.

Assumption seven: Too many teachers are the prisoners of their textbooks. One should always keep in mind that the textbook is meant for a non-existing average learner. Therefore teachers should realize and know that a textbook should not be exploited page after page and exercise after exercise. Of course, students have got a habit from previous classes to "respect" the chronological order of the materials and often remind their teacher of the fact that they did not study page x, when he dares

jump to a further exercise. In fact, the textbook should be composed of a large set of modules, i. e. clearly cut practical language behaviour for the purpose the learners are interested in at that moment or responding to the need that presents itself. When thinking of the use of the Holy Book in religious families during many centuries, one will find that each time verses were chosen for prayer that answered the momentary needs. Not a single soul on earth has ever tried to read the Bible from the first to the last verse. There are in fact lines to celebrate birth, verses to condole people, to help in crisis situations, etc.

Teacher mission seven: He or she should have the feeling or know techniques to discover clearly defined students needs and use the textbook as a module, which means that language materials are chosen that will definitely convince the learner that the lessons are helping him with what he really wants. When a girl wants to master the language for use on the telephone, let the teacher select modules from the textbook and possibly adapt them to satisfy the momentary learning needs of the student. The office clerk who wants or needs to write commercial letters must find modules that suit his demands and the teacher is there to guide him and adapt some materials if necessary.

### Conclusion and summary

To avoid attrition and frustration with the students, it is important that teachers use all their pedagogical and psychological faculties in guidance and counselling that, alas, are not foreseen by most textbook writers. Personally my own experience has convinced me that the most important work of the teacher is very often not dealt with, because it has not much to do with the regular language materials. Let us repeat them briefly:

1. Correct briefings on short time objectives are imperative and should link criterion referenced instruction to real life situations.
2. Students must be prepared to meet with a large number of language varieties and should understand their ear needs an adaptation period in each new situation before really reaching a fluency in communication.
3. A few theoretical fundamentals of language should be taught to give the learners an easy structure to work with. The overall importance of the consonants, the large variety of vowels not really influencing the message, the most important syntagms of daily communication on the lowest level, the question tags and the Cummings devices should be the daily bread for the learner.
4. Differentiation on levels and skills within the same class may serve the better and weaker learner whereas work with the average learner as foreseen by textbooks will not satisfy the majority of the students.
5. Learning by heart a large number of syntagms, idiomatic standing expressions, question tags and tonguetip ready formulas will prove very useful in the daily life communication process.
6. If possible language behaviour should be combined with real action, opening a can while reading the instructions, giving orders in a real job situation, interviewing someone on the local traffic. The overall purpose of the technique is to divert the attention from the language process and to give it the accompanying place it mostly gets in communication.
7. Textbooks should allow a modular approach or exploitation in order to adapt the materials rapidly to the vividly appearing needs of the learners.

One might call these seven principles of sound guidance the seven pillars of wisdom, part of the regular preoccupation of every language teacher. Much too often all attention has been drawn on developing language materials, creating new audiovisual and even computer techniques. The real learning takes place in the brain of the learner and too few people have devoted time to the problems of the learner. And as the problems of the learner are linked directly with success or failure, the larger part of the teacher's attention should be focused on those problems. It is the "conditio sine qua non" of good language acquisition and what we usually call good teaching results.





## National and International English

Josef Rohrer

Many years ago the following inscription was found on a restaurant window in Calais, France:

ICI ON PARLE LE FRANCAIS  
QUE VOUS AVEZ APPRIS A  
L'ECOLE

Please note: "on parle", i. e. we speak, not "on comprend", i. e. "we understand". Maybe the French restaurant owner wanted to belittle the quality of the French that the English tourists use when they travel in France. However, this interpretation is not very likely. Why would a restaurant owner want to lose potential customers?

I suggest what he really meant was:

- we know that you are not native speakers of French
- we know that you have no intention of becoming French citizens and losing your own cultural identity
- we know that when we speak French fast and idiomatically *vous ne pigerez mot*, that is you won't understand a word
- therefore we will make a little effort and speak simply and as unidiomatically as possible
  
- however, whenever we do speak fast and idiomatically it will mean
- we don't want you to understand
- we don't care whether you understand
- we want you to feel small.

Ideally, a restaurant owner and his staff in Calais, Paris and Bordeaux should understand and speak English. By using the English language he would not only be able to get along with tourists from England, the United States and Australia, but also with tourists from Sweden, Japan, India and Saudi Arabia. Because there are two different kinds of English:

First, the English spoken by the Anglophones in their own countries, e. g. the English spoken in the British Isles which, for more than a hundred years, has served as the idealized model for the school English that has been taught in schools all over Europe.

Second, the English spoken by several billion Non-Anglophones which has now become the number one among the international languages before French, Arabic and Spanish. International English is learned and spoken by billions of people all over the world - except by Anglophones. As a result, we may find that at an international congress almost all participants can communicate effectively in English, except Anglophones. The following is a conversation between Mr. Chang and Mr. Yussuf:

Chang: I'm sorry that I have not been able to inform myself on report.

Yussuf: Somebody told me that it is almost ready.

Chang: I think they have problems with the small details.

Yussuf: Is it true that the money cannot be used for something else?

Chang: Yes, unfortunately it can only be spent on office supplies.

Yussuf: In that case we can forget the whole thing.

The same conversation between two Anglophones in the presence of Mr. Chang and Mr. Yussuf:

John: I'm afraid I haven't got genned up on the report yet.

Chang: Eh?

Yussuf: Eh?

Bill: I was told it's in the pipeline.

Chang: Eh?

Yussuf: Eh?

John: They seem to be having problems with the nitty-gritty.

Chang: Eh?

Yussuf: Eh?

Bill: Is it true that the funds cannot be flexed?

Chang: Eh?

Yussuf: Eh?

John: Yes, unfortunately they're ring-fenced for office supplies.

Chang: Eh?

Yussuf: Eh?

Bill: In that case we can pull the chain on the whole thing.

Chang: Eh?

Yussuf: Eh?

When confronted with what I would like to call Insular English, Chang and Yussuf are completely at sea. They probably feel that the fact that they didn't understand a word of what John and Bill were talking about was their own fault, i. e. that their English just isn't good enough. It probably would not occur to them to blame the native speakers for the breakdown in communication. However, with Richard Cooper who posed the question in an article in *Practical English Teaching*,

March 92, I would ask whether the native speaker has something like "diplomatic immunity to practice English abroad and obfuscate interlocutors either out of carelessness or cussedness, or worse, out of craftiness?". Richard Cooper once again: "Where communication is measured by effectiveness, Anglophones speaking English often score low marks in international relations."

My suggestion is therefore that Germans, Italians, and Turks should go on learning International English and be as good at it as possible. At the same time Anglophones earmarked for international assignments should be encouraged to meet Non-Anglophones half-way and learn International English. Being born into their national varieties of the language, they should find this easy enough to do.

This statement begs the question if there are textbooks that teach International English. Of course there aren't. If you asked me to define International English, I couldn't do it. I couldn't do it because International English is a generic for all sorts of Englishes: Genglish, Frenglish, Denglish, Spenglish, Chenglish, etc.

For this reason it may be impossible to describe International English. It may not be so difficult to describe certain features of national varieties of English that bewilder speakers of International English.

Non-Anglophones (henceforth Nanglos) speaking English tend to be more literal in their expression than Anglophones (henceforth Anglos). Where a Nanglo might for example say

"I wouldn't refuse an offer of \$1,000.--."

the Anglo could easily use a metaphorical expression, like

"An offer of \$1,000.-- is not to be sneezed at."

A native speaker of English may use literalness jokingly:

Nanglo: Can you write a letter for me?"

Anglo: I can even write a whole word for you."

The Nanglo probably feels embarrassed. He may think that his English is so poor that he cannot even understand something said in what looks like Basic English.

When we communicate with people of our own speech community we tend to express ourselves more implicitly than explicitly. We feel that we can safely make use of presuppositions and implications because we share a knowledge of the world and ways of looking at the world that we have acquired in the same culture. Jokes are often good examples of what I mean:

Employee: "Sir, may I have tomorrow morning off to go Christmas shopping with my wife?"

Employer: "I'm afraid not, we're far too busy."

Employee: "Thank you, sir. You are very kind."

Girl: "Isn't that a lovely moon tonight?"

Boy: "I'm not interested in astronomy now, and besides I'm in no position to say."

Also, in a national speech community there are culture-specific conventions in saying one thing and meaning another. When an Anglo says to a Nanglo:

"You must tell me all about it some other time."

he can easily be misunderstood by the Nanglo. Supposing the two meet again some time later the Nanglo may ask the Anglo:

"Have you got time now to discuss my problem?"

The Anglo may look puzzled or even annoyed because after all he clearly remembers telling the Nanglo that he wasn't interested in discussing the question.

Metaphorical expression, presupposed or implied meaning, ellipsis, etc. are not the only features of National English, or native talk in general for that matter, which bedevil the non-native speaker. On the purely linguistic level he is often exposed to logorrhea and gobbledygook. If you compare these passages:

The cognitive continuum is concerned with objectives related to knowledge and the intellectual abilities and skills, rising from comprehension to evaluation. The effective continuum covers the range of behavioral responses, from passive acceptance of stimuli to the organization of taught values into a complex system which constitutes the whole characterization of an individual.

To everything there is a season, and a time to every purpose under the heavens: A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted.

You will immediately see what I mean by logorrhea. Both passages are authentic. The second comes from the King James Version of the Bible (1611). The first from a book on educational psychology.

The following definition of "modern family" is also authentic:

A set of arrangements for producing and rearing children the viability of which is not predicted on the consistent presence in the household of an adult male acting in the role of husband and father.

i. e.: Father isn't home much.

By gobbledygook I mean language characterized by the use of fifty-dollar words:

<u>Gobbledygook Words</u>	<u>Plain Words</u>
subsequent to	after
prior to, antecedent to	before
rationale	reason
conjecture	guess
concur	agree
equitable	fair
aggregate of	all
supersede	replace

George Orwell in his book "Shooting an Elephant and other Essays" makes the following suggestions to avoid logorrhea and gobbledygook:

- 1 Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.
- 2 Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.
- 3 Never use the passive where you can use the active.
- 4 If it is possible to cut a word out, always cut it out.
- 5 Never use a long word where a short one will do.

The fifth rule by George Orwell needs to be commented on. For speakers of International English one of the most difficult lexical features is the so-called phrasal verbs. Verbs like take, make, give, get, put, etc. can be combined with almost any English preposition to form a word like "put down". The difficult thing is that such a phrasal verb can have a large number of totally different meanings:

	a gun
	a dog
put down	a steak
	a word
	a heckler

Most phrasal verbs are absent from International English. Paradoxically, the well-intentioned native speaker of English when speaking to a non-native may consciously resort to those deceptively simple little words like phrasal verbs and avoid words like

adequate  
ambivalent  
ameliorate  
coincide  
immanent  
intransigent  
obsolete

which in his own speech community are considered difficult words. He is probably not aware that such words of Latin, Greek or French origin are no problem for the educated speaker of International English. The non-native has no problem with a word like "constipated" which may be a problem for a native speaker - as the following exchange between a medical officer and a new recruit shows:

Medical Officer: How are your bowels working?  
 Recruit: Haven't been issued with any, sir.  
 Medical Officer: I mean, are you constipated?  
 Recruit: No, sir I volunteered.  
 Medical Officer: Heavens, man, don't you know the King's English?  
 Recruit: No, sir, is he?

Ladies and Gentlemen, in 1929 C. K. Ogden and I. A. Richards devised Basic English. "Basic" is an acronym for British, American, scientific, international and commercial. Basic English has 850 words. For a long time it was believed that Basic English could be used as International English. Among other people, Franklin D. Roosevelt and Winston Churchill were strong supporters of this idea. If I remember rightly, Winston Churchill even had a speech written in Basic English which he gave in the House of Commons. However, Basic English just like Esperanto and other artificial international languages has never had many supporters. The translation of the Lord's Prayer into Basic English shows why:

Father of all up in the sky  
You get our deepest respect  
We hope your nation with you  
asking for ruler will come  
down to us  
We hope you have your own way  
in the place we live as on high  
Give us food for now, and  
overlook our wrongdoing as we  
overlook wrongdoing by persons to us  
Please guide us from courses of  
desire, and keep us from badness

Instead of creating a new language it would be more practical and more effective to make the native speaker of English aware of the problems that speakers of International English have with certain features of native English. A booklet with simple explanations and easy-to-follow guidelines for the native speaker of English might be of some help.

Ladies and Gentlemen, the German Philosopher Wilhelm Hegel is said to have said at the end of his life: " Only one man understood me and he didn't understand me." I hope I have been a little more successful in saying what I mean.

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## Naval Experiences of Multi-National Force Operations in the Gulf

Malcolm Kitchen

It may be surprising to hear that Operation Granby - activities in the Gulf area - produced no fresh insights into the requirement for language trained naval personnel. Indeed, language ability does not figure significantly in any of the naval papers analysing lessons learned from the conflict.

The reasons for this initially puzzling conclusion are not hard to find. Ships are very self contained units and communications with those outside the ship's environment are generally along limited, formal and well structured channels. Communication thus involves only a few selected personnel rather than the ship's company in general and the language of communication is generally English. Contact with those outside the ship's environment is of three main types.

Firstly, communication with other naval vessels. Although sea-borne forces were multi-national in nature, and in the specific case of the mine warfare flotilla were closely integrated, the forces involved were almost entirely from NATO navies with whom inter-operability is common and well-rehearsed. There was no need to tread outside current practice.

Secondly, communication with merchant ships. This implied radio communication with ships proceeding to and from ports in the Gulf, so as to establish routes, destinations and cargoes and the escorting of ships through hazardous waters. This was really an extension of the work which the Armilla patrol has been doing over several years and routines for handling this situation were therefore well established. Again, communications had a formal element using standard radio procedures in which English was the established language of communications.

These operations also included the need to board merchant vessels to elicit further information and for enforcement action in support of the trade sanctions imposed on Iraq. Substantial numbers of personnel were involved in these operations but no particular difficulty was experienced in soliciting information or giving advice or commands; this was largely due to the fact that dealings were entirely with the ships' officers who generally had an acceptable command of English.

Thirdly, communication at ports of call. Although largely self-supporting, ships need support from elsewhere. Although much of the bulk stores, ammunition and fuel is supplied at sea from Fleet Auxiliary vessels, there remains a need for access to shore facilities for spares, maintenance, diplomatic support, rest and recreation, roulement of crews and repatriation of casualties. This is almost the only time that ships personnel would encounter native speakers but it must be said that, although linguistic ability proved useful, it was by no means essential to the conduct of business. Again, the reasons are not hard to find. Royal Naval operations in the Gulf are long term and arrangements for shore support are well established in several ports. Naval Liaison Officers, trained in the local language, already form part of the diplomatic missions in these locations and operations in the Gulf saw some reinforcement of existing personnel to reflect an increase in the scale of the operation, but no change in the nature of the task.

The language requirement for naval forces in the Gulf is typical of the nature of Royal Naval operations, in which operational contact with native speakers is small and of a generally formal nature. This is re-inforced by the contrast with situations in which naval personnel found themselves on the ground.

For example, one officer was attached to the 1st Armoured Division: this came about because he was an Arabic speaker, having been previously trained to undertake a specific post in Oman, he was available, and had previously served with the Royal Marines. His role was in the handling and interrogation of prisoners. His level of language proficiency was quite good but that of his colleagues was variable, no doubt because of the fact that anyone with some expertise was drafted in, such was the scale of the requirement compared to the numbers of linguists and the training capacity in the limited time available.

The main naval experience of multi-lingual force operations came in Operation Haven - the post-war security operation in Kurdish areas - in which the Royal Marines were heavily involved. Here

there was an interesting contrast between the language needs of the Headquarters team and those of personnel in the field.

The HQ force included personnel from the USA, France, Italy, Holland, Germany, Luxembourg, Spain, Turkey and Australia - essentially NATO countries who have established English as a main common language. Nevertheless, French was also particularly useful as was Turkish, the latter because of the large number of Turks in the detachment and the fact that much of the incoming information was in Turkish.

In the forward areas, the language requirements were both more real and more complex. There was a need for regular liaison with the host Turkish forces at all levels and, since the Royal Marines operated closely with French forces, a need for expertise in that language, too. But they also had to deal with the local civilian populations; these people were frightened and apprehensive and it was vitally important to be able to communicate. It was in this area that our response was confused.

Initially, it was thought that the operating areas required Turkish and Farsi speakers but it only later became clear that the areas were not as originally thought and that Arabic was the most useful language. Indeed, many Kurdish village headmen spoke perfectly good English, as was evident from television news coverage, and a blend of English and Arabic was effective in the forward areas. So naval forces were in place before the language needs were clarified; planning was impossible and we simply coped with the personnel who were on the spot or could be made available at very short notice.

Few of the personnel initially deployed were current in the language, and the small number of Arabic speakers who could be made available was surprising. Locally employed interpreters were consequently used and were effective, particularly in that they possessed local knowledge and had an insight into local customs and traditions. It became clear that the potential for misinterpretation was high if colloquial level speakers were used and it is arguable that only personnel of interpreter standard should be used in forward areas where there were considerable military risks. One language specialist officer was used in a coordinating and trouble shooting role forward and this proved vital.

So what are the implications for future provision of language training? Firstly, that Royal Naval vessels can operate effectively in most waters of the world without substantial foreign language proficiency, that their shore support and boarding and surveillance operations depend on a small number of personnel being adequately trained in foreign languages, and that any significant contact with the shore will be improved by adequate foreign language ability. These requirements can be met by the current policy of specific training for those in posts overseas and giving young officers the opportunity to study a language, so forming pools of expertise in widely spoken languages.

Secondly, that land operations are likely to require language proficiency at all levels and that the requirements of multi-national operations may be different in the Headquarters and in forward areas. It was evident that fatal confusion could occur if well qualified language specialists were not available in the forward areas. Locally employed interpreters and, perhaps, expatriates could be an important additional resource. It is difficult, one might say impossible, to predict the language required in the field in operations of this nature but it is clear that the multi-national forces we will operate with are likely to be drawn predominantly from the NATO nations and that knowledge of the common languages of the NATO nations, and certainly French, would be beneficial. It is early days yet for the concept of the NATO Rapid Reaction Force but the ability to communicate internally is a key element highlighted in Operation Haven.

Thirdly, that we must see language expertise as a tri-Service resource, irrespective of whether the operation is primarily of a land, air or sea nature. In a fast-developing crisis, there is little time to develop new language skills and we must be able to utilise all the resources available.

And finally, that some of these lessons are not generalisable to other naval forces, since they stem from the unique position of English in international maritime communications.



Language Training for Multi-National Forces  
Lessons from Recent Operations

Rupert Ward

I head the branch of the British Army Educational and Training Services, which, amongst its many functions, delivers language training to the Army, and sponsors the tri-service Defence School of Languages. I am not a linguist but I have specialist staff who are.

In talking about language for multi-national forces and what lessons the providers of language training might learn, I will not be covering the problems of general war but will concentrate on limited and coalition war and the use of Armed Forces in the context of humanitarian and UN operations. In terms of the British experience, starting from today and going back 10 years, this largely relates to the UN in Yugoslavia, the nuclear inspection of Iraq, the humanitarian assistance to the Kurds, the Gulf War, and although not a multi-national force, I will mention the Falklands War.

This is very different from traditional British Defence Policy, which has largely been concerned with the prospect of general war in Europe, residual defence responsibilities for colonies and former colonies and defence of the UK base. Here the threat could be identified and the forces and their language requirements put in place. From a planning point of view, you could start with the threat, put the forces in place and end up with their training requirement, which would include languages. As a result defence funds were available.

I do not wish to cover, in any detail, the intelligence requirement for languages. Intelligence is largely concerned with the capabilities of other armed forces and what might be their intentions. Funding for this activity is in place as part of normal defence activity and resources can be quite quickly moved from one area to another. In general, I am not personally concerned with this activity, other than occasional specialist support and providing language examinations. I would, however, make one point. When we are looking at the total number of linguists available for a particular operation, we would find a number from the intelligence world. What is certain is that they will not be available, at that time, for work outside the intelligence community and you will have to look elsewhere for linguists to provide support for liaison with friendly forces, for psychological operations, for liaison with potentially hostile forces, for guarding prisoners of war. It is this area which I wish to cover in my talk.

When world events happen, an informed person is able to guess at the possibility of the deployment of troops. However, politicians are unlikely to make any decisions until the last moment. Financial staff will insist that no resources are committed until political decisions are made and financial arrangements are in place. This does not cause problems for formed units but it does create difficulties for language training staff, who will wish to give refresher training or even initial language training, if existing resources are very limited. Concern at the initial stages of operations is about the decision to commit troops and the orbit of those deploying. In moving from peacetime activity to deployment, timeliness of decision making is often not given a high enough priority. I can guarantee that the planning serials dealing with languages will be at the bottom of the planning table. The first lesson is therefore that a decision to start language training may have to be taken in advance of the decision to deploy but it is very difficult to achieve.

In many cases the language requirement may not have been assessed or incorrectly assessed. In the case of assistance to the Kurds, it was thought that Kurdish was required. Reality was actually very different. Turkish was required for host nation support. French was required for liaison with French forces. Arabic was the most useful language for dealing with the Kurds and Iraqi forces. Farsi was not really required.

We are still at the early stages of deployment to Yugoslavia. Certainly Serbo-Croat (but here we are talking about two different scripts) is useful for local purchase of stores and for dealing with engineers and contractors. The UN force at the most senior levels converse in English and senior staff at the early stages of deployment may return to the United Kingdom, with the impression that English is sufficient. However, the British Medical Battalion are finding that the staff of the Yugoslav hospitals, which they need to use, do not speak English. A Medical Battalion needs to deal with all the nationalities of the UN Force. I understand that there are Russian, French, Polish, and Argentinian forces already in country and that eventually there will be 29 countries deploying forces. I suspect that eventually, English, Russian, French, Spanish, Serbo-Croat, and possibly Arabic and Nepali will be required - but I am only guessing. That brings me to the second lesson - in the reconnaissance party it is essential to include a linguist whose task it should be to assess the language requirements. Even when you think that you have identified all the possible languages, you will still be caught out - our German linguists, who thought that they were being neglected at the time of the Gulf War, were suddenly pressed into service to help with the training of British soldiers taking delivery of a specialist German vehicle!

Probably most of us have lists in which language qualifications are listed. I have already mentioned that those who work in the Intelligence community are unlikely to be available. At the start of the Gulf War, we opened our list to find that General de la Billiere headed the list of colloquial speakers. Firstly, he was very out of date and secondly he was much too senior to be much use in a language capacity. Quite a large number, even the majority, will be too senior, especially those who have learnt languages to occupy attaché posts, and in any case these personnel may be required to assist at the diplomatic and political levels. Our experience of the assistance to the Kurds was that a brigade requires ten interpreters (and not at a lower level) in order to operate in a foreign country. Ideally, you would look for Captains and Majors. There is no reason why you should not use Naval and Air Force equivalents. In the end, we had to deploy some senior staff officers in the ranks of Colonel, Lieutenant Commander, and Lieutenant Colonel, as well as the staff and students of a long Arabic course, who instead of having a month of in country language training found themselves deployed on operations. One of the advantages of military language teachers is that it creates a pool of military linguists, who can work at the highest levels, and who can also be deployed at very short notice. This has been the key to our ability to support the UN in the nuclear inspection of Iraq. The third lesson is therefore that there are advantages in having at least some military instructors in teaching languages. Turning to some of the problems of language qualification lists, we found that many qualifications were not a true reflection of ability. Some native speakers are not even recorded or are recorded as being of low level. In the case of Serbo-Croat, we know a few British universities, who teach Russian, also include a module on Serbo-Croat. Whilst we know who has a degree in Russian, we have to do a lot of research to discover who also has Serbo-Croat. We have not done enough to encourage these people to develop their abilities and to have qualifications recorded and kept up-to-date. My fourth lesson is that you should look at how you record language qualifications and identify the means of keeping both the lists and the personnel up-to-date.

Once you have identified the requirement for languages and the resources which you may or may not have, there is likely to be pressure that you should use local interpreters, ex-patriates or civilians. The problem with local interpreters is that no one can be sure that they have the right language ability. Are there nuances of language, which they miss out? Are there political or cultural reasons, which will cause them to fail to interpret properly because they do not like what is being said? If you want accurate interpreting, you cannot afford to doubt the loyalty to you of that interpreter. I know of an example within the last few weeks of this in Yugoslavia. Whilst you probably do not doubt the loyalty of an ex-patriate, you have a different problem here. Whilst the language skills and the in country knowledge is likely to be high, the military knowledge is likely to be low or non-existent. Military interpreters join together military knowledge and language skills. You need both. We use a short university course for refresher training in Russian. A group of students were discussing a text about an armoured car. It was clear that the civilian lecturer and military students were having some difficulty in understanding the points being made. A naval officer asked the civilian teacher what she understood by an armoured car. "Oh!, she said, it is what the Pope drives around in." We in the Services were talking about a tank with wheels; she meant an armoured plated civilian car. My fifth lesson is that you should always deploy with your own, military interpreter - this applies whether you are dealing at the high political level, the high military level such as the ceasefire talks with the Iraqis, or at the tactical level. Whether you are

confronting a potential enemy or at least someone who might do you harm, or whether you are trying to communicate with friendly forces, the basis, of both communication and winning the trust which will be so essential, is accurate and loyal, military interpreting. The failure to do so substantially increases risk. It is for these kind of reasons that in the British Forces we are looking at how we can expand our capacity for military linguists. One way may be to expand the use of reserve officers; another way may be to send young officers at an early stage of their career away on a period of language learning. Next week, I have to write a staff paper for our senior personnel officer, the Adjutant General, on how we might start an Army Language Scholarship Scheme - two years away from regimental duty - to include both language training and serving with a foreign army.

I would now like to turn to two specific aspects of military operations - psychological operations and prisoners of war. One of the concerns of commanders will be for the hearts and minds of either your enemy or those over whom you are trying to "keep the peace". It is not my place to talk about the general role of psychological operations but only to talk about the role of languages within it. On the one hand, there are the experts in psychological operations who are unlikely to have the language skills and on the other hand, there are the native speakers and writers, who will act as the front in the interface with the target population. Whether you are dealing with the written word or the radio station, both activities could be summed up as there having to be a minder - someone with high level language skills who can check the accuracy of the written and spoken word. These two short video clips show this role very clearly - I could subtitle this as "Spot the British Officer!" My sixth lesson is therefore, do not forget the importance of languages for hearts and minds/psychological operations.

My next subject deals with prisoners of war. Here, I do not wish to concentrate on the interrogation and intelligence aspects, although linguists may be required to boost existing resources, and indeed there are arguments in favour of all high level linguists completing at least a short course in these aspects, but rather to turn to practical problems of processing and guarding prisoners of war. I would also include any civilian internees, for which you might have to have responsibility. In any planning process, the handling of prisoners of war is one of the last aspects to be considered. Many in the British Forces thought that there were no language lessons to be learnt from the Falklands War. Talk to the Royal Marines Major who had to get the Argentineans back to the Argentine, or to those who served on the hospital ships and you will get a different picture. As the staff responsible for prisoners of war begin to work their way through the Geneva Convention, you will start with requests for signs in the target language, through to books (there was one day during the Gulf War when we bought virtually every book in London in Arabic for the use of internees), through to translating the Geneva Convention - do not accept that task - the UN have already translated it into every language! The seventh lesson is do not forget the prisoners of war.

The final point which I would like to cover concerns language materials. Most of us have simple military vocabularies. These need to be up-dated as soon as possible. When the request comes, it is usually about two hours before the aircraft takes off! Self Instruction Language Courses will be required as well as simple and complex dictionaries. The longer the deployment, the greater the demand. To this you may have to add specialist vocabularies. It is a British Medical Battalion which has deployed to Yugoslavia. You can buy books from any bookseller, which will tell you that British Special Forces deploy in four man teams, one of whom has some medical knowledge and another has some language ability. I will neither confirm nor deny it. However it gives me one idea as to where you might look if you want to find a medical dictionary in Serbo-Croat! The eighth lesson is build up your stock of language materials as soon as possible.

In recent decades, the British Forces have had a primary interest in Russian, German, Arabic and Chinese, together with English as a foreign language. It is in these five languages that we have language schools. The Chinese Language School closes at the end of this year. Two languages, which I detected as being of very much greater interest recently, are French and Spanish. To that I would add Italian and more generally both southern and eastern european languages. At this point, I have probably upset somebody by not mentioning their language by name. There is certainly a recognition amongst the most senior officers of the British Forces that capabilities in languages is as much a military capability as the capability to deploy infantry, artillery or any other military resource. How we meet that challenge is not entirely clear but what I can say is that we are

addressing the problem. A broad estimate within the context of NATO and the Western European Union, would appear to be about 200 officers a year to start language training. In concluding, I hope that I have given you some flavour of the kind of problems which have faced military linguists in the British Forces and the lessons which we have learnt.

## Quality Considerations in Overcoming Language Barriers to Defence Cooperation

John Moore

I want to talk about two recent Government initiatives in Britain and their implications for how we assess quality. We are in the process of radically reviewing quality considerations and I hope that some lessons we are learning, though based on Diplomatic Service training, will be relevant in a defence context. When courses have to be set up at a moment's notice considerations of quality control are often forced to take a back seat but this fact only serves to underline the need both in preparing new courses and when reviewing on-going ones to draw up systematic procedures for validating your programmes.

### **The Citizen's Charter**

The first of the initiatives I referred to is the Citizen's Charter introduced in Britain last year with the aim of improving the quality of service in the public sector by setting rigorous standards. Standards set out explicitly what constitutes quality of service: unlike targets they are no pious hopes but are statements for which public bodies are then accountable. There is as a result increasing pressure for public bodies not only to deliver quality but to demonstrate unambiguously how they are doing so.

### **Privatisation**

The second initiative is the associated one of privatisation. The Government is looking more and more for public sector activities which can be contracted out in the belief that "competition is the best guarantee of quality of service and value for money". (1)

All Government Departments are being asked to consider further contracting out and some, including my own centre, are required to market test their activity. This will mean analysing costs and quality considerations before drawing up specifications on the basis of which private sector bodies would be asked to bid.

### **Costs**

Accurate costing of training is essential but does not pose too many problems apart from deciding what should and should not be costed in. In addition to training costs the major element which does need to show up is that of trainee costs, particularly salary as this is directly linked to training time. There are enormous variations to be found in the commercial market in the training costs you are quoted for and especially in the time people claim you need to reach set standards of proficiency. This makes drawing up procedures for quality assessment particularly important. It also means that one should not expect to win the battle for the right training solution on costs alone: it is increasingly important to demonstrate the quality gains in the equation.

### **Assessing Quality**

We cannot expect to have objective and totally quantifiable benefits to show on the quality side. Many training systems go right the other way and assess quality ad hoc and entirely through unguided impressions. The result makes it difficult to compare training and above all to make the training accountable. Without taking a slide rule approach it is, however, possible to set explicit criteria and standards and have a numerical grading system for performance. This is the way in which many judgements on staff appraisal and on linguistic performance, for example, will be made. The process of putting numerical values on subjective judgements can also have a valuable role in focussing debate on priorities among the staff involved.

The scheme I am proposing would mean looking at quality in five of the training processes. The emphasis that you would put on each would depend on the purpose of the quality assessment. The

central part of the scheme is the assessment of the training output, the immediate result of your course in terms of how well the student has met course targets. Working backwards, we also need quality criteria for the training input and one step further back the resources devoted to it. Working forward I am proposing that we also cover the transfer of learning to the job and, finally, the long term benefit to the organisation. The latter two areas are particularly difficult, however, to assess and I will be referring mainly to the other three parts of the scheme. If you are looking at possible providers you will be interested particularly in resources as well as a track record in terms of their training input and outputs. If you are comparing training carried out by different providers, you would need to include some evidence from what has been transferred to the job. If you are concerned to assess your own training system as a whole then some systematic data on the long term benefits will probably be needed. This can be summarized as follows:

	Resources	Possible providers
	Training input	
QUALITY OF	Training output	Training provided
	Job Transfer	
	long term benefit	Training system

### Assessing Training Output

Before assessing whether course targets have been met it is important to make sure that the targets have been set to take account of the following considerations:

- Level needed for the job for each skill
- Initial proficiency level
- Time
- Learner aptitude and motivation

In building in learner factors, a first guess (which we are trying to check) would be that, apart from exceptional cases these might account for a difference of 20 % on the level achieved with aptitude amounting to about 12 % and motivation 8 %.

In addition to assessing the proficiency level gained at the end of a course a complete performance assessment should also include scores for knowledge gained (of the professional/cultural context), student attitudes and potential for further learning. Together these elements might make up 20 % of the total score. End of course assessment should include some informal assessment taking into account performance over a period of time as well as a formal (and preferably external) test. The weight given to each will depend on the nature of the testing system used but in our case I would give 60 % to the informal system and 40 % to performance in a set exam.

Assessing the training input and resources the scheme I am suggesting here involves:

1. Listing the elements of the training to be assessed, including the following:

#### Training input:

- Targets and contents
- Methods and techniques
- Materials and learning resources
- Tests and feedback systems
- Management of resources in class
- Management of learning
- Out of class activities
- Overall course administration

**Resources:**

Teaching staff  
Experience and qualifications  
Knowledge, skills and attitudes  
Development

**Facilities:**

Rooms, furniture  
Hardware  
Software

**Management:**

Of teachers  
Of students  
Of training  
Philosophy

2. Grading performance on each on a five point scale using performance indicators. As an example of the latter, grading out of class activities could be done on the basis of the following:

- Grade 1: Exceptionally effective programme of activities which proved highly motivating and was appropriately linked to the course.
- Grade 2: A good range of motivating activities linked to the course.
- Grade 3: Some effective and motivating activities reasonably well linked to the course.
- Grade 4: Occasionally successful activity but few attempts made or activities of only limited value.
- Grade 5: No useful activities or a large proportion of demotivating or irrelevant ones.

3. Computation of a final grade based on weighting given according to the priority of each element. I will not bore you with details of the weighting and other calculations. The scheme is being put on a computerised spreadsheet if anyone would be interested in seeing how it works.

To sum up, we are trying to use this opportunity to develop a more thorough system of quality assessment which has some of the clarity of a quantifiable scheme without losing sight of the subjective nature of the judgements involved.

(1) Competing for Quality HMSO 1991

## Some reading on evaluation and quality assessment

- M. Foxen                      Evaluation of Training  
Training Officer vol 22 No 5 1986
- A.D. Pepper                    Managing the Training and Development Function  
Gower
- J. D. Bell                      Measuring Training Results  
Training and Development Journal Jan 1987
- H. Birnbauer                  Evaluation Techniques that Work  
Training Officer July 1987
- J. A. G. Jones                  Figure of Eight Evaluation  
Training Officer Sept 1981
- D. L. Kirkpatrick              Four steps to Measuring Training Effectiveness  
Personnel Administrator Nov 1983



## Language Lessons Learnt from Operation "Provide Comfort"

Francisco Peña Montoro

The content of the presentation is the analysis of the language situation which Spanish troops passed through in Kurdistan after the Gulf War in cooperation with other forces as reported by their Commander.

### Summary Report

Report on linguistic barrier problems in military cooperation. Operation "Provide Comfort" Northern Iraq, April-July, 1991.

There was a real need to communicate to military personnel and civilians in languages other than Spanish.

Missions assigned obliged every level of command to communicate in a foreign language more or less frequently.

In the coalition we needed to maintain contact to Headquarters and units of USA, UK, France, Holland and Italy.

Contact was permanent at the Coalition Task Force "B" Staff by a liaison officer; this post required a deep knowledge of English, especially military and some social lexicon. The SP unit went to Iraq well prepared for that and communication between Coalition and SP Hq was rightly fulfilled and guaranteed.

Proximity between TF "B" Hq and SP Command Post, about 2,5 miles, helped contacts generally in English.

Liaison to other CP's (Italy, France, UK) wasn't much needed; it was at small unit level because missions requiring coordination were frequent. English readiness of our people could be evaluated as only satisfactory with captains, very acceptable with lieutenants and very poor with sergeants. This score is based on the proportion of those who could coordinate missions in English compared to the total number, rather than on an average knowledge of each one.

That is to say: While there were some leaders mastering the English language, there were many others who were not proficient at all, more than acceptable. It should have been obligatory at this small unit level that everybody has a minimum knowledge to guarantee technical coordination. This would have avoided the selection of excellent speakers but very bad performers of the mission.

We found it easier to give a brief, quick knowledge of English to good performers than to train good speakers to become skilled executives.

Soldiers met US Marines and Airborne troops 20 percent of whom were able to speak Spanish. Contacts with units of Latin countries was of a social kind more than military. No major problems were encountered, just as in periodical combined exercises in this western part of the Mediterranean.

In general, more Spaniards spoke French than vice versa. In the case of Italian, both sides spoke their own language with no major understanding difficulties.

Relations to world civilian organisations: (UN, UNICEF, Doctors beyond Frontiers, etc.) were permanent and done in English. Not many persons were required. Small Unit leaders showed a minimum level of French to deal with those organisations.

The language barrier with Kurdish people was higher. Some soldiers born in Ceuta and Melilla spoke some Arabic and helped, not without trouble, the wounded and their relatives mainly at medical stations. English was used in other situations; it was needed only in a very limited vocabulary to understand each other in missions of control and security.

To have an interpreter of Arabic had not been considered before the expedition left. So, the coincidence of having some people born in those cities was of great value.

Staffs must take measures to provide forces with language experts on future occasions. An intelligence analysis will give solutions that will help to accomplish the mission.

Two final conclusions:

1st. We have to overcome the idea of "you can go everywhere with English". Communication should be made more general and knowledge of languages must be measured according to the ability to communicate.

2nd. It seems more advisable to have many men speaking badly in many languages than only a few experts in a language or two, although this may be a very important one.

### Analysis and Conclusion

This commander has given us his impressions in a particular case: that is, the availability of some men able to communicate, a special scenario and not too many requirements; this does not resemble a real battle situation.

What difference does it make to a regular or irregular war, such as we understand an active conflict, with a continuous front line or in a dispersed deployment?

First let's say that an integration in a land Task Force can range from division to squad level, each one with its peculiarities. We have the examples of coalition in the Gulf War, whose experience will be very valuable, and Special Forces A Teams deployed abroad.

Let's exclude, in this analysis, the uncommon case of a squad whose members don't speak the same mother tongue. A company having a foreign platoon will also be infrequent.

Let's focus on a battalion size unit assigned to a multinational brigade which comprises a logistical support unit, mono or multinational, recipient of multinational resources. This Bttn Commander should have to contact, in the military field, with the same interlocutors that are reported in the case of Northern Iraq. However, as regards the civil side, contact with native population will diminish as many functions will be passed over to the existing Civil Affairs Unit responsibilities.

Thus, compared with aid tasks performed by the SP Expeditionary Unit, the integrated battalion will have to:

- increase contacts with higher and adjacent headquarters to satisfy bde tactical demands. This requires an excellent knowledge of the working language by the staffs.
- guarantee tactical coordination between adjacent units at company level which obliges Co. commanders to master certain military terminology: firing coordination, map reading, radio communication, local manoeuvres, etc.
- make sure logistical support requested by others. This task will probably be done mainly by lower ranks, sergeants, who require a knowledge of the target language only in their respective limited areas of work: ammunition, maintenance, water or food supply, spare parts requisitioning, engineer equipment, mines, etc.

Faced with this panorama a quick conclusion is: "Everybody must know everything". But assuming the certainty that a multinational command will be sent to the Theater of Operations at short notice it becomes necessary to reduce language training to very selected areas and skills to reach a minimum level of proficiency in each user, although later on it may be completed.

We can decide well in advance only the working language to be used depending on the foreseeable coalitions and T.O.'s. We could also define the number and kind of personnel to be trained in case of sending national Air or Naval Units into the multinational Task Force.

With regard to the land forces of the example, a battalion, a training plan could be outlined as follows:

- 1st. A long term plan.
- 2nd. An urgent plan.

The long-term plan must constitute the normal current national plan, at peace time, of Education Directorates of Staffs oriented towards language proficiency in an unknown future environment.

The urgent plan must be designed according to a certain war conflict, knowing approximately the available time ahead, always a very short period. This leads as an option to two programmes:

- A "shock programme"
- An improvement programme

The Shock Programme seems to be what we were looking for. It must intend to train, in the areas mentioned:

- 1) Hq Staff officers in:
  - radio communications (commo.) terminology
  - Bde/Bttn level tactics
  - Military equipment lexicon
  - Air/Naval fire support
  - Operation Orders, Verbal Orders, Format & Writing
  - Intelligence procedures wording
  - Special Forms writing
- 2) Co. and platoon leaders in:
  - radio commo. terminology
  - Small Unit level tactics
  - Helicopter support commo
  - Verbal orders
  - Map reading
  - Artillery fire support
- 3) Squad/Section leaders and key soldiers in:
  - verbal orders interpretation
  - radio commo. procedures
  - Helo support commo
  - Map reading
  - Special lexicon as it suits to each user about:
    - Ammo
    - Supply
    - POL Supply
    - Weaponry maintenance
    - Vehicle maintenance
    - Transportation
    - NBC equipment and warfare
    - Medical first aid and evacuation
    - POW handling

The Improvement Programme would intend to widen the areas of training and the target personnel. For instance, by including "Artillery Fire Support Terminology" into the programme of Sq. leaders or by extending the Sq. leader's programme to the rest of the soldiers.

#### Duration

If we start from a probable minimum language level of 0 for soldiers, 1 for sergeants and 2 for officers, the duration of the Shock Programme could be around 10 - 15 days, assuming that each training area had been studied in advance, written in the form of fiches, package, list or whatever, ready to use either with a teacher or for self-study, as the time period before departure to the battle area will be full of logistical tasks and there may well be no time to lose in a classroom. This advises us to classify these area fiches according to a certain priority.

The improvement programme will continue until the units set sail for the Theater of Operations.

## RECENT DEVELOPMENTS AT D.L.I.F.L.C.

Donald Fischer

I would like to take a moment to summarize some significant events at the Defense Language Institute Foreign Language Center.

Our mission continues to involve the following activities:

. To meet Department of Defense and selected agency language needs:

- U.S.-Host Nation Interaction
- Law Enforcement
- Coalition Operations
- Intelligence
- Security Assistance

. To have 80 % of the students reach ILR level 2 in the three skills of listening, reading and speaking.

We are growing in support to law enforcement agencies to include civilian agencies such as the Orange County Narcotics Suppression Team. An interesting opportunity involves the Nebraska Highway Patrol who recently were involved in the shooting of a Spanish speaking suspect who was trying to surrender. The police did not understand him.

Intelligence, especially cryptological support, still places the biggest requirements on us. However, a representative of the Special Forces Community, the Head of the Defense Intelligence College, and recently a Lieutenant General from the Department of Defense joined our General Officer Steering Committee. From this we see an increased emphasis on language production, speaking and to a certain extent, writing. In fact, our new mission is to get 80% of our students to the Federal Interagency Language Roundtable level of 2 in the three skills of listening, reading and speaking.

In review we can see the various levels and what they mean. Level 2 is the world of the concrete fact, narratives, and descriptions. It is a minimum level to our customers with level 3 being the minimum professional level required:

## TRISECTION SUMMARY

Pro Level	Function/Tasks	Context/Topics	Accuracy
5	All expected of an educated NS	All subjects	Accepted as an educated NS
4	Tailor language, counsel, motivate, persuade, negotiate	Wide range of professional	Speech is extensive, precise, and appropriate
3	Support opinions, hypothesize, explain, deal with unfamiliar topics	Practical, abstract, special interests	Errors never interfere with communication and rarely disturb
2	Narrate, describe, give directions	Concrete, real-world, factual	Intelligible even if not used to dealing with non-NS
1	Q and A, create with the language	Everyday survival	Intelligible with effort or practice
0	Memorized	Random	Unintelligible

We are teaching the listed 21 languages in residence and contract the teaching of 29 other languages through our Washington Office:

Arabic*	Greek	Russian
Chinese	Hebrew	Slovak
Czech	Italian	Spanish
Dutch	Japanese	Tagalog
Farsi	Korean	Thai
French	Polish	Turkish
German	Portuguese	Vietnamese

\* Modern Standard W/Egyptian, Gulf or Syrian Dialect

We are beginning the preparation of instructional programs in 14 Baltic and Commonwealth of Independent States languages.

The following chart shows our progress in level 2 in two of three skills. We get about 46% level 2 in all three skills. Since we are well short of 80% and should reach it in the next few years, we have to figure out new ways to get increased proficiencies:

The elements of student efficiency we have focused on involve putting a lot of effort into faculty development. Having a group of teachers hired in a tradition where being a native speaker was the basic qualification for teaching, you can see where there must eventually be a large investment in communicating the art of teaching and instruction.

A second element is the use of student time. There is a tradition, attributable to educators rather than trainers, of teacher focus. Teachers talk, control activity, evaluate, and direct. The technique of a teacher dealing with single students, often to assess progress or whether assignments have been completed, results in much dead time, boredom and even anxiety. We need to allow more time for individual practice, work and interaction with the native speaker. A task deemed critical to language learning should not be left to the uncertainty of the "Homework" assignment where quality of learning is not well controlled. Such tasks should be done in areas where faculty is available for assistance and supervision.

There is a technology element. Computers can be added to tape recorders, video recorders, projectors, and books to make practice efficient. With current technology a computer can be useful to practice listening, reading, typing (to include reading of script), and speaking. Very soon, voice recognition technology will be used to assist in pronunciation practice.

### What Constitutes Good Learning

Our teachers come predominantly from very traditional environments. As most teachers do, they teach the way they were taught. We ourselves train the way we were trained. We supervise as our mentors supervised us - unless we examine our behavior and the reasons behind it. There generally has to be very strong motivation to do that.

Our costs motivated us. Academic attrition was very high and proficiency is not yet high enough. We needed to examine what learning is and that which contributes to it. Instead of finding what you see on the transparency as the normal mode of operation, we found the syndrome and expectations on the part of students and teachers of "Tell it and test it" as opposed to activities that truly developed proficiency. We needed to create an atmosphere of activity, individual and small group effort, and learner responsibility to achieve the situation outlined:

- Learner use of subject matter
- Demonstration of competence
- Assessment of learner strength & weakness
- Student responsibility, teacher assisted when necessary, plan for learning - In depth mentoring (when necessary)
- Active learning, student deliverables, fast feedback, student use of varied learning strategies
- As little passive receiving as possible

### Learner Focus

We looked at Malcolm Knowles' "The Adult Learner: A Neglected Species" as a model. This is the idea that "adult" learners are goal oriented. They are more disciplined. They need and desire less control. They have a variety of experiences to aid them in learning.

Thus, we wanted a more flexible format. Use large groups for more passive activity. Use small groups for highly interactive situations. We wanted to get away from the 50-minute-class, 10-minute-break-syndrome; preferring instead to let the activity dictate time on task as opposed to the clock. We are encouraging task and content based instruction. We are using two and three teachers in the classroom to develop small groups, flexible seating, and parallel activities. We are teaching our students to be as self-sufficient in learning as possible. We are trying to replicate the workplace which is often far more successful than the classroom as a place to acquire skills.

To create an environment for supervised study, we added an additional hour to the instructional day to provide more space for individual effort. Eventually, with the receipt of a full complement of computers, we will be able to much more practice in the classroom itself. We will then be able to present concepts, practice immediately, and follow with interactive work between teacher and student, thereby achieving the best combination of teacher, student, technology and method.

Finally, we believe that by giving practice in this approach to learning we are preparing our young service people for real world work, and in particular, for language proficiency sustainment activities they must conduct on their own or with minimal supervision when they are in their field assignments.

### **Computers**

We intend to use computers in the classroom and in the field for training. Our instructional materials used for computer assisted study are being designed to fit on equipment on hand in organizations throughout the Defense Department. Therefore, the student is prepared at DLI to use what will be available for practice and self-study.

A recent addition to our capability is an extended teleconferencing network. This is used to reach linguists scattered across the United States to provide extensive practice with native speakers for people who get very little chance to use the language. We will discuss this capability in a moment. Our use of computers has been extensive, but relatively limited in terms of application until recently. Listening applications were developed on very expensive, now obsolete computers with sound capability using laser disc technology. Some simple applications are e. g.:

- . Korean Basic Curriculum
- . Military Vocabulary and Application Exercises
- . High Speed Number Drills
- . Listening, Reading Comprehension

### **Special Forces Language Program**

We are making a major breakthrough in this area under the sponsorship of the Special Forces. These programs are for use at the Special Warfare Center and School at Fort Bragg, North Carolina. They will be given to each Special Forces soldier as a capability each Special Forces soldier must have. The courses are being put together by our teachers who have been trained in the use of Windows techniques. The courses involve new approaches to text layout, use of tape recordings, and integration with computers to provide a multimedia approach to language learning:

13 languages

Category I: 16 weeks

--French Spanish, Portuguese

Category II: 16 weeks

--German

Category III: 22 weeks

--Czech, Russian, Polish, Tagalog, Thai, Persian, Vietnamese

Category IV: 22 weeks

--Korean, Arabic (Egyptian)

Level 1+



We intend to use the course material developed for the Special Forces in our own resident programs. For the first time in the history of the Defense Language Institute, we will have a uniform approach to language curriculum across DLI. We will also have, we believe for the first time anywhere, a large, integrated body of language instructional software for use over an extended period. We are developing a computerized test base also to use the capability to generate tests with the computer, gaining variety and fewer problems with test security at the same time.

Templates used for the various languages will be as uniform as script and cultural differences allow. Thus, course development for other languages will be simplified. This could include English instruction.

### **Teletraining Network**

To assist in proficiency sustainment effort, we now have a multisite teletraining network available to us. We will soon have six transmission stations at DLI. We are now broadcasting from 0500 mornings to 1900 evenings to sites across the United States. Eventually we will have an overseas capability:

#### **Current TNET Sites**

FT Eustis, VA--2  
DLI, Pom, CA--3  
FT Lewis, WA--1  
FT Bragg, NC--1  
FT Thomas, KY--1  
FT Huachuca, AZ--1  
Chamblee, GA--1  
FT Sam Houston, TX--1  
FT Meade, MD--1  
FT McCoy, WI--1

Pasadena, CA--1  
FT Sheridan, IL--1  
FT Monmouth, NJ--1  
Seneca, NY--1  
Oakdale, PA--1  
Goodfellow AFB, TX--1  
Kelly AFB, TX--1  
FT Hood, TX--1  
Spokane, WA--1  
Utah NG--3

#### **Future TNET Sites**

FT Bragg, NC--2 more  
DLIFLC, Pom, Ca--4 more  
Jackson, MS-- Mar 92  
Wash, DC Armory-- Mar 92  
Golden, Co-- Mar 92  
Miami, FL--Mar 92  
Utah, NG--4 more

Baton Rouge, AL--Apr 92  
FT Funston, SF, CA-- May 92  
Camp Blanding, FL--May 92  
FT Indiantown GAP, PA-- May 92  
FT McCullen, AL-- May 92  
FT Meade, MD --2 more Mar 92

We are able then to continue language training from school to field and back to school for advanced work. We can insure the continued proficiency and availability of reserve linguists. We can tailor instruction. We can receive instruction from the field. We do field instructor certification. We do oral proficiency testing using this network. It is an outstanding capability and solves the very difficult problem of field proficiency sustainment.

## National Contributions

We maintain a very active link to academic and governmental institutions to share what we know and learn from them. Of particular interest is the America 2000 Initiative where the President wishes to increase the ability of the United States to participate in international commerce and politics. This involves a commitment to far better foreign language competence in the United States - some left out of the current America 2000 vision. We were privileged to work with the National Advisory Council on Educational Research and Improvement and developed with them a program to meet this challenge. DLI has been asked to participate in clinics for high school foreign language teachers to provide many who have no opportunity to travel an opportunity to interact with native speakers.

Second, and it is a singular honour, Dr. Ray Clifford, our Provost, is President-Elect of the American Council on Teaching Foreign Languages. DLI's national contributions are listed below:

- . American Council on Teaching Foreign Languages (ACTFL)
- . Modern Language Association (MLA)
- . Teachers of English to Speakers of other Languages (TESOL)
- . Defense Executive Committee on Language Efforts (DECOLE)
- . Computer Assisted Language Learning And Instruction Consortium (CALICO)
- . Publications: Dialogue on Language Instruction, Applied Language Learning
- . International Trade and Culture Center
- . America 2000

## The Future

We are in a time of turmoil. Our budgets, however, do not reflect "downsizing" to the extent of the rest of the Army and the other Services. We see a great commitment by the Intelligence Community to language learning, and a growing commitment by Special Forces and other elements. The war on drugs and the National Advisory Committee on Education are putting us into a new national role, which we welcome. The going is not easy, but support is there. We will keep you informed.

Thank you for the opportunity to address this conference.

## **V. NATIONAL REPORTS**



## National Report - Denmark

This very brief report is meant to give you an idea of the present situation of military language training in Denmark, a situation which is characterized by a couple of small, short range projects, a standstill in the process of Arms Control and an anxious waiting for political decisions on the future size and role of our Armed Forces.

When at the end of January this year it became clear that Denmark should participate in the UN peacekeeping force in Croatia, it was decided to include in the Danish UN battalion a group of six interpreters of Serbo-Croat. As a matter of fact we had at that moment only one such interpreter, and he was already serving as an EEC observer in the area.

Therefore the Royal Danish Army Specialists' Training School (ASPETS) was ordered to conduct an intensive four week course of Serbo-Croat for military linguists already trained in another Slavonic language. For the preparations which also included the selection of students we were given three weeks.

One must remember that all our military linguists are Army Reserve personnel, whom we cannot call up just like that. So we had to find volunteers. We also had to find and contract language teachers. But we managed it all, and on 6th April the Danish battalion arrived in Croatia with six young linguists modestly rated at SLP 1111, but bringing with them a study programme and an ardent desire of improving their Serbo-Croat in every possible way. Their commanders are reported to be very satisfied.

In matter of language training for Arms Control we find it somewhat difficult to maintain the skills of the interpreters who were trained for this purpose in March 1991. We have had to call them up a couple of times for short refresher courses. The last of these refresher courses was given in April this year immediately after we had conducted a Russian-Danish mock-up inspection which was thoroughly videotaped for training purposes.

As I already mentioned, the Danish Armed Forces are waiting for political decisions on their future size and role. One of the most frequent words heard during the preliminary discussions is that of "peace dividend", and I am sure that you can understand what that means for all military planning including that of the language training community which comprises not only the ASPETS, but also the language divisions of our three Military Academies.

Therefore I have come to this 1992 BILC Conference not in too high spirits, but at the same time confident that this bright assembly of enthusiasts of our profession is the best possible source of comfort and inspiration that a poor language teacher could ever dream of. Thank you.



## National Report - France

Ladies and Gentlemen, this report intends to help you understand the changes that have occurred, in the realm of language training, in the French Military since the last BILC Conference in 1991.

Some changes took place in the chain of command of the EIREL, France's Joint School for Intelligence and Language Training:

Brigadier General Pichot-Duclos retired from active duty on March 31st, 1992, and Colonel de Bonnieres his then Deputy, took command of the school on April 1st.

Lt-Colonel Castillon will soon leave us to take charge of the Language Department of the ESG (Staff College) in Paris.

Lt-Colonel Roux will provisionally be in charge of the Language Department of the EIREL till Lt-Colonel Philippot takes charge of it next July.

The Gulf War crucially made everyone aware of the need of liaisons between the various forces composing the UN sponsored allied coalition and, consequently, of the need of language specialists, such as liaison officers.

The French Army, as well as two other NATO countries, collocates the intelligence and language functions, for training as well as for assignment purposes. The recent activation of the DRM (Direction du Renseignement Militaire/Military Intelligence Command), some of you have heard of and whose creation was decided after the Gulf War, does not bring doubt about language training which will be more and more necessary within multinational military cooperation (e. g. NATO OR Euro-Corps forces, etc...) for it is intimately linked to the intelligence field.

The French Forces, and more particularly the Army, are scheduled to undergo a significant decrease of strength (some 25% for the Army) from now till 1996. Such a force reduction will not affect the field of language training but this one will even be boosted.

The French MoD has promulgated a new IM (Instruction Ministerielle/Defense Regulation) on language training in the Army, called IM 1000, whose draft has been made by our School Faculty. This regulation has been issued to all Army Commands and units so that language training for officers and NCOs should be promoted at a time when we are experiencing closer ties with NATO integrated forces and a European Defense is appearing as NATO's Europe pillar.

In the same direction, this regulation prescribes the adoption of the NATO Standardized Language Profile to categorize our language specialists. It may be interesting to notice that, although we were a contracting part in NATO's STANAG 6001, we did not use it till the IM made its use compulsory. Now things are all in accordance. Moreover, language training during the initial formation of our officers (Military Academies and Branch Schools) has been fostered by incentives such as a system of extra points (added to or subtracted from the final results of concerned personnel) that may influence positively or negatively their ranks of graduation. Our aim is that all young company grade officers could join their first posting with a 3333 level in their first foreign languages at the age of 25. After the period of some 10 years serving in battalions, they could more easily undertake follow-up language training leading them to level 4444 (or even higher for specialists). With such a training, all our officers could serve most effectively in a multinational military environment.

We have also determined four major languages for military purposes that we call "operational languages". They are the following ones:

English that has become a compulsory intellectual tool for any officer (Gulf War, LIBAGE Operation, UNTSO assignments, etc...). It remains a foreign language but is no longer an unfamiliar one: it is one of the officer's skills.

German is also a language of a particular military interest because of the significant role that unified Germany is playing in Europe. Besides the creation of the Euro-Corps, whose Headquarters will be posted in Strasbourg as of July 1992, is a significant boost to the study of German in our Army, as well as the Franco-German Brigade.

Russian also deserves such a status of "operational language" for different reasons:

- We have to keep a watch on the countries of Eastern Europe for, even though the threat from the East has seriously decreased, there is still a huge amount of military equipment awaiting potential users.
- Our teams of the UFV (French Verifiers Unit) operate in countries of the former USSR and the defunct Warsaw Pact under the provisions of the Arms Control Agreements.
- A new relationship is being built with the nations that have emerged from the collapse of the Soviet Union in the military and humanitarian domains and the principle of confrontation is being substituted by the principle of cooperation.

Arabic, finally, appears as an important language because of the historical links between France and some Arab countries but also because of the existence in France of a significant community from the Mahgreb. Besides, the so-called "threat from the South" that may become reality and current and future interventions in Arabic-speaking countries are reasons motivating the studies in Arabic for military personnel.

The emphasis put on the study of these four languages that we call "operational" does not mean we give up studying other tongues. In our school, we do have sections which deal with the following languages and conduct training sessions in their respective specialities: Spanish, Portuguese, Chinese and Khmer, Czech, Serbo-Croat and even Amharic.

We also conduct non-resident courses for some 20 other languages including Dutch, Danish and Turkish.

We have also started working on computer-assisted language training. After a preliminary one-year research period, we now hope to assist our trainees thanks to computerizing. Such training is already implemented by the French Army in other fields for the formation of Officers and NCOs but it is not yet the case for language skills. We are working on it and are ready to compare our respective experiences with our allies and hope to get maximum benefit from BILC exchanges.

To sum up, I would say that:

- The French Army regards language training as an essential skill, which was not the case earlier.
- Means are being issued to promote language studying.
- Classifications of language skills in France and other NATO countries are now harmonized.
- The definition of four "operational languages" will permit, on the one hand, a better interoperability with our allies and, on the other, a sound posture facing potential threats on our southern flanks.
- Finally, the development of computer-assisted language training should make such training easier, more effective and attractive.



## National Report - Germany

### **1. English**

The past year marked an increasing interest in English language training by civilian government agencies and institutions both on federal and state level. New courses were run for the State Government of Hessen, the Federal Border Police (including two courses for East German helicopter pilots), the Commission on Air pollution Prevention, and the Federal Ministry of the Interior.

In the present report period, efforts in the development of testing materials have largely been concentrated on the creation of a rotary supply system that allows for a constant methodological and factual updating of test items. With this rotary system in force, Bundessprachenamt expects to have little or no difficulty in adapting to computerized methods of evaluation and development.

Quite in keeping with recent trends towards the individualization of language learning, the development of self-instructional materials has been our main target in the teaching materials sector. Feed-back so far has been very encouraging. With the availability of computers envisaged for the not too distant future, concepts for the development of computer-assisted self-instructional materials are under discussion.

### **2. Romance Languages**

In addition to the regular French, Portuguese and Spanish courses, a new French pilot programme was initiated to deal with the problems of beginners who find language learning particularly difficult. The course, with an SLP of 2120, will last eight months. It began in Hürth in January and has been continuing in Naumburg since April.

A new seminar in French for negotiating purposes for civil servants in North Rhine Westphalia was also introduced.

In the course development section, work on the listening and reading tests for NATO levels one to three has continued and new variants have been completed. Test batteries now exist for French, Italian, and Portuguese (s. last year's National Report). A test battery in Spanish will be produced in the near future.

The French section has also produced teaching and learning materials on the basis of the needs expressed by our teaching staff and work on self-instruction materials for the combi-courses continues.

As was mentioned in the section on English language materials, a new test of writing has been developed for the General Language Examinations of the Bundeswehr (s. above).

### **3. Slavic Languages**

At the request of the Department of the Interior, the first basic Czech course for Federal Border Police personnel was conducted from November 1990 to March 1991. The course was continued in October, 1991 and was successfully completed in March 1992.

Beginning in October of this year, the Slavic Languages Department will offer a course in Ukrainian for approximately six to eight participants who have attained NATO level 4 in Russian. The course will last five months with a goal of SLP 3030.

The Slavic languages section of the materials development group is currently working on the following projects:

- In Russian, new test variants are being developed for listening and reading.
- Course materials for a four-week reading course for beginners are being developed.
- Videotapes of authentic Russian news broadcasts are being adapted, and new video recordings are being made for use in the higher level Russian courses.
- Polish course materials for NATO level 2 are being revised and updated, and authentic Polish television news broadcasts are being adapted for classroom use.
- In Czech variants of the listening and reading tests on NATO levels 1 and 2 are being developed.
- Course materials for the planned Ukrainian course are currently being drafted, but we are having difficulty finding suitable learning materials and would be grateful for any help BILC members might offer.

#### **4. German as a Foreign Language**

The most significant new task in 1991 was the integration of teachers of German as a foreign language from our branch in Naumburg. In other respects our activities remained essentially the same as in 1990.

Students from an average of 35 countries learned German at the Bundessprachenamt in preparation for further education or instruction within the Bundeswehr. Courses for technical and medical personnel, cadets, mid-level officers and staff officers of all branches of the Services lasted from three to twelve months depending on the course objectives (SLP), the extent of specialized technical language involved, and the students' previous knowledge. As usual, the courses were based on current task-oriented materials, following a curriculum which provides a progression of grammar elements and a basic foundation of communicative and task-oriented topic areas.

For the specialized military courses, which combine military subject matter with the appropriate means of expression (not limited simply to "terminology"), a complete revision of the course materials is still in progress.

The German teaching group continues to attach great importance to advisory and instructional cooperation with the teachers of German courses offered by our friends in other countries, with particular emphasis on:

- providing support for the development of an overall concept for task-oriented German instruction in the Armed Forces involved,
- helping with the selection of course materials and with the initial instruction and continued education of teachers tasked with conducting German courses in their home countries in order to prepare students for participation in German instruction at the Bundessprachenamt and
- providing or helping teachers obtain suitable course materials.

Following an evaluation of test results in listening and reading comprehension on NATO level 3, these materials were revised in the direction of achievement tests, since our original approach appeared to be overly norm-oriented.

Within the framework of the curriculum, a programme is being developed to help course members who will be continuing their studies at the university level acquire the necessary skills in writing.

Since 1988 we have produced German language tests for use in other countries. These tests are generally used by teachers who were trained or participated in courses at the Bundessprachenamt. The purpose of these tests is to provide future students with an SLP-oriented certification of their ability. The increasing demand for these tests on the part of non-NATO nations has made it necessary for us to produce further variants. Due to the growing interest in German among former East Bloc countries, the German materials section has also been confronted with new tasks such as the selection and preparation of suitable course materials.

Within the framework of bilateral exchanges within BILC, Germany hosted a class of Spanish students of German from ECIFAS in Madrid for in-country language training for three weeks in July, 1991.

## **5. Less Commonly or Seldom Taught Languages**

The number of students in these programmes continues to increase, with as many as sixty students at a time taking part in courses which last from three months to a year.

Languages offered during the past year:

- |           |              |
|-----------|--------------|
| - Arabic  | - Hungarian  |
| - Chinese | - Indonesian |
| - Danish  | - Japanese   |
| - Dutch   | - Korean     |
| - Finnish | - Swedish    |
| - Greek   | - Turkish    |
| - Haussa  | - Urdu       |
| - Hindi   |              |

For the first time, the tremendous demand for Arabic made it necessary for us to offer three beginning courses (SLP 1111) and one intermediate course (SLP 2222) simultaneously.

## **6. Naumburg Activities**

In September 1991 the Institute for Foreign Language Training of the former (East German) National People's Army officially became the Naumburg Branch of the Bundessprachenamt. As reported in the 1991 National Report, conversion to Bundessprachenamt standards, procedures and materials had taken place earlier that year.

The new branch is authorized 13 English and one French teacher and is tasked primarily with reducing the backlog in these languages in the new (East German) federal states, not only in the military but also in the civil service. While units of the former East German Air Force still provide the bulk of the students, classes for federal and state civil servants have now also been instituted. The Naumburg teachers are part of the Western Languages Wing and there is an ongoing professional exchange between the English and Romance Languages Departments at Hürth and the new branch.

Naumburg is also involved in BILC activities, having hosted the BILC Seminar LEARNING TO LEARN from 24 - 27 April, 1992. The Netherlands, Portugal, the United Kingdom, the United States and Germany were represented. In addition, supernumerary Naumburg Russian teachers conducted two four-week Russian refresher courses for the US Armed Forces in Darmstadt as part of bilateral exchanges within BILC.



## National Report - Italy

### Army Language School

During 1991, the school had no particular innovations to report. Since then, from the conceptual, educational and organizational points of view, the school has continued to work on the gradual improvement of language teaching. These improvements began a few years ago when it was perceived that long-term intensive courses, of five or six months duration, were not productive, especially if there was no immediate posting abroad of personnel at the end of the course.

It was decided that the teaching of a language would be more profitable if spread over a longer period of time and the necessity of following and coordinating the teaching of both officers and NCOs from the moment of their recruitment recognised. The SLEE (Army Foreign Language School) undertook the task of coordinating language teaching at the Military Academy, Army Schools, the Army General Staff Headquarters and other command posts.

Characterized by continuity and flexibility in a gradual adjustment of all didactic activities, a specific educational model began to take shape and in 1991 the framework of language teaching which had already been defined in 1990 was consolidated.

The aim of this report is to describe the language teaching model presently in force in the Italian Army.

It must be specified at the outset that, at present, the language teaching model is implemented fully in the teaching of English only, and is only partially applied to the teaching of other languages.

The model provides for the possibility of situations in which learning a language is compulsory or in which language learning is voluntary, but is planned in such a way as to make it possible for any officer or NCO who so desires to study a language at any point in his career.

Language learning is compulsory at the officer schools (the Military Academy, the Specialised Branch Training Schools and the Staff College) and at the NCO Cadet School and branch schools.

At these institutions (with the exception of the Staff College) the number of hours of teaching varies according to the school course and the particular branch concerned. The courses last from a minimum of 200 hours of lessons to a maximum of approximately 700 hours. For officers, language learning is extended over a period of four years, two at the Academy and two at the Specialized Branch Training Schools.

Language teaching is coordinated by the SLEE and entrusted to mother-tongue teachers. The course ends with an assessment of the students' acquired language levels.

With regard to the Staff College, the language course is only compulsory for those officers admitted to the second year of the General Staff Course. The language course is divided into two parts. The first, by correspondence, involves the officer with language learning during his first year at the Staff College. The second, an intensive course of 36 hours per week, takes place at the SLEE before the start of the second year of the General Staff Course. This second part lasts 14 weeks and ends with an assessment and attribution of language levels in accordance with NATO STANAG levels.

Finally, there is a compulsory language course at the SLEE for those personnel who are to be posted abroad and who already have the mastery of the language required by the job description. This, naturally, is a special language course which is not designed to evaluate the students' language abilities. It lasts four weeks and has the aim of training personnel not only in the use of terminology but also in the more important routine procedures of the posts to be covered (NATO, UN, Embassies, etc.). Teaching materials for this course are mainly facsimiles of procedural directives, documents and letters normally used at the posts concerned.

The above is the situation to date as regards compulsory language learning. Let us now examine the opportunities open to officers and NCOs who wish to study a new language, perfect the knowledge they already have of a language or maintain the level which they have already reached.

What follows is a description of the most highly developed part of the model of language teaching in that it emphasizes the characteristics of continuity and flexibility. The SLEE, in fact, organizes and coordinates a wide range of language courses to satisfy any exigency. The model, in detail, consists of:

- Basic courses for those who desire to recommence their language studies.
- Advanced courses for those who wish to improve their level of knowledge.
- Re-training courses for those who aim to maintain their acquired level of knowledge.

Two kinds of basic courses exist:

The Corsi Guidati (Guided Courses) are conducted at the Army General Staff, at suburban command posts and at posts outside the capital. Lessons are held in the afternoon (two or three times a week), the cycle being annual and including sections for beginner and intermediate students studying English, French and Russian.

Officers and NCOs who work at the Army General Staff and other suburban commands may participate in the course by applying for admission. At the end of each course the students must sit an examination. Those who complete the three year cycle (no. lessons) can sit the T. U. I. (Unified Test) and receive a qualification in accordance with the linguistic level attained.

There is also the Correspondence Course open, on a voluntary basis to all Army officers and NCOs. All requests for admission are sent to the Army General Staff where an initial selection is made on the basis of service necessity. A second selection is carried out by the SLEE by means of an aptitude test.

At the end of the selection process approximately 200 students are admitted to the course annually. These students receive the established books, tapes and exercises for the first phase of the course.

The first phase, (self-study), lasts nine months and the students maintain written and telephonic contact with the SLEE (for the correction of exercises). Every three months they take a test administered at and by the SLEE. The last of these tests ranks all the students and the first 100 are admitted to the second phase of the course, the entry level being a minimum SLP of 2222.

The second phase of the course takes place at the SLEE. It is a fourteen week course of 36 hours per week for a total of approximately 500 hours. The aim of the course is to bring the students to an average SLP of 3333.

In addition to the basic course there are advanced courses which are geared to those students who have mastered a level equivalent to 3332 and who aspire to the language levels needed for a foreign posting. These are held at the SLEE and last 14 weeks (500 hours are programmed) with a test being given at the end of the course.

Lastly, we have the retraining courses. These courses have shown an ever increasing success rate. Students who have attained an SLP of 3332 no more than three years previously and who have not had the opportunity to use the language abroad, may be admitted to this course. The aim is to refresh the students' knowledge and re-qualify personnel. Eight of these courses are held at the SLEE each academic year and they last four weeks, 140 hours of lessons being programmed.

Here, we have described, in brief, the model of language teaching adopted by the Italian Army. The activities of the SLEE are currently geared towards consolidating and perfecting the teaching model:

## Army Language Teaching Model

Army Schools  
Officers: -Military Academy  
- Specialized Branch  
Training Schools

Obligatory - Staff College  
NCOs - NCO Training School  
- Specialization School  
Personnel Assigned Abroad  
Officers and NCOs  
Basic Courses: Guided Correspondence

Courses

Voluntary  
Advanced Courses  
Retraining Courses

## **Air Force Language School**

The Air Force Language School carries out three main tasks:

- 1) the teaching of the two official Nato languages (English and French) for officers and non-commissioned officers;
- 2) the assessment of linguistic competence in English and French;
- 3) the supervision of courses carried out at the Air Force Academy, at the NCOs schools and at private language schools all over the national territory.

As far as the first task is concerned, we conduct intensive courses at the S. L. E. A. (course levels range from Basic to Advanced). Every year the school is attended by about 180 students divided into 3 course groups. The initial language knowledge of the students is ascertained by means of an entry test. A language aptitude test is also administered; it has proven to be very valid in the composition of homogeneous classes.

The teaching of grammatical structures remains the main objective for the Basic and Post-Basic courses. For the Upper-Level courses the aim is to convert the survival skills learnt into genuine communicative potential. Bridging this gap between linguistic and communicative competence is not easy, given that the two foreign languages are not spoken outside the school. Thus, the teacher, who is the sole source of the learner's foreign language environment has to resort to books, flash cards, films, video material, tapes, magazines and newspapers in order to stimulate speech production. This is an area that we continuously attempt to enrich by keeping abreast of new textbooks and resource material.

The second task concerns the evaluation of competence in the four language skills in English and French. This is done in accordance with the STANAG 6001. Two of the four language skills, that is the listening and reading, are ascertained by the administration of the Armed Forces Unified Test (T. U. I.). Those students who reach 70% on each of these two skills are admitted to the speaking and writing exams.

The third task concerns the control of classes held at the Air Force Academy, at the NCOs schools as well as those held at the private language schools for airmen, NCOs and officers at hours that are compatible with their working schedule. These are usually individual courses. We have neither control over the courses held at Colchester attended mainly by flight personnel nor the special courses for personnel of Air Traffic Control and Air Defence nor the special courses held at the Midwestern State University of Texas (USA) for flight personnel.



## National Report - Spain

In January 1993 the present Joint School of Languages, will become the Military School of Languages, a small name difference that comprises certain organic modifications as follows:

- A Translators Section (German, Arabic, Russian, English, and French)
- A Research Section with the commitment to discover what I will mention later on: What to teach and how.
- Teaching of English and French, from level 3 to 4, besides the current languages taught: German, Arabic and Russian. The Services will continue teaching English and French at levels up to 3.

### **Justification of the Research Section**

Although this justification is obvious, the experience of the small Spanish expedition to Northern Irak has corroborated our conviction that a language requires inescapably a certain quantity of effort along a lapse of time that could be represented by  $E \times D = L$ , where E equals the effort, D is the time period and L is the level of language pursued.

If we choose to diminish one factor it must be done at the expense of the other or of the result L. It does not seem to be miraculous methods. We can only search the form of that product according to our needs, possibilities and circumstances. We may soften E if we can afford more D to obtain the same L. Likewise, if we want to reduce D we have to increase the effort.

As talking about machines, let us consider theoretical and effective power. As ever, maximum effective output is sought. In the same way our investigation should try to discover, considering circumstances of the moment, two things:

- What is to be learnt?
- How should we teach it?

As a partial response to those points of research we have elaborated two documents that we had circulated:

- the first one about what to teach our troops in a particular case of a multinational coalition; that is, an applied research, main goal of BILC 92 Conference.
- the second one, about another technique to practice oral communication.

To end this national report I regret to say that so far we have not been able to establish a process that unveils the needs of military personnel with language expertise in the Services, as we intended long ago, by ranks, languages and Services, based on the study that Colonel Macfarlane, from UK, kindly offered to us last year in Istanbul.

The most we have got is to announce vacancies for the new course beginning 1st September 1992 by languages and Services but not by military ranks; and only as regards German, Arabic and Russian. We will endeavour to get our aim, as concerns mainly to English and French.

## Annex to SP National Report

### **Guided Discussions to Practise Oral Skills**

#### **Common Instructions to all Discussions**

##### **1. Purpose**

These discussions intend to practise oral communication making use of a lexicon previously agreed on and certain recently learnt structures within a definite topic frame. At the end of the discussion session students must have learnt both lexicon and structures put up.

##### **2. Rationale for Guidance**

To be fluent in a language means to give out words in a spontaneous, instinctive way, not searching them out of our memory. This will happen when we have used all of them in a real situation dialogue; that is to say, when we have been forced to use them. To this end, it is necessary to create fictitious scenarios most similar to real ones to speak and repeat whatever we need.

The difficulty to sustain a didactic dialogue at students level lies in that they are generally not able to emit many words because of two reasons: they ignore the subject or they can't talk about it in the target language. Besides, in case all students have the same point of view on a subject, there is no confrontation and the dialogue quickly decays and loses impulse.

The guided discussion comes to facilitate students task by

- a) giving them a role to play in the discussion with several suggestions and ideas to argue and a point of view to defend;
- b) offering them a list of words and ready-made sentences in their own mother tongue for them to translate and complete at will with the grammatical structures they may well want to add to their practice;
- c) disposing students around a table following the scheme of NATO Working Group meetings with a Chairman, a Secretary and four members; this small group of six allows for frequent opportunities to speak and repeat. This gives realism to the scene.

The teacher is seated out near of the ring, keeps silent, takes down mistakes watching for the rhythm not to decay.

##### **3. Execution (General)**

Each student is given a role by the teacher according to their needs. He will play that role although it doesn't coincide with his personal opinion and defends it as if it were his.

Each student is asked to bring from home some notes to help himself in the defence of his role not reading them but looking up to interlocutors.

The rest of students not given a role will sit outside the ring listening to the dialogue keeping abreast of what is said. They also prepare the dialogue at home adopting freely a view of the topic. They may be called upon by the teacher to intervene when the debate has been enough worked out or to liven up the discussion.

The full session lasts 50 minutes; 6 - 7 minutes allotted to each student and 6 - 10 to the instructor. Homework should not last more than 20 minutes as we do not look for a brilliant performance. We rather want to have some failures or gaps and have the occasion to correct them.

#### 4. Execution (Details)

The Chairman opens the session, greets and welcomes everybody and introduces the subject in a short exposition; then, he invites members to participate, in order.

As he deems it necessary he will put in clear points not well explained, will guide the Secretary in putting down conclusions and allows for the members to speak about the same length of time. When everything has been discussed the Chairman may issue a short resumé.

The Secretary commences giving some "administrative tips" such as to be clear and concise at interventions, raise a hand to be allowed to speak and not enter until the Chairman makes the corresponding sign. Then, the Secretary passes the word to the Chairman and, while the dialogue takes place, he takes down the main points agreed upon or relevant statements and drafts the minutes after reading aloud his notes asking for agreement of the members. So, he practices writing skills (synthesis) along with oral ones.

Members will intervene asking, answering, giving their opinions or telling anecdotes or whatever illustrates the subject making a hidden use of their own notes.

They will endeavour not to prolong their peroration beyond two minutes.

Students who are not members will keep apart ready to intervene when they are asked to by the teacher.

The teacher will remain listening, takes down mistakes and corrects them in the last 6 - 10 minutes. We hope this is the best way for students to acquire firmly those corrections, that is, near the stumble. The teacher will try to keep the discussion impulse by putting questions when required mainly to those less talkative.

#### 5. Key Points for Success

- The teacher will select controversial subjects, assigning roles according to needs of individuals. A layout of a couple defending and another pair opposing is recommended.
- Each student must change his mind to identify himself thoroughly with his role although he doesn't agree personally with it.
- It is important to plan the scheme of our arguments in advance thinking in our mother tongues. When the line of battle (argument) has been decided, then, we think about it in the target language and write down some important arguments and key words or sentences that will help us to play our role fluently.

#### 6. Questionnaire

After having experienced this type of discussions about a dozen times a questionnaire on each language was given to students to assess its usefulness

We intentionally put contradictory questions in the questionnaire in order to get open answers from the student.

Once far off and incoherent answers were eliminated we came to the conclusion that the method should be modified as follows:

- Students don't need ideas as suggestions to develop their role. They think they have enough initiative.
- Teacher's corrections must be made upon the occasion of every mistake, not at the end of the session; so, closer to the stumble.
- Generally, the teacher must intervene more frequently during the discussion.

Anyhow, the method has been qualified as useful by 77%. The scenario (round table) has been accepted by 50% and welcomed by the rest; previous preparation of sentences and vocabulary by the student is looked at as very useful by 57%. (It's suspicious that 43% are not for working at home).

Among incoherent responses eliminated we may tell, for instance: Do you draw more profit from a traditional dialogue in the classroom than from this new discussion? 77% answered affirmatively although the class dialogue is an improvised one.

This response is incompatible to the one where they affirm (by chance another 77%) that the method is useful. The answer that the debate must be presented as a surprise (66%) without knowing the subject or the role assigned is also not acceptable. This is obviously erroneous because a preparation of any kind is always useful. One could admit this argument if this dialogue were intended to evaluate students, but we only intend practice. What appears clearly is that students find it easier to enter the classroom with bare hands and play with the teacher comfortably.

## 7. Future Discussion Plan

We will modify the discussion scheme to this:

- Round table; teacher seated at the table.
- Distribution of roles to students according to their needs as viewed by teacher.
- If possible, controversial subjects to find abundant different opinions.
- Teacher's corrections are made on the spot, briefly; at the end of session other corrections of general kind may also be made.
- No ideas to help students will be suggested.
- Students will be inevitably asked to prepare something at home.

The student will again be instructed that this discussion is not an evaluation but an oral practice of those tips more recently learnt in the class and that this type of discussion is not compatible with other solutions such as individual preparation and exposition of a subject followed by discussion or the spontaneous dialogue that a teacher is always up to establish in class.

The following example shows the kind of roles and information students will get:

### Discussion No. 3

#### 1. Purpose and Rules

See common instructions issued at the beginning of this programme.

#### 2. Topic

Country life versus living in a city.

#### 3. Definition of Roles

Role #1: He has the best opinion about living in a city with its traffic noise, lights, proximity to all places, etc.

Role #2: He considers best life in a flat in the suburbs of a big city.

Role #3: He defends living in a village not far from a big town.

Role #4: He likes best living in a detached house off the big town.

#### 4. Distribution of Roles.

Chairman: 1st Sgt.:-----  
Secretary: 1st Lt.:-----  
Role #1: Cap.:-----  
Role #2: 2nd Lt.:-----  
Role #3: -----  
Role #4:-----

#### 5. Reasoning or Ideas Offered to Each Student.

The following arguments are not mandatory. Each student is free to choose a line to defend his role.

##### 5.1 To the Chairman

-... Good morning Gentlemen! Today's topic is a very easy and interesting subject because it is a hot and fashionable issue. For many of you who take more than one hour to come to school daily it is a very sensitive one. On the contrary, you enjoy fresh air free from smoke out of exhaust pipes.

I'm sure this will be a very controversial debate and hope to arrive at some solid conclusions that can eventually help some of you in clearing your minds when planning to move to a new house. I beg you to be concise in your speech and patient until being authorized to it. Do your best to employ your selected constructions and pronunciation.

Now the Secretary is going to give you some tips on meetings procedure and other formalities. Mr. Secretary...

##### 5.2 To the Secretary (Omitted)

##### 5.3 To the Defender of Role 1

- Shops are more at hand.
- Public offices are closer to you to solve your problems.
- Noise makes you find yourself more accompanied.
- You need less time to reach your place of work.
- It is easier to meet friends.
- You find entertainment facilities more easily: cinemas, gymnasiums, libraries, ....
- Children find only at cities certain recreation areas such as parks, gardens, the zoo,...
- When looking for a job, there are more opportunities available.

##### 5.4 To Defender of Role 2

- In suburban districts you also get everything: shops of all kinds, cinemas, supermarkets, etc.
- Many administrative negotiations are made shorter at state or private bodies: to register a car, any licence, contract a phone set.
- There is less noise than in a big city and I don't need noise to feel accompanied.
- Friends are or live far away wherever you live; in all cases you have to go by car.
- If you live downtown most jobs will probably be far. You may instead select a suburban quarter and be near to your working place.
- You don't necessarily feel like going to the movies every day; so you don't mind taking your car once in a while and go downtown.
- Job opportunities are the same wherever you live; you can read about jobs available in weekly publications "Second hand" at your stall although you may live in the outskirts.
- You may park more easily than downtown.

### 5.5 To Defender of Role 3

- I like to live in a village near Madrid with some open land in between avoiding the influence of town traffic. I live in Valsemorillo and every day I see my friends and play cards after lunch and live in society intensively.
- I prefer living in a nearby village in spite of inconveniences of traffic entering the city on my way to my office. Back home in the afternoon I enjoy life more.
- I don't care about traffic jams on Sunday evenings.
- And when I look for a path to go jogging or fishing or hunting I just make a kilometer and that is all.

### 5.6 To Defender of Role 4

- For me the best way to live is in a house at least 20 meters away from my neighbours, that is, a detached house, not on the eleventh floor but at street level.
- I recognize that a lift is a sophisticated modern device that takes you to the ground floor in a few seconds, but isn't it easier to get home directly from the garden outside?
- Besides, one generally possesses a small place to plant vegetables and flowers and have fun with your dog if you feel like it. Even if you are busy or lazy and there is nobody in the family volunteering to take the dog out for a walk you may lead him up to the fence.
- I find it superb to paint the fence and greet persons of my close surroundings when pass by.

### 6. Lexicon Proposed for Discussion 3 (omitted; about 50 words)

---

#### Some Discussion Titles

- Discussion 1: Christmas time
  - Discussion 2: Will the tank still be the main weapon system of future land battle?
  - Discussion 3: Living in a city or in the country.
  - Discussion 4: The more you possess the more worthy you are.
  - Discussion 5: Tourism in Northern Europe.
  - Discussion 6: The recruitment system: conscription, voluntary or mixed.
  - Discussion 7: The Peace Conference at Madrid 1991. Israeli and Palestinian positions.
  - Discussion 8: Man-woman relations.
  - Discussion 9: Bulls, cocks, dogfights: justification for cruelty.
  - Discussion 10: Work and strikes.
  - Discussion 11: Armed Forces reduction.
  - Discussion 12: Civil protection at war.
-

## National Report - Turkey

This report covers the points presented in the former National Reports and the information about the studies currently planned and those to be conducted at the Army Language School.

### **1. Innovative Application in Teaching English**

#### **a. Change in the Teaching Materials**

(1) The ALC (American Language Course) materials, being used since 1956, the year the school was founded, have been supported by the Streamline system since the beginning of the 1991 - 1992 school year.

(2) Since the ALC materials cannot keep up with the current tendencies and provide learners with only reading and listening comprehension skills, this system has been supported with the Streamline materials. Thus, a remarkable step has been made in order to improve the writing and especially speaking skills, and the immediate positive results can easily be deduced when the outcome of the school year which has just finished has been analysed.

#### **b. Changes in the Testing and Evaluation System**

Both the modification and the renewal in the system utilized in teaching English and improvement of the traditional measurement and evaluation techniques applied in other foreign languages departments enabled us to develop an "Outline of the Testing Directive" so that we could make the measurement and evaluation materials more reliable. The certain results of the evaluation of the new testing system, being experimented since the beginning of the second semester, will be obtained soon, and the "Outline of the Testing Directive" will be presented to the higher office for approval. Subsequently, it has been considered that one copy of the Testing Directive, developed by the Army Language School, will be sent to BILC members.

#### **c. Self-Learning Activities**

All kinds of authentic materials as well as the regular and scheduled educational programmes are being used in order to assist students to teach themselves. In order to achieve that purpose, various foreign language materials and cutouts from newspapers and magazines of actual and educational importance are made use of.

Almost all sections have been encouraged to prepare a newspaper. For the class newspaper, each student, being a member of a group in his section under the supervision of his teacher, has prepared a column for the newspaper, and when the whole newspaper is ready for presentation, copies of it are posted on the walls of the corridors in the school. I have got a sample copy of such a newspaper as a part of this report.

### **2. Teaching Russian**

The orientation studies on the supplementary educational materials provided by the American Defense Institute, the Washington, D.C. Office, have been accelerated. Marking remarkable changes in the methodology from the next school year on is an important item on our agenda.

Meanwhile, by means of the Satellite Broadcast Center, the broadcast of the Moscow television can regularly be watched, and the programmes which are considered to be useful in teaching Russian have been recorded for later use.

Our intention is to have a native speaker of Russian from the next year on. The studies on this language are getting more and more intensive as Russia and the Ukraine became the neighbours of Turkey. Moreover, since the mutual negotiations between Turkey and the newly founded countries are realized through Russian, this situation has resulted in the acceleration of the research and of educational studies on Russian not only in the Armed Forces but also in other organizations.

### **3. Teaching Turkish**

There is an increasing interest towards Turkish in the allied and friendly countries. Therefore, studies have been initiated on new projects to improve the Turkish Department. Since it has been observed that the demand will be much greater than expected, intensive studies are being made on the teaching of Turkish.

Currently, there are eight students from Gambia and four from Albania who are participating in the Turkish programme in the school. The level they have reached within such a short period of time is incredibly perfect.

### **4. Research and Development Activities**

#### **a. Activities for the Amendment of the Organization**

Joint conferences by the Research and Development Office concerning all Armed Forces were held within the framework of the projects of the Office, which have been described in detail in the 1991 National Report, presented at the BILC Conference at the Army Language School in Istanbul.

The main topic of the conference, which was held between February 3 and 5, and which is worth mentioning here, was "The New Goals and Strategies about Foreign Language Teaching which arose in the Government Sector and the Determination of the Criteria of Coordination and Integration".

The results of the conference are in short as follows:

- (1) Similar research and development activities should be done at the other language schools of the Armed Forces and the headquarter should be the Army Language School.
- (2) More efficient communication and coordination should be established among the four military language schools.

#### **b. Utilization of Satellite Broadcast**

By means of two antennas, one being fixed and one revolving, broadcasts in all languages which are taught at the school can be watched. I would like to list the languages which are taught at the school once more:

- English
- French
- Russian
- Bulgarian
- Greek
- Arabic
- Persian
- Turkish



Watching the closed-circuit broadcast as well as live broadcasts both inside and outside the classroom has provided learners with a very good language background. The programmes recorded in almost all languages have made classes more lively and coherent, and research is being conducted to improve the activities and to do them professionally.

### **c. Computer-Assisted Language Learning (CALL)**

Fourteen computers have already been supplied and the staff training has just been initiated. Other research studies as well as training have been held in order to have the computers contribute more to education and to make better use of them. Furthermore, we would be grateful if the countries which make efficient use of computers would enable us to benefit from their experience in the field of Computer-Assisted Language Learning.

## **5. Measurement and Evaluation Activities**

The Office of Measurement and Evaluation, Standardization and Question Bank was introduced in detail in last year's National Report. This office, which has grown rapidly for three years, is in the process of developing the school into an academic organization, and it has clearly been observed that it will contribute a lot in the fields it is concerned with.

## **6. The Project of Circulation of Information**

Within the framework of non-reciprocated circulation of information programme, in effect throughout BILC members, the Army Language School have provided the wishing countries with the copies of the "Glossary of English-Turkish Joint Military Terminology". However, since at present the number of available copies of the glossary is not enough to meet all the demands, it is supposed that the number that is allocated will meet the needs of those countries as much as possible. By the way, we really appreciate the assistance of the BILC Secretariat in the distribution of the materials.

## **7. Conclusion**

When the information presented in this National Report, presented as our third one this year, is compared with that of the first one, it can easily be recognized that the Army Language School is in a very rapid progress and has achieved most of the goals which are the basic requirements of contemporary foreign language teaching.

I would like to extend my best regards on behalf of the Turkish Armed Forces.



SECTION 2

# TIGERS

WEEKLY

ISSUE: 2  
January

COUPON  
NUMBER: 1  
(Good Luck)

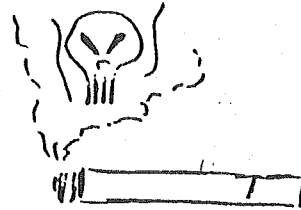
## DENY!

If you deny your knowledge about something you are a stupid. Everybody has good information on their subjects, because it's their own special work. But some people have some good information too.

It's a very general subject and everybody knows much knowledge about it, IT'S SMOKING! I hope all of you know effect of smoking to your health, to your life, to your lovers and to ones close to you. Some of you don't smoke, it's very nice of you. But the others still smoke. They know these bad effects and still smoke!

By the way, they're stupid. I'm right but they deny their places among people and they deny their knowledge about smoking.

It's a big reality and it doesn't accept any argument...!  
Lt. Murat YILDIZ M.D.



## Pet Lovers Live Longer

Eating the family dog can help you to live longer, according to psychologist Tony Lyons.

He believes that pet owners suffer less from stress and high blood pressure than people without a cat or dog around the house.

As part of a three-year study he brought groups of people together with their pets. He found that their blood pressure was much lower when they were alone with their pets than when they were left to talk to each other.

Mr Lyons, a lecturer at Swansea University College, does not own a dog himself.

But he said yesterday: 'I'm seriously thinking of getting one.'

## AN ADVENTURE IN AFRICA!

Sidney and Orson a couple of Hollywood movie producers, were in Africa making an adventure film. "I think I'll go out and bag a lion before dinner" Sidney said.

"Impossible" Orson replied. "I've got \$100 bill and I can bet".

"It's a small deal but O.K." said Sidney. An hour later, a lion poked his head in Orson's tent and asked

"Say Do you know a guy named Sidney". "Yes I do" replied Orson "O.K. he owes you \$100" said Lion. (LLEÖZELİK)

## IMPROVING YOUR WRITING!

Do you want to improve your writing?  
If you say "YES" keep the checklist given below...

- BEFORE WRITING:
  - Decide:
    - who are you writing for?
    - why are you writing?
- First Check:
  - Page organisation (+, -)
  - Clear information (+, -)
  - Necessary information (+, -)
- Second Check:
  - Words (Well chosen)
  - Spelling
  - Punctuation
  - Grammar
    - Subj/Verb agreement
    - Correct articles
    - Word order

The people of Section Two will display a drama next month. \* \* \*

# HISTORY OF NEWSPAPERS

The first newspapers were hand-written sheets which were posted in public places. The earliest recorded daily newspaper was ~~started~~ started in Rome in 59 B.C. In the 700's, the world's first printed newspaper was developed in China. The paper was printed from carved wooden blocks and distributed among the citizens. Europe didn't have a regularly published newspaper until 1609, when one was started in Germany.

The first regularly published newspaper in the English language was printed in Amsterdam in 1620. In 1621 an English newspaper was started in London and was published weekly. The first daily English newspaper was the Daily Courant, which didn't appear until March 1702. In 1690, Benjamin Harris printed the first American newspaper in Boston. The paper was called Public Occurrences Both Foreign and Domestic.

Today as a group, English language newspapers have the largest circulation in the world. The largest circulation for an individual newspaper, however, is that of the Japanese newspaper, Asahi Shimbun, which sells more than eleven million copies every day.

Lt. C. ALTAY

# A PRIVATE CONVERSATION

Hi there. I want to tell about my ~~very~~ interesting theatre story this week. I went to the theatre last week. I had a very good seat. The movie was very interesting. But I didn't enjoy it, because there was a couple behind me. Suddenly they began talking loudly. I couldn't hear anything except them. I was looking them angrily time by time. But nothing was changing. Suddenly, "Please be quiet, I hear nothing" I said. "It's none of your business, sir" the young man replied rudely and said "This is a private conversation".

Have a good day dear readers.  
Lt. ÖZÜK.

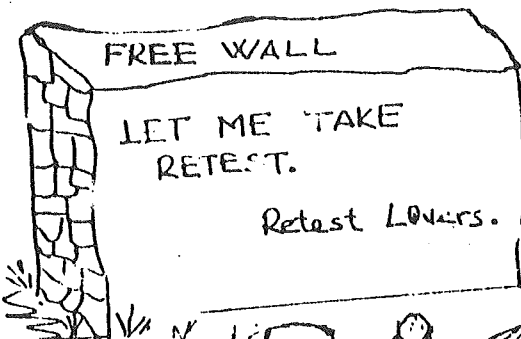
# ABOUT LASERS

A laser is a device which produces beams of a special kind of light. A laser beam looks like a straight almost solid, yet transparent rod of intense light. It's just light, but it's quite different from ordinary light in several ways.

Lasers are used to make all kinds of things from cars to clothing, from microchips to newspapers. Laser beams carry phone calls and TV pictures over long distance and play video discs.

The laser has often proved to be better than traditional methods in all of these jobs, and many more.

Cpt. C. BİNİÇÖL

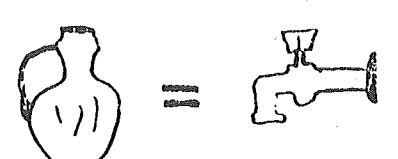


What is this?  
What is this man doing?  
He is painting the wall of the court of the car park that's the biggest of Turkey and wants to find last week.

Publishing Group :  
Editor in Chief :  
Cpt. C. BİNİÇÖL  
Assistant Editors :  
Lt. A. ÖZÜK  
Lt. H. HİÇKA  
Lt. E. ÖZÇELİK  
Lt. M. YILDIZ  
Lt. C. ALTAY

SPOONTL  
TRYINGO  
HURRYAY  
ISSUEIA  
EHUNONL  
FANCYKF

CROSSWORD



# ADVERTISEMENT

A GROUP OF OFFICERS  
LOOKING FOR A THIEF

A group of officers looking for a thief. They want thief to steal some test sheets from exam. commission's room. Qualifications:  
1. Speedy working  
2. Well discretion  
3. Advanced Eng. level  
\* Get in touch Sec. 2 \*

## National Report - United Kingdom

### Language Training at BRNC

Ladies and Gentlemen, because of the dominant position that English has throughout the world as either the native or second language of some 1,565m speakers (cf 970m Mandarin Chinese and 340m Spanish) perhaps the first question that needs to be answered is "Why are Modern Languages taught at Britannia Royal Naval College?"

The number of native English speakers who question the need to teach students other modern languages is legion. For many of my fellow countrymen it has never seemed necessary to speak any other language than English and if they did make the effort to learn another language then it has been more for the intellectual challenge and to gain an academic certificate than to use it as a means of communication.

Fortunately these attitudes are changing and in the schools some 19 languages are being taught and for practical rather than academic purposes.

In my 27 years experience of teaching at BRNC however, I have rarely met any unwillingness among young officers to learn to use other modern languages in a practical way and it is I suppose not hard to see why this is. Naval officers are likely to want to be able to speak to other nationals either when RN ships put into foreign ports or when foreign visitors come to us. The ability to communicate with foreign fishermen who are not observing fishing limits is a very practical problem faced by young officers for example and that is a most severe and practical test of language competence. The fishing vessel's crew might not wish to understand any language of course! Latest information indicates, however, that this fishery protection role might well be privatised, but some responsibility in this area of explanation and diplomacy will surely stay with the Royal Navy.

Under the present system of training at Dartmouth we teach any four of these five languages: French, German, Russian, Spanish and Italian at any time. My Department is in fact composed of myself and four Senior Lecturers, but one member of the Department is fully committed to teaching English.

Our students are young officers, both male and female, who are in their final term of academic study. By the time my Department meets them they will have had two terms of professional theoretical and practical training at the College. They will then have proved their professional competence onboard one or two ships of the Fleet before returning to Dartmouth for two terms of academic study, with obligatory Mathematics and Computing, Maritime Environment i.e. Meteorology and Oceanography, Radar and Telecommunications and Defence Studies. In their final term there is still one obligatory 'core' subject, Ship Technology, to be studied as well as the choice of one of these optional subjects: Technology, Computing, Strategic Studies and a foreign language.

The experience of recent years has been that 50% and more young officers choose to study a foreign language as their option, which is particularly gratifying and encouraging for my Department since it is the only department that has no formal contact with potential students in any of their earlier courses.

The young officers whom we teach are on either full career or short career commissions and they will specialise as Seamen or Supply and Secretariat Officers. Those who will serve in the Fleet Air Arm or who will study to become engineer officers have unfortunately no opportunity to study a foreign language except possibly in their spare time - which is normally very scarce on a busy training programme.

What we teach our foreign language students is essentially practical communication skills to cope with likely Service needs: how to welcome foreign visitors, how to deal with basic needs in a foreign port, how to act as interpreter at a modest level etc. To assist us we have an 18 booth language laboratory with audio-visual facilities as well as Satellite TV which enables us to see programmes in all the languages we teach.

Our students will have a practical oral test at the end of the course which is of a standard recognised by all three Services, the Colloquial Exam, and nearly half of the marks are awarded to that exam.

The remaining marks are allocated to a two hour written paper of translation, précis and comprehension exercises as well as to a 5,000 word minor thesis on some topic relevant to the people or the country whose language is being studied. This project has two elements: the written thesis and the presentation of it to an audience of academics and Staff Officers.

The project is designed to develop and then test the analytical skills of our young officers in order to help determine whether any of them might be of an academic standard which would enable them to study a further two years at RNEC for the In-Service BA Degree in Maritime Defence Management and Technology. The project does serve that purpose very well but it represents, too, the only non-practical part of our foreign language courses.

That then, ladies and gentlemen, is a brief outline of the state of foreign language teaching at BRNC right now, and a few if any changes are envisaged for the near future.

I have concentrated on giving an account of our mainstream, foreign language courses though we are also responsible for remedial English to RN YOs as well as supporting the English for Special Purposes programme of first term IMC students. It is encouraging, though, for my Department to be able to record that we are also regularly called upon to help colleagues, both uniformed and civilian who wish to develop their foreign language skills. At last one senses a growing awareness of the value of foreign languages and though, unfortunately, it cannot be claimed that all RN officers have some fluency in a language other than English at least one might say that the tide is turning.

### Reviewing Entry Requirements

Mr Chairman, ladies and gentlemen, it is my privilege once again to introduce the UK National Report. This year I will be sharing the task with Mr George Worrall.

In my portion of the report, I want to describe a small project which is just coming to a close in the UK. I believe it offers an interesting insight into the opinions that non-language specialists have of the STANAG 6001 and of their success in using it as a means of defining language entry requirements to a whole range of military courses.

To give the background briefly, it was decided somewhere within the British Ministry of Defence that language entry requirements for foreign students starting training in the UK needed to be standardized. So a team of two specialists was given the task of reviewing the entry requirements for those military courses open to non-English speaking military personnel. As you might know, for some courses preparatory language training is offered at the Defence School of Languages. For others, the students may take an entry test, while for the bulk of them, no entry standard has been laid down. The task of the review team was to explore how entry standards in English might be standardized.

The team, by the way, were an RAF squadron leader, qualified and experienced in language teaching, including teaching English as a foreign language, and an Army major qualified and experienced in general training design and training management.

There are some 500 - 600 UK training courses in RN, Army and RAF training establishments which attract foreign students whose first language is not English. Some of them are unlikely to have foreign students very frequently if at all. On the other hand, some are regularly attended by overseas students. So a review of the entry standards of all the courses would have been not only costly and time-consuming but also not really necessary. As a first step therefore, the review team selected 12 courses at a range of training units from the three services generally well attended by overseas students. These courses were:

Advanced Staff College courses for all three Services.

Officer Training courses at Sandhurst and BRNC.

A Technician course for each Service.

An ATC course and two Flying Training courses.

### Methodology

In order to gather information, the review team conducted interviews and used a questionnaire. It was decided that training staff as well as students on the courses would be interviewed and the team devised semistructured interviews for both groups around a series of key questions.

### Staff Key Questions

- Q1. Are any English Entry Standards laid down for your course?  
Only 3/12 had specified entry standards.
- Q2. How are students initially assessed for their level of English?  
Four said they relied on external assessment normally at DSL; Eight carried out their own internal assessment at the start of the course.
- Q3. What is staff perception of the English standard required by the course?  
It was here that they were introduced to the STANAG and asked to produce their estimate of the SLP for their course. Of course they were given some weeks in which to do this.
- Q4. What is done for students who are seen as below standard in English?  
The measures ranged from providing extra tuition to recoursing, that is the student repeats the whole or part of the course.
- Q5. Are other non language skills or knowledge essential for success on the course?  
E.g. flying qualification, technical etc.

### Student Key Questions (22)

- Q1. Was any pre-course study undertaken? 15/22
- Q2. Did you take an English Selection Test? 17/22
- Q3. Did you feel that your English was up to standard at the start of the course? 10/22 No
- Q4. Did you have problems in any areas not linked to English? 14/22 Yes

## Questionnaire

The interviews confirmed the lack of entry standards but underlined the awareness among staff that such standards were nevertheless essential. Many staff interviewed had not previously used STANAG 6001 but seemed to react positively when it was introduced to them. Having given them the opportunity to prepare SLPs for their courses, the review team then decided to devise a detailed questionnaire about the STANAG, its content and the way it was written.

Staff were asked to rate the effectiveness of the explanations in the STANAG covering proficiency levels and the concept of language proficiency profiles. They were asked to comment on the effectiveness and clarity of the introduction to the STANAG and to say whether they thought four skills and five levels were sufficient? The core of the STANAG is of course the description of the levels within each skill. Participants in the survey were asked to comment on the descriptions in the following ways:

Were the descriptions of levels written for the layman or the expert?

Were enough performance levels included?

Were the performance descriptions clear/unambiguous?

Were the performance descriptions sufficiently detailed?

Was the progression of performance descriptions through the levels logical?

Responses to these questions could be given on a 4-point scale with "Yes" and "No" alternatives separated by a "tendency to Yes" and "tendency to No". The responses were overwhelmingly positive. The training staff saw the STANAG as an instrument which they could understand and which they felt they could use.

## Comparison of Staff/Expert SLPs

After the staff were given the opportunity to decide their own SLP for their course, the Review Team language expert also devised his version. For example, SLPs were devised for the three Advanced Staff College courses. The language training expert saw them as the same 4343 but the course staff saw them differently. I must point out here that the language expert had been in charge of the English Language Wing at DSL Beaconsfield for several years previously and had run a number of courses preparing Navy, Army and Air Force students from abroad for the ASC courses and he had a good knowledge of their language needs and the content of the main courses at the Staff Colleges.

The language expert and the training staff did not agree on SLPs for any of the 12 courses although in five cases they were very close. Two or three training staff actually had difficulty in specifying an SLP, although I don't know the reason for this at the moment. Now, I found it interesting that these people were apparently having problems in using the STANAG although they had been so favourable in their opinion of it.

This struck a chord with me when I came across it, because I believe that many people unfamiliar with the STANAG 6001 can have difficulties devising realistic SLPs from it. Now, rather as George Worrall does, I make arrangements for dozens of British students each year to receive foreign language tuition from civilian tutors in various parts of the UK. At the start of the tuition, I provide a target SLP for the course and at the end of the course the tutor has the chance to give an assessment of what the student has achieved, using an SLP. The tutors seem happy to use the STANAG and offer no criticism of it. Yet some give SLPs which seem over-generous to the student, given the amount of tuition received.



## Conclusions

What conclusions can we draw from this?

- a. STANAG 6001 is seen by non language teachers as useful, effective and adequate. Very few involved in the study offered suggestions for improvement.
- b. Staff for a range of training courses specified SLPs for their courses which differed from those devised by the LT expert, despite their apparent satisfaction with the system. They were happy to propose SLPs but they were all significantly different from the expert's SLPs.
- c. Even language teachers can have difficulties in producing accurate SLPs when they are not familiar with the STANAG.
- d. If the STANAG is intended to be used by training staff who may or may not be language teachers, further guidance and help should be made available on how to use it to devise SLPs. This guidance may need to be in the form of extra explanatory notes and examples of language activities at different competence levels.

I would be interested to hear from any delegates who have similar experience of the use of STANAG 6001 by non-linguists, or who have any opinions on this matter.

## Systems Approach to Language Training

As you all probably know language training in the Armed Forces of the United Kingdom is managed more-or-less as a whole system and in accordance with MOD policy a Systems Approach to training is applied. At last year's conference we confirmed that this approach is well understood within the alliance so I will not elaborate further. However, it is this system which underpins a comprehensive review of the administration and provision of language training for our Armed Forces which is now nearing completion under the chairmanship of Colonel Ward who is of course here with us this week.

We have already reported to you on the Bishop Study carried out in 1987 and I refer of course to Max Bishop now Group Captain Bishop who at one time quite regularly represented the Royal Air Force at these conferences. The study which he led reviewed the role and purpose of Services' language training and associated examinations. The precise content and proficiency targets of the training system were investigated. It thus identified the linguistic implications of the actual tasks carried out by language-trained personnel.

We have also previously told you that in 1989 work was completed on identifying the objectives, course content and methodology of language training courses which would be required to meet the needs which the Bishop Report had revealed. The findings and recommendations were published in the Murray Report led by Lieutenant Colonel Murray, the Commanding Officer of the Defence School of Languages. The report proposed a common syllabus for Higher Language Level Training (that is to levels 3333 and above) inserting task-based content and on-course assessment alongside much of the existing structure. It anticipated that modules might be produced for the special requirements of individual students.

From this point it was clear that the best way to practice and drill the languages once they had been learned was by Task-Based Integrated Exercises which would draw on a wide range of training resources and authentic material such as the use of media, and accessing news and current affairs broadcasts, for which video, satellite TV reception and computer facilities would all be required in addition to the normal playback facilities such as personal cassette recorders and language laboratories.

As mentioned the assessment mechanisms for monitoring student progress and quality of training were also considered in the Murray Report. It recommended a system of internal assessment by which the Standardized Language Profile (SLP) for each student at various stages of the course would be recorded in a student Profile Booklet. This propelled the view that all language posts should be annotated with target SLPs, not just the profiles for the examinable standards themselves. Work has started on completing our language posts lists in this way, and it is at this point that the Review led by Colonel Ward begins to examine many of the wider and long term aspects of service language training drawing on the professional support and advice of Royal Navy and the Royal Air Force as well as Army specialist staff. Let me now mention some of these but in no particular order of precedence.

Training for jobs is the prime objective but it was seen that external examinations have continuing value in motivating and even accelerating learning, in contributing to a database of language qualifications for use by non-specialist staff in order to meet operational and other needs, and towards student morale and satisfaction in achieving qualifications which have value throughout life. You may have heard of NVQs or National Vocational Qualifications. We are looking to a future in which our service language qualifications will be recognised as Vocational Qualifications and become accredited by external academic or examining authorities.

As far as our higher level examinations are concerned the first one under the new syllabus will be set in October. What we used to call Linguist will be called Advanced Certificate. Next March will be the first at Diploma level (formerly known as Interpreter). The standards will be as before 3333 and 4343/4444 respectively.

I do not intend here to give you a definitive syllabus. That must wait till next year. As soon as they are available, however, copies will be sent to whoever leaves an address with me now. Broadly speaking for Advanced Certificate candidates will be required to accomplish the following tasks:

#### Written Tasks

- |   |         |
|---|---------|
| a. Listen to recorded information in the target language and answer questions about it in writing and in English.                                     | 25 mins |
| b. Read a text in the target language and write a translated version in English.  | 30 mins |
| c. Write a reply in the target language to a letter written in the same language which asks for information about a text which is written in English. | 50 mins |

#### Oral Tasks (Preparation time 20 minutes)

- |  |         |
|--|---------|
| a. Give a short talk in the target language on a subject discussed in a given text and answer questions about it in the same language. | 5 mins  |
| b. Exchange information in the target language, for example answer questions about the information given in a railway timetable.       | 10 mins |
| c. Converse in the target language about oneself, one's military background and about the country to which the candidate is going.     | 10 mins |
| d. Act as a consecutive interpreter.   | 10 mins |

Total Test Time - 2 hrs 45 mins approx.

For Diploma level the format will be much the same in tasks but more difficult in content, and there will be much greater emphasis on military or defence terminology and its use. In fact, training will aim to introduce a much more practical use of general rather than complex military terminology so that students are readily employable on general service duties at the standards called for.

All this requires that language training is conducted in accordance with the concept of best practices. We need to be aware of all the options for meeting the need - from principles of student selection to training syllabuses, methodologies and classroom practices, reliable and valid evaluation and so forth. This calls for a wide ranging review of national and international practices not least the benefits to be derived from knowing or learning what BILC member countries do.

To watch over this entire system of training, evaluation, feedback and change we propose a quality control mechanism. This will be exercised through a specialist officer or officers who both inspect and influence the system. They will oversee the quality and cost-effectiveness of the training in meeting appropriate standards within acceptable time limits, and they will have power to bring about change by authority which exists outside of the actual language training system.

At the heart of this programme are the language trainers themselves and we are actively looking to enhance their professional competence to meet the stringent criteria of our overhauled system. No longer will it suffice to have a professional knowledge of the target language as well as English and general teaching qualifications. Now it will be necessary to add language teaching qualifications as well. We have found that the techniques and practices used to teach one's own language to speakers of other languages or Teaching of English as a Foreign Language as it is widely known are an excellent starting point and maybe even finishing point for teaching foreign languages to speakers of English. A full range of practical expertise and scholarship is available, starting from a preparatory certificate right up to a Master's Degree. Clearly the higher the level of responsibility held the greater will be the need for advanced level competence in these specialised areas. I might add that these considerations will apply to uniformed as well as to our civilian staff. I will also add

that we have noted with interest the work of Germany on the theme of learning to learn languages - which alongside other research, experience and informed advice is directing us towards the adoption of the principles involved.

In the matter of student selection we are proposing rather than declaring a radical change. This is the abandonment of aptitude testing. We have never had the time or resources to develop a sophisticated and therefore adequately reliable aptitude test, always assuming that there is one to be found. We have found that sponsors rarely have the option of changing nominations for training even if they fail the crude aptitude test which we have been using. Teaching staff who do not always understand the limitations of aptitude tests have seemed liable to despair of students who record low aptitude scores without having sufficient proof that they would perform poorly on course. In other words aptitude tests could risk causing a negative attitude to some students. Anyway the proposition is that henceforth we look only to the other well known indicators of probable good language learning performance - intelligence, motivation, previous language learning experience, native (i.e. in our case English) language ability, and knowledge and experience of the field in which the target language would be employed in defence matters. Age is another factor which some see as relevant.

We are continuing to endorse the value of periods of language training in a country where the target language is spoken. It is impossible to declare such training as essential to success and a number of criteria are to be satisfied before we will approve such training. For example we like students to have reached at least level 2200 beforehand. We see no point in spending money to keep students overseas whilst they learn how to even survive in the language.

Language Awards are still paid to our servicemen who satisfy certain conditions. We are conscious that the majority of BILC member countries do not pay such awards yet are still able to meet their requirements. Our review is continuing and it may be that such awards will come to be paid only to those who succeed in learning languages by their own efforts.

You know that we have a Defence School of Languages which caters to some of the language needs of all three services. Many of you will be bewildered that we in the United Kingdom still manage some of our training needs on an individual service basis. You will not be surprised therefore to learn that all those elements which I have been talking about are destined to be managed as a shared tri-service commitment. By this time next year most if not all of this should be in place.

That completes our formal update of developments on changes to language training provision in the UK. Next year we will be able to report to you on how our plan is working but I know that Colonel Ward and any of his team in the United Kingdom delegation will be pleased to discuss our plans with any of you who are here this week, and no doubt he has already shown how we welcome your news and advice. However, I would now like to address you briefly on a matter which my long experience with BILC suggests might be timely. It is a part of our National Report because although something of which I am about to say will be my own viewpoint I will also be drawing on our official position. My theme is the preservation of BILC.

## **BILC Conference 1992 - Holding the Line**

Last year on the occasion of the 25th BILC Conference I shared the podium with Herbert Walinsky in reviewing the history and achievements of our organisation. However, we cannot afford to be complacent. Political events over the last year or two have had a profound effect on defence matters in all the countries of the alliance and I have no doubt that participation in BILC is for some of you an activity which once again needs to be defended. History has taught the folly of dismantling efficient and healthy organisations prematurely but few if any of us have the power to insist on our country's membership of BILC. I have reviewed some of the arguments which we in UK have used in the past whenever we have been asked to confirm the value of this activity to our national defence interests including those which are met by the alliances which we share. Here are a few:

- a. BILC parallels those other organisations within our alliances which deal with specialised aspects of service matters with the aim of coordinating our efforts in areas of common interest. This makes us more effective and saves a lot of money.
- b. The assembling of military speakers of different languages to discuss ways in which they can improve their communicative links in broader national and international interests satisfies a patently obvious need. For anyone to challenge the relevance of such activity is quite ludicrous. Indeed one could easily argue that we need to meet more often than other committees which have different objectives and purposes.
- c. Exchanges within BILC are, one suspects, much more prolific than any individual member nation imagines. It may be very useful to know where to go to get what one needs to help meet a language training problem. It certainly helps when that material or advice comes free of charge. But the even greater hidden saving is in the cost of research over time which would be necessary if such exchanges were not so beneficial.
- d. BILC is not a high profile organisation and as such may be the unfortunate victim of lack of knowledge and Public Relations. Its value to NATO is probably in inverse proportion to its public image as might be true of many more, or less, well-known bodies.
- e. The investment by the UK in BILC is modest (personally I suspect this is true of all member nations. If BILC did not exist we would not save in manpower and only a fistful of dollars, and remember we are talking about the cost of having the organisation not about the cost-efficiencies which result from its activities.)
- f. At least to its participants, BILC's role has always been adequately and clearly defined.
- g. It is our view that BILC will continue to serve as the alliances' only forum for promoting and disseminating good practice in LT and LT management.

Frankly it irritates me a great deal when multilateral projects, international military committees, multinational forces and planning teams for operations are held sacrosanct whilst this assembly has to justify itself. Efficient and effective communication has always been a key element in the achievement of military objectives. Not only do we contribute to that end so obviously but our role remains the same in peacetime as in war which is to generate language skills to serve the essential requirement of achieving aims. If BILC does not survive the aftermath of the cold war, our readiness to pool our language training expertise in meeting the next challenge to democratic interests will be sacrificed at a cost.

This might well be the time when all member countries should contribute to a centrally held database of comments, views and experiences which may be drawn on by the Secretariat or any individual member nation when they are on the defensive in protecting their membership of BILC. If we have survived 26 years then we should surely call on the support of our friends if and when it should be necessary. I remind myself that we can talk to each other at these conferences mainly because most of you which is 8 of our 12 member nations have learned English and/or French. Perhaps the English and French speaking nations owe it to the rest of you to foster this organisation because in the end it costs us less. I was delighted to note that Herbert Walinsky is to take over as Chairman of the Secretariat with Dr Christopher Hüllen as Secretary. This furnishes the experienced continuity which we need to keep our links and our purpose alive. If circumstances ever bring about a disintegration of BILC it will take much to rebuild it. Moreso now we no longer face so evident a common foe as we have done over the past 45 years. Josef Rohrer has done a magnificent job both by his own contribution and by ensuring the transfer of his BILC responsibilities to so admirable a successor.

I hope I am not seen as a prophet of doom and I am certainly not suggesting that the UK is under imminent threat to withdraw from BILC. But I do know that a number of member nations have travelled down such a road before and have been on the brink of leaving our ranks. I suspect that these years of change will create more puffing and blowing about BILC. My message is that if you are or come under threat and have to justify your involvement in BILC then if all else fails you should draw on the arguments and support of your colleagues within BILC. You don't have to fight the battle alone.

**BILC CONFERENCE  
1992**

**DLIFLC  
DLIELC  
FSI**

**ANNUAL REPORTS**



**DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER**

BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION  
1992 CONFERENCE  
NATIONAL REPORT - USA

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

MAJOR INITIATIVES

DISTANCE EDUCATION

FACULTY PROFESSIONAL DEVELOPMENT

CURRICULUM PLANNING AND COURSE DEVELOPMENT

EDUCATIONAL TECHNOLOGY

EVALUATION, RESEARCH, AND TESTING

STUDENT LOAD AND LANGUAGES TAUGHT



## DEFENSE LANGUAGE INSTITUTE

### FOREIGN LANGUAGE CENTER

#### MAJOR INITIATIVES

During the last year, DLIFLC continued to successfully implement its long-range Master Plan objectives, to improve overall linguist proficiency, and to respond to the language needs arising from Operation Desert Shield/Storm.

Following the Dec 90 assessment of linguist readiness by the task force to Saudi - Arabia, headed by the Commandant, DLI continued its efforts to provide specialized Arabic instruction in support of Desert Storm, particularly through video teletraining to other military installations and through production and dispersal of a variety of course materials and teaching programs for introductory, refresher and orientation purposes.

The Video Teletraining system (VTT), now called Teletraining Network (TNET), expanded to nearly 500 hrs. in nine languages, in addition to Arabic instruction and Train-the-Trainer workshops. Selected faculty members were trained in this approach. While doubling its TNET capacity, DLI has also continued to make substantial progress in technology, acquiring over 300 new Desktop III systems and aggressively pursuing innovative courseware development. This enables DLI's eight language schools to continue to effectively incorporate computer exercises into their curricula. In addition, some of the military services have organized evening study halls around computer-assisted study (CAS).

DLI continued to expand its language training support to a variety of government agencies such as the Drug Enforcement Agency (DEA), the US Customs Service, US Marshal Service and others. Recently introduced courses for the DEA and the On-Site Inspection Agency (OSIA) are ongoing. In addition, the major course development effort in the Curriculum Division of Special Operations Forces (SOF) introductory courses in 13 languages is continuing and will be progressing, with a scheduled completion date of December 1993.

Although a hiring freeze was in effect throughout the year, leading to a shortage of teachers in some languages, several major efforts were launched to improve student proficiency. Official curriculum reviews have been completed in Arabic, Chinese, Korean, and Russian. The Proficiency Enhancement Plan (PEP) has continued in each school. Also, the Learner Focused Instructional Day (LFID) was implemented. This concept places greater emphasis on organizing instruction around learner needs as well as their individual learning styles and strategies. At the same time a seventh hour was added to the instructional day to permit guided self-study, individualized activities, and more speaking practice.

Defense Language Proficiency Test IV (DLPT IV) listening, reading and speaking batteries were produced in German, Polish, Hebrew and Persian, and a prototype computer-based Final Learning Objectives (FLO) test of skills specified by the Cryptologic Training System (CTS) is being developed in Russian.

In view of DLI's multiple efforts to improve proficiency results, increases during the last five years are as follows:

FISCAL YEAR	PERCENT OF BASIC COURSE GRADUATES WITH SKILL LEVELS 2/2 OR ABOVE
87	41.7
88	44.8
89	52.1
90	62.3
91	67.0

Until 1992, the goal for DLI students was a proficiency of Level 2 in listening comprehension and one other skill (with no skill below Level 1). In 1992, the General Officers Steering Committee adjusted the goal to Level 2 in all three skills.

More specific discussion on DLI initiatives during the past year follows, with topics including distance education, faculty professional development, curriculum planning and course development, educational technology, evaluative research, testing and student load and languages taught.

## DISTANCE EDUCATION DIVISION

1. Calendar Year (CY) 1991 was an exceptionally eventful year for Distance Education (DE). Budget constraints and an increased need for language skills conflicted to present DE with new challenges. The demands placed on the system by Operation Desert Shield/Storm and an increase in DE's regular training support requirements required major shifts of resources and personnel.

### 2. Teletraining Network (TNET)

a. The Video Teletraining system (VTT), now called TNET, underwent a dramatic expansion. With the installation of a second studio in Monterey, DE's ability to provide TNET services to field units was doubled. During CY 1991, DE provided 486 hours of TNET instruction to 270 students in nine languages. In addition, DE provided 170 hours of specialized Arabic instruction in support of Operation Desert Shield/Storm.

b. DE staff developed and implemented a series of training seminars on topics such as the use of the TNET hardware and effective TNET teaching techniques.

c. DE also welcomed Mr. Euripides Lалlos, Training Technologies Coordinator, to its staff. Mr. Lалlos is responsible for assisting field units with procurement and installation of TNET equipment.

d. Mr. Dave Burns, Education Specialist, joined the DE/TNET staff and participated in the hiring and training of TNET instructors.

### 3. Mobile Training Teams (MTTs)

a. Demand for DE's MTTs increased as well. 39 MTTs, up from 36 in 1990, were dispatched to field units in CY 1991. These teams taught introductory and refresher-level language courses and mission-specific topics. They conducted a total of 1870 hours of instruction.

b. DE provided other vital services to field units. DE staff members traveled to Fort Lewis, WA, to conduct a Train-the-Trainer workshop, provided the 313th MI Bn in Fort Bragg, NC with a one-week combined Train-the-Trainer and Spanish Refresher language workshop, and traveled to Fort Snelling, MN, for a three-day Training Assistance Visit.

### 4. Other Training Support

a. Support of units with Command Language Programs also increased. Units receiving support numbered 803, up from 750 in 1990. Over \$960,000 in gratis materials were distributed to individuals and units.

b. DE continued its assistance to Command Language Programs by publishing DLIFLC Pamphlet 350-9, 'Guidelines, Policies and Procedures for DOD Command Language Programs.' This pamphlet provides technical guidance and control measures for the operation of CLPs.

c. DE also republished DLIFLC Pamphlet 350-13, 'Nonresident Training Services and Materials.' This updated pamphlet provides potential users in the field with concise information about available training options, including TNET.

d. DE published Training Circular 350-15, 'Training Resources for Low-Density Foreign Languages.' It will be used as a source of information about materials for soldiers and military units with unique needs that cannot be filled by the DLIFLC.

e. DLIFLC Catalog 350-5, Catalog of Instructional Materials, was updated and republished in 1991. It lists all of the materials available for purchase from the DLIFLC.

f. Units were further informed of the latest in foreign language teaching and materials by the DE newsletter, which was published four times over the course of the year.

## 5. Language Training Detachment (LTD) Europe

a. With the breakup of the Warsaw pact, the LTD in Heidelberg, Germany has had to redefine its role. It established a 120-hour German language training program for adult family members of US forces in Germany. This course is funded by the German Foreign Office and managed by the Goethe Institute in Germany.

b. LTD also worked with the National Security Agency to plan, coordinate and conduct a training seminar for Command Language Program managers in USAREUR.

c. LTD expanded its staff training by conducting the first Macintosh Hypercard workshop held outside of DLI. The workshop was taught in Munich, Germany, by DE Plans and Programs Coordinator Steve Koppany, and Brigitta Ludgate from Faculty and Staff Development Division.

d. LTD prepared and edited new Headstart courses for Turkish and French. In addition, LTD coordinated basic 40-hour orientation programs in Arabic for USAREUR soldiers prior to their deployment in the Persian Gulf.

## FACULTY PROFESSIONAL DEVELOPMENT

After the termination of the lease of Lighthouse School, the Faculty and Staff Development Division transferred to renovated buildings on the Presidio. During the year, several important initiatives were taken to improve faculty training.

1. The Storyboard Writing workshop, focusing on the elements required for the scripting and production of interactive segments or episodes to be shot in target language locales continued to be given.
2. The same held true for the "Action Video" workshop, using broadcasts from the SCOLA satellite program and commercial video segments to demonstrate to teachers how a wealth of interesting language tasks and exercises can be developed to engage student interest. The target population changed, however, in that the workshop was moved out into the schools and in particular concentrated on the Russian schools where it was in great demand.
3. The Macintosh Workshop, familiarizing the faculty with the capabilities of the computer and its software Hypercard for computer assisted language learning, continued to be held, but on a much smaller scale than the previous year's training which some five hundred and fifty teachers attended. Another level was added to this course with the development of "Intermediate Macintosh," providing training on interactive courseware design.
4. The Instructional Technology Branch of Faculty and Staff also developed a new workshop entitled "Desktop III, Multimedia, Windows and Toolbook," featuring the basic characteristics of the MultiMedia personal computer, knowledge and skills in the use of Windows and Toolbook for foreign language courseware development and basic formats for interactive computer-assisted language (CALL) materials.
5. Another innovation was the workshop on "Low" and "Mid" Technology, offering participants strategies for employing a variety of means to supplement classroom presentations from blackboard through pictures, cartoons, transparencies, to video and audio tape segments, as well as on-site video and audio recordings.
6. Classroom observation was the topic of yet one more addition to the list of workshops offered. Designed for teaching team coordinators, it presents participants with an opportunity to analyze, discuss and practice a variety of nonthreatening classroom observation techniques with the aim of building collegial support in teacher development.
7. The division was also called upon to provide expertise in the training of teachers who delivered language training over VTT, or as it is now known, TNET. As well as doing the practical training, the branch chief and a colleague wrote a training manual on TNET presentations. The division was also involved in the setting up and presentation of a weekly Train-the-Trainer session for the teachers of Fort Lewis, Washington. Designed as a basic introduction to the concept of Teaching for Proficiency, it offered some practical approaches to skill development, and activities design, as well as the underlying theoretical justification. The division also provided refresher maintenance classes for Arabic linguists at Fort Huachuca in assistance to DLIFLC's Distance Education Program from September through November.
8. The Organizational Development (OD) branch was asked to assist Mr. John Lasagna, an external consultant, in the organization, interviewing, and scheduling of his PACC or "I will" process, which the Commandant used in order to improve

coordination and communication throughout the various organizations at DLI. The process, starting in December, 1991, has been functioning for some three months, and OD will assist in an evaluation of the process within a month or so. Other interventions have included team building sessions with the Spanish and Chinese departments and Civilian Personnel Office.

9. Dr. Pardee Lowe assisted Faculty and Staff with the design of a workshop to familiarize teachers with the proficiency levels, emphasizing the implications for teaching and materials development. This new workshop has proved very popular with faculty.

10. Beginning in March, the Instructor Certification Course was revamped to become a more participant-oriented two-week period in which new teachers were oriented to the institution of DLI, its history, mission and teaching policy, as well as being given an introduction to the professional field of language teaching, possible teaching approaches and methodologies, skills development, the role of testing, and the DLPT. The workshop is taught by Faculty and Staff trainers with a judicious mix of guest speakers and experts from both DLI and The Monterey Institute of International Studies. Participants receive a comprehensive account of the field of language teaching and the new directions that are being currently pursued.

11. Mr. Ed Stoops of the National Security Agency taught several iterations of his workshops on "Text Processing" to enthusiastic groups of faculty. These concepts have been incorporated into in-house workshops and, also, have been increasingly adopted by teachers.

12. As in previous years, DLI continues to support the long term education of our faculty by providing tuition support to permanent, part-time, and military faculty for the graduate level program given by Monterey Institute of International Studies. The 33 unit curriculum includes courses in the principles and methods of language teaching, curriculum design, psycholinguistics, sociolinguistics and language analysis. In December, 1991, three more faculty members gained Master of Arts degrees in the Teaching of Foreign Languages.

## CURRICULUM PLANNING AND COURSE DEVELOPMENT

1. French and Spanish Proficiency Improvement Courses for self-study in reading comprehension are being developed in the Curriculum Division with ongoing assistance by a curriculum specialist. Three sub-courses were completed for each language in 1991.
2. A project team of three Polish faculty members was assigned to Curriculum for training in course design and development. The team completed supplementary materials in listening and reading comprehension for Term 1 of the Polish Basic Course. The materials were printed, distributed, and implemented.
3. A supplement specific to the Drug Enforcement Agency (DEA) for the Spanish Basic Course was designed and developed with assistance of a curriculum specialist. The materials were printed, distributed and implemented.
4. One editor is assigned to one of the Russian Schools and works with the course development team on development of the Russian Basic Course.
5. The editor of DLI's two language journals joined Curriculum in March 1991. She produces issues of each journal twice a year:
  - Applied Language Learning (ALL), which contains critical integrative articles, and research reports on adult language learning for functional purposes.
  - Dialogue On Language Instruction, which contains research articles and practical exchange of information on teaching strategies, methods and techniques. It also features reports and book reviews.
6. The DLIFLC General Catalogue underwent a major revision. It will be printed and distributed in July 1992.
7. All course documentation has been redesigned and streamlined. A complete set of Course Administrative Data (CAD) has been prepared, including a number of new languages from the former Soviet Union.
8. Development of Special Operations Forces (SOF) Basic Military Language Courses in 13 languages continued into its second year. Teams of five persons each for the 13 languages have been constituted for the production of the text, and for the taped and computerized homework materials. The German course, which is near completion, has served as the model for the situationally-oriented lessons in the other languages. The last of the courses, which had staggered start dates, will be finished by December, 1993. The completed materials will consist of 45 lessons, 24 tapes and two CD-Rom Diskettes for each course.
9. Curriculum specialists participated in official curriculum reviews of Chinese, Korean, Arabic, and Russian Programs.

## EDUCATIONAL TECHNOLOGY

1. DLIFLC continues to make progress in implementing technology into our foreign language instructional programs. We have developed and/or completed additional courseware for both the Macintosh and the Electronic Information Delivery System (EIDS). Furthermore, during the past year, we have acquired over 300 new Desktop III systems, both Unisys and Everex 386. This technology, a DOS system, represents the new standard for DOD information delivery systems. Our development efforts with this system are designed to be used in both the resident and nonresident programs.
2. The Educational Technology Division is currently working on projects in several areas. Interactive Video Courseware Development (IVD) is underway in five languages: Korean, Spanish, French, German and Italian. Three other IVD programs have already been validated and sent for replication and distribution: Turkish, Tagalog, and Thai. We expect them to be available through our Distance Education Division and in the field by mid-summer. Computer-Assisted Study (CAS) projects include developments in several languages. The first phase of the Arabic listening and reading comprehension materials has been sent to be replicated and distributed. The listening program was sent to the field in April and distribution of the reading is expected in May. Phase two is underway. Two Russian listening comprehension projects have been replicated and were distributed to the field in March. Spanish listening and reading comprehension exercises have also been completed. The listening program has been distributed; the reading program is due out late this spring. All of these materials were prepared for use on the EIDS; however, reading comprehension materials need only a DOS compatible EGA computer to execute. Both the listening and reading programs will run on the Desktop III systems; the listening programs require the addition of a laser disk player. Both Russian listening programs have already been converted to run on both of the laser disk players currently available at DLI.
3. Courseware has been developed and continues to be developed in several languages on the Macintosh computer. Since last year, we have established Mac student labs in the Middle East School, the Asian School, the Slavic School, and the Russian I School. We also have a small lab in the Aiso Library and both the Navy and Marine Detachments have labs with Macs, EIDS, and Desktop III computers.
4. Technology applications hold great promise for foreign language learning programs. DLIFLC has been very aggressive in courseware development. Our challenge during the next year is to identify even more effective ways for utilizing computers to enhance student proficiency.



## EVALUATION

### 1. Internal Evaluation

The Internal Evaluation Branch continued to work toward major operational improvements in the Student Opinion Questionnaire (SOQ) system by which DLI obtains and reports, to the school administration and higher management, student-provided information and judgments on a variety of aspects of the DLI instructional program and on individual instructors.

Last year's report indicated that SOQ scoring and reporting have been moved from the DLI mainframe to a stand-alone microcomputer housed in the Evaluation Branch. Activities this year have gone even further in that the entire questionnaire is being redesigned for administration to the students using stand-alone computers for initial data entry. In this mode, rather than having the students fill out mark-sense answer sheets which are then scanned into a central computer, each student will sit at an individual microcomputer work station (in one of two new test administration labs each housing 30 such stations) and via the computer keyboard will see and respond to questions appearing sequentially on the screen. This process will allow for virtually instantaneous compilation and reporting of questionnaire results for particular groups of students and, in addition, will make it possible to present targeted subsets of questions to certain categories of students. For example, students of a particular language would see and respond to a number of questions relevant to instructional issues in that language; or officer students might answer a subset of questions not asked of enlisted students, and vice versa. Design and programming of the new system is continuing at a high level of effort, with the operational system scheduled for implementation later this year.

### 2. External Evaluation

As reported last year, DLIFLC has instituted a program of periodic Curriculum Reviews, consisting of a detailed "outside" examination of the instructional program in a given DLIFLC school, carried out by a committee of user representatives from the four military services and other government agencies for whom DLIFLC conducts foreign language training. To date, Curriculum Reviews have been held in Chinese, Arabic, Korean, and Russian. For each, the Evaluation Division served as the host of the review and coordinated the staffing of the review findings up through the individual school, the Provost's office, and command group. The result of this process is a set of Review Committee-generated formal recommendations for program enhancement; the great majority are fully concurred-with by DLIFLC; implementation of agreed-upon recommendations is subsequently tracked, with periodic status reports provided to the Commandant and other command group members.

The Educational Technology Needs Assessment (ETNA) project reported last year is nearing completion, with final report deliverables anticipated shortly from the contractor. Areas dealt with under the ETNA aegis have included both use of technology in resident instruction and technological approaches to distance education, with particular attention to the development, administration, and evaluation of video teletraining. The ETNA project also sponsored and compiled the proceedings of an invitational conference on the use of technology in foreign language instruction. DLIFLC will be happy to provide copies of ETNA-developed publications to any interested BILC member.

## RESEARCH

1. The longitudinal Language Skill Change Project (LSCP) is nearing completion, with the final project report expected in September 1992. As indicated in last year's report, the purpose of the LSCP is to determine the nature and, to the extent possible, the underlying factors associated with language proficiency growth or loss on the part of DLIFLC graduates over the course of their follow-on technical training and subsequent in-field assignments. Although a considerable drop in mean proficiency levels as measured by the Defense Language Proficiency Test (DLPT) was found on completion of follow-on training, these values were observed, in general, to rise again during the in-field testing phase. The final report will describe these changes in detail, with separate by-language and by-skill area (listening, reading, speaking) analyses.

2. Another major Research Division activity involved continued work on the "DLAB II" project -- an effort to develop improved predictive measures of language learning success by (1) introducing scoring and score reporting refinements to the existing Defense Language Aptitude Battery; (2) developing and validating additional measures of cognitive processing ability not currently represented in the DLAB (e.g., various types of short term memory tasks); and (3) researching and developing testing tasks potentially associated with the differential prediction of individual language skills (e.g., listening comprehension vs. reading) and with differential success in learning languages belonging to given categorical "families" (e.g., tonal languages vs. highly morphosyntactic languages). The project is operating in a sequential fashion, with major initial attention being paid to the large-scale reanalysis of existing DLAB data with a view to possible revision of the test scoring procedures, including the incorporation of data routinely obtained from the Armed Services Vocational Battery (ASVAB) administered as part of the initial recruitment process. The second and third phases of the project will then receive primary attention, unless the results of preceding phase(s) provide such dramatically improved prediction in and of themselves that full implementation of the later phase(s) is judged not sufficiently cost- or labor-effective.

## TESTING

1. During calendar year 1991, the Defense Language Proficiency Test (DLPT) program continued to develop, validate, and put into operation several new sets of DLPT IV batteries for major DOD languages, each battery comprising two forms each of a standardized, multiple-choice listening comprehension test, two forms of a multiple-choice reading test, and four forms of a booklet- and tape-mediated speaking test. Tests produced during 1991 included listening/reading/speaking batteries in German, Polish, Hebrew, and Persian. So far in 1992, a DLPT IV battery in Korean has been completed, and the following additional tests are scheduled for completion by the indicated dates:

Chinese	July 1992
Italian	September 1992
Czech	January 1993
French	February 1993
Spanish	February 1993

2. In addition to DLPT IV preparation, the Testing Division has been heavily involved in two further test development projects, both making use of microcomputer-based test administration and scoring procedures. In July 1991, DLIFLC was asked by the U.S. Army Special Operations Command (USASOC) to develop listening comprehension and speaking tests for each of the 13 languages used by Special Operations Forces (SOF) personnel, concentrating on the technical terms and expressions used in the Military Occupational Specialty (MOS) fields of Communication, Weapons, Engineering, and Medic; as well as a variety of Common Skills Tasks needed by all SOF members regardless of specialization area. The prototype test battery (in German) is under development, with a delivery deadline of July 1992. Two additional groups of six languages each are to follow in April 1993 and January 1994. For each test, all visual test material, including student instructions, printed target language text, and (where relevant) pictorial stimuli, appear on the student's computer screen; these are automatically coordinated, on a real-time basis, with computer-based voice-over delivery of the test instructions by a master English voice, and by spoken target language stimuli for the listening comprehension portion of the test. The student responds to the listening comprehension questions by "clicking" the computer mouse on the selected answer option. In the speaking portion, the student responds orally (into a headset microphone) to a variety of textual/pictured stimuli, with the responses immediately captured on floppy disk for later evaluation by trained raters.

3. The test programming is being written so as to have the computer also score all multiple-choice portions of the test and, in addition, facilitate the live rater's evaluation of the student's spoken responses by (1) automatically showing, on the computer screen, the particular question to which the student is responding (as well as an on-screen protocol delineating the possible answers); (2) simultaneously playing back the student's spoken answer; and (3) automatically recording the rater's judgment on that particular item, as indicated by "mouse click" on the particular score value awarded. It is anticipated that, for a given language -- across all five modules, including four separate test forms for each module -- all necessary test materials, consisting of the test administration program, test directions, and visual and audio test stimuli, test scoring materials, including the scoring program, question-judging protocols, and individual- and group-score report preparation programs, will reside on a single CD-ROM type compact disk, copies of which can be easily and inexpensively distributed for in-field use throughout the entire Special Forces organization.

4. Using similar technology and testing approaches, the Testing Division has also begun the development of a computer-based test of skills specified by the Cryptologic Training System (CTS) in its Final Learning Objectives (FLO) requirements for SIGINT students at DLI. The prototype FLO test, to be used as a supplement to end-of-course general proficiency assessment via the DLPT, is being developed in Russian and is scheduled for completion in mid-1992. This test will include measures of the student's ability to handle such tasks as the aural comprehension of rapidly spoken number groups and reading comprehension of texts utilizing a variety of military or military-related terms. Similarly to the Student Opinion Questionnaire (SOQ) administration process, the FLO test will be administered, and results automatically tabulated, using stand-alone computers in the two 30-position testing labs previously described.

DLIFLC STUDENT LOAD FY91  
AND LANGUAGES TAUGHT AT  
THE PRESIDIO OF MONTEREY

In FY91, the average student load at the Presidio of Monterey was 2,986. The average student load in contract training through the DLIFLC Washington office in the National Capital Region (NCR) was 220. Programmed student load for FY92 is 3,414 for the Presidio of Monterey and 400 for NCR. Languages and dialects taught at the Presidio of Monterey are listed below.

Asian School

Chinese Mandarin  
Persian Farsi  
Japanese  
Tagalog  
Thai  
Vietnamese

Romance School

Dutch  
French  
Italian  
Portuguese  
Spanish

Central European School

German  
Polish  
Greek  
Hebrew  
Turkish

Russian School I

Russian

Korean School

Korean

Russian School II

Russian

Middle East School

Arabic - Modern Standard  
Arabic - Egyptian  
Arabic - Iraqi  
Arabic - Syrian

Slavic School

Czech  
Slovak  
Russian

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DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER

INTRODUCTION

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## DEFENSE LANGUAGE INSTITUTE

### ENGLISH LANGUAGE CENTER

#### INTRODUCTION

1. The Department of Defense English Language Program (DELDP) 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 (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 DELDP. 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 DELDP.

2. DLIELC supports the DELDP 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.

#### 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.

1. 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.

2. 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.

3. 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 the minimum ELC score has been achieved, the IMS studies specialized technical terminology and study skills appropriate for the scheduled follow-on training program.

4. 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 also require study of specialized technical English prior to entry into US technical/professional training programs.

5. 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.

6. 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.

7. In addition to the ALC conducted for IMS prior to their entry into technical/professional training, DLIELC conducts the following courses for selected IMS who are involved with the teaching of English in their own countries:

a. The Basic American Language Instructor Course (BALIC) is a twenty-seven week course. In this course, instructor trainees work on improving their language proficiency and thoroughly familiarize themselves with General English materials of the ALC. Instructor trainees learn the basics of second language methodology and teaching techniques through numerous peer-teaching activities and observations of General English classes.

b. The Advanced English Language Instructor Course is a thirteen-week course. It is intended for experienced instructors who can benefit from advanced training in methodology, grammar, speaking, and writing English.

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

d. Advanced Language Proficiency Skills is a ten-week course for experienced instructors that is designed to upgrade their English language proficiency in the skill areas of listening, speaking, reading, and writing.

e. Introduction to the New ALC For Experienced Instructors is an eight-week course designed to familiarize experienced English language instructors with the new General English materials of the ALC.

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

a. Language Laboratory Maintenance Training is a six-week course designed to provide hands-on training in the maintenance and repair of cassette language laboratory equipment. An additional three weeks of training is available for those students desiring both cassette and reel-to-reel laboratory equipment maintenance training.

b. Observer Professional Training is tailored to cover those areas in the operation and administration of an English Language Training Program (ELTP) which are most appropriate to the observer(s) as defined by the host country. This training is designed for ELTP managers or key language training staff personnel and is variable in length (maximum three weeks).

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

a. The US Army Officers' program is a 16-week program designed to meet the needs of officers in the US military; it concentrates on English comprehension, grammar, pronunciation, oral presentations, and writing skills.

b. The English as a Second Language (ESL) program is for US Army recruits. It concentrates on basic English language skills.

#### SUPPORT SERVICES FOR NONRESIDENT ENGLISH LANGUAGE PROGRAM

1. During FY91 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.

2. Two TDY teams, consisting of two members each, were deployed to Puerto Rico in FY91 to administer Oral Proficiency Interviews (OPIs) to United States Air Force and United States Army Reserve Officers Training Corps (ROTC) students at the University of Puerto Rico. The LTD assigned to the US Navy Ship Repair Facility at Yokosuka, Japan, remained at three personnel and support continued by MTTs of 16 and 26 weeks' duration.

#### 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 efforts 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.



1. The ALC General English materials consist of Books 1-34. During 1991, the last and most advanced books, Books 31 - 34, were being developed. These books are designed for students with ECL scores above 80.
2. Development on the new BALIC was completed. The field test of the new course begins in FY92 and is expected to continue through FY93 due to the length of the course (27 weeks).
3. In the SET phase, the number of professional/technical areas remained at 39. Enhancement supplements in the areas of electronics, radar, and aircraft maintenance, were introduced to provide increased language challenge for students with higher proficiencies. The increased emphasis on development of equipment-specific modules continued over into FY92.
4. The Computer Generated Test System (CGTS) generates English Comprehension Level (ECL) tests from a data base of several thousand items. These tests are used throughout DOD in support of the Defense English Language Program. Preparation was also completed on the 15 nonresident ECL forms for FY92. A project is under way to modernize the computer generation program and convert the ECL test to an item response theory approach. In addition, the Test and Measurement Section monitored tests on the resident campus through interpretation of item analyses, reviews of newly-developed quizzes and statistical monitoring of ECL correlations. One other major project has been the continuing review and preparation of test kits for new GE book quizzes and performance tests as the revision of the GE series continues at higher levels (through Book 34).

#### TECHNICAL GUIDANCE AND SUPPORT FOR ENGLISH LANGUAGE TRAINING REQUIREMENTS

During FY91 DLIELC provided the following personnel services to meet SATP and NRELP advisory requirements:

1. The LTD assigned to Indonesia continued, with one member in Jakarta.
2. The LTD in Rabat, Morocco, will be closing out in Sep 92.
3. The LTD in Sana'a, Yemen Arab Republic, was discontinued in 91.
4. The one-member LTD in Thailand closed out in 91.
5. The LTD assigned to the US Army ROTC of the University of Puerto Rico continued in place. Two two-person MTTs were deployed during FY91 to conduct Oral Proficiency Interviews (OPIs).
6. The three-member LTD assigned to the US Naval Ship Repair Facility in Yokosuka, Japan, remained in place, augmented with MTT support.
7. The one member LTD at NAS Pensacola, in support of the Royal Saudi Naval Forces, continued.
8. A new two-member LTD was established in Hungary, and an MTT or LTD is projected for Czechoslovakia in FY92.

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# FOREIGN SERVICE INSTITUTE

## OVERVIEW

The Foreign Service Institute (FSI) of the United States Department of State was established by Congress 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 about 1,000 are on site at any one time. Approximately 60 percent of FSI students are employees of the Department of State. The remaining 40 percent is made up of employees of some 50 other departments within the U. S. Government (Department of Defense, United States Information Agency, Agency for International Development, and others). Spouses of officers are also eligible to enroll in FSI training.

FSI is made up of three Schools: The School of Professional Studies, The School of Area Studies, and the School of Language Studies. FSI also contains the "Senior Seminar", the most advanced professional development program available to senior foreign policy and national security officials of the U. S. Government; the Center for the Study of Foreign Affairs, which offers a broad-ranging program of seminars, inter-agency roundtables, and policy gaining aimed at fostering long-term policy research, and the Overseas Briefing Center, which provides information emphasizing family issues and concerns for U. S. Government employees going to or returning from assignments abroad.

The largest entity within FSI is the School of Language Studies which provides training in Washington and overseas. In our overseas program are the four advanced language schools in Tunis, Yokohama, Seoul, and Taiwan, where students are provided a second year of language training in Arabic, Japanese, Korean, and Chinese respectively. FSI also sponsors a limited amount of individual in-country training for some of the State Department's most promising linguists. While FSI does not fund or directly supervise the language programs at U. S. embassies, when our faculty are traveling on home visits to their countries of origin, they often provide technical advice for programs at 130 U.S. posts around the world. These programs serve to enhance officers' language skills, or give training to those unable to attend classes in Washington.

In Washington, language-and-culture training is provided by a staff of over 235 language instructors, all of whom are native speakers of the languages they teach. Instructional programs are supervised by 20 Language Training Supervisors who are specialists with expertise in language, linguistics, and pedagogy.

Most students are in class four to six hours per day, five days per week. The maximum class size is six, though the average is between three and four students per class. FSI proficiency goals are stated *only* in terms of speaking and reading; listening and writing are not separately assessed. The length of the training assignment depends on prior proficiency, the proficiency goal, and the difficulty of the language. As noted above, in the most difficult languages -- Arabic, Chinese, Japanese, and Korean -- FSI offers 88-week programs, with the first year in Washington and the second year at an overseas field school. Beginners in Afrikaans, Dutch, Danish, German, French, Italian, Spanish, Norwegian, Swedish, Swahili,

Romanian, and Portuguese typically study for 24 weeks. Training in most other languages is for 44 weeks.

## LANGUAGE PROGRAMS

FSI /SLS offers three courses of language study: the BASIC, the FAST, and the EARLY MORNING programs. Students are enrolled for the program that best meets their needs as defined by their upcoming overseas assignment.

The BASIC course is full-time intensive training leading to the S-3/R-3 level, and consists of integrated language and area studies throughout. BASIC courses are of various lengths depending on the difficulty of the language and are designed to meet the needs of personnel assigned to Language Designated Positions (LDPs) and others requiring a working or professional proficiency. As noted above, the second year of the BASIC course in Arabic, Chinese, Japanese, and Korean takes place overseas at an FSI Field School.

FAST courses (Familiarization and Short Term) are also full-time intensive, with a fixed duration of eight weeks. 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. FSI offers FAST courses in 25 languages at present.

The EARLY MORNING program is FSI's only part-time language training. Meeting from 0730 to 0840 five days a week for two 17 - weeks sessions, the program provides employees with an opportunity to develop language skills while assigned to full-time jobs in Washington. The curriculum is a mixture of BASIC and FAST lessons, and is offered in nine languages.

FSI also provides -- as resources permit -- various specially-arranged tutorials, advanced refresher, enhancement, and conversion training both in Washington and overseas.

## MATERIALS

Approximately 70 percent of the materials used in FSI language training are created in-house. Commercial texts are occasionally used, but they must be supplemented and adapted to meet the highly specialized needs of our student population. Each year, the School of Language Studies sets a goal -- often not met due to the increasing volume of training requests -- of 5-10 percent of its instructors' staff-time to various development projects that range from up-dating existing courses to the creation of completely new programs of study.

For the past several years, the major development emphasis was directed toward improving and adding to our courses in Russian and the Eastern European languages. During 1991 and early 1992, FAST courses were completed for Czech, Polish, Portuguese, German, and Italian. Considerable work has also been done in Near Eastern and in Asian languages and will continue as resources permit. A major

project to renovate the French Basic Course, with considerable spinoff from a course developed for the Canadian Forces, has been started and is well underway.

## PROGRAM DEVELOPMENT IN 1991 AND 1992

**New Posts:** The U.S. has established diplomatic relations or increased diplomatic contact with posts which require 15 new languages to be taught at FSI. (This does not include Mongolian, which is "old news," having started in August, 1990.) During 1991 we began instruction simultaneously with course development of FAST and Basic programs for Albanian, Estonian, Khmer, and Lithuanian. (We have not yet launched Latvian due to our inability to find qualified and available personnel in the Washington area.) First experience with these languages suggests that they are Category 3 with respect to difficulty of learning for English-speakers.

New full-length basic course textbooks in Slovak and Hungarian are now being produced at FSI using our highly successful Czech program as a template.

As a result of the recent recognition of the countries of the Commonwealth of Independent States, FSI will be tasked with adding programs for Armenian, Azerbaijani, Byelarusan, Georgian, Kazakh, Kyrgyz, Tajik, Turkmen and Uzbek. While the consequences of events in the Yugoslavian area are still unclear, those events and the growth of linguistic nationalism around the world will likely cause FSI to add other languages to its stable.

## THE CENTER FOR RESEARCH, EVALUATION, AND DEVELOPMENT

The bulk of the developmental work is carried out by the instructional staff, often in conjunction with on-going classes and in response to them. However, with recognition of the importance of research and development to top-quality language training, a new unit was created in the spring of 1989: the Center for Research, Evaluation, and Development (RE&D). The mission of RE&D is to coordinate, assist, and initiate SLS activities in the fields of program evaluation, student assessment, curriculum development, staff development, and research into language learning and teaching.

RE&D works with individual language sections to help them accomplish their own goals in the areas of staff training, program development, evaluation, and research. A related function is to advise and assist in matters relating to educational technology.

A sub-set of the new RE&D Center is the Language Testing Unit which oversees the development and implementation of the FSI's language testing program and testing records system.

During the past two years, staff training programs for first year instructors have been consolidated and made part of the routine orientation of new staff. In addition, the orientation program for new training supervisors has been completely revised and updated and presented twice. A committee of SLS staff, mostly instructors, led by RE&D members, has established an in-service program that takes place one afternoon every other week. Most of the programs are designed by

faculty committees, some under the aegis of the individual instructional departments and some under RE&D guidance. Occasionally this time is devoted to outside presentations.

RE&D has also made considerable progress in its research activities. Enrollment and end-of-training data from the large-volume languages are being put on the PC database R:Base 3.1 so that they can be used both for section management purposes and for institutional research. The latter is a new function for SLS and one that was envisioned at the time of RE&D's founding. It is finally becoming possible to provide quick answers to questions generated both by upper management and from all levels within the School of Language Studies.

In the area of academic research, RE&D continues its major project to examine and redefine the issue of language "aptitude." The goal of the project is to discover what characteristics best predict eventual success at attaining communicative competence and how to recognize those characteristics in advance. A small-sample pilot indicated fruitful directions for a larger-sample investigation, for which data collection is about midway. Preliminary findings from this larger sample are promising. This project builds on previous work with the Myers-Briggs Type Indicator (MBTI), but uses a version providing much more detailed information, and also investigates data from the Strategy Inventory for Language Learning (SILL), the Modern Language Aptitude Test (MLAT), other learning styles instruments, student background information, and end-of-training outcomes of a sample of roughly 300 students.

#### EDUCATIONAL TECHNOLOGY

FSI continues to produce foreign language textbooks and classroom materials created with the help of powerful multilingual computers in nearly all of the over 50 languages taught. Desktop publishing is underway using Xerox, Macintosh, and IBM-family computers.

In addition, we continue to experiment with the use of interactive videodisks, relying particularly on products which have been developed by other U.S. government agencies for Spanish, Korean, and Hebrew. Training programs have been made available to students in these languages as well as Dutch and French. A transfer of technology from other agencies will soon permit us to approximately double the number of students to whom instructional computer technology is available.

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

#### PROFESSIONAL DEVELOPMENT

FSI continues to support the development of professional opportunities for staff members. The in-house workshops and seminars described above are designed to keep language instructors and supervisors abreast of the latest developments in

pedagogical innovations and to permit them to share their own innovations and views with each other. 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. Over the past two years, FSI has been represented in a variety of professional journals and books.

## NEW CAMPUS

Plans continue to move forward to relocate all of FSI from office buildings in Rosslyn, Virginia, to a specially-designed campus for the foreign affairs community in nearby Arlington, Virginia -- The National Foreign Affairs Training Center. The new site is a former military installation known as Arlington Hall. External construction is now complete, and the move into the new quarters is scheduled to be done in phases beginning late in 1993. FSI looks forward to the opportunities for innovative and more effective training that will be provided by this state-of-the-art facility.

## THE FSI METHOD

*"I expected to be taught by the FSI method, but my teachers don't even know it."*

During the early years of FSI's language school, our courses followed a relatively uniform methodology which came to be known as "The FSI Method." It was an outgrowth of and consistent with American descriptivist linguistic theory of the 1930's -- the theory that language is composed of several analyzable sets of units of different levels of abstraction and that there is a finite and knowable set of syntactic structures for a given language. Rooted in behaviorist (stimulus-response) psychology, this theory of language held that both first and second languages are learned by mimicry and memorization; and, further, that language-use is a response to some stimulus in the environment, and its correct use is reinforced by the environment.

This theory began to be applied as the "Army Language School Method" in World War II and, aimed as it was at spoken language proficiency, proved to be a major improvement over previous language teaching methods which were chiefly targeted at developing the ability to read and do written translation. The "Method," along with the descriptive linguistics theory which underlie it, provided a convenient and intuitively satisfying format for analyzing languages and writing language courses. At FSI, which was founded in 1946 at the height of the "success" of this method, course after course was written for both common and uncommon languages using the paradigm of "overlearning" by stimulus-response-reinforcement, dialog-and-mechanical-drill, and mimicry-and-memorization. (A large number of those courses are still in use today, but with heavy supplementation or adaptation.) This methodology, in combination with intensive, small-group training done by native speakers who served as drill-masters under the close direction of a "scientific linguist," came to be known as the FSI method.

There certainly remain elements of this methodology in virtually all FSI courses today (in some more than in others), but they are generally not the exclusive means of training. While once *meaning* was secondary and *structure* was primary, now work-relevant communicative competence in the broadest sense (with necessary structural precision) is our major goal. Where once comprehension of spoken language was a *by-product* of language training, it is now vigorously employed as a *means* to enhance the acquisition of language. Sociocultural appropriateness, once only implicit in the learning process, is now an explicit focus. The program of study varies not only from language to language, it also varies from student to student. Language use in the classroom may be regarded as student experimentation with a new system; the teachers try to package aspects of that system differently for students whose styles of learning are, by definition, not uniform.

Therefore, students embarking on training at FSI should expect and be open to a wide variety of classroom experiences which have been designed into a curriculum that has three strands -- the usage and structure of the language, the sociocultural context of the target country/countries, and the work-related need of the learners -- woven together. Much of our best training uses the "content-based" approach in which the subject matter is as important or more important than the language framework which is conveying it.

So SLS has encouraged and continues to encourage the enrichment, broadening and reinvigoration of the task of helping others to learn to operate in the overseas environments they are assigned to. The flexibility to adapt the teacher/learner interaction to differences in learning styles and/or ultimate usage needs is a critical aspect of what we hope will become known as the "New FSI Method."



## National Report - Australia

In my report to the 1991 BILC Conference I outlined the structure of the Royal Australian Air Force (RAAF) School of Languages (LANGS). I told of the courses we teach, the methods we use, and the results we achieve.

I predicted a number of changes. Some of them have come about; others are still in the offing.

I am grateful that in spite of my inability to attend this year's conference I have been invited to present a report in absentia. Once again, the British delegation (in the small but perfectly formed shape of Mr George Worrall) has offered to be my proxy, and any inquiries delegates may have about 'language training down under' could be channelled through him.

Rather than re-hash basic information about LANGS, I propose to outline to you some innovations we have undertaken, and the development which the School is pursuing. I will outline, in particular, the results of a complete re-vamp of our Indonesian Department; initiatives in our Cambodian and French Departments caused by the involvement of Australian Defence Force personnel in peace-keeping operations in Cambodia and in the Western Sahara; and development of our assessment procedures.

### **Indonesian Department**

The Indonesian Department is one of 10 departments at LANGS. It currently has 18 full-time lecturing staff and 46 long course students. The Department conducts one long (47 weeks) and six refresher/qualification (two weeks) courses each year.

#### **Curriculum Development**

Since the early 1960's the Indonesian Department had used a structural/audio-lingual approach which was based entirely on formal language. This approach was still achieving its aims but it was felt we should be introducing more current and colloquial language and that we could be achieving our goals more efficiently.

The new curriculum was therefore designed to exploit authentic texts to the maximum and to provide an acquisition-rich environment for our aptitude-selected students. We maintained a strong element of structural reinforcement through form-focused "bentuk kalimat" (sentence structure) and "bentuk kata" (morphology) lessons, as well as programmed grammatical instruction (eg on the passive), and an element of individualised learning through use of an item bank of specific grammar and skill exercises.

The new course is divided into three main phases. The first phase (approximately 18 weeks) is the "acquisitional phase". In this phase students are exposed to a large volume of natural language, carry out a range of communicative activities, are taught a large portion of essential Indonesian syntax, and do a range of structural and more open-ended oral and written exercises.

The second phase is approximately 20 weeks and includes a three week field study excursion to Java. It is a "developmental phase" based on thematically arranged modules of authentic texts and communicative activities. The main aims in this phase are for students to broaden their lexical understanding and control, to develop their proficiency in the four macro-skills and to develop the skill of interpreting and translating.

The third phase (approximately seven weeks) involves working with military and other material to fine-tune the six skills in preparation for the final round of assessments. The third phase also involves students working through a standard "refresher course", so that they are familiar with requirements in future years (all military linguists must requalify in a refresher course every two years to maintain their status in the field).

## **New Staff**

Due to increased student numbers and a re-establishment of our traditional teacher: student ration of 1 : 3, the department recently recruited eight new civilian staff. Traditionally, the non-native speaking staff were Australian Defence Force (ADF) personnel, but 1992 has seen the employment of a number of civilian non-native speakers. All native speakers are civilian. The make-up of the staff is half native and half non-native speakers. This is necessary for us to achieve our aim of teaching interpreting and translating, which both require intensive staff input.

## **Peace-keeping Activities**

The Cambodian Department (teaching the Khmer language) was created in 1989 in view of the probability of Australian involvement in any United Nations peace-keeping force in Cambodia. Some 100 Defence and Public Service personnel have been trained in 47 week and 12 week courses. Since December 1991 over 500 personnel have been given 'phrase-book' language familiarisation. LANGS staff created a comprehensive phrase-book for use in Cambodia.

The French Department was tasked with providing language support for some 50 ADF personnel undertaking UN peace-keeping tasks in the Western Sahara. Again a specific-to-task phrase book has been produced. Copies of each of the phrase books are available to anyone interested.

## **Assessment Procedures**

Before 1992, graduates from LANGS were given a certificate stating that they were "B" grade military linguists. A "B" grade linguist was a rather undefined commodity, although our graduates are well-known for their well-developed competence in the language.

Beginning in 1992, we will now be testing our students according to a proficiency scale known as the Australian Defence Language Proficiency Rating Scale (ADLPRS). The ADLPRS is very similar to the STANAG 6001 and FSI scales. The graduating requirement in Indonesian is Level 2+ in all four macro-skills. In 1991, we judged approximately half our students to have reached Level 3 in the receptive skills of listening and reading.

Our graduates must also reach the school's equivalent of level 2 in interpreting and translating. We are currently negotiating with the Australian National Accreditation Authority for Translators and Interpreters (NAATI) for accreditation of our courses at level 2.

## **Conclusion**

Finally, I wish the delegates well in their deliberations during this 26th BILC Conference. May I reiterate my closing statement in my 1991 report. LANGS is only too willing to provide advice and assistance to BILC delegates in any area of language training in which we are competent. In particular, please consider us a 'centre of excellence' for those Asian, South-East Asian and Pacific languages which we have been teaching for more than forty years.

**VI. STUDY GROUP REPORT 1**  
**"Task Analysis and Testing"**



## Study Group Report 1

### Standing Group on Task Analysis and Testing

Chairmen: Sq. Leader O'Hagan  
Mr. M. Schwarz

Members: Mrs. Cancellara  
Mrs. Darus  
Mrs. Paktunc  
Lt. Col. Denain  
Lt. Col. Barjon  
Mr. L. Johnson  
Mr. Rami

The committee met under the co-chairmanship of Sq. Leader O'Hagen and Mr. M. Schwarz.

The following items were discussed:

1. Aptitude Testing
2. Job Specific Training
3. Training the Tester
4. Testing and Technology

#### 1. Aptitude Testing

Generally speaking the countries represented are using some form of aptitude testing. The United Kingdom and Germany are the exceptions. A decision has been made in the U.K. to abolish aptitude testing and simply train individuals, in spite of low aptitude, to their maximum language potential. Germany has never used aptitude testing as part of selection or placement criteria.

At the last BILC Conference Portugal and Canada agreed to cooperate in the development of a Portuguese version of the MLAT. Unfortunately the representatives coordinating this effort were not present to report on development to date.

#### 2. Job Specific Testing

Job specific testing was an agenda item and discussed at some length. Some countries only teach and test general language skills whereas others introduce and test levels appropriate to job specific curricula. The aim, however, should be to reach STANAG standards for both general and specific training.

#### 3. Training the Tester

A recommendation was made at the last BILC Conference for two workshops to be held approximately 9 months apart. Such workshops did not take place. Nevertheless, the group feels that this proposal is worth reiterating.

#### 4. Testing and Technology

As the next BILC Conference will take place at the DLIFLC, it will give members an excellent opportunity to observe the application of technology in testing. This topic should be given special attention at BILC 1993.

#### Further Considerations

The testing workshop topic has been fully discussed at successive conferences for a number of years. The complexity of the subject and the various national interests do not lend themselves to making any sort of concrete recommendations. If this standing group is going to continue, then member nations should consider, prior to the BILC Conference, specific discussion needs and come prepared to present them.

**VI. Study Group Report 2**  
**"Language Training for Arms Control"**





## Study Group Report 2

### Language Training for Arms Control

Chairman	LtCol Kozumplik
Members	Mr. Gram
	Dr. Hüllen
	Ms Lyall
	LCDR Martina
	LtCol Noordsij
	Mr. Parisot
	LtCol Roux
	Mr. Worrall

Members of the study group discussed the issue and provided updates concerning activities since the June 1991 BILC Conference. The US noted that no significant changes had occurred since the information provided in previous BILC documents. National updates pertaining to British, French, Danish, Dutch, German and Italian activities are enclosed at Annex A. Members noted that all nations represented yet awaited political decisions and noted concerns regarding keeping trained personnel proficient during this hiatus.

Members expressed concern regarding the probable impact of the newly independent Commonwealth of Independent States (CIS) on Arms Control Language Training requirements.

LtCol Roux provided members with a training video concerning "Les accords de Stockholm" (The Stockholm Agreements) produced by EIREL in 1990. The aim of this production is to prepare French units to receive and deal with inspection teams in accordance with Arms Control Treaty Agreements. The delegates agreed that exchanges of materials such as this are most valuable.

Ms. Lyall provided a comprehensive report concerning her personal experiences in teaching personnel assigned to Arms Control Inspection and Escort Duties. Mr Parisot similarly provided his thoughts concerning introducing specialized technical language early in the training process. Enclosed at Annex B, their reports provide a valuable addendum to the presentations contained in the report issued after the March 1991 BILC Arms Control Seminar.

Members noted their failure to provide the inventory of arms control language courses and related training materials agreed upon at the June 1991 BILC Conference. Using the format at Annex C, they committed to providing this data to the BILC Secretariat by 31 August 1992.

#### Members further agreed

- to provide information concerning courses existing both within their schools and within their nations pertaining to the CIS languages. Using the format at Annex D, they committed to providing this data to the BILC Secretariat by 15 December 1992;
- to provide a further update concerning arms control training activities to the BILC Secretariat by 15 December 1992;
- to place the next BILC Arms Control Seminar "on hold" pending resolution of national political decisions;
- to recommend that time be scheduled at the 1993 BILC Conference for the study group to continue its work.

**Denmark**

**Arms Control Verification**

**Organ responsible:**

Arms Control Section  
Chief of Defense Staff

**Training Programme (ACV Linguists)**

- 16 months Basic Course (Russian, Polish)  
(Interrogation Course)
- Common Inspectors Course - 18 days  
(Language 1 hour per day)
- Interpreters Course - 15 days  
(Language 7 hours per day + homework)
- Refresher Courses - 3 days
- Newsletters

## Language Training for Arms Control Assignments

### Background

#### 1. Organisation of the French Verification Unit (UFV)

- established in September 1989
- Location: Creil, 60 km north of Paris, on an Air Base
- Establishment of around 100 personnel
- Officers, NCOs and soldiers from 35 to 50 years old
- Army = 60%; Air Force = 35%; Navy = 5%
- Commanded alternatively by an Army Colonel and an Air Force Colonel (since April 92, Colonel Rozec, Army)
- 60 inspectors divided in 6 teams of 10
- In each team you can find:

1 Lt. Colonel, team leader  
1 Major, deputy  
8 rank and file

- 3 teams are devoted to the "Commonwealth of Independent States" (Russia particularly)
- 3 teams focus on ex-satellites of USSR. So far, they have been involved in East Germany, Czechoslovakia, Poland.

#### 2. Missions Tasked to the Teams

- a. Verify completion of the dispositions of the Agreements / Treaties:
  - C.F.E. signed but not ratified by France.
  - M.D.C.S. (French abbreviation for "Security and Confidence Measures") signed but not ratified by France.
- b. Provide personnel in the frame of observation / control missions
  - e. g.: - Observation in Yugoslavia
    - Verification of the food supply delivery in Russia (along with Germany, for instance)
    - Control of elections in the Western Sahara.
- c. Update all data banks of the Alliance in the frame of Arms Control.
- d. Advise the Joint Staff HQ in Paris and the Ministry of Foreign Affairs in the field of Arms Control.

Duration of the mission: 3 to 10 days.

## Needs of the Verification Teams

- They depend on the country inspected.
- We can say, however, that the major used languages are:

English - in order to operate within multinational teams. Aim: Reach an SLP of 2222.  
Russian - (particularly for teams operating in the CIS)  
German - (in ex-satellite countries)

- It would not be necessary to have, always, a common language. That would diminish the interest of NATO countries Verification Teams to learn native tongues of inspected countries. TRNG in those tongues is a necessity to understand also the local mentality and, sometimes, the tricks. Team members must also be aware of civilisation and cultural aspects of Central and Eastern Europe and develop them.

Besides, inspection reports are made in the inspected country's language. If we choose a common language for a given country inspected, it must be the language used for the inspection report.

The skills, the UFV wants to lay stress on are to

- improve the aptitude to oral expression (Russian, Czech, Polish but also Hungarian)
- augment the general level in English in all the teams.
- acquire specific terminology in fields like  
jurisdiction (agreements, treaties)  
technology (equipment, armament)  
social matters (public relations speeches)

## How to meet these needs

### A. 1. Formation at the Language Institute (EIREL) Strasbourg

This Institute organizes intensive courses whose durations vary from 10 to 14 working days (2 to 3 weeks) with 8 hours work a day with three teachers.

Note: The numerous activities of the team prevent them to attend a longer course.

Only 6 courses have been delivered so far:

in Russian: 2 courses for 7 and 5 students from S. Sgt. to Lt. Colonel  
in Polish: 2 courses for 5 and 2 students from W. O. 1 to Lt. Colonel  
in Czech: 2 courses for 2 and 4 students from S.Sgt. to Captain

Note: You will find here attached a 2 week course schedule as an example.

From now on:

in German: courses scheduled end 1992  
in English: in the near future (beginning November 1992) we will have team members attend other general English courses (non UFV)

### 2. Levels in all languages are heterogeneous

Therefore Language Institute teachers must test and select people in Creil before coming to Strasbourg.

### **3. All Modern Ways of Teaching Are Used**

- Study, translation of text of the Nov. 19 Treaty (C.F.E.)
- Audio cassettes in laboratories with teachers
- Video cassettes (sometimes made by students)
- taping conversation /exposé exercises.
- TV broadcasts in English, German, Russian and from Eastern Europe on the Polish Army, for instance.
- Radio broadcasts from Lille (Radio INT'L) or from London (BBC) speaking in Eastern European Languages.
- Interpretation exercises in consecutive interpreting.
- We can see an active participation of the students.
- Many checks are made by the teachers.
- We use two or three teachers:
  - 1 for the general language
  - 1 or 2 for the technical language

These teachers belong either to the Language Institute (Officers, NCOs of variable levels, from SLP 2222 up to doctors) or interpreter officers from the Officer Corps Reserve which are often teachers and come from Eastern Europe.

**B. Formation in Creil where teams use one language laboratory with the help of an interpreter officer from the Reserve Officer Corps.**

**C. Formation in Meudon (Paris area) in a private language school, for Russian particularly.**

**D. Exchanges take place between NATO verification units and UFV, from time to time.**

#### **Other remarks**

1. Selection in Creil and then establish a time-table with the UFV C.O./TRNG-OPS officer (maybe with students) to meet specific needs in a given language.
2. The first time a UFV team will attend the destruction phase of equipment which will take place at the end of June 92, in Eastern Germany.
3. Exchanges of materials (documents) have been made between UFV and some NATO countries, e.g. French - Russian glossary drawn out from UN Arms Control Glossary.
4. When specialized terminology is taught it is necessary to have specialists (e.g. Air Force representatives) to help or coordinate between teachers and students.

STAGE	U.F.V. RUSSE	INSTRUCTEUR RESPONSABLE	CEN MALAVAU LTN BILLET COL FILIPOWICZ	SALLE	SEMINE	1°
L U N D I 4	OBJECTIF:					
	A C C U E I L A LA D I	PRESENTATION STAGE	T E S T D'EVALUATION	T A C T I Q U E	R. I. (RELATIONS INT'L)	T V VIDEO
	MLX		MLX/BLT	FLP	MLX	BLT

M A R D I 5	OBJECTIF:					
	ORGANI- SATION DEFENSE SOVIETIQUE	ETUDE	S P O R T	R . I.	DOSSIER VERIFICATEUR	T V VIDEO
	BLT			BLT	MLX	FLP

M E R C R E D I 6	OBJECTIF:					
	T A C T I Q U E	ETUDE	EXPOSE	DOSSIER VERIFICATEUR	R. I.	T V VIDEO
	FLP			BLT	MLX	MLX

J E U D I 7	OBJECTIF:					
	ORGANI- SATION DEFENSE SOVIETIQUE	R. I.	S P O R T	DOSSIER VERIFICATEUR	EXPOSE	T V VIDEO
	BLT	MLX		MLX		FLP

V E N D R E D I 8	OBJECTIF:					
	R. I.	T A C T I Q U E	EXPOSE	T E S T N O. 1		
	BLT	FLP		MLX		

STAGE	U.F.V. RUSSE	INSTRUCTEUR RESPONSABLE	CEN MALAVAU LTN BILLET COL FILIPOWICZ	SALLE		SEMAINE	2°
L U N D I  11	OBJECTIF:						
	ETUDE	CORRIGE TEST N° 1	DOSSIER VERIFICATEUR	TACTIQUE	R. I.	TV VIDEO	
		MLX	BLT	FLP	MLX	BLT	

M A R D I  12	OBJECTIF:						
	ORGANISATION DEFENSE SOVIETIQUE	ETUDE	S P O R T	R. I.	DOSSIER VERIFICATEUR	TV VIDEO	
	BLT			BLT	MLX	FLP	

M E R C R E D I  13	OBJECTIF:						
	TACTIQUE	ETUDE	EXPOSE	DOSSIER VERIFICATEUR	R. I.	TV VIDEO	
	FLP			BLT	MLX	MLX	

J E U D I  14	OBJECTIF:						
	EXPOSE	R. I.	S P O R T	T E S T N° 2	EXPOSE	TV VIDEO	
		BLT		MLX		FLP	

V E N D R E D I  15	OBJECTIF:						
	R. I.	TACTIQUE	EXPOSE	CORRIGE TEST NO 2	BILAN FIN DE STAGE		
	BLT	FLP		BLT	MLX		

**Russian Courses For Verification Personnel**

- New Courses

4-week reading comprehension course for NCOs (September 1991)

10-week course for officers

objective: Improvement of oral production skills from NATO 2 to NATO 3 (Oct. - Dec. 91)

2-week reading comprehension course for high ranking officers from the Center for Verification Tasks of the German Armed Forces.

- Refresher Courses

As requested by the Center for Verification Tasks.

Both "old" and "new" materials are used for all courses.



**Centro Interforze per la  
verifica degli armamenti  
(Joint Centre for Arms Control Verification)**

**3° Corso basico per il personale  
destinato alle attivita' ispettive  
correlate ai trattati  
CFE - CSBM - INF  
(Third Basic Course for Inspectors)**

**Calendario programma delle istruzioni  
(Programme of Lessons)**

**(Viterbo 15 - 26 Giugno 1992)**

**Lunedì**

**(15 Giugno 1992)**

**08.30/09.20** Afflusso del personale e avvio delle procedure amministrative

**09.30/10.20** Benvenuto del Direttore del CIVA ed inquadramento del Corso

**10.40/11.30** Compilazione schede personali. Aspetti logistici-amministrativi  
(Administrative Briefing) CIVA  
(Magg. D'AGOSTINO)

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**11.40/12.30** Riferimenti storico-politici del processo "disarmo". Il processo CSCE da Helsinki a Vienna. Accordi di Stoccolma. Trattato CFE, Gruppo Consultivo Congiunto. Trattato INF. Cieli Aperti. Convenzione CW. Correlazione e interazione tra i vari Trattati.  
(Historical Background of CFE Agreement) MAE

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**12.40/13.30** La Convenzione di Vienna sulle relazioni diplomatiche. Doveri e privilegi degli ispettori e del personale ausiliario.  
(Vienna Agreement, Tasks of Inspectors) MAE

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**14.30/15.20** CFE: struttura del Trattato  
(CFE Agreement Structure) CIVA  
(Col. DE TRIZIO)

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**15.30/16.20** CFE:organizzazione nazionale per le verifiche.  
(National organization for arms verification) CIVA  
(Col. DE TRIZIO)

**Martedì**

**(16 giugno 1992)**

**08.30/09.20** TLE dell'Esercito Italiano SME

**09.30/10.20** TLE della NATO SME

**10.40/11.30** Segni e simboli convenzionali delle Forze Terrestri dei Paesi dell'Europa Centrale ed Orientale (orientamento sulle pubblicazioni esistenti) SME

(Conventional Signs and Symbols of the Central and Eastern European Land Forces)

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**11.40/12.30** Forze Terrestri dei Paesi dell'Europa Centrale ed Orientale (struttura ordinativa, dottrina, personale, uniformi, gradi, insegne). SME

(Structure and Doctrine of the Armies of Central and Eastern European Countries.)

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**12.40/13.30** Individuazione e riconoscimento dei TLE relativi alle Forze Terrestri, dichiarati dai Paesi della Europa Centrale ed Orientale. SME

**14.30/15.20** Notifiche e scambio informazioni CIVA  
(Col. VIOLA)

**15.30/16.20** Notifiche e scambio informazioni CIVA  
(Col. VIOLA)

**Mercoledì'**

**(17 Giugno 1992)**

<b>08.30/09.20</b> Aspetti informativi connessi con l'attività di verifica (Information Aspects Connected with Verification Activity)	RUD
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<b>09.30/10.20</b> Individuazione e riconoscimento di materiali ed equipaggiamenti non TLE	RUD
<b>10.40/11.30</b> Forze aeree dei Paesi dell'Europa Centrale ed Orientale (struttura ordinativa, dottrina, uniformi, gradi, insegne)  (Air Forces of Central and Eastern European Countries [Structure, Doctrines, Uniforms, Ranks, Signs and Symbols])	SMA
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<b>11.40/12.30</b> Segni e simboli convenzionali delle Forze Aeree dei Paesi dell'Europa Centrale ed Orientale (orientamento sulle pubblicazioni esistenti)	SMA
<b>12.40/13.30</b> Tutela del segreto	UCSI
<b>14.30/15.20</b> Verifiche e responsabilità nazionali; Piano di contingenza CFE.	CIVA (Col. TEMPESTA)
<b>15.30/16.20</b> Piano di contingenza CSBM	CIVA (Col. TEMPESTA)

**Giovedì**

**(18 Giugno 1992)**

<b>08.30/09.20</b>	Individuazione e riconoscimento dei TLE relativi alle Forze Aeree, dichiarati dai Paesi dell'Europa Centrale ed Orientale.	SMA
<b>09.30/10.20</b>	TLE dell'A.M. (dati dichiarati)	SMA
<b>10.40/11.20</b>	TLE della NATO	RUD
<b>11.40/12.30</b>	Cartografia NATO e Paesi Europa Centrale ed Orientale. Orientamento. (NATO and Eastern Countries Cartography)	IGM
<hr/>		
<b>12.40/13.30</b>	Il processo informativo. I Servizi informativi dei Paesi dell'Europa Centrale ed Orientale	RUD
<b>14.30/15.20</b>	Esperienze tratte dalle attività CSBM ed INF. Aspetti operativi. Coordinamento interalleato	CIVA (Gen. BONABELLO)
<b>15.30/16.20</b>	Esperienze tratte dalle attività CFE. Aspetti operativi. Coordinamento interalleato	CIVA (Gen. BONABELLO)

**Venerdì**

**(19 Giugno 1992)**

<b>08.30/09.20</b>	Situazione politico-militare delle Nazioni dell'Europa Centrale ed Orientale; possibili sviluppi futuri	RUD
<b>09.30/10.20</b>	idem	RUD
<b>10.40/11.30</b>	Dati monografici degli Stati dell'Europa Orientale ex URSS	RUD
<b>11.40/12.30</b>	Dati monografici dei Paesi dell'Europa Centrale (Bulgaria, Cecoslovacchia, Polonia, Romania, Ungheria)	RUD
<b>12.40/13.30</b>	Il processo informativo. I Servizi informativi dei Paesi dell'Europa Centrale ed Orientale	RUD

**Lunedì**

**(22 Giugno 1992)**

**09.30/15.30** Presentazione di TLE nazionali presso lo Aereoporto militare di  
PRATICA DI MARE Distruzione, ricategorizzazione e certificazione:  
generalità. Aspetti tecnici relativi ai mezzi aerei  
ed agli elicotteri.

SMA

NOTA: Il Comando dell'aereoporto è pregato di prevedere la consumazione del pranzo (a pagamento) per circa n. 40 partecipanti nelle sale della mensa Ufficiali dalle ore 13.00 alle ore 14.00.

**Martedì**

**(23 Giugno 1992)**

**09.00/12.00** Presentazione di TLE nazionali presso la Scuola di Fanteria e  
Cavalleria di Cesano

SCUOLA FANT.  
E CAV.

**14.30/15.20** Normativa sulle ispezioni (Protocollo sulle ispezioni CFE)  
(Roles of Inspection)

CIVA  
(Col. TEMPESTA)

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**15.30/16.20** idem

CIVA  
(Col. TEMPESTA)

**Mercoledì'**

**(24 Giugno 1992)**

<b>08.30/09.20</b>	<b>Distruzione e riconversione: Generalità. Aspetti tecnici relativi ai mezzi terrestri (Destruction and Conversion of Land Forces equipment)</b>	<b>USG</b>
<b>09.30/10.20</b>	<b>idem</b>	<b>USG</b>
<b>10.40/11.30</b>	<b>Condotta delle ispezioni e delle visite valutative CSBM</b>	<b>CIVA (Col. TEMPESTA)</b>
<b>11.40/12.30</b>	<b>Modalità pratiche di condotta delle ispezioni</b>	<b>CIVA (Col. TEMPESTA)</b>
<b>12.40/13.30</b>	<b>idem</b>	<b>CIVA (Col TEMPESTA)</b>
<b>14.30/16.20</b>	<b>Preparazione e condotta teoretica (in aula) di una ispezione a sito dichiarato</b>	<b>CIVA</b>

**Giovedì'**

**(25 Giugno 1992)**

<b>08.30/09.20</b>	<b>Compilazione dei rapporti di ispezione</b>	<b>CIVA (T.C. COLTELLI)</b>
<b>09.20/10.40</b>	<b>idem</b>	<b>CIVA</b>
<b>10.40/11.30</b>	<b>Descrizione ed impiego pratico delle apparecchiature in dotazione ai Teams ispettivi nazionali (mezzi tecnici ed apparecchi fotografici)</b>	<b>RUD</b>
<b>11.40/12.20</b>	<b>Presentazione e preparazione dell'esercitazione d'ispezione CFE ad un OOV dello E.I. da effettuare il giorno 26.06.92.</b>	<b>CIVA (Col.DE TRIZIO)</b>
<b>12.30/13.30</b>	<b>idem</b>	<b>CIVA (Col. TEMPESTA)</b>
<b>14.30/15.20</b>	<b>Presentazione di TLE nazionali presso la Scuola di Artiglieria di BRACCIANO</b>	<b>SCUOLARTIMILES</b>

**Venerdì**

**(26 Giugno 1992)**

**08.00/12.00** Esercitazione d'ispezione CFE ad Oggetto di ... (da definire)  
Verifica dell'E.I.

**12.30/13.00** Commento all'esercitazione. Conclusione del Corso.

Corsi di lingua russa

Corso básico di 120 ore (4 settimane)

Corsi di 120 ore (4 settimane)



I

**Russian Course for Verification (CFE) Purposes**

1. Participants: - field grade officers  
- senior NCOs

No previous knowledge (in general) of Russian at all.

2. Minimum required level: S 2, L 2

3. Course: - Basic Russian Course ca. 26 weeks  
- consolidation / enhancement ca. 12 weeks  
- CFE treaty  
\* inspection protocol 8 weeks  
\*\* destruction protocol 6 - 8 weeks

II

General (job oriented) topics 4 weeks  
Moscow period 4 weeks  
USARI 2 weeks  
exercises/inspections ca. 4 weeks

### **Language Training and Arms Control in the UK**

The Joint Arms Control Inspection Group was established at Royal Air Force Scampton about two years ago. The base provides the reception facilities for incoming inspection teams and the departure point for our own teams from UK. The Group comprises specialist officers and NCOs some of whom are language trained to above SLP 3333, others who are trained as interpreters, and support staff. Initially, the required personnel were formed from those who had the required qualifications but with no long term training for arms control duties. However, starting in 1990 courses of 18 months in Russian for arms control duties (which we call Russian for ARCON courses) are held. These courses are expected to produce about 40 language qualified individuals. The training of yet more personnel for arms control duties will depend upon the developments which result from political adjustments in Eastern Europe and beyond.

The continuation training of those already serving in JACIG is assured by practice inspections which may involve co-operation with allied countries, by exchanging experiences and advice with those same countries, and, as far as language competence is concerned, the Group includes a qualified ex-service language instructor. Co-operation with the Defence School of Languages is of course very significant: At the school the language training for arms control duties makes full use of information received from the Group about vocabulary, situational dialogues and lines of enquiry for the task-oriented exercises which will help students take on the duties to which they will be assigned efficiently and with confidence.

Some training in German for these same duties has been carried out but this has not yet attracted the same interest as Russian among MOD staff.

Language training staff continue to remind senior authorities that any need for language competence in other languages for arms control duties or indeed any other duties calling for high level skills must take account of the significant training time required.

### Teaching a More Specialized Language at an Earlier Level or Not?

I think it is necessary to talk about my own experience considering the problem that was raised in the last session, indeed it could be a good way to help settle the problem as to whether a more technical, specialized language should be taught at an earlier stage.

Outside my military service, which is only a temporary period, I am a qualified English teacher employed by the Ministry of Education. As a qualified teacher, I mainly teach teenagers from 11 years up to 18. And as may be easily guessed I only teach General English, so in my case your problem which you are having now with arms control is not a priority.

Yet, during my military service, I am confronted with a problem, roughly speaking, similar to yours. Indeed, as an English instructor at the EIREL, I am asked to teach helicopter pilots of the Army Aviation. Their level at the beginning of the training course is supposed to be as good as that of a person who passed the "baccalauréat".

From that starting point, we have two months to improve their English for them to pass the 1st military language degree, roughly equivalent to two years English studies at university. This is precisely where I may be of some help both by using my own experience and informing you about what I know on the French policy with teaching English to servicemen.

- 1.a) The first stage only consists of refreshing their knowledge of English and improving it by focusing our effort on grammar, vocabulary and conversation which is in this case mainly regarded as a way to put into practice what they have learnt theoretically through grammar or even phonetics.
- 1.b) Once they have reached the end of their two month training course, they take their military language exam.
2. If they have passed it, they can apply for an English training course whose aim is to prepare them for the 2nd degree more specialized in military English. So, that is a total of together four months of training (two months for general English, two months for military English).
3. Conclusion: The French policy in that matter seems to consider that before being able to master a technical language, it is absolutely necessary to master the general part of that language.
- 3.a) In my opinion, in view of all I have mentioned so far including my personal experience, I tend to think that the most important thing when you learn a language is to be able to communicate by yourself using your own sentences without resorting to ready made expressions all the time which might be the case if you teach a technical language at a too early stage.

You know once you have been able to master a foreign language in the general field, learning a more specialized part of that language is mostly a question of learning vocabulary and only at this stage some special ready made expressions.

- 3.b) But the fact nonetheless remains that indeed it is by using a language that you eventually master it, and the time for the general part of a language is also time for a more specialized part of that language. A good way to make students practise a more specialized language along with making them pick up some basic elements, absolutely necessary to learn a foreign language, such as grammar, etc., at an earlier stage in the process of learning might be:

- to include in grammatical exercises and especially in translations a lot of or some technical words
- to make the students read quite a few newspaper articles dealing with the linguistic and semantic field that we aim at.
- to include some role plays to make them practise a bit more actively the technical words to be learnt.

But, to my mind, that must be an extra coming from time to time in our teaching to supplement the more basic part of the learnt language, which is still being considered as the more important part if we want to avoid "parrot" teaching consisting only of rigid and set-up expressions as if the learners were computers.

Ms. Lyall

### Summary of Language Instruction Summer 1990 - 1992

- Conducted at the Canadian Forces Base, Lahr, Germany, for ACVG (Arms Control Verification Group)
- In the areas of specialized language performance training for inspection purposes
- under the contract with the Government of Canada, NDHQ Ottawa

### I. Target Group

Selected personnel CanFE (Canadian Forces Europe) consisting of

6 officers: 1 LCol  
3 Majors  
2 Capts.

involved in inspecting and controlling eastern inspection sites as defined by the Article XIV of the Treaty of Conventional Armed Forces in Europe of November 19, 1990.

### II. Purpose

Maintain and develop language mastering capability and provide practical training in situations and fields of activities as there are

- briefings and presentations
- interpreting and translation
- writing memos
- discourse and special vocabulary training in associated general and professional matters
- general communication skills
- training in social etiquette
- socio-cultural understanding of host party's country in regard to relaxed military social contacts
- development and enforcing of treaty terminology and understanding of treaty protocol in all details with the enforcement of applicability of language and technical skills

### III. Materials

Reading:

- authentic: various newspapers and journals of technical and non-technical character
- Garmisch-US-Army-Interpreter's and Inspector's Language Course
- Treaty protocol in both English and Russian
- Russian Refresher US Army Mont. Language Institute
- various language-books with emphasis on grammar skills
- Memoranda (as available) or in English

Listening:

- audiovisual: videotapes with various reports (military, technological, scientific, general news)
- videotapes with Russian movies
- cassettes with recorded interviews, discussions, briefings as well as general conversation materials, Russian songs

Visual:

"authentic": slides of Russian equipment for the purpose of recognition training

#### IV. Procedure

1. Role-plays
  - a) Presentations
  - b) Briefings
  - c) Interpreting/Inspections
2. Writing, reading, translating, memos, reports
3. Conversation/Communication
4. Listening Comprehension
5. Socio-cultural back-up

ad I a) Recognition Training

One student presents slides of soviet equipment and asks other students questions about several details relating to the shown item in Russian! (and provides correction whenever required) Other officers try to answer in Russian.

Teacher retains as an observer in the background.

This activity can be recorded and cassettes can be used as additional material for grammar-correction-purposes.

ad I b) Briefings presented in Russian in classroom settings, sometimes with additional personnel ("augmentees") involved in inspections and their preparation who are knowledgeable of the Russian language.

ad 1c) Inspection-like set-ups in classroom with at least three students

1 = host-state-party

1 = inspecting-state party

1 = interpreter

teacher = observer

Authentic inspection-atmosphere is to be established by asking questions concerning an on-going-like-inspection and by acting out a set-up mock inspection (by etiquette and emotionally).

ad 2) Reports of inspections or alike events as well as various military memoranda can be used according to the

a) demands of the group

b) focus of next coming event requiring preparation

c) needs of students in regard to amelioration of certain writing or reading skills in their professional field of activity

Reading and translation exercises can be enlarged upon the previously mentioned language training.

ad 3) Communication performance shall be ameliorated and stabilized by condensed conversational drills based on selected vocabulary in role plays.

Conversational drills will be acted out upon previous introduction of

a) vocabulary

b) given topic of discussion

c) place, time, surroundings, people involved

- ad 4) With audiovisual material:
- videotape shown in full length
  - repetition of material shown in short clips
  - comprehension questions
  - summary to be given in Russian
- With cassettes:
- same procedure: listening  
repetition  
comprehension-check-up
- ad 5) Field trips related to the practice of the Russian language in various social settings as:
- a) dinners in restaurants performed in Russian = training of Russian active language skills.
  - b) special idiomatic language training such as jokes, puns, etc., socially linked to the military environment
  - c) sportive activities in the language class performed in Russian

Results as followed up until summer 92:

- Language performance improved
- Vocabulary enlarged
- Security in usage of special terminology automatised by role plays and authentic-situation-like-settings
- Listening comprehension improved
- Writing skills training was sometimes objected as not of first rate importance; improved in the case of three students
- Reading comprehension improved

Problems experienced:

- Ukrainian native speakers experienced an immense problem with uncontrolled interference with Russian
- had to be trained apart from other students, in special classes stressing the elimination of Ukrainian and unscrambling Russian from Ukrainian (esp. Eastern Ukrainian)

On Offer/Exchanges BILC "Inventory"

**"What's on Offer" BILC Membership**

**Materials**

(glossaries, etc.)

Description to include: title, language(s), level, content,  
author(s), editor, publication details,  
procurement details, ...

**Courses (available to BILC members)**

What: course language(L1, L2) level: entry/target duration, rhythm (hours instruction), costs (fees)

Where: country, institution, faculty, school, etc.

When: dates (start especially)

Who: to contact (mailing, faxing, telephoning addresses) office, position, etc.

How: to contact (mailing, faxing, telephoning addresses) office, position, etc.  
awareness of commercial publications related to arms control or military  
situations/conditions

reproducibility/copyrights



**CIS Language Material**

LANGUAGE	TYPE OF MATERIAL	DATE	PUBLISHER	ADDRESS	COST
	(Grammar, Dictionary, etc.)				

**CIS Language Courses**

Offered by:

Dates offered:

Target Language:

Student Language:

Beginning SLP:

Target SLP:

Duration:



**VI. STUDY GROUP REPORT 3**  
**"Exchanges Between Member Nations"**



### Study Group Report 3

#### Effective Exchanges Within BILC to Meet Present and Forecast Needs

Chairman: ORR Gerth - Germany  
Members: Dr. Brendel - U.S.A.  
Mr. Hart - U.K.  
LRDir Leben - Germany  
Col. Lehman - Canada (observer)  
Lt-Col. Onimus - France  
Cpt. Samsunlu - Turkey  
Lt. Tranquilli - Italy

After having discussed the proposals and recommendations of the 1991 Study Group 3 the Study Group agreed to limitate the deliberations to the same agenda. None of this year's Group 3 had participated in similar groups in the past. The following was discussed in detail:

It was agreed after a long discussion that it was impossible to forecast specific needs. Therefore the Study Group concentrated on the issue of effective and timely exchanges of teachers and students, as well as setting up seminars, information visits, workshops, etc.

As an example of a possible exchange the following tentative proposal was made by the Turkish delegate; that a one-week seminar on teaching and learning Turkish as a foreign language will be held for all BILC member countries in Turkey, preferably in April 1993, with a minimum attendance of at least 7 participants. The Study Group discussed intensively the pros and cons of establishing an up-dated comprehensive NATO-wide catalogue of teaching, learning and testing materials of all languages taught in language training institutions of the member countries. The conclusion was reached that this would be unmanageable for the staff of the BILC Secretariat.

The effectiveness of any bilateral exchanges between member countries would be improved if the Secretariat were always informed. Other countries might benefit in this way and BILC's system might also be confirmed.

The implications of exchanges of teachers and students were also discussed. Here again, it was suggested that notice of such exchanges should be given to the Secretariat.

The Study Group proposed that seminars be set up to consider the application of STANAG 6001 in evaluating the student's performance, classroom testing during and at the end of courses, and methodological aspects including the use of appropriate technology.

It was suggested that the Study Group "Effective Exchanges within BILC to Meet Present and Forecast Needs" should be dissolved as it was felt that most of the relevant aspects had already been covered during the last 3 years. However, it was recommended that a study group should be established to focus on technology for language learning.



**VI. STUDY GROUP REPORT 4**  
**"Defining Military Language Requirements (with Emphasis on Multinational Forces)"**





**Study Group Report 4**  
**Defining Military Language Requirements (with Emphasis on Multinational Forces)**

Chairman: Colonel Donald Fischer, USA

Members: Col Tesolat - Italy  
Col Peña - Spain  
Col Ward - United Kingdom  
Cdr Kitchin - United Kingdom  
LTC Dall'orso - France  
Prof. van Passel - Belgium  
LRDir Rohrer - Germany  
Mr. Walinsky - Germany

The committee discussed several trends, changes and conditions relating to the current environment. Participants had many useful observations which were sharpened by recent experiences of their respective forces in DESERT SHIELD, DESERT STORM, PROVIDE COMFORT and other peacekeeping and assistance operations. Members were well aware that the requirements for language proficiency were higher than ever before, and that the implications of Study Group 4 Report, BILC 1990 concerning "Military Language Requirements and Political Changes in Europe and elsewhere" were still valid. The major difference this year is that the Soviet Union as we knew it, even during the 1991 BILC Conference, has ceased to exist. We must now maintain and increase military language proficiency in an uncertain environment of alliance, threat, commitment and changing priorities.

Some key observations by the group were as follows:

a.

Quoting from US Colonel (Ret) Harry Summers in a recent videotape called "Why an Army?", the committee found the following to be very useful:

"You cannot train for an uncertain future, you can only educate for it."

It is imperative that officers and noncommissioned officers continue to participate in high quality educational programs to maintain proficiency in the art of war and the preparation and use of military forces. Among individual capabilities required is some degree of language proficiency. Languages to be emphasized are related to frequency of use in the world, potential coalition and cooperation requirements, and potential threat. As we move on a continuum between world conflict and cooperation models, there must be adequate operational and intelligence language capability to meet national security needs.

b.

Emphasis must be placed on our ability to communicate in the Alliance.

--Within NATO, proficiency in English and French is an absolute requirement to insure our ability to communicate in routine and contingency operations.

--We must further increase our proficiency in specific member languages as a part of professional development programs. While English is indeed available and suitable for communication among higher ranking people, the validity of English as a NATO "lingua franca" decreases dramatically among lower ranks.

--We must develop short term language orientation programs to assist in quick train-up programs for short notice deployments. We need to define what should and can be taught in a 15 day period so that we can use time very efficiently.

c.

There are two distinct language requirements that must be provided for and recognized in national planning.

-- Operational language requirements.

\*\* Use of language in internal communication within the Alliance.

\*\* Use of language in the conduct of military and civil operations. This use emphasizes speaking and communicative skills among service members in general.

-- Intelligence use of language.

The need for extremely high levels of competence to meet cryptological, interrogation, and analysis needs.

d.

The major task for the Bureau of International Language Coordination (BILC) is to inform lay people and senior political and military leaders of the world language environment. The BILC must:

-- Explain the needs for language proficiency.

\*\* It must be recognized that in general nations of lesser economic and military power learn the languages of the stronger ones. Strong nations must work to maintain commitment and resources to develop a wide range of language competence.

-- Explain the task of language learning by information concerning learning times, proficiency decay, and proficiency sustainment.

-- Provide a means for the language training community to communicate with these leaders.

The Study Group decided that the BILC should undertake the following to insure that the above information requirement is met:

The Bundessprachenamt will coordinate BILC member input and the use of extensive already available information to develop a basic brochure concerning the military language training challenge and the planning and resource considerations involved. It will include such areas as:

1. World language demographics (frequency spoken and taught)
2. Language proficiency learning time requirements (time to reach various levels).
3. Language proficiency decay rates.
4. Language proficiency sustainment time requirements.
5. Other information related to time and resources necessary to sustain and/or provide language capability.

-- The desired brochure could become a basis for a STANAG (probably STANAG 6002) to insure availability and currency of military language training information and to provide a focal point for Alliance discussion, interaction and agreement.

-- A draft brochure will be made available by March 1993. The Bundessprachenamt will request input from BILC members to prepare the draft. The brochure will be completed by BILC Conference, 1993.

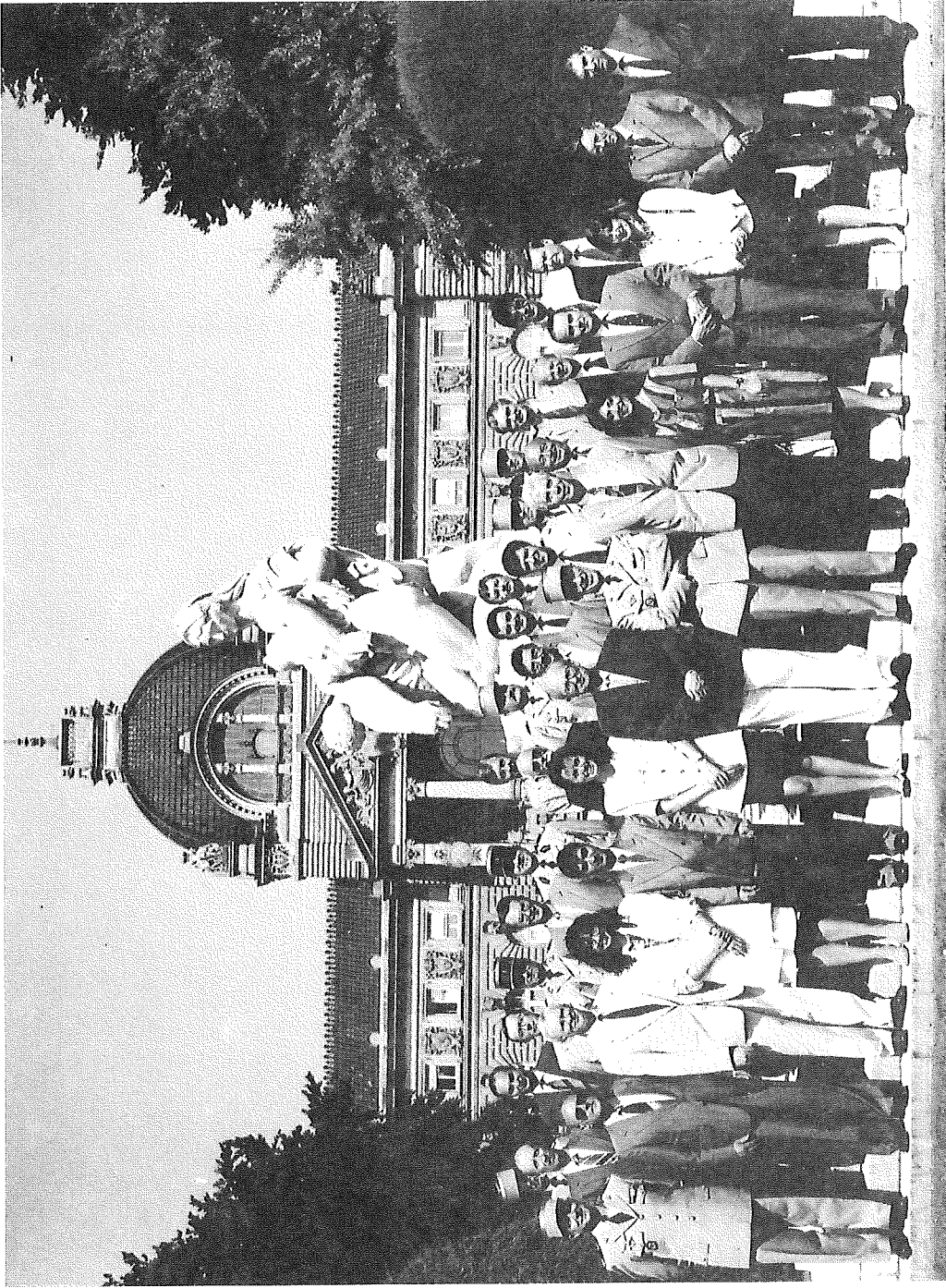
-- The brochure will be 8 - 12 pages in length and published in all the BILC languages.

-- The Bundessprachenamt will work to develop the capability to publish BILC papers in all NATO and BILC languages to insure quick availability to senior leaders.

-- STANAG 6002 efforts will begin immediately. Target completion date is June 1995.

## **VII. CONFERENCE PHOTOGRAPH**





**Front Row:**

LtCol Guy Roux, LRDir Erwin Leben, SqnlDr Tim O'Hagan, Ms Renata Lyall, Cpt Mustafa Samsunlu, Ms Laurence Dorus, LRDir Josef Rohrer, Col. Jacques de Bonnières, Mr Herbert Walinsky, Ms Phyllis Cancellara, LtCol Peter Kozumplik, Ms Paktunc, LtCol drs Leen Noordsij, Col. Francisco Pena Montoro.

**Second Row:**

LtCol M. Lehmann, Cdr Malcolm Kitchin, Col Rupert Ward, Mr. Erik Gram, Dr. Gerd Brendes, Lt Fabio Tranquilli, Prof Frans van Passel, Mr. George Worrall, Col Eros Tesolat.

**Third Row:**

LtCol Philippot, Mr. Patrick Rami, LtCol Pierre Denain, Mr. Martin Hart, LtCol Daniel Onimus, LtCdr Charles Lacherez, 2nd Lt Remy Blain, RR Dr. Christopher Hüllen, Mr. Michel Schwarz



**VIII. FAREWELL ADDRESS FOR JOSEF ROHRER**









Address by Mr. George Worrall on the Occasion of Mr. Josef Rohrer's  
Retirement from BILC

Sadly, this conference marks the last occasion on which Josef Rohrer is participating in BILC in an official capacity. Since its very beginnings he has been a most active contributor to the organisation and to its purpose and content after having actively shaped BILC since its founding, particularly since 1982, when he became Chairman of the BILC Secretariat and in 1983, when he was first elected to head the BILC Steering Committee. Needless to say, as a former BILC Secretary I am honoured to have been asked to say something about such a remarkable person. Herr Rohrer, as a linguist, diplomat, organizer, lecturer and speaker, politician and friend, master of social ceremonies and as a wearer of remarkable clothes which are rivalled only by those worn by David Ellis or Elton John, you have impressed all of us.

I suppose it was at the 1972 Conference at Eltham Palace at which I first met Josef Rohrer. It was my own first step into the world of BILC. It may even have been the following year but in any event he had been there before me. In fact Josef has that poise and relaxed self-assurance which gives one the impression that he has been everywhere before. I am certain, however, that his relaxed charm is one amongst many other of his qualities which he owes to his wife - a lady who has been able to join us for only a few conferences but without whose support and forbearance we would not have been able to benefit so comfortably from Josef's contribution to our purpose.

I was impressed - and still am - with his English. When we first met I thought he was from the BBC. I have paid him the same compliment many times. In that at least I have always found him very modest. He did indeed learn his English from the BBC, by illegally listening in during the war years when I suppose he was a boy of somewhere between 9 and 15. Shortly thereafter he got into the international business, when in 1945 as a 15-year-old he served as the interpreter of a British colonel of the occupation forces. A result of this was that on returning to school later on, he was officially prohibited from taking part in English classes because he was better than his teacher. This no doubt has made him a firm believer in the effectiveness of the self-study of languages.

In retrospect it appears logical that he was destined to reach the level which he now has, both at the Bundessprachenamt and within BILC. As a student at the University of Münster he had headed the Students' Representative Council, participating in this capacity at international students' meetings sponsored largely by the US Occupation authorities. Among other places, his journeyings once found him on a Yugoslav warship in the Adriatic. Later he counterbalanced his BBC orientation by a stay at the University of California, Los Angeles and at Laval University in Quebec.

His language and linguistic accomplishments go far beyond that however. I suppose he would claim to be nearly trilingual but if his French is as good as his English then I can tell him that he is trilingual. He's been doing a bit of Thai, he tells me, which includes work on a German-Thai dictionary, so to his other qualities we must add masochism. We know from his well rehearsed performances in BILC conferences that his excursions into other languages are neither frivolous nor trivial. But yet again I would endorse his modest honesty. Like me he has striven for some survival mastery of the languages of BILC Conference host countries, and I recall that of Spanish he said something like "I worked at it very hard and thought I could do it, but I can't". Concluding that language learning to useful level can only be accomplished over time, even for the experienced learner.

His work on matters linguistic has been well evidenced at our Conferences. The role of memory and exploitation of our albeit limited knowledge of the functions of the brain have been one of his pet themes. His research into the topic has been of Scholarship proportions.

I am sure he has enjoyed a satisfying and progressive career particularly at the Bundessprachenamt where he has had dealings with students from 30 nations but it is only on his work with and for BILC that I feel competent to comment further.

He will I know have taken it as a high compliment that his skills as Chairman of the BILC Steering Committee have been repeatedly endorsed by his unanimous nomination for the role - and it is by no means an easy task. And he will be justifiably proud of his role within the team of our excellent Secretariat. During that tenure of office he has encouraged the growth of the organisation by almost 50% - from 9 to 13 members. For him BILC is a busy job both between and within Conferences. The Chairman and his Secretariat have to keep ahead of events and coax us all to meet our commitments. He must also find consensus wherever necessary, preferably to avoid time-consuming debate. At the same time Josef Rohrer has presented numerous papers to BILC. He has participated actively and productively in its Working Groups and he has taken initiatives which have enriched the BILC experience. Politically he has represented us exceedingly well.

He has been the acknowledged master-of-ceremonies at our social evenings. In the right setting our sing-song sessions have been of legendary proportions. His organisation has been accomplished if occasionally ambitious. I will not forget the occasion when he produced a BILC Song sheet with songs from each of the member countries and written in each of their languages. He produced taped musical accompaniment for each song. He then moved from delegation to delegation to conduct their respective choirs. Unfortunately, he chose some of the more obscure folk songs - which left us feeling as if he was engaged in delivering a foreign language practice session to an Arab orchestra.

But he is persistent. He is endowed with skin of a thickness which I am sure he has at times been glad to inhabit. His performance on the podium at the first BILC Conference at Monterey was a milestone or even a millstone of achievement. The previous night had been one of prolonged discussion which had called for regular and profound lubrication. His talk was mastery of mind over matter - and almost intelligible.

I will miss his gentle questioning about English usage which I could never answer because it was far beyond my own range of knowledge of my own language. I mean it is not often that someone sidles up to you and asks what you know about 'Night Soil'. I will miss observing that he is sartorially often remarkable. As one shopkeeper in USA was quick to point out: "He dresses like a guy from Tennessee". Thus does Josef break down cultural barriers. I will miss his skill, indeed his status as a truly international figure. And I will miss his personal friendship. Good luck Josef Rohrer to you and to your wife. You deserve it.