

Bureau for International
Language Co-ordination

CONFERENCE
REPORT
1994

TURIN, ITALY

BILC SECRETARIAT

**Bundessprachenamt
50354 Hürth
Germany**

Note: The views expressed in this publication are those of the authors, not the BILC Secretariat or BILC as such. The content does not necessarily reflect the official NATO position.

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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 matter as instructional techniques, testing and educational technology.

Membership

2. The founding members are France, Germany, Italy, the United Kingdom and the United States. Subsequently, the following joined:
 - 1967: Belgium, Canada, Netherlands
 - 1975: SHAPE and IMS/NATO as non-voting members
 - 1978: Portugal
 - 1983: Turkey
 - 1984: Denmark and Greece
 - 1986: Spain
 - 1993: Norway
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 of 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 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 - NATO Training Group (JSSG - NTG) 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 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 of STANAG 6001. In 1982, Canada made these tests available to NATO members and Belgium, Denmark, Italy, Norway and Portugal have availed themselves of this material.
9. Another important field of activity are the continuous exchanges of information, ideas, materials, personnel and students among members, which are too numerous to list here.

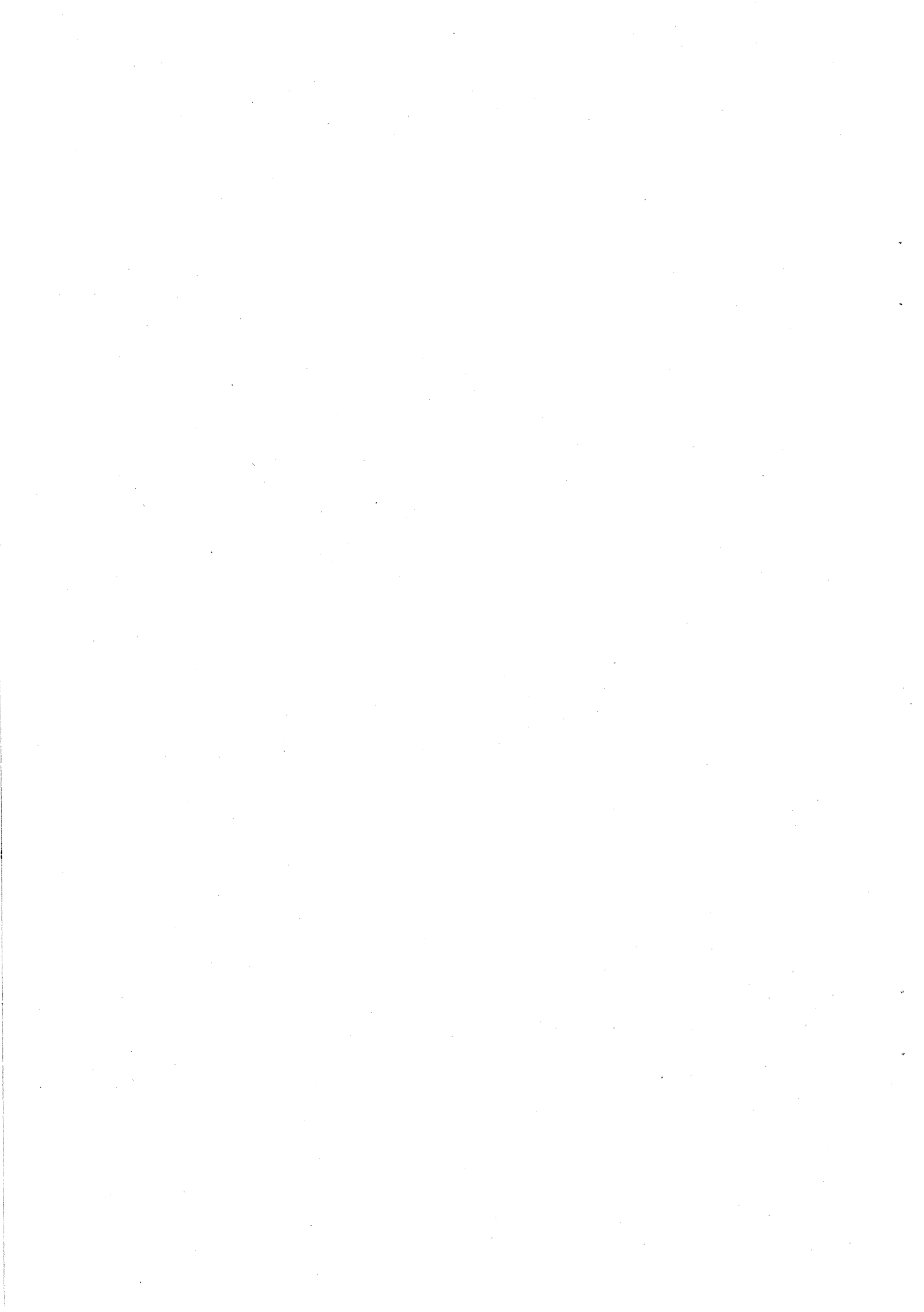
Current Study Group Activities

10. The following study groups will convene at the 1995 Conference:
 - "Defining Language Training Standards"
 - "Supporting NACC Countries"
 - "Quality Control"
 - "Educational Technology"The Standing Group on Task Analysis and Testing (SGTT) will be dormant.

1995 Conference

11. The 1995 Conference (to be held in Hürth, Germany, from 15 to 19 May 1995) has the theme "Meeting the increasing language training requirements in the post Cold War Era:
 - Maintaining standards in an environment of diminishing resources;
 - Prioritizing programmes;
 - Military versus commercialized delivery;
 - Impact on operational capabilities including peacetime missions and regional contingencies."

II. CONFERENCE ORGANIZATION



**1994 BILC CONFERENCE
SCUOLA DI APPLICAZIONE
TURIN, ITALY**

DATE	TIME	EVENT (LOCATION)
Monday 20 June	0730-0830	Breakfast (Residence Mess)
	0900-0930	Administrative Briefing (Aula Magna Palazzo)
	0930-1000	Welcoming Address (Aula Magna Palazzo)
	1000-1030	Break
	1030-1130	Presentation 1 - Introduction on theme - Italy (Aula Magna Palazzo)
	1130-1300	Tour of the Scuola di Applicazione
	1300-1315	Conference Photo (Palazzo Yard)
	1315-1400	Lunch (Palazzo Mess)
	1400-1600	Study Group Session 1 (G.1 Room 451, G.2 Room 459, G.3 Room 467, G.4 Room 475)
Tuesday 21 June	0730-0830	Breakfast (Residence Mess)
	0800-0900	Steering Committee Session 1 (Room 512)
	0930-1030	Presentation 2 - Germany (Room 556)
	1030-1100	Presentation 3 - Canada (Room 556)
	1100-1130	Break
	1130-1300	Study Group Session 2 (G.1 Room 451, G.2 Room 459, G.3 Room 467, G.4 Room 475)
	1315-1400	Lunch (Palazzo Mess)
	1400-1530	Discussion of National Reports 1 (Room 556)
	1530	Visit to Egyptian Museum (Pick up at Palazzo Yard)
Wednesday 22 June	0730-0830	Breakfast (Residence Mess)
	0800-0900	Steering Committee Session 2 (Room 512)
	0930-1015	Presentation 4 - Turkey (Room 556)
	1015-1100	Presentation 5 - U.S. (Room 556)
	1100-1130	Break
	1130-1300	Discussion of National Reports 2 (Room 556)

	1315-1400	Lunch (Palazzo Mess)
	1400-1500	Presentation 6 - Italy (Room 556)
	1500-1630	Presentation 7 - U.K. (Room 556)
	2000	BILC Dinner (Turin Officers' Club / Pick-up at Entrance of Residence at 1945)
Thursday 23 June	0730-0830	Breakfast (Residence Mess)
	0800-0900	Steering Committee Session 3 (Room 512)
	0900-1100	Study Group Session 3 (G.1 Room 451, G.2 Room 459, G.3 Room 467, G.4 Room 475)
	1100-1900	BILC Excursion to Pinerolo (Pick-up at Palazzo Yard)
Friday 24 June	0730-0815	Breakfast (Residence Mess)
	0830-1030	Finalize Steering Committee Report (Room 512) and Study Group Reports (G.1 Room 451, G.2 Room 459, G.3 Room 467, G.4 Room 475)
	1030-1045	Presentation of Steering Committee Report (Aula Magna Palazzo)
	1045-1115	Study Group Reports (Aula Magna Palazzo)
	1115-1130	Summation / Open Forum (Aula Magna Palazzo)
	1130	Farewell Address (Aula Magna Palazzo)
	1200	Lunch (Palazzo Mess)
	1330	Departure

BILC CONFERENCE 1994

List of Participants

<u>Conference Chairman</u>	Major General OROFINO (Giuseppe)	Commandant, Scuola di Applicazione, Turin
<u>AUSTRALIA</u> (observer) Head of Delegation	Wing Commander ISON (Gregory P.)	Commanding Officer Australian Defence Force School of Languages, Point Cook
Member	Major CAVANAGH (John L.)	Director of Studies, ADF School of Languages
<u>AUSTRIA</u> (observer) Head of Delegation	Brigadier Mag. LIEBHARD (Fritz)	Head, Armed Forces Language Institute, National Defence Academy, Vienna
<u>BULGARIA</u> (observer) Head of Delegation	Colonel DOBREV (Ivan)	Chief of Language Department, National War College, Sofia
<u>CANADA</u> Head of Delegation	Lieutenant Colonel LEHMANN (Marc)	Commandant, Canadian Forces Language School, Ottawa
Member	Ms. HAGARTY (Guylaine)	Foreign Language Director, Canadian Forces Language School
Member	Ms. DUBEAU (Julie)	Testing Coordinator, Canadian Forces Language School
<u>CZECH REPUBLIC</u> (observer) Head of Delegation	Colonel ZIHLA (Zdenek)	Director, Institute for Foreign Students Training and Studies, Military Academy, Brno
<u>DENMARK</u> Head of Delegation	Mag. RODE-MOLLER (Steen)	Head of Section, Chief of Defence Staff, Copenhagen
Member	Senior Lecturer GRAM (Erik A. J.)	Head, Language Training Division, R.D. Army Specialist Training School, Copenhagen

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Colonel STEIGER
(Yves)Ecole Interarmées du
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Member

Lieutenant Colonel
LACHEREZ (Charles)Anglo-American Studies Section,
EIREL

Member

Lieutenant Colonel
HUBSCHER (Daniel)French Army Schools Command,
Computer Studies Department

Member

Lieutenant Colonel
BEAUFILS (Michèle)French Army Schools Command,
Languages Department

Member

Commandant de Fregatte
LE MAOBureau for Management of
the Personnel of the Navy

Member

Lieutenant Colonel
BARRIERE (André)Air Force Schools Command,
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Head of Delegation

Leitender Regierungs-
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Bundessprachenamt, Hürth

Member

Regierungsdirektor
GERTH (Georg)Section Head, Central Affairs
Division, Bundessprachenamt

Member

Mr. SCHWARZ
(Michel P. M.)Materials Development Section,
BundessprachenamtHUNGARY (observer)

Head of Delegation

Dr. KADAS (Géza)

Head of Foreign Language
Lectorate, War College, BudapestITALY

Head of Delegation

Colonel ALDERISI (Rosario)

Commandant Air Force Language
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Member

Lieutenant Colonel
DUBROVICH (Antonio)Army Language School,
Rome

Member

Lieutenant Colonel
PARENTE (Emilio)

Staff, Air Force Language School

Member

Professor
RAMI (Patrick)Professor, Army Language
School

Member

Professor
Mc BRIDE (Carol)Professor, Air Force Language
SchoolLATVIA (observer)

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National Defence Academy, Riga

NETHERLANDS

Head of Delegation

Lieutenant Colonel
TIMMER (Gerard)

Chief, Russian Language Wing
(TAS), School Militaire
Inlichtingendienst, Ede

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drs. BLOM (Elisabeth A.)

Directorate of Personnel RNLA
(Training Policy), The Hague

Member

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Deputy Chief, Russian Language
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Head of Delegation

Captain (Navy)
ERIKSEN
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Chief, Education and
Physical Training Division,
HQ Defence Command
Norway, Oslo

SHAPE (observer)
Head of Delegation

Colonel KWIST
(Dana F.)

Military Cooperation Branch,
NATO I. M. S.

SPAIN

Head of Delegation

Captain CARRASCOSA
CASADO DE AMEZOA
(Carlos)

BILC Representative

TURKEY

Head of Delegation

Captain SAMSUNLU
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Head of Research and
Development Section, Turkish
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UNITED KINGDOM

Head of Delegation

Colonel HARRISON
(David)

Chairman Defence Language
Training Committee, Col ETS 2,
HQ DGAGC, Winchester

Member

Commander SUTHERLAND
(William Murray)

Commander Education and
Resettlement (RN), Portsmouth

Member

Wing Commander
WILKINSON (Neil)

Training Support And Education.
HQ Personnel And Training
Command (RAF), Innsworth

Member

Squadron Leader
O'HAGAN (Tim)

Language Training Manager,
HQ Personnel And Training
Command (RAF)

Member

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(Martyn Leonard)

Head of Modern Languages,
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Dartmouth

Member Mr. PEARCE (Carl) Language Advisor, Defence School of Languages, Beaconsfield

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Provost, DLIFLC

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Oberregierungsrat
Dr. HÜLLEN
(Christopher)

Acting Head, English Language Training
Bundessprachenamt
BILC Secretary

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Major General OROFINO Conference Chairman

Colonel BUONO

Chief of Staff, Scuola di Applicazione

Colonel GALLIPPI

1st Division, Training and Regulations Branch,
Defence General Staff, Rome

Lieutenant Commander
ZANIER

1st Division, Training and Regulations Branch,
Defence General Staff, Rome

Lieutenant Colonel
FREGOSI

Scuola di Applicazione

Major VERDESCA

Scuola di Applicazione

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

BILC Conference 1994

List of Presentations

<u>Speakers</u>	<u>Subject</u>
Patrick Rami Professor, Army Language School, Rome	Quality Control - An Introduction
Michel P. M. Schwarz Materials Development Section, Bundessprachenamt, Hürth	Quality Control in Language Training: Control of Quality and Quality of Control
Major John L. Cavanagh Director of Studies, Australian Defence Forces School of Languages, Point Cook	The Australian Proficiency Assessment Manual
Captain Mustafa Samsunlu Head, Research and Development Section, Turkish Army Language School, Istanbul	Teaching Turkish as a Second Language
Captain Hidayet Tuncay Teacher of English, Turkish Army Language School, Istanbul	The Role of Evaluation on the Quality Control of Foreign Language Training
Dr. Ray T. Clifford Provost Defense Language Institute, Foreign Language Center, Monterey, California	Quality Control: Achieving a Beneficial Balance
Professor John Douthwaite University of Udine	Textbook, Technology, Teaching Unit and Teacher - Four Dimensions for Quality Control
Colonel David Harrison Chairman, Defence Language Training Committee	The UK Approach to Quality Control
Squadron Leader Tim O'Hagan Language Training Manager (RAF) Ministry of Defence, London	The Systems Approach to Training and Quality Management
Martyn L. Hart Head Modern Languages, Britannia Royal Naval College, Dartmouth	The Practical Application of Quality Control in Language Training at Britannia Royal Naval College
Major (rtd) Carl Pearce Language Advisor, Defence School of Languages, Beaconsfield	Quality Control in British Army Language Training

III. PRESENTATIONS

Quality Control - An Introduction **Patrick Rami**

Premise

Ladies and Gentlemen, the introduction which I am to give is on the theme of "Quality control of all aspects of military language training". My contribution, in any case, should be seen as a starting point, a reflection, in view of the work of this conference and, without doubt, the interesting debate which will ensue.

The continuing changes in international politics and in the defence policies of our respective nations require an ever greater efficiency of instruments and means, a requirement which must be placed in controposition with an increasingly limited availability of resources.

The line which has been taken is that of "rationalizing", as far as possible, available instruments and means with the aim of obtaining a constant and elevated correspondence of the results in terms both of its entity and quality.

In effect, along these lines we have recently seen an increase in the use of the Armed Forces both on a national and on an international level (insofar as our nation is concerned, missions in Mozambique and other countries under the auspices of the UN, of NATO and of the UEO).

Consequently, adequate preparation of the personnel to be employed has been increasingly necessary. The problem lies, therefore, in reconciling increased international involvement with the reduction of available resources without reducing in any way the level of quality in professional terms.

1 - The Italian Experience in the Field of Military Language Training

Our presentation is clearly based on our experience in the last few years in the Military Institutes for Language Learning and on the valuable information and experience gathered during BILC conferences. Before going into the question in detail, I would like to outline certain experiences which our Language Institutes have had in terms of the relation between quantity and quality.

The study of Languages within the Italian Armed Forces has, in recent years, undergone a form of transformation with the aim of satisfying the greater and more specific linguistic requirements of our military personnel.

Until the 80's language teaching was somewhat generalized, that is to say a widespread teaching (of English in particular) throughout the country, with "guided courses" of limited means.

From this quantitative approach we passed, in the mid-80's, to a different method, that of concentrating more on the aspects of quality and specific requirements.

This approach has revealed a greater professional preparation of military personnel obtained by means of valid instruments such as:

- new didactic methods;
- courses tailored for the eventual employment of personnel;
- the preparation and introduction of new Unified Final Tests which take into account the parameters outlined by NATO (STANAG 6001).

In previous national reports we have shown in detail this new didactic methodology at the linguistic level. We have, therefore, attempted to "rationalize" to a certain extent the linguistic education of military personnel, also in terms, as already stated, of the ever-increasing demand for personnel qualified also in the linguistic field.

Teaching aims, therefore, have been determined by the increasing international military cooperation (intervention by the Armed Forces outside the national territory and NATO and UEO exercises). These have necessitated precise linguistic qualifications in the operative field and precise teaching objectives which can be quantified in a greater quality of "linguistic working ability".

Here we must stress that it has been possible to attain this level of linguistic education as a result, also, of the greater interest in the problem of language training shown by the Headquarters of the Armed Forces. The experience gleaned from the BILC conferences and bilateral meetings has also been applied in order to perfect and complete the process of language learning in our Armed Forces.

2 - Means used in a Qualitative Approach to Language Teaching:

In order to attain the above mentioned objectives, the Military Language Institutes have applied the important elements in the "logical chain" of Language learning; that is to say, teachers, students, auxiliary teaching material and, last but not least, the relevant administrative bodies.

We shall analyse these elements in more detail:

a) Teachers:

With their long experience and extensive ability in the field of military language teaching they have contributed to a greater and more efficient preparation of military personnel. By means of constructive dialogue with the administration, they represent fundamental elements and have contributed, with their tailored teaching methods, to a notable increase in the level of teaching and to the creation of specialized courses, of which more later. In view of the continual and constant increase of our requirements the teachers must continually keep themselves up to date in order to improve the specific level of teaching required by the administration.

b) Students:

It must be said that they find themselves in better conditions. They are highly motivated, due to the fact that most of them are destined to be posted abroad and have a sense of the responsibility of facing their increasingly international involvement. Their dedication is reflected in the results obtained:

- 25% reach levels 3 - 4;
- 60% reach levels 2 - 3;
- 15% reach level 2.

c) Organizational body responsible:

This is the organization which determines requirements, specifying objectives to be attained and making funds available.

In this last year, in particular, the Army has been preparing a new Language Institute in the city of Perugia which will be more functional and suitable to current needs. This Institute will be a Linguistic Centre where the most advanced technology in the field will be integrated with the human element.

From the logistical point of view, this will enable the administration to make notable savings in economic terms since the students will be given lodgings within the Institute itself. "Full immersion", therefore, from all points of view and even higher quality.

Moreover, the Army General Staff, in order to improve still further this level of quality, has felt it opportune to introduce linguistic "stages" (short courses) abroad, in particular for officers frequenting the Staff College Course who, already having the requisite knowledge of a language, are suited to such an activity.

A dedication to linguistic quality which reflects a precise cultural choice aimed at enabling the officer to be professionally inserted in the international field.

Our General Staff have considered it, therefore, opportune to intervene in order to increase and improve the means at disposition for the linguistic training of military personnel.

3 - Qualitative Aspects of Military Language Training

On the basis of the aforesaid, I wish to stress that it has been attempted not only to improve the quality of the language teaching but also to raise the standard of the organizational structures which form an essential part of military language training.

From a purely didactic point of view, there has been a transformation of training at the level of methodology: the global, communicative approach. This has coincided with the adoption of the NATO linguistic parameters (STANAG 6001 Levels).

The teaching is today organized in relation to the learning of the four linguistic components (Listening - Writing - Reading - Speaking). We have gone from an "academic quantitative" approach to military language training to a "qualitative communicative" approach by means of:

- diversification of means at disposition (new tests, new technology and audiovisual equipment);
- a more precise and specific preparation and greater specialization of the teachers.

The aim of improving the qualitative aspect has led to the diversification of courses in accordance with requirements. These courses are structured differently in terms of duration and content, being no longer general but specific.

For example, I can mention:

- the course for Officers and NCOs destined to perform service abroad (14 weeks);
- the course for the requalification of Army personnel who already have a given level of knowledge (4 weeks);
- the course for Officers and NCOs who are going to work in UN or NATO
- the course for Carabinieri personnel who will be posted abroad (F.O. requirements).

Still on the subject of the diversification of courses, in recent years language training in the Military Training Institutes (Academy, Specialized Branch Training School, NCO School, Army Aviation School) has been increased.

In conclusion, the course for Academy Officers who will attend the second year of the Staff College has been amplified and now consists of a first correspondence phase followed by a second, intensive phase.

4 - Quality Control: Development and Prospects

Changes in the geopolitical field and the latest events on the international scene have emphasized the concept of "the interdependence of international security": that is to say, the need to employ means and men of the Armed Forces no longer within national geographical confines but in various peace missions abroad, in contact, therefore, with different worlds and cultures (Somalia, Mozambique, Albania, Iraq - Kurdistan, etc.).

Recently, there has been a notable increase in linguistically qualified military personnel (especially with regard to the English language) in view of their employment in international operations.

On the other hand, political and strategic changes and reduced financial resources have caused many governments to reduce the number of their forces, creating, mobile/flexible forces (Rapid Intervention forces) and to improve their quality.

How can improved quality of the branches be reconciled with cuts in military budgets? In particular, how can we ensure, in the specific field of language training, ever-increasing quality and efficiency?

It is important to consider the linguistic aspect not only within the Armed Forces but in the context of today's society. In Europe, especially, this is in a constant state of flux. European integration represents the challenge of increased linguistic knowledge, given the reality of the European Union, a challenge not only in cultural but also in political and economic terms. The Armed Forces, therefore, must be in line with the development of this society, concurring in appropriate training and the teaching of "operative" English. No longer an academic English but a language which enables us to specialize military personnel in terms of efficiency and quality. This correspondence can be seen today in the operative employment of the students. Its results will be seen not only on a national level but also in terms of international cooperation.

Clearly, what I have just said in relation to the English language holds true also for the other languages where, due to international necessities, there exists a specialized and specific need for military personnel capable of performing their allotted tasks.

Conclusions

We have mentioned the concept of the "interdependence of international security". Collaboration is, therefore, necessary at all levels (UN - UEO - NATO) between the Allies not only in political and economic terms but also in terms of military security.

As regards the linguistic aspect, this collaboration has been carried forward by BILC for more than 27 years, promoting and coordinating language training in the member countries: the exchange of information, annual meetings, seminars and bilateral meetings have enabled us to raise the organizational level of each member nation with a resulting improvement in quality.

I am sure that the exchange of experiences which will take place here and the prospects which emerge from the discussions on the subject of Quality Control will enrich us in an effective manner and enable us to face the challenges that tomorrow will bring.

In conclusion, permit me to quote a passage from an interview with Umberto Eco from the esteemed newspaper, "Le Monde" on the subject of the future of Europe:

"Le problème de L'Europe c'est d'aller vers le polylinguisme: il faut placer notre espérance dans une Europe polyglotte. La vraie unité de l'Europe est le polyglottisme".

The future will doubtless see all the Armies integrated in an integrated society. In the field of linguistics, the Training Institutes must give ever greater weight to languages and be increasingly adherent to actual needs.

It is thus necessary that our countries keep in closer and closer contact in order to cooperate, exchange opinions and experiences. In this respect, I thank you all for your attention and await your suggestions for the completion of our presentation.

Quality Control in Language Training: Control of Quality and Quality of Control

Michel P.M. Schwarz

Introduction

"Quality Control" is the topic of this year's BILC Conference. This topic turned out to be a challenge for me as a representative of the group "Principles of Language Instruction" in the German Federal Language Office. The challenge was not so much a problem of thinking about a general search for quality or perfection - a so-called "Search for Excellence" which probably concerns just about everyone - because I really don't think anyone consciously tries to do poor work. The problem I had was with the second part of my title, i.e. in the sense of the quality of control of quality.

While the **control of quality** may be seen - and often is seen - as a simple technical matter of administrative policy, **quality of control** is a more complex ethical question concerning leadership tasks in the realm of **control of quality**.

In this paper I intend to describe, define and evaluate ethical and economic perspectives on quality and control in language training. Perhaps I might even be able to come up with some helpful guidelines for decision-making.

1. How are "Quality," "Control" and "Quality Control" defined?

Before I say anything about "quality control", let me first explain and define the terms which make up this composite, that is "quality" and "control".

1.1 Quality

1.1.1 Quality is something like justice: no one knows exactly what it is, but everyone is in favour of it and wants it. The person seeking justice will probably think of the law and take his problem to court. And there he may get something he wasn't really looking for, i.e. a legal solution and not necessarily justice.

And where does the language learner turn in his search for quality? To us, of course! But what does this thing that we offer under the name of "quality training" actually consist of? Can it really be quality when teachers, students and management constantly complain more or less vociferously about it? Do we have our own home-made standards of quality which the institution accepts, or has to accept? What is the quality of a service, such as the teaching of foreign languages? Can and should we describe quality and then standardise it? And do we standardise quality by the results that are achieved, or do the conditions under which quality is produced, i.e. the process, also contain quality, and can this process be standardised?

What is quality actually?

In nearly all of the dictionaries I consulted, the concept of "quality", like the word *qualitas* itself, is attributed to Latin thinkers. However, even before the Romans, Greek philosophers had already thoroughly discussed the idea of quality as part of the nature of a thing or a person. This discussion was conducted within the framework of the familiar philosophical categories of logics, metaphysics, ethics, the natural sciences and the humanities. In describing an all-inclusive concept of the existence of phenomena

and things, philosophers considered such categories as "possession", "time", "place", "quantity" and "reference", but also the concept of "quality". For Aristotle, "quality" was one of the possible statements one could make about a thing, one of the attributes of the sensorially perceptible significant features of things.

Esse rei est causa verae existimationis quam mens habet de re.

(The nature of a thing is the cause of the true knowledge that our mind has of that thing). *Thomas Aquinas*

In the branch of metaphysics called "ontology", quality is defined as "the system of attributes which make a thing what it is and which distinguish it from any other thing" (*Brockhaus*). The significant concepts here are **identification** and **alteration**. When is wine wine, and when does it suddenly become vinegar? When is teaching still teaching, and when is it just a job? Up to what point is a language training institution still a school, and when does it turn into an administration?

However, if we don't believe that what we perceive is the same thing as reality, we quickly slip past the empiricist John Locke and find ourselves with the idealist Immanuel Kant. For Kant, the phenomenon, not the thing, is reality. Reality is considered in terms of negation and limitation. These are cognitive-epistemological, transcendental qualities which are seen as part of the actual qualities, and these real qualities can only be found in our judgement or assessment of something (in our affirmative, negative or infinite judgement). This means that Kant sees quality not as something found in the object itself, but in the knowledge which a thinking and feeling human being has of that object. It is not something you can prove; you can only believe it exists. (This might also serve as a word of warning to those who are overly confident that they know what "quality" is). As an example of how Kant viewed "reality", try the following experiment: without looking at your watch, describe to the person next to you the form that the figure 6 has on its face. Could you have done that? Isn't reality often different from what we think it is?

Another thinker who pondered the meaning of "quality" was Hegel, who made the leap from "quality" to "quantity". From Hegel's concept of dialectical materialism as the universal law governing the structure, alteration and development of everything in nature it was only a small step to the notion that "more is better," or "if you have more, you are more." But does greater quantity really indicate higher quality? Having a well-stocked library doesn't necessarily mean you're a well-educated person. Nor does having a lot of curriculum planners producing a lot of teaching programs mean that education will improve. On the other hand, we have to admit that there is a mass of quite good teaching and learning material on the educational market. So maybe in some cases more quantity, which means competition among producers, can produce more quality, and the thesis of product quality actually combines with the antithesis of process quality to form some kind of useful synthesis.

From all this it is clear that there has always been a small elite group of thinkers who have spent time wondering about quality and what it is. And although today it's quite normal to think about quality, as any college graduate looking for a job can tell you, it was industrialisation which actually made the concept of quality widely popular.

1.1.2 Of course, in industry quality was not seen as an aspect of complex philosophical systems, but in terms of the technical features of industrial products. For many years "Made in Germany" was the hallmark of high quality, and German industrial products were respected throughout the world. How would we define this type of quality today? And what makes the label "Made in Japan" so interesting?

- In the *Glossary of Terms Used in the Management of Quality* (EOQC, 1989), the term "quality" is defined as follows: "The totality of features and characteristics of a product or service that bear on it the ability to satisfy stated or implied needs."

- The German *Gabler Wirtschaftslexikon* (Dictionary of Economics) (Gabler-Verlag, 1993) says (translated from the German): "The quality of a product (goods or services) must be seen in relation to its suitability for the user."
- In the *Brockhaus Enzyklopädie* we find: "The nature of a product or service as distinguished from other products or services, giving consideration to its advantages and disadvantages." Once again, we find a distinction between the so-called "objective", or measurable kind of quality, and "subjective quality" which can only be established in relation to the ability to satisfy certain needs. Even here, we can still recognise the influence of philosophy. However, the definition goes on to state: "A product's success on the market is determined by its relative quality, i.e. in comparison with the competition."

(As an old French saying goes "Le mieux est l'ennemi du bien," or "Better is the enemy of good." In other words: "If something's good, it is good. Trying to make it better might just make it worse.")

As in the *Gabler* definition, quality can no longer be seen in a pure form. The customer's need for the product and, of course, the price determine what quality is.

- This is exactly the definition given by Philippe Leconte in *Qualité* (Association Québécoise de la Qualité, June 1984): "La qualité, c'est l'aptitude d'un produit ou d'un service à satisfaire les besoins de l'utilisateur." Or to put it even more briefly, as they do in the United States: "Quality is fitness for use."

1.1.3 These definitions can help us to see what we ought to consider when we talk about quality in a humanistic or economic sense:

- elements/characteristics/attributes/technical and economic aspects,
- quality of services versus quality of products,
- satisfaction of needs/meeting requirements,
- the whole picture, considering not just the final result, but the process.

And in my opinion that starts with research & development, and means quality involves direction.

"Une connaissance plus ample des utilisateurs, de leurs besoins, n'est elle pas de la compétence des sociologues, des philosophes et autres spécialistes en sciences humaines? Les praticiens ont souvent tendance à considérer ces chercheurs comme des utopistes et des rêveurs. Et pourtant sociologues/philosophes/linguistiques et scientifiques réalistes ou praticiens sont complémentaires, comme les deux faces d'une médaille, parce que la qualité présente un aspect humaniste et un aspect scientifique. La qualité technique est toujours à mettre en rapport avec les besoins de la personne, du client." (Isabelle Deschamps, "*Qualité*," 9/89).

For us, the primary concern should be to satisfy the learner, not the institution!

1.2 Control

1.2.1 The concept of "control" was also known in ancient times. It served as a correlate to the concept of quality in epistemology, that is, in reference to the quality of judgements. The importance of quality, i.e. the relationship of quality to being, or to the existence of the thing described, helps us to understand that the same term - for example "good" - can mean different things depending on the way it is used, or on the situation. A "good" teacher isn't good in the same way as a "good" student, and the "goodness" of an instructor is not precisely the same as that of an administrator. At least we think we can assume that this is true.

Of course, if we introduce hierarchies into the system, that can confuse things, because we tend to think the values within our system are absolute. In fact, we really can not say that one "good" is better than another "good". All other things being equal, why is one "good" paid better and given more prestige than another? Why is a good administrator paid better in a school than a good teacher? I can't imagine a school functioning without teachers, but it might well be possible to have schools without administrators. A heated discussion along these lines is currently going on in Germany. It concerns the hierarchy within our health system: Why, for instance, does a medical superintendent in a hospital hold so much power? And why does he get paid so much better than a good surgeon? For that matter, why are doctors so much better paid than nurses?

Quality means that something has a value: ἀξιῶ or *aestimatio*, as Cicero called it. In a broader sense this has to do with evaluation and with recognition of quality beyond mere quantity. Quality is never neutral. People learned long ago that it is impossible and absurd to try to control the quality of something without having a clear sense of what quality actually is.

But what are our standards for measuring the control of quality?

This is where ideologies, idealists and distorted language combine to make control or evaluation difficult as long as human beings are involved. (Supervision of imperfect human beings by other imperfect human beings).

1.2.2 The modern, narrowly utilitaristic definitions of "control" may be more prosaic, but I think they are probably also less humane. This may have its roots in the original meaning of the French word "contre-rôle", which referred to a double set of registries, where one list was used to check the other. In the *Management Enzyklopädie* the only entry for *Kontrolle* is a section on "supervision in personnel management." But where is control of the thing itself - control through the nature of the thing we're dealing with - control by quality and control by the customer?

Even in the *Guidelines for Leadership and Co-operation in the Administration of the Federal State of Baden-Württemberg*, from October 1979, control within a co-operative style of leadership is considered to be necessary: "Supervision of the work and results achieved by employees is one of the leadership responsibilities of superiors." Another example of control from the top down!

In teaching materials of the *Command and General Staff College of the Federal Armed Forces* in Hamburg (issued in 1986), the words supervision and control appear together. Several models of the phases of the command and control process make this clear. For instance, the Four-phase Model of the Army (Manual 100/200) comprises the following steps:

- **assessment of the present situation,**
- **planning, including**
 - . commander's estimate of the situation/appreciation of the situation, and
 - . the decision and operation plan,
- **issuance of orders,**
- **control/supervision.**

To be fair, we should note that control or supervision is defined as one of the leadership activities which also involve the leader's supervision of his own work. But how does the supervisor control or supervise his own activities? Is it really possible to be the judge and the defendant at the same time? Should we develop criteria for self-supervision? And what about self-supervision by subordinates?

A definition of "control" which I found in the magazine *Qualité* (Winter 1985/86), published in Quebec/Canada, states: "Le contrôle est une activité ayant pour but de déterminer l'écart entre le résultat d'une activité et son objectif préalable." ("Control is

an activity whose purpose is to determine the discrepancy between an activity and the goal the activity was intended to achieve.")

Similarly, the *Gabler Wirtschaftslexikon* gives the following definition: "Control is the comparison of the planned results with the results actually achieved, including the analysis of reasons for discrepancies between the two. It does not, however, include measures for correcting the errors the analysis reveals." In this dictionary, "control" is clearly distinguished from "controlling," which includes the elimination of errors.

1.2.4 As with "quality", we find that certain focal points become clear from these definitions. For instance, control only makes sense when

- **goals** are clearly stated and **activities** carefully planned
 - the **type of activity** to be supervised has been determined,
 - the **aims** of the supervision itself have been clearly defined: do we want to assure, maintain and improve quality, avoid mistakes, determine someone's qualifications, find out something about productivity? We should always keep in mind that we want to supervise activities and not people!
 - the difference between the original goal and the actual results is seen as objectively as possible,
 - activities observed were officially planned;
- and all of this should include

personal responsibility in the sense of self-supervision by management and personnel based on checklists and quality standards.

Of course the control process can only be carried out if everyone involved is familiar with the points listed above.

1.3 What is quality control?

Having defined "quality" and "control", we can turn to the definition of the term "quality control".

1.3.1 "Quality Control" appears as an English term in German and is defined by *Gabler's Wirtschaftslexikon* as follows: "Measures taken to maintain and perhaps improve the quality of tests, i.e. in the sense of control. In other words: control of control." On the other hand, the Germans use *Qualitätskontrolle* usually in the meaning of "quality inspection." This term refers to the aspect of "quality assurance," just as "quality planning" and "quality guidance" or "quality engineering" are parts of this process. From this perspective, quality control is only meaningful when it is embedded in a set of "organisational and technical measures towards creating and maintaining the quality of conceptualisation and implementation."

The meaning of the English word "control" is not immediately clear to speakers of Romance languages or German. While the French word *controler* and the German *kontrollieren* basically mean that results are assessed or the success of an activity is verified, the English word "control" means "to guide" or "to direct."

From this we get a more concrete definition of "quality control" in the *Glossary of Terms Used in Quality Control* (EOQC, 1976): "Quality control: a system of programming and co-ordinating the efforts of the various groups in an organisation to maintain and improve quality at an economical level." It is interesting and realistic to note that there is no such thing as quality without an awareness of costs. (If my money were involved, would I go ahead anyway?) Are our intellectual behaviour and our perfectionism compatible with quality?

1.3.2 My conclusions

- Quality assurance as the goal of quality control is, by its very nature, a responsibility which belongs to management and cannot be delegated to others, like other administrative tasks or quality control itself. Only management has the authority to take or to avoid risks. As President Truman once said, "The buck stops here!"
- Quality control has no meaning unless management enthusiastically supports quality - and that means: firstly, **always**, secondly, **everywhere** and thirdly, **with every single employee**.
- Quality control is not just supervision of work after the fact by the "Big Boss"; it means supervision at every level. Ideally, this should lead to self-supervision. If the various levels of management don't provide encouragement and support for individual responsibility, productivity control at the end of the process will be a risky business, and is not likely to help the employees work better. Again, the "Top-Down- strategy" of giving orders and expecting them to be carried out is less humane and less likely to be cost-effective than the so-called "mission-type orders" which expects the individual to take responsibility for getting a job done (in German: *Befehlstaktik vs. Auftragstaktik*).
- Quality control on the management level should not be limited to comparing planned results with actual results. It is also concerned with the qualities of employees in positions of responsibility and their co-workers in the area of complex management, teamwork and communication. The aim of internal quality control by management should be to be aware of developments and take action before a crisis arises. Prevention is always better than cure. It does not take vision to check results after the fact, but it takes vision to define the real, concrete goals for my department or my institution.
- For the person in a leadership position, quality control involves humility. Should things be seen as they are or as I would like them to be, or as others see them? Isn't quality basically an individual thing? Of course it would be utopian to think we could give every employee just what he or she needs in order to reach his or her personal goals. But the ability to deal with the inherent dissatisfaction of individuals is an important skill for managers to have.

To sum up: Attributes or characteristics of quality, if they are defined with care - and here we find ourselves going back to philosophy - apply in their totality only to one object and to one situation. This means that quality control can only refer to one particular area, to one particular subject.

Quality control, in the sense of providing to the individual support for quality, is the central responsibility of management.

In order to evaluate and qualify a specific situation, we need to describe it, using appropriate verbs, adjectives and adverbs. And management needs to ask whether the descriptive words used really apply. For example, when a job description lists the characteristics an employee needs in order to fulfil requirements, does this have more to do with wage agreements than with a genuine description of quality?

Quality control should give support and direction to the qualified colleague, i.e. to the employee who has the qualifications he needs in a particular situation. The right worker for the job is obviously one who is willing to carry out the tasks necessary to reach the goals that he himself recognises. Taking a good driver as an example, we can see from the descriptive language how the right attitude might be described: "The good driver drives safely and skilfully and enjoys driving." Caution, skill, and enthusiasm or motivation are three characteristics of quality we might want employees to have. Do managers give enough thought to such basic human characteristics? How many young Mozarts are kept from developing their talents by the wrong kind of "quality control?"

2. Dimensions of Quality in Language Training

Quality in language training needs to be defined by everyone concerned, because it is found as much in the process of the service provided as in the final result. What is quality for the language learner? What do the school and the teachers think it should be? And how would we define quality in the management of the training institution?

2.1 Quality criteria from the learner's point of view

In order to evaluate what the learner wants from language learning, we must first know who the learner is. From the quality-oriented perspective, the learner is our customer - and the customer is king!

So what does the customer think of when asked to define what he wants in language training? A small survey I conducted in May of this year confirmed what I've read in the literature. The language learner wants - and has a right to expect - the following:

1. teachers with certified pedagogical and social qualifications for teaching (including qualified native speakers),
2. small, homogeneous classes of learners on the appropriate level,
3. intensive instruction,
4. a clearly-defined, goal-orientated curriculum, based on needs,
5. suitable teaching, learning/teaching and testing materials,
6. supplementary information and learning materials,
7. modern teaching methods (e.g. CALL, communication, active learning),
8. modern technology (e.g. computers),
9. feedback on learning achievement during the course (for example, in the form of diagnostic tests),
10. appropriate counselling and support (schedule - breaks - learning atmosphere - advisor).

When we look at the list of criteria from the student's point of view, it is easy to see that quality in language instruction should not be abstract, nor should it be primarily oriented toward methods and concepts that teachers or management might find interesting. First and foremost come the needs, interests and expectations of the course participants.

The learner's expectations of the teacher are particularly important. The word "qualifications" contains the word "quality." Language schools which compete for a share on the market have come to recognise that the quality of their teaching staff is their greatest asset. How do we define the term "quality teacher?" How would the student define it? What do our institutions do for their good, qualified teachers?

Here again we see that it is impossible to define or to measure quality in a general way. To ensure quality teaching, we need a specific description of the qualifications needed to meet our students' needs.

2.2 Quality criteria from the school's perspective

Success or failure of the language school depends on the quality of its teachers. But in addition to the teaching staff, the school also needs an adequate infrastructure.

What do the teachers and the schools have to offer?

2.2.1 What the teaching staff guarantees

A quality-oriented teaching staff bases its promises to the students on insights and knowledge gained from didactics, pedagogy, methodology and from the sciences that deal with foreign languages, such as linguistics and - particularly with regard to inter-cultural learning - philosophy, psychology and sociology. With these insights in mind, the staff members

- have both the linguistic and cultural competence required to teach the target language and to help students appreciate the culture or cultures in which the language is spoken,
- keep up with current developments by attending seminars and courses, reading the relevant literature and spending time in countries in which the target language is spoken,
- possess the social skills needed for working in a team and dealing with any personal problems the students may have.

The methods of instruction should, of course, be appropriate and effective and proven successful by satisfied students of previous courses.

2.2.2 What the school guarantees

A government agency like the Language Service of the German Federal Armed Forces exists in order to provide certain services which are designed to meet the specific needs of course members of the Armed Forces and of federal or regional ministries. From this it follows that, with quality in mind, the school has to guarantee (as a kind of quality checklist):

- an atmosphere which is conducive to learning, for example, by providing
 - . modern, well-equipped classrooms.
 - . pleasant accommodations and facilities,
 - . good meals,
 - . friendly and helpful staff.

It also guarantees that

- instruction is based on a clearly defined philosophy of teaching and learning (in our case it is what we call the syllabus),
- information about the organisation, scheduling, objectives and content of courses will be made available to students. (We try to do this by creating specific curricula based on the students' needs),
- the teaching and management staff have the academic, professional and pedagogic qualifications required for their job as evidenced by:
 - . transparent recruitment/assessment criteria and
 - . internal quality control measures, such as regular visits to classes,
- course participants will receive certification of their achievements which clearly indicates what learning objectives were attained on the basis of valid tests and examinations,
- suitable measures will be taken to maintain quality, for example, by conducting surveys asking course participants to evaluate the points mentioned above,
- instruction, being payed for by the taxpayer, is as cost-effective as possible.

2.3 Quality Criteria from the Perspective of Management

2.3.1 Reflections on the meaning of "management"

Since many of our ideas about work and leadership are based on things that rationalistic Western cultures take for granted, and since these ideas can easily cause misunderstandings when we are dealing with people from other cultures, it is important to look at our assumptions about our own position as managers/leaders.

What are the assumptions upon which the so-called "rational" or modern principles of leadership are based?

1. Work has a high individual and social value. It is seen as valuable in and of itself. (Without work everything is meaningless!)
2. Time is money. People are less important than the economic use of time. Fast **and** good! - Fast is good!
3. Quality and motivation mean standards of productivity and motivation to achieve. It matters to be objective and impersonal. Heads are important, not hearts or souls.
4. The ability to solve problems rationally is the yardstick by which leadership ability is measured. Tools for doing this are, for instance, analyses of objectives and means of cost-effectiveness.

Summing up, the daily business of management is basically "de-personalised." Words like fairness, justice, honesty or equality are emphasised, and the legal contract is regarded as the highest possible achievement. But social contacts get lost along the way or play only a minor role. Relationships are not valued for their own sake, but are often seen as a means toward achieving a particular career or business objective. However, if we look at such highly developed societies as Japan, Hongkong, Taiwan and Singapore, we can see that cultures which value personal relationships and the consensus of the group more highly than abstract efficiency can be at least as successful as we are.

Therefore, leadership in a multicultural area - like a language training institution - involves more than simply being a good organiser. The person directing an institution that hosts a multicultural population with multicultural goals must be specially qualified to deal with many different kinds of people and must pay special attention to different social approaches and methods of personnel management. A superior whose sole desire was to wield his authority as an instrument of power would soon make himself redundant and, in my opinion, a superior who was not a certified expert in at least one field of language instruction would be totally miscast as the director of a language training institution.

2.3.2 Quality and modern management

The current concept of quality can not be understood without reference to and reverence for Japan. In their efforts to create a leading industrial nation from the rubble of World War II, the Japanese realised that quality was not something that could be achieved through cleverly designed supervision systems. Instead, they believed that it would be more effective in the long run to involve employees in all phases of the work and to encourage them to identify themselves with their jobs.

In this concept, or in any humane concept of work, it is inconceivable that anyone would tell someone what I have actually heard: "You're paid to type, not to think!" Where quality is valued, everyone is encouraged to think!

The Japanese concept was scoffed at by rational modern Western managers until it proved to be one of the main reasons for Japan's rapid rise. Constant communication in the form of continuous training, discussions, quality circles and simply taking employees seriously, led to an atmosphere that was human and personal. Quality, not just

the quality of the final product but that of any level of the process, including management, can be discussed by anyone with anyone. And this simple idea meant that Japanese workers identified themselves with their work and with their company. Today nobody in management laughs at the Japanese. On the contrary, managers flock to Japan to observe Japanese methods and copy them without any scruples. Long-term strategies, such as "lean management," are gradually replacing strategies that only work in the short run. Hard-nosed managers are going the way of the dinosaurs. Perseverance, a sound specialised educational background and vision are the traits today's leaders need.

2.3.3 How can a person in a leadership position in a language training institution define "quality"?

Quality, particularly in the area of services, is an undefined quantity. This is why the International Standards Organisation, or ISO, was founded. ISO came up with *ISO 9000*, a model based on identification with one's work as a basic principle of quality. For me, the basic ideas apply to all areas, not just to the original realm of industrial production.

And what exactly is *ISO 9000*?

Since the goal is error-free work, the idea is to avoid errors. In order to do that, each employee must be thoroughly familiar with his task. Goal-oriented training is conducted to enable the worker to supervise the quality of his or her own work.

This model doesn't only apply to those who work in the production process - which in our case would be the teacher - it applies to all employees. Basically, everyone works for a particular target group, i.e. the customer. Of course, in many cases the so-called customer is actually a co-worker. All employees work together to deliver a product. And a good relationship between those who offer the product and those who want it is an important component of the quality control system. That is why it is important to know exactly what information is needed in order to provide exactly the kind of product or work the customer wants. *ISO 9000* tries to define the co-operation between individual groups within a company so carefully that the system works like a program, that is, independent of individuals, chance incidents, or even management.

A brochure put out by a large German firm explains how its quality control system, based on *ISO 9000*, works in practice. It consists of three elements:

1. introduction to the company and its quality control system,
2. an exact description of processes within and between the various departments for implementing procedures,
3. an exact description of every aspect of the work, if needed, within the framework of working instructions.

2.3.4 What management guarantees:

For language schools, management promises a code which should go far beyond its basic functions (planning, organisation, leadership and supervision) and could include the following points.

The management:

- acts in the interest of the employees and respects the legal rights of all employees in such matters as salary, work contract, hours of instruction, preparation time, absences due to illness, pregnancy or parenting leave, pensions, vacations, unpaid leave of absence and so on,
- has the appropriate knowledge of the subject and the skills needed in their fields,

- will issue regular bulletins on daily routine or administrative information relevant to the language training institution (such as procedures for filing complaints, applying for or requesting various things etc.),
- will assume responsibility for the safety and well-being of the entire staff,
- ensures that only fully-qualified personnel will be hired in every area,
- guarantees optimal working conditions (working hours, work area, technology),
- will give all employees detailed job descriptions listing the qualifications required, and will discuss these job descriptions periodically,
- will take an interest in each individual's work and will help to ensure an atmosphere of mutual support among co-workers, for example by setting up "quality circles,"
- will forward all information pertaining to an individual employee's work or to the institution in general to employees.

3. Quality Control in Language Training

3.1 By definition, the goal of quality control in language training can only be to assure, improve and promote the quality of instruction, learning and management. Quality control should not be a way to maintain the status quo, because language instruction can always be improved. Where there is life, there is change!

3.2 What ways and means can be found for implementing quality control?

All measures for achieving and improving quality for everyone's benefit must be oriented toward the students. This kind of quality control has a systemic, humanistic and specialised basis which emphasises error-avoidance rather than error-correction - as we have already seen with *ISO 9000*. In the language teaching business, it is important to note that "error" doesn't just refer to the obvious linguistic, pedagogic, didactic or methodological mistakes which are relatively easy to recognise. Instead, the errors are found in the lower, much larger part of the iceberg lurking below the surface. "Non-quality" may mean that valuable human resources are wasted, that employees are completely demotivated, or that the teaching institution (or some of its departments) has a poor reputation or no reputation at all. Non-quality always means low productivity. Just as a car driver is unlikely to reach his destination if he decides where he wants to go and how he wants to get there, but fails to steer his car in the right direction, there can be no quality assurance without quality control. Quality assurance is the foremost management task. And as I mentioned earlier, this job can not be delegated to other levels of authority. Even though each individual employee bears responsibility for his part in the quality control process, this is no substitute for good management.

Management may use the following means for ensuring quality:

- Establishment of quality control groups and quality circles. Quality circles can only exist where quality has been defined as the process and not just the product, and the ideas discussed here have been accepted. Members of quality circles are volunteers and should represent both, the client, in our case the student, and the teachers.
- And it is just as important to ask what individual group members get out of their work on quality control as to ask what they contribute to it. Management should never interfere with the group's work, but it should definitely show an interest in how the work is progressing. For example: at the moment I am the co-ordinator of a kind of quality circle that has been established in the German Federal Language Office. The group's task is to think about the examination system used within the Federal Armed Forces' Language Service.
- Some of the ideas presented here also apply to the quality control group. This group has a "linear" or staff-level function. It proposes ways and means for achieving quality, e.g. by advising quality circles on matters of content and organisation. This

could include the coordination of quality control projects, beyond the limits of the various departments within the institution.

- In the interest of "re-engineering" some of our traditional postulates, the quality circles might deal with the following questions, within the framework of quality control:

- . How can we get rid of "non-quality" in the areas of teaching, learning and testing?
- . What would it mean to have 100% quality in the area of course supervision and support?
- . How can various departments and organisational elements co-operate for the benefit of the students?
- . What forces can we mobilise in order to achieve quality?
- . How and where can we use statistics to measure the quality of our work?
- . How can we make good use of data-processing systems to improve the quality of instruction?
- . What factors and components of quality need to be considered by management and/or teachers (for example, organisation, course scheduling, system planning, co-ordination and supervision of input and output)?
- . What qualities are needed in order to carry out our plans, and in what areas?
- . How do we measure the quality of our success (for instance: in terms of final results, personal development, success in relation to society and to the job)?
- . What are the criteria for success, i.e. quality, from the students' point of view?

Conclusion

Let me conclude with three remarks:

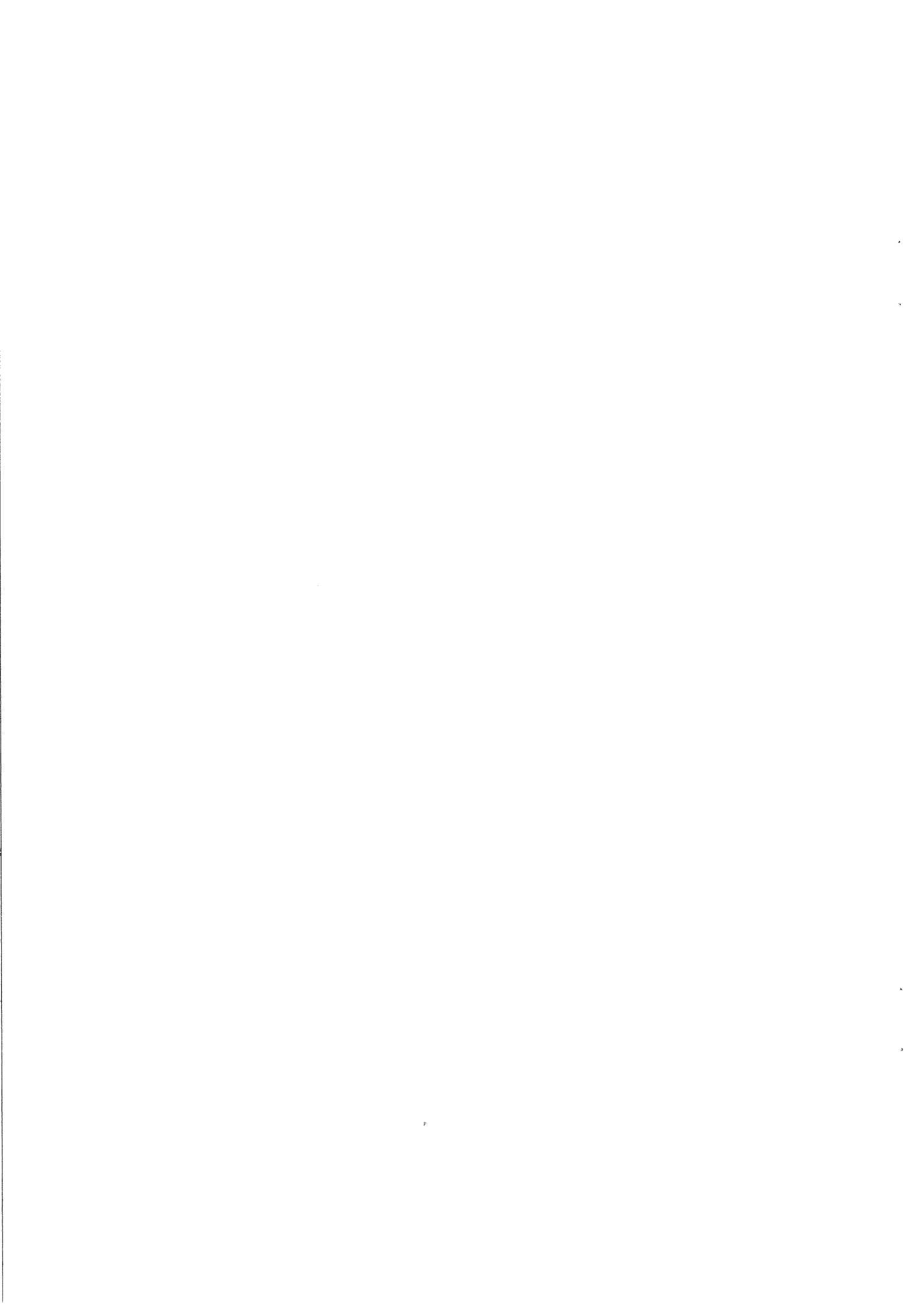
1. Quality control is only meaningful within the framework of a global vision of quality which includes the areas of "quality assurance", "quality maintenance" and "quality improvement". The global management of quality is based primarily on human beings, then on logic and finally on the techniques of management and teaching.
2. "Non-quality" is not only to be found in the final product, but in all activities of an institution as well as in the relationship between its various departments and sections.
3. As you will have noticed by now, all of the comments I have made are really no more than common sense, supported to a certain degree by familiar arguments. Without a relaxed approach toward quality on every level of operation an institution can probably survive, but nobody would ever call that kind of institution "excellent".

Ladies and gentlemen: I am afraid I might already have overtaxed your patience. Thank you for your kind attention, and please let me know what is happening on the "quality control front" in your work.

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The Australian Proficiency Assessment Manual **John L. Cavanagh**

The aim of this presentation is to introduce and offer for comment the draft version of the manual for the Assessment of Language Proficiency at the Australian Defence Force School of Languages (LANGS).

The manual will be one weapon in our Quality Control armoury. It is the reference to be used by staff when conducting assessment at LANGS. It provides clear assessment guidelines and will assist our assessors to be more sure of the proficiency levels attained by the students when performing their assessment tasks. It has been designed to ensure common procedures and ratings across all language departments and presents the latest developments in the Australian Defence Language Proficiency Rating Scale (ADLPRS).

Apart from an introduction and an ADLPRS familiarization guide, the manual comprises chapters on:

- a. the descriptors for Speaking, Listening, Reading and Writing;
 - b. Listening tasks;
 - c. Reading tasks;
 - d. guidelines for Interpreting assessment;
 - e. guidelines for Translating assessment; and
 - f. guidelines for the conduct of Requalification Courses.
- Guides to Writing and Speaking tasks are currently under development.

The ADLPRS familiarization guide outlines how the descriptors and task bank are used to assess student language proficiency in the four macroskills.

The descriptors for Speaking, Listening, Reading and Writing describe the characteristics of student L2 proficiency and also list general language tasks students can perform in the four macroskills at each proficiency level.

The guides to Listening and Reading tasks outline procedures for the setting and conduct of tasks used when assessing student Listening and Reading proficiency, and provide examples of generic Listening and Reading tasks.

The guidelines to Interpreting and Translating contain the ADF descriptors for Interpreting and Translating and outline the procedures for the setting and conduct of exercises used when assessing student Interpreting and Translating. Examples of exercises for different Interpreting and Translating levels are included.

The guidelines for the conduct of Requalification Courses describe procedures for testing the language proficiency of students returning to LANGS to requalify for the Language Proficiency Allowance (LPA).

In this presentation I will discuss the following sample from the manual:

- a. Listening descriptors,
- b. Listening assessment tasks, and
- c. Interpreting guidelines.

I have distributed copies of these elements of the manual and now wish to refer you to some of these pages. (A complete account of the references to the material will not be included here as it is only relevant if the reader is able to refer to the pages mentioned.)

Please note that the general descriptions of the proficiency levels include references to the characteristics of the language displayed (e.g. highly predictable, formulaic language) and the conditions under which the performance may take place (e.g. commonly relies on face to face

contact... or several replays). Also please note the precise nature of some of the descriptions (e.g. high frequency two digit numbers). References to different degrees of capability in similar sub-tasks can be seen in several of the levels.

It should be obvious that although the descriptors do not completely follow the dictates of STANAG 6001 they owe a lot to other scales in use at various times and in various places; e.g. the FSI scale, the Australian Foreign Affairs scale and the Australian Second Language Proficiency Rating (ASLPR) scale.

Many of the general tasks listed have a military flavour; e.g. can recognize the call sign of a military radio station, can follow explanations and/or directions while operating a piece of equipment. We have tried to make it obvious to our customers, students and instructors that we are teaching / learning / assessing languages for practical, vocational (i.e. military) purposes.

Once again, thank you for the opportunity to attend BILC and to make this presentation. Any comments or criticisms of the manual will be gratefully received. After the conference they should be addressed to:

Director of Studies
ADF School of Languages
RAAF Williams
POINT COOK VIC 3027
AUSTRALIA

3.2 LISTENING

3.2.1 LISTENING O+

General Description

The listener requires highly predictable, formulaic language strongly supported by context and often reduced to the repetition of single content words.

Commonly relies on face to face contact augmented with gestures and facial expressions or on several replays of a recording using headphones.

Understands borrowed words when pronounced in a similar way to L1.

Easily distracted by background noise unresponsive of the task taking place.

Understands high frequency two digit numbers (usually under 20) and common amounts rounded off in hundreds or thousands e.g. 1 hundred, 1 thousand.

General Tasks

Can take note of addresses and telephone numbers.

Can accept an invitation to drink, eat, sit etc.

Can take note of military rank.

Can understand a basic command not to enter a restricted area.

Can understand time to the nearest hour.

3.2.2 LISTENING 1

General Description

The listener still requires highly formulaic language though he/she is now able to understand utterances up to short sentence level. Comprehends simple yes/no questions and requests for basic personal information.

Commonly needs to listen face to face augmented with paralanguage or can utilise a recording and headphones. Repetition is still required. Is easily distracted by extra voices or noises.

Comprehends two digit numbers and common amounts rounded off in hundreds or thousands e.g. 5 hundred, 20 thousand.

Can comprehend language about highly familiar topics for example the home, weather, self.

General Tasks

Can comprehend simple directions regarding the location of a train station or office. Can process then note down (in L1 or L2) information concerning an appointment, including the time, date, and person.

Can process then note down for future reference in a dictionary words, phrases or sentences.

Can answer the telephone or go to the door and comprehend who the person is looking for.

Can comprehend a simple weather forecast eg Sydney, fine, 23.

3.2.3 LISTENING 1 +

General Description

Comprehends the gist of short exchanges on very familiar topics with a sympathetic speaker or through the repetition of a recording aided by headphones.

Follows basic routine communication in work place such as short commands or directives though these need to be accompanied by paralanguage.

Distinguishes between standard questions and statements in a variety of structures. Has basic understanding of time sequence though complex lexical items and grammatical forms referring to time often confuse listener.

Comprehends simple opinions where the speaker takes a clear stand though confused by external references or abstract concepts.

Comprehends two digit numbers and high frequency three digit numbers, usually in 10's e.g., 120, 130. Will also comprehend some high frequency four digit numbers e.g. 1, 500.

General Tasks

Can report in L1 on the fundamental outcome of a meeting called to decide a familiar matter e.g. who will accompany an officer and when.

Can process directions about how to locate an office within a specified complex. Can take a telephone message and note (in L1) to the extent of who called, to whom the caller wanted to speak and if the caller wanted the person to call back. Can understand instructions concerning when and how to take medicine as prescribed by a doctor.

Can follow and process instructions regarding the provision of items for a journey.

3.2.4 LISTENING 2

General Description

Comprehends the gist of most conversations in everyday social situations though has trouble when sentences are cut short or if there is an abrupt change in subject.

Some understanding of the basic cultural influences on the language assist the listener in identifying common social (formal and informal) registers.

Comprehends the gist of a non-commercial TV /radio news report provided the report is about familiar matters and read from the studio.

Comprehends the message of a straight forward TV/radio advertisement.

Relies on regular breaks to process information; these breaks are commonly used to confirm the listener's understanding of a communication before replying.

General Tasks

Can report in L1 the main headlines of world and local news from a local bulletin. Can process then take note of a public announcement on health and report in L1 on where to obtain further information.

Can comprehend changes to travel arrangements e.g. delayed train or bus.

Can process then take note in L1, L2 information/report about a trespasser on base. Can understand a standard band radio warning regarding the risk of fire/ cyclone/ flooding/ bombing.

Can recognise and note down in L1, the call sign of a military radio station.

3.2.5 LISTENING 2 +**General Description**

Comprehends most basic points of colloquial and formal conversations where the topic is familiar and context gives strong support. Repetition still required particularly in colloquial language.

Comprehends most major points in a TV/ Radio bulletin where comprehension is not heavily dependant on external knowledge or knowledge of cultural factors within the country.

Comprehends a variety of facts concerning numerals eg. percentages, amounts of money, population figures, though not when usage is mixed and facts are given in rapid succession.

Commonly confused by acronyms and specialist language outside the listener's work area.

Comprehends most references to time including gradations e.g. recent past, distant past, approaching future, distant future.

General Tasks

Can understand a brief about a simple piece of equipment; how to use it, when to use it, and the major dangers involved in its use.

Can follow and report to a superior the main points of a formal meeting concerning an unresolved matter.

Can take a telephone call at an office referring to a complaint and subsequently pass the information on to the appropriate person.

Can give a translation from L2 into L1 of a speech at the opening of an official function.

Can gist in L1 a world and local news report from a locally broadcast bulletin.

Can detail complaints, opinions or instructions expressed in formal register on talkback radio.

3.2.6 LISTENING 3

General Description

Comprehends most common registers in formal and colloquial speech though still requires contextual support or some repetition. Slang and/ or regional variations provide considerable difficulty.

Tolerant of background noise and copes well with discussions involving more than two participants.

Continues to have difficulties with language spoken with strong emotional overtones as well as conversations with rapid turns of thoughts.

Recognises combinations of grammatical features such as time references and pronouns enabling more accurate comprehension of major points. However, grammatical features linked to subtle changes in word form may cause incomplete and / or inaccurate comprehension of minor details.

Demonstrates increased knowledge of vocabulary including acronyms and abbreviations of a general nature or within the listener's specialist field. Listener can process a greater mixture of numeralia e.g. percentages, years, money values.

General Tasks

Can take note of a variety of complaints or views about a single issue aired at a public meeting .

Can report in detail on a TV/radio news bulletin related to the listener's specialist field.

Can gist a standard message delivered through a CB Radio or mobile phone where some degree of interference is expected.

Can comprehend the essence of a TV/radio news interview conducted outside the studio.

Can gist complaints, opinions or instructions expressed in colloquial language on talk-back radio.

Can follow a political announcement broadcast over a mobile loudspeaker.

3.2.7 LISTENING 3 +

General Description

Comprehends language expressed across a range of emotions and with cultural influences common to general communication. Is also aware of inferences and insinuation.

Comprehends conversations between a number of speakers and with some degree of overlap. Is able to follow turns in the conversation of an individual speaker and / or dialogue between two people.

Complex grammatical forms cause few difficulties allowing comprehension of minor details or shades of meaning.

Comprehends radio/television drama and documentaries though concentration may lapse in long periods of discourse.

General Tasks

Can note most details of a plan which includes variables, provisos, and alternatives. Can gist and detail a message or report on a emergency call broadcast over CB radio, or via a field telephone.

Can follow explanations and / or directions while operating a piece of equipment. Can interpret consecutively at a meeting or ceremony.

Can report in detail complaints, opinions or instructions expressed colloquially on talk-back radio.

3.2.8 LISTENING 4

General Description

Is aware of the different styles within specific language registers.

Comprehends most common regional varieties of L2 providing the topic is not culturally bound to the region.

Excited or emotional language rarely causes difficulty except where the pronunciation is grossly affected.

Comprehends radio/television drama and documentaries with only occasional lapses of concentration. Comprehension is limited only in scenes which include oblique cultural or historical references.

Easily detects irony, humour and cynicism.

Appropriately processes less common or minor points of grammar.

General Tasks

Can record information about an incident from several points of view including local administrators, shop keepers, farmers etc. and discriminate between slight variations in their observations.

Can report on most facts of a meeting on a sensitive issue and where the speakers are conscious of the listener's presence.

Can comprehend a brief about a piece of complex equipment related to the listener's field of work.

3.2.9 LISTENING 5

General Description

Processes text with the proficiency of a trained listener of the L2, in any required register.

Comprehends specialised language outside the listener's area of expertise.

Understands discrete use of idioms, humour, puns and references to regional cultures.

Comprehends subtle references to belief systems (religion, politics).

Comprehends all the language used in any national radio broadcast throughout the country.

General Tasks

Can participate in a press conference concerning a sensitive issue.

Can report on a meeting framing an international treaty.

Can translate simultaneously at conferences.

Can follow a satirical play or film directed to a specialist audience.

4.2.3. Student Task Sheets

Proficiency testing is task based. When undergoing the listening test students are required to complete an appropriate and authentic task; eg listening to a weather forecast might require the student to choose between wearing a raincoat or thongs on that day.

To complement the recorded material on the listening cassette a set of appropriate student tasks is produced (see sample).

Each task is laid out on a separate sheet or task sheet.
This is the most convenient style for both examiner and student.

Instructions are given in L1.
An indication of the task's proficiency rating is not included on the student task sheet.

On the student task sheet the following information is listed.

4.2.3.1 Brief or Setting :

Some indication of the source of the listening item is noted. Students are informed about the nature of the recording eg "This is a news report from 3EA", where possible the number of speakers involved "You will hear 3 voices" and some indication of the flow of the item "The item begins with the news reader outlining the report then crosses to two individuals offering their opinions about the matter". An indication of the role to be played by the student is included.

4.2.3.2 Playing Time:

Students are given an indication of how long the recorded item will run. This is also a helpful guide to examiners.

4.2.3.3 Cue:

Students are informed about the starting point or cue for the item eg "Last night in Broadmeadows."

4.2.3.4 Task :

Most importantly a task appropriate to the listening passage is clearly detailed in L1 on the sheet.

4.2.3.5 Sample Student Task Sheet

YOU MAY NOT MARK THIS SHEET IN ANY WAY

Brief/Setting

This discussion is taken from L2 radio. It concerns traffic in L2 country. In the discussion you will hear contributions from two men in the studio and a caller.

Cue

"From the south to the north....."

Playing Time

3 mins 25 secs

Task :

You and a colleague have been sent by the Victorian Traffic Authority to attend a conference in L2 country. You are familiar with the problems of traffic flow in Australia and are interested in the way people in L2 country perceive and respond to the problem. After listening to the broadcast, you endeavour to explain the major points to your colleague.

4.2.4 Teacher copy of task sheet

Teachers also have their copy of the task sheet.

The teacher's copy closely resembles the student's task sheet, however an indication of the task's proficiency rating is on the sheet as a guide to the examiner.

Suggested questions or prompts to elicit student responses are also included if the task is to be used in Open Level Testing.

A sample of a teacher's copy task sheet is found on the following page.

4.2.4.1 Sample Teacher's Copy Task Sheet**Passage nine Level 3****Brief/Setting**

This discussion is taken from L2 radio. It concerns traffic in L2 country. In the discussion the student will hear contributions from two men in the studio and a person who has rung up to participate.

Cue

"from south to north....."

Playing Time

3 mins 25 secs

Student's Task

The student and a colleague have been sent by the Victorian Traffic Authority to attend a conference in L2 country. He/she is familiar with the problems of traffic flow in Australia and are interested in the way people in L2 country perceive and respond to the problem. After listening to the broadcast, the student endeavours to explain the major points to his/her colleague.

Suggested Questions

1. What does the official want done about the problem of traffic flow ?
2. How is traffic flow regulated ?
3. What point is made about "honking" at intersections?
4. According to one of the speakers, when is it most pleasant to drive ?

The student must answer all the above correctly to complete the task successfully.

4.2.5. Examiner Instructions

The cassette, set of student task sheets and set of teacher's copies of task sheets are accompanied by instructions for the examiner.

Instructions include information concerning preparation, including instructions on preparation of equipment and prelistening, procedural instructions for the conduct of the test and post test procedures. The examination is conducted by two examiners. Both examiners participate. The student must not be distracted by an examiner taking notes.

4.2.5.1 Preparation

Equipment

Examiners obtain the following before entering the room:

- 2 working cassette recorders with counter facility,
- 1 L2 ADLPRS Open Listening cassette,
- 1 spare L2 ADLPRS Open Listening cassette,
- 2 blank cassettes,
- student task sheets,
- teacher's copy of the task sheets,
- blank paper for student note taking, and
- examiner report sheets.

Pre Listening And Reading

All teachers familiarise themselves with the different passages and tasks at least two days before conducting the test.

Pre-listening and reading is made easier by referring to the accompanying index for the listening task bank.

All teachers familiarise themselves with the ADLPRS Listening descriptors at least two days before conducting the test.

Any questions about the test and materials are directed to the ADLPRS Coordinator.

4.2.5.3.1 Sample ADLPRS Examiner Report

LANGUAGE..... Student.....

MACRO SKILL..... Listening.....

LEVEL TESTED..... Rating.....

TASKS

.....

.....

Examiners.....

.....

	high	medium	low	not shown
purpose				
disc. structure				
gr/vocab				
phonology				

Examiners' Comments:

.....

.....

.....

.....

.....

.....

.....

.....

4.3 Testing Listening Proficiency in the Language Laboratory

4.3.1 Introduction

It is considered desirable in some circumstances to conduct Listening tests in the Language Laboratory. This reduces the possibility of discrepancies in assessment where more than one pair of examiners is required and reduces the amount of time required to complete testing. A large number of students can be assessed simultaneously. Therefore Lab testing is often preferred in departments with a large number of students. The tests can be conducted at Open or Specific level using the same procedure. Importantly tasks are performed individually. After each task has been completed it is collected by the examiner and the next task is distributed.

4.3.2 Preparation

The following procedures are followed when preparing tasks and texts for Listening tests conducted in the language laboratory.

4.3.2.1 Booking

The language laboratory is booked at least 2 weeks prior to the conduct of the test. The booking is made through Support Section (SS). The laboratory equipment described in this manual is the Tanberg 900.

4.3.2.2 Materials

Materials for testing are prepared and submitted to the TDO 6 working days prior to the conduct of the test.

The materials comprise the following:

- a number of listening texts on a cassette*
- student task sheets*
- student instructions*
- examiner instructions*
- examiner report sheets*

4.3.2.2.3

Sample Student Task Sheet for Listening Test in the Language LaboratorySetting :

You work for a company owned by an Australian and an L2 person. The office is located in name of L2 town. The company has just appointed a new manager. He / she is an Australian. He / She has been at work for 2 days. The new manager speaks very little L2. He / she relies on you to help with the language. One area in which you can help is taking phone calls and deciphering messages left on the answering machine.

Today you have been asked to pass on any phone messages left on the machine. You will hear a female voice on the answering machine tape and a male voice leaving a message.

Cue :

The item is introduced by the ringing of a phone.

Time:

*The recording takes 3 minutes 25 seconds to be played twice.
You have 10 minutes to listen and complete the task.*

Task:

Listen to the phone message.

Complete the slip found on the following page.

You will need to ensure that the new manager has a clear understanding about the essence of the caller's message.

OC 96
Revised Nov 80

CALL MEMO

For/To	
Caller	Phone No
Department/Directorate/Office	

Phoned

Please Phone

Will Phone Again

Was Here

Will Return

Please Visit

File or Relevant Papers Attached

		Message Taken By
		Date

Stock No 7530-06-095-1448

CHAPTER 6

INTERPRETING EXERCISES

6.1 Descriptors

The following descriptors are used in the ADF to describe characteristics and competencies in Interpreting.

Language Aide - Level One

Characteristics

Utterances limited to no more than 10 words.

Displays hesitancy in processing information. Often needs to confirm messages. Errors in pronunciation and grammar common. This may lead to requests for repetition by the listener.

Sentence structures simple. Range of conjunctions limited.

Vocabulary allows accurate interpreting of days, months, dates, times, and measures although numbers or quantities of more than eight syllables cause difficulty.

Proper nouns comprising 4 or more syllables often cause difficulty in processing and pronunciation.

Restricted in use of mediums, ie to face to face dialogue with little background noise - less than 50 decibels.

Expression strongly supported by paralanguage.

Tendency to decode rather than interpret.

Prefers taking notes in L1

Competencies

Can use minimal knowledge of the second language to complete simple communications and everyday transactions in L2.

Can interpret face to face dialogue to ask and give directions (straight ahead, turn right etc).

Can interpret face to face dialogue to make a simple purchase.

Can interpret dialogue at a ticket window to make a travel booking for an individual.

Can interpret dialogue to exchange salutations and give a simple welcome.

Para-professional -Level Two*Characteristics*

Comprehends L2 speakers in formal register and the most commonly used informal register.

Able to render short L2 utterances of up to 25-30 words into L1 and vice versa for purposes of day to day business and general conversation.

Problems with pronunciation are rare but has limitations with vocabulary, especially slang, idiom, newly developed vocabulary in the formal register and specialist terminology.

Occasional errors in syntax and grammar do not hamper overall delivery of message. Circumlocutes to supplement delivery.

Comfortable with different mediums eg. telephone, video conferencing, audio conferencing.

Experiences difficulty with any background noise, but can cope with interference from one outside voice or mechanical device at no more than 50 decibels.

Note taking skills suited to dialogue interpreting of utterances of no more than 20-30 words.

Competencies

Can interpret dialogue to arrange group travel. Transaction can be completed with a range of mediums eg telephone.

Can interpret dialogue to arrange formal function eg evening meal.

Can interpret dialogue where the explanation of basic military matters of a nontechnical nature is required.

Can interpret dialogue at a social meeting between one L1 military officer and one L2 military officer.

Can interpret dialogue between a doctor and patient concerning general symptoms and treatments.

Can interpret dialogue between a landlord and tenant about a proposal to rent accommodation.

Professional - Level Three*Characteristics*

Comprehends a wide range of L2 speakers. Interpreter's L1 and L2 display breadth of register, vocabulary and cultural appropriateness on practical, social and professional subjects, specialising in defence matters.

Is more comfortable with formal language than colloquial.

Speech in L1 and L2 is fluent and structurally accurate.

Hesitations are minimal but occur if vocabulary relates to specialist area outside the interpreter's own field. Nuance, less common idiom, archaic references, some regional variants and the individuality of some speakers' humor may present problems to the Level 3 interpreter.

Need for paralinguistic and circumlocution is minimal.

Note taking skills are appropriate to consecutive interpreting of passages of up to 300-350 words or dialogue interpreting of up to 40-45 words per utterance.

Medium used presents no problems.

Copes with mechanical and personal background noises of low volume (60-70 decibels). May experience difficulty if noise consists of more than two back-ground voices or noise from more than two mechanical devices.

May require in-country experience to achieve this level.

Maintains and enhances own interpreting skills and knowledge.

Competencies

Can interpret an L2 - L1 political speech of 350 words consecutively and vice-versa.

Can interpret an L2-L1 military speech of 350 words consecutively and vice versa.

Can interpret dialogue or consecutively at an instructional meeting between a group of L1 NCOs and an L2 military officer.

Can interpret dialogue or consecutively at a briefing of L2 civilians by a member of L1 military.

Can interpret on a tour of defence facilities, giving technical explanation when required.

Can interpret welcome or thank-you speeches consecutively.

Advanced - Level Four

Characteristics

Capable of using the standard L1 and L2 fluently and accurately and interpreting common slang and idiom.

Able to comprehend regional variations in phonology, paralanguage and common vocabulary.

Possesses interpreting skills in a range of formal and informal situations and on general topics, specialised military topics and one other specialist register eg law.

Use of paralanguage is culturally appropriate, ie complements rather than supplements spoken language.

Note taking skills are excellent, ie appropriate to consecutive interpreting of passages of up to 800-1000 words or dialogue of up to 60 words per utterance.

Medium used presents no problems.

Copes with interference of no more than four human voices and/or mechanical background noises of no greater than 70 decibels.

Requires official military and civilian experience as an interpreter to achieve this level.

Maintains and enhances own interpreting skills and knowledge. Has thorough knowledge of the professional ethics of interpreting.

Competencies

Can interpret dialogue at an international political or military meeting.

Can interpret dialogue at an international conference in one of the following specialist areas: economics, science, technology, law, engineering, education, medicine.

Can interpret consecutively at an international political or military meeting.

Can interpret consecutively at an international conference in one of the following specialist areas: economics, science, technology, law, engineering, education, medicine.

Senior Advanced - Level Five*Characteristics*

Interpreter displays Listening and Speaking proficiency of an appropriately trained speaker of L2.

Can interpret in a range of specialist registers.

All meaning interpreted accurately.

Expression appropriate and faultless in L1 and L2.

Processes all subtlety, nuance and insinuation in source language and interprets these elements precisely.

Possesses proven experience at the highest level, interpreting at international conferences and meetings.

Copes with interference of more than four human voices eg at press conference.

Maintains and enhances own interpreting skills and knowledge.

Has thorough knowledge of the professional ethics of interpreting.

Has demonstrated leadership quality in field of interpreting.

Competencies

Can interpret dialogue at an international political or military meeting.

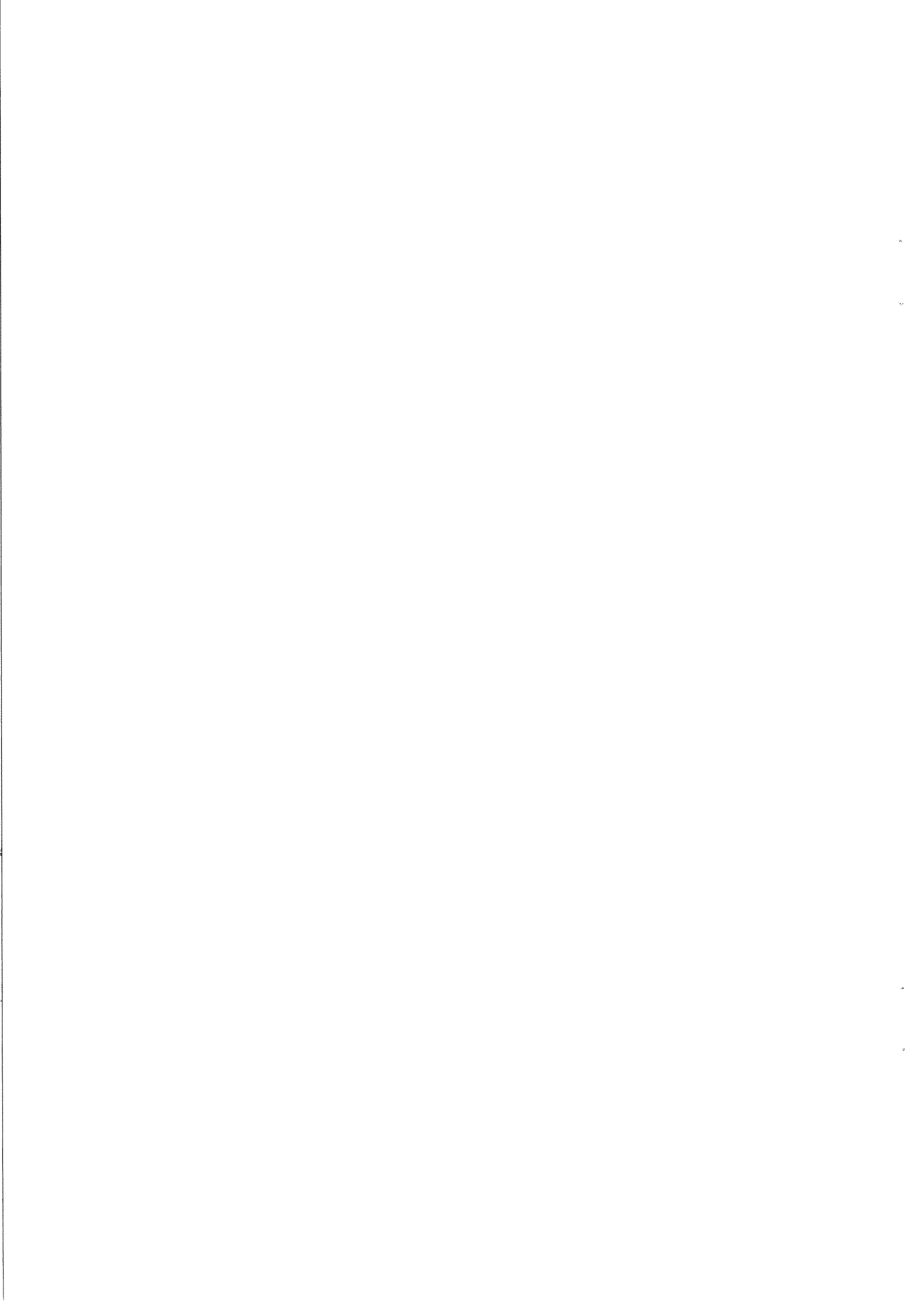
Can interpret dialogue at an international conference in one of the following specialist areas: economics, science, technology, law, engineering, education, medicine.

Can interpret consecutively at an international political or military meeting.

Can interpret consecutively at an international conference in one of the following specialist areas: economics, science, technology, law, engineering, education, medicine.

Can interpret simultaneously at an international political or military meeting.

Can interpret simultaneously at an international conference in one of the following specialist areas: economics, science, technology, law, engineering, education.



Teaching Turkish as a Second Language **Mustafa Samsunlu**

1. Teaching Turkish as a Foreign Language:

The studies in the issue of teaching Turkish as a foreign language are quite limited and very new when compared to the other international languages such as English, French, German, etc. Up to the recent times, the documents in teaching Turkish as a second language mostly were written by European linguists. Though there were some kinds of materials written by Turkish linguists, these were not meeting the requirement in teaching the language efficiently and were not preferred as the main material by the instructors. The fact is that there was not a great requirement to learn Turkish either. A foreigner who wanted to learn Turkish helped himself by individual ways such as getting a Turkish friend, using Teach Yourself Turkish books written by European linguists or travelers, etc. This was the way of learning Turkish in the times of children of flowers on the road London and Kathmandu and before. Meanwhile we can not deny the university courses in teaching Turkish for foreign students coming to Turkish universities where the methods used were almost the imitations of some well known books prepared by European publishing houses. What I am trying to emphasize here is that the demand for learning and teaching Turkish in the 60's and before was not as great as today, not only in the civilian enterprise, but also in the Turkish Armed Forces. Towards the end of the 60's, when one day a friendly country knocked on the Turkish Armed Forces' door to demand military training for their personnel, a question came to the agenda - How shall we give them military instruction and what language will be used? This would be the first experience of the Turkish Armed Forces to provide military training in Turkey for the personnel of a friendly country. There were no methods and materials meeting the requirement, no teachers experienced in teaching Turkish as a foreign language, no curriculums, no syllabuses, almost nothing. First materials were provided by the DLI in the USA. Can you imagine that the teaching materials of a native language are being provided by another country, not by the native country? This curiosity led the Turkish Armed Forces to create a national teaching material of Turkish. Initially, the personnel who were tasked to design the text books faced many problems. During the preparatory phase, whatever exists in Teaching Turkish was examined carefully and compared with each other, the scientific approaches on teaching a native language as a foreign language were discussed with the scholars, and collaborations were made with the universities. At the same time, the rushing in small groups from different countries were continuing. While the world started to change in late 70's, a new period started in the Turkish Armed Forces, too.

New military cooperation agreements were signed with many countries and several friendly countries began to send their military students and personnel to be trained in Turkey. They were first taken to the language course with the national materials which were the fruits of the first team of the curriculum designers and then were sent to different places where the tactical trainings were supposed to be given. Meanwhile the efforts to develop the Turkish curriculum in the Armed Forces were also effectively in progress. The questions discussed on this matter were as follows:

QUESTION

ANSWER

Target Language

Turkish

Student's mother Language

Different from Turkish
Belongs to the same language family (Turkic)
To be a dialect of standard Turkish

Text Books

Must be standardized
Must be designed separately noticing the differences between two languages (target language and student's mother language)

What difficulties?

Number of text books will be more than one, or will be one, but supported by different key books

What method to be used?

The natural method
The direct method
Berlitz application
Audio-lingual method
Cognitive code-learning
Credif/St.Claud method
Suggestopaedia
Communicative approach
Socrates method
OR ECCLECTIC WHICH IS A SOUP OF ALL THESE METHODS

As it is seen, yet in the beginning the questions have been coming as rain. This was too great a challenge to overcome in a day. Nights and days, days and nights, sleepless eyes, strained brains, trembling hands, frowned commandants, laughing crows, smoking typewriters, etc. etc. While these developments were going on in the Turkish Armed Forces, on the civilian side - at the universities and institutions - new and modern researches and studies were carried on. One of these was TÖMER (Turkish Teaching Center), most of you will remember its founder and Head from the BILC Conference held in Ottawa-Canada in 1990, was founded in 1984 as an affiliated institution to Ankara University and started to give a wide range of Turkish courses to students from every corner of the world coming to Turkey to take university training. The experience they gained in every course period has been reflected in the curriculum design. Doing that they were coming to the perfection at each period. Since it has greatly been supported by the Government, and a course fee has been taken from the students, their budget saved for research and development, brought this institution to be one of the most productive and intensive course centers in the world.

Then the decision was made and I, myself, was tasked to knock on their door. In Turkish we have a phrase: To re-discover America. Yet, it was not necessary to re-discover America. What we wanted to do had already been done by TÖMER. Now I will extend you the TÖMER experience in teaching Turkish as a second language.

TÖMER determines six categories for teaching and learning Turkish. These are context, grammar, speaking, pronunciation, listening and vocabulary. Let's see each category in detail.

Context. Practicing language in class that was not in a communicative context was not sufficient to remember. It may have helped to learn the grammar but knowledge of the grammar would not have helped to recall it when needed. The language should be introduced in a meaningful context where it can be used communicatively. For example, the language can be first presented in a situation that the students would find themselves outside of class, such as shopping. The language would be introduced in a dialogue format so that students do not only learn the language but learn how to use the language for a communicative purpose.

This is not a new method of teaching but it takes on a new meaning when the teacher uses it to teach communication rather than just language. For instance, the language, both grammar and vocabulary, should be selected with real communication in mind rather than grammar instruction only.

Grammar: Since grammar is not sufficient to communicate, it is suggested that grammar be taught with speaking and listening purposes in mind. Grammar does need to be taught, but students should not be expected to speak with grammatical accuracy when they are trying to communicate. However, in order to speak, learners must be able to listen, but listening requires knowledge of more grammar than speaking. Students should be taught just the basic structures to use when speaking, such as present continuous and past tenses, but for listening, they should be taught the language structures that they will hear, such as the other tenses and verb structures. The same is true for the case endings; not all of them are necessary for speaking but it is useful to know them for listening.

Grammar is best taught as part of a meaningful context as mentioned above. When the grammar is introduced in a dialogue, the students can learn the grammar as part of communication. The grammar can be taught before, during or after the dialogue is learned and practiced. However, no matter which procedure is used, grammar should not be the goal of instruction but rather a vehicle for communication.

Figure 1. Sequences of Grammar Instruction in Dialogues.

A. Teach Grammar Before Dialogue	B. Teach Grammar After Dialogue
Teach grammar. Practice grammar. Read dialogue. Discuss meaning. Practice parts of dialogue. Read dialogue. Role-play dialogue.	Read dialogue. Discuss meaning. Practice parts of dialogue. Read dialogue. Role-play dialogue. Teach grammar. Practice grammar.
C. Teach Grammar With Dialogue	
Read dialogue. Discuss meaning. Teach grammar. Practice parts of dialogue. Role-play dialogue.	

Three possible sequences can be used for teaching grammar (Figure 1). Grammar can be taught before the dialogue is learned and practiced. However, the grammar that is taught is then used in the dialogue. This is deductive learning; students are told the rule, practice the rule and then apply the rule. Grammar can also be taught after the dialogue is learned and practiced. In this case, the students first practice the grammar in the dialogue without knowing the rule and then are taught the rule. This allows for inductive learning; students are given examples of the rule in the dialogue, create their own examples in drills, hypothesize the rule themselves, then the teacher confirms the rule. It must be remembered that students will make many mistakes when they are forming and testing their own hypotheses. Because this kind of learning takes time, teachers often tell students the rule to speed up the learning process and, in fact, most adult students want to know the rule. Finally, grammar can be taught when the dialogue is learned and practiced. Students learn and practice the grammar as part of the dialogue and not in separate exercises. That is, the grammar is practiced when the dialogue is practiced. Sequences B and C in Figure 1 are highly recommended because grammar is more closely related to the dialogue and communication. Sequence A is acceptable as long as the grammar is used in the dialogue for communication.

Speaking: Grammar should be practiced in drills to develop familiarity, and, in addition, conversational strategies be taught to facilitate communication. Although it probably is not possible to teach students to communicate in the classroom in the way that they will need to communicate outside the classroom, it is still possible to develop students' fluency.

First of all, to communicate, it is necessary to be familiar with the grammar. One thing that students can do in the classroom is to practice the language, whether from a grammar lesson or dialogue. The purpose at this point is not communication but familiarity and automaticity. It takes time and repetition for students to speak easily and quickly, not only to remember the language but to learn pronunciation and stress. In this case, drills are very useful but it is suggested that the drills be dialogue pairs, such as a question and an answer, in order to give students the idea that they are communicating (see Figure 2 for a question-answer drill sequence). Drills at first can be mechanical, where students simply repeat the sentences, but as soon as possible drills should be meaningful, where students substitute words they are learning or have learned. Students should also be encouraged to communicate meaningfully, using the structures and vocabulary they know, as soon as they are willing or able.

Figure 2. Question-Answer Drill Sequence

STEP	QUESTION:	ANSWER:
1	Teacher:	Class
2	Class:	Teacher
3	Group A:	Group B
4	Group B:	Group A
5	Student A:	Student B
6	Student B:	Student A

After students have practiced the language in drills, they need to use the language for communicative purposes. This may occur after students have practiced the language in grammar drills and from the dialogue. Students can role-play the dialogue, using the language at their level of learning. Some students may still rely on the drill routines, some students may be able to substitute their own words, and some students may be able to create their own dialogue. In addition, new but similar role-playing situations can be set up so that students must use what they know in a new situation. In this case, students should not be expected to perform at the same level as in the drills or even the dialogue role-plays but should be encouraged to say whatever they can say. Students should always be encouraged to perform at their own level and not be expected to speak with grammatical accuracy in communicative drills.

Further, activities to practice grammar should be geared to the level at which most of the students in class can speak, not to the highest level. It is natural for teachers to respond to those students who can speak what they have just been taught and ignore those students who have difficulties or cannot speak. However, all students need time to speak at their level; the lower the level the more time they need to practice. When activities are geared to the middle level, higher level students can be more creative and lower level students can repeat. For example, in a question-answer practice drill, lower level students can repeat the question and answer, middle level students can substitute words they know, and higher level students can create their own question and answer. In addition, pair work rather than whole class drills will give all students more chance to practice. It is important that teachers allow for variation in the speaking levels of their students and not show preference for those who learn quickly. The latter will cause students to become frustrated and, thus, give up.

To facilitate communication, students also need to be taught conversational strategies. These are strategies that allow learners to get across meaning even when their language knowledge is limited. These strategies can be learned through trial and error when trying to communicate, but students need to be taught different strategies that they can use. Some of these strategies come naturally to students, such as using gesture and pointing. Others can be suggested to students, such as using short sentences and single words, leaving out unnecessary words and structures using alternative words, and trying out different ways of saying the same thing. This means that students should be given the opportunity in class to use the language they know for communicative purposes. These can be real tasks to carry out, such as telling a story, playing a game, making an object, and so on.

Pronunciation: Pronunciation is not just a matter of learning the sounds but also involves learning the rhythm of the language. Students will have more difficulty with pronunciation because of first language interference than any other language element. Learning new ways to use the vocal apparatus will take time and some students will not change. Many second language speakers never acquire a native pronunciation, but speak with an accent.

However, knowledge of word and sentence stress can and should be taught. Mechanical drills help to a certain extent because they are repetitious. Repetition seems to be necessary for overcoming old habits. In addition, correction is also helpful. When the student mispronounces a word, the teacher should repeat it correctly alone and in the phrase or sentence that was used by the student. The student can either repeat orally or silently, i.e., in the head. It is also useful to teach rhymes and songs that make use of the natural rhythm of the language. For some reason, it is easier for students to use correct pronunciation when they sing a song or recite a poem. Finally, there is no better way to learn the rhythm and sounds of a language than to be immersed in the language, listening to native speakers converse, even if they are not understood. Tapes are very useful for this purpose. Pronunciation is aural as well as oral.

Listening: The ability to speak cannot develop without the ability to listen. Because learning to listen is a slow process and not as easy as learning to speak, methods for teaching listening in the beginning stages are going to be different from later stages. At first, students should listen to what they have been taught. Later, they can listen to familiar language spoken with new language items. At first, students need to hear language spoken slowly. After they understand what they hear, they should listen to it spoken naturally. Later, they can learn to make sense of natural speech which they have not heard before. The latter requires the ability to predict based on what is known about the language. Beginners are not ready to do this.

Many activities need to focus on just listening. Relying on listening during speaking activities is not sufficient. Many times students only have the opportunity to listen to other students, who do not speak the language well. It is also recommended that students listen to tapes. This offers students the opportunity to hear a variety of speakers and to listen as many times as they need or want. It also eliminates the need for students always to give a response or to understand everything. It is normal for speakers to expect listeners to understand what they say and respond in some way. Of course, in daily life listening and speaking occur together. However, until students can understand what they hear, they will have difficulty conversing.

The object of listening exercises is to listen for what can be heard or to listen for specific information, not necessarily comprehending everything. In real conversation, beginners will not comprehend everything they hear for quite a while. Rather than responding orally or interactively, they can respond by reading, reporting, and writing. Students can listen while they read, listen and report what they hear, and listen and write what they hear. See examples of sequences for listening exercises in Figure 3. In these sequences students can listen to stories or dialogues. The sequences involve as much repetition as necessary. Each time the students listen, they will understand more and thus can be asked to do different activities each time. Sometimes complete comprehension is desired; sometimes only partial comprehension is desired. These sequences do not take the place of listening for communicative purposes but are designed to develop the students' ability to listen.

After practicing listening in exercises, students still need to learn to listen for communicative purposes. Conversational speech does not allow for much repetition. Students need to be taught listening strategies, such as listening for words that are familiar and predicting what is being talked about using the topic to predict what is being said, and asking the speaker to speak slowly or to repeat. Listening depends on more than just knowing the grammar, but also knowing many words and being able to predict. Native speakers rely to a great extent on knowing the redundancies of language. Until students have studied the language for some time, they will not comprehend everything they hear but they still can learn to predict based on what they know. This will result in many mistakes, but it has to be expected.

Figure 3. Sequences for Listening Exercises

LISTEN AND READ	LISTEN AND REPORT
1. Listen to tape	1. Listen to tape
2. Read and listen to tape	2. Say what was heard
3. Read	3. Listen for specific information
4. Read and listen to tape	4. Say what was heard
5. Listen to tape	5. Repeat as necessary
6. Repeat as necessary	6. Listen to tape
	7. Give a summary
	8. Repeat as necessary
LISTEN AND WRITE	
1. Listen to tape	
2. Write what was heard	
3. Listen for specific information	
4. Write what was heard	
5. Repeat as necessary	
6. Listen to tape	
7. Write while listening	
8. Repeat as necessary	
9. Listen to tape	
10. Write a summary	
11. Listen to tape	
12. Edit summary	

Vocabulary: Since vocabulary cannot be learned all at once and will take time to acquire, the context needs to be repeated with new vocabulary each time. The object is not to teach everything that can be said but to teach enough language that will allow the students to communicate. It might even be useful to let the students create their own situation and tell the teacher what they want to say. However, the verbs to be learned will depend upon the contexts that the students will find themselves in. In addition to the contexts where the language will be used, environmental print, such as signs and other things, offer a means for learning vocabulary. This kind of print is especially good because it is always in sight.

In addition, new vocabulary should be presented with familiar structures and new structures should be presented with familiar vocabulary. In this way, students will always be able to use what they know and will not be overburdened with too many new language items at once. At the beginning stages, new structures may be the focus of instruction with vocabulary items introduced as needed. At later stages, after the structures have been introduced, new vocabulary can be the focus of instruction. There will always be new vocabulary to learn.

Finally, vocabulary takes time to learn well enough to recall when needed to communicate. Using the vocabulary is the best way to learn it, but repetition in any form helps. The more the vocabulary is spoken, heard, read, and written, the more it will be remembered. Any activities that require the students to use the vocabulary in meaningful ways will be helpful, e.g., grouping the words by concept, playing games with the words, creating webs of related words, creating hierarchies of related words, making word associations, and so on.

Today, the Army Language School applies the same method in teaching Turkish as a foreign language. Turkish courses have been given to more than 15 friendly and allied countries' military personnel. The number of the participants in Turkish courses has been increasing every other semester. Last semester the number of the trainees was more than 350 from 12 countries.

2. "Turkish" as a World Language:

Taking advantage of this opportunity, I want to give you some information about the Turkish language.

What is the history of the Turkish language?

How is it classified and by whom is it spoken in the world today?

a. Historical Approaches:

Turkish is considered to be related to the Mongolian and Tungusic languages in what is known as the Altaic Group. In fact the links between the Turkish and other so-called Altaic languages are somewhat tenuous. Taken by themselves, the Turkish language and its dialects present a remarkable uniformity and interresemblance, only Chuvash and Yakut being strongly aberrant. They have changed little from the main language in the earliest extant Turkish inscriptions, those found near the Orkhon river in the Mongolian Republic and the Yenisei river in the former U.S.S.R., which date from the 8th century A.D.

b. Criteria:

- (1) The different criteria in categorizing Turkish Language have been determined by scholars according to the race [by Turcologue J. Kalproth], to the geographic and phonetic differences [by Vasill Radlov], to the chronological basis [by Kaare Grönbech] and so on.
- (2) Many of the Turcologues who use the phonetic criteria divide the Turkish language into two groups with y- and s- initials.

c. At Present:

The Turkish speaking countries, regions and the communities in Eurasia are shown on page 65.

d. Classification:

The Turkish Language and the Turkish Dialects may be classified according to either geographic or phonetic data. The former system, being the most generally accepted, is classified in three groups due to the historical-geographic developments.

(1) Old Turkish:

The Turkish of the Orkhon and Yenisei inscriptions; Uigur.

(2) Middle Turkish:

(a) Western Group:

Kuman, Kipchac;

(b) Eastern Group:

Kara-khanid, Khwarezmian, Chagatai.

(3) Modern Turkish:

(a) Southwestern (Turkmen) Group:

(i) Pre-Ottoman, the Turkish of Modern Turkey, Ottoman dialects of Anatolia and the Balkans, Crimean Ottoman, Gagauz Turkish (of Rumania), Turkish dialects of Bulgaria, Bosnia and Macedonia, and Chuvash;

(ii) Azeri (Azerbaijani), spoken in the Azerbaijan Republic, and in northwestern Iran;

(iii) Kashgai, Ainalu and Baharlu, spoken in southern Iran;

(iv) Turkmen, used in the Turkmenistan Republic and extending into the Kara-Kalpak Autonomous Republic, Uzbekistan, Kazakhstan, Iran and Afghanistan. Small groups of Turkmen are also found in Anatolia, Syria and Transcaucasia.

(b) Southeastern (Chagatai or Uzbek) Group:

Eastern Turkestan (Turki) dialects are spoken in the Sinkiang Uigur Autonomous region; various dialects of Uzbek are used in the Uzbekistan Republic, the southern part of the Kara-Kalpak, in the eastern part of the Turkmenistan Republic, in the northern and western parts of Tajikistan and in the southern part of the Kazakhstan Republic as well as in northern Afghanistan; the Chagatai literary language also belongs to this group.

(c) Northwestern (Kipchac) Group:

(i) Kirghiz, which is used in the Kirghizistan Republic, overlaps into Chinese territory and is also found in Afghanistan; it is, of all the dialects of this group, most similar to Oïrot and Teleut of the northeastern group and with them may form a subgroup linking the northeastern and northwestern groups.

(ii) Kazakh is used in Kazakhstan, in the Kara-Kalpak and to some extent within the Mongolian Republic;

- (iii) Kara-Kalpak, which is hardly more than a Kazakh dialect, is used in the Kara-Kalpak, and also by the Kara-Kalpaks living in Afghanistan;
- (iv) Nogai is spoken in three dialects - White Nogai is used in the Karachai-Cherkess Autonomous Oblast and differs markedly from the other two, and Black Nogai, which are used in Dagestan.
- (v) Kumyk is also spoken in Dagestan.
- (vi) Bashkir is used in the Bashkir;
- (vii) The Volga Tatar dialects such as Kazan Tatar are spoken in Tataristan and a number of other dialects are used by Tatar elements in the Urals, Tobol and Irtysh river areas.

(d) Northeastern (Uigur) Group:

- (i) Tuva (Uryankhai), spoken in the former Tannu Tuva Republic (now Tuva Autonomous Oblast), and Karagass, spoken on the northern slope of the Sayan mountains (the dialects of the Orkhon and Yenisei inscriptions and the old Kirghiz dialect are also sometimes placed in this group).
- (ii) The dialects spoken in the Abakan and Yin steppes (most of them in the Khakass), and also Sarig Uigur (Sari Yogur) spoken in China.
- (iii) The dialect spoken in the Barba steppe and the dialects spoken in the northern Altai and in the Altai proper, chiefly in the Gorno-Altai, i.e., Altai proper (now called Oiro), Teleut, Teleng, Tölös, Yakut.

e. Turkish As Official Language:

The Turkish Language used today as official or formal language with special alphabets in the world are as follows:

TURKISH LANGUAGE	NUMBER OF SPEAKERS
Turkish of Turkey	65.000.000
Uzbek Turkish	14.000.000
Azeri Turkish	12.000.000
New Uigur Turkish	12.000.000
Kazakh Turkish	8.000.000
Tatar Turkish	7.000.000
Turkmen Turkish	3.000.000
Kirghiz Turkish	2.250.000
Chuvash Turkish	2.000.000
Bashkurt Turkish	1.500.000
Khorasan Turkish	1.000.000
Kara-Kalpak Turkish	400.000
Yakut Turkish	360.000
Kumuk Turkish	250.000
Tuva, Sayan Turkish	180.000
Kara-Chai Turkish	150.000
Khakass Turkish	100.000
Nogai Turkish	80.000
Balkar Turkish	80.000
Altai Turkish	70.000
Khalach Turkish	25.000
Karaim Turkish	7.000

f. Turkish Spoken Geography:

TURKISH

Independent Countries*

Azerbaijan, Kazakhstan, Kirghizia, Turkey, Turkish Republic of North Cyprus, Turkmenistan, Uzbekistan.

Non-Independent Countries**

Bashkir Autonomous Republic, Bash-Kurdistan Republic, Chechen-Ingushia Autonomous Republic, Chuvash Autonomous Republic, Dagestan Autonomous Oblast, Gorno-Altai Autonomous Oblast, Kabartai-Balkar Autonomous Republic, Kara-Kalpak Autonomous Republic, Karachai-Cherkess Autonomous Oblast, Khakass Autonomous Oblast, Nachdjevan Autonomous Republic, Nalchik Autonomous Oblast, North Osetia Autonomous Oblast, Sinkiang Uigur Autonomous Region, Tatar Republic, Tuva Autonomous Republic, Yakut Autonomous Republic.

* Turkish is the official language.

** Turkish is the second official language.

Others***

Abakan, Afghanistan, Ahiska, Albania, Baraba Steppe, Bosnia, Bulgaria, Crimea, Estonia, Gagauz, Irtysh River Area, Lithuania, Macedonia, Moldavia, North Iraq [Kirkuk & Mosul], North Syria [Hama & Humus], Northwest & Southern Iran, Pakistan, Romania, Poland, Sayan Mountains, South-western Mongolia, Tajikistan, Tobol, Urals, Western Thrace, Yüz Steppes.

*** Turkish is spoken by minorities & groups.

g. Conclusion:

Turkish is one of the primary world languages of approximately 200.000.000 or more people, of whom 65.000.000 are in the Republic of Turkey, and the rest in the former Soviet Union, in Iran and Afghanistan, partly in the Balkans and east Europe, and in Chinese Turkestan. This means that Turkish is spoken by a settled population from ethnically Turkish or non-Turkish nations and minorities, large or small groups and societies living in a geography from the Adriatic Sea to China including immigrants and workers in west Europe besides North American and Australian Continents. Finally I proudly say that Turkish has been officially recognised by the United Nations as one of the most widely spoken languages in the world.

Complementary information on this matter will be given in the National Report.

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The Role of Evaluation on the Quality Control of Foreign Language Training

Hidayet Tuncay

The quality control of all aspects of military language training seems to have a very general focus on Foreign Language Training (FLT) in the military. There are so many components that comprise a language training process. First of all, it is quite important what we infer from the aspects of military language training. In my opinion, the term aspects may emphasize all phases of language training starting from syllabus design to evaluation process. In this presentation, theoretically, I would like to cover these two issues: syllabus design and evaluation. The aspects of Military Language Training (MLT) will contain the syllabus design, but, the quality control of language training can only be carried out through a very elaborate evaluation. That is to say the quality control in FLT starts with a very sophisticated syllabus design and ends with a very objective and detailed evaluation of all skills (or partly communication skills) as well.

In the military a foreign language is taught for various purposes, and due to that fact we need several different syllabuses for various groups of learners. So Yalden (1987) gives us the following types of Syllabuses:

- Functional syllabuses for beginning ESP learners
- Negotiated syllabuses for sophisticated learners in a language-for-specific purposes context
- Natural way syllabuses for general education where rapid progress in the second language was desirable
- Task-based syllabuses for situations where linguistic resources are limited (that is, in a foreign language teaching context) (68).

From these syllabuses above, the Task-based syllabus is the one that I will try to emphasize in our course content as an important part of the ingredients which will comprise a very purposeful language training. Contrary to its importance, the Task-based type of a syllabus has not been designed for the military adult trainees yet. In this context, Task-based syllabuses, as I believe, should be designed and the course content should be realized in advance in accordance with the specifications of the tasks as well. In any course content or syllabus design, military adults foreign language learning specifications should be taken into account prior to the realization of FLT. Accordingly, we know that adults learning a foreign language may have specific problems throughout the learning process. To the above syllabuses, we may add a few specifically-designed syllabuses, but I do not want to deviate from our subject matter.

Presumably, the course content and its expected outcomes should be in close coordination with the syllabus and its objective evaluation as well. The type of the syllabus and/or course content will help us to determine the type of evaluation and its methods. For instance, according to the language skills selected, the method of evaluation will vary, so we might need a profile of communication needs for evaluation and interpretation of language skills required in the syllabus. In this respect, what we need is to be able to evaluate the communicative aspects of foreign language training in any syllabus. For the quality control of language training in any syllabus, the evaluation has a significant effect as to find out what outcomes we are able to get out of a syllabus manipulated. Finacchiare and Sako (1983) give us an outline of the skills to be evaluated as follows:

Comprehension
 A- Listening
 B- Reading
 C- Listening-Reading

Production
 D- Speaking
 E- Writing

Comprehension - Production
 F- Listening-Speaking
 G- Reading-Speaking
 H- Listening-Writing
 I- Reading-Writing (120)

Those items above may differ according to the various integrated language skills. So we will only consider the productive skills speaking and writing. In addition, the objective evaluation of these productive skills will be covered.

Before starting the discussion of the evaluation of productive skills, I suppose, it will be very meaningful to concentrate our attention on the components of military language training and aspects of foreign language training in the military. All these will lead us to the quality control of the outcomes through objective evaluation of the foreign language skills. Let us consider the following chart:

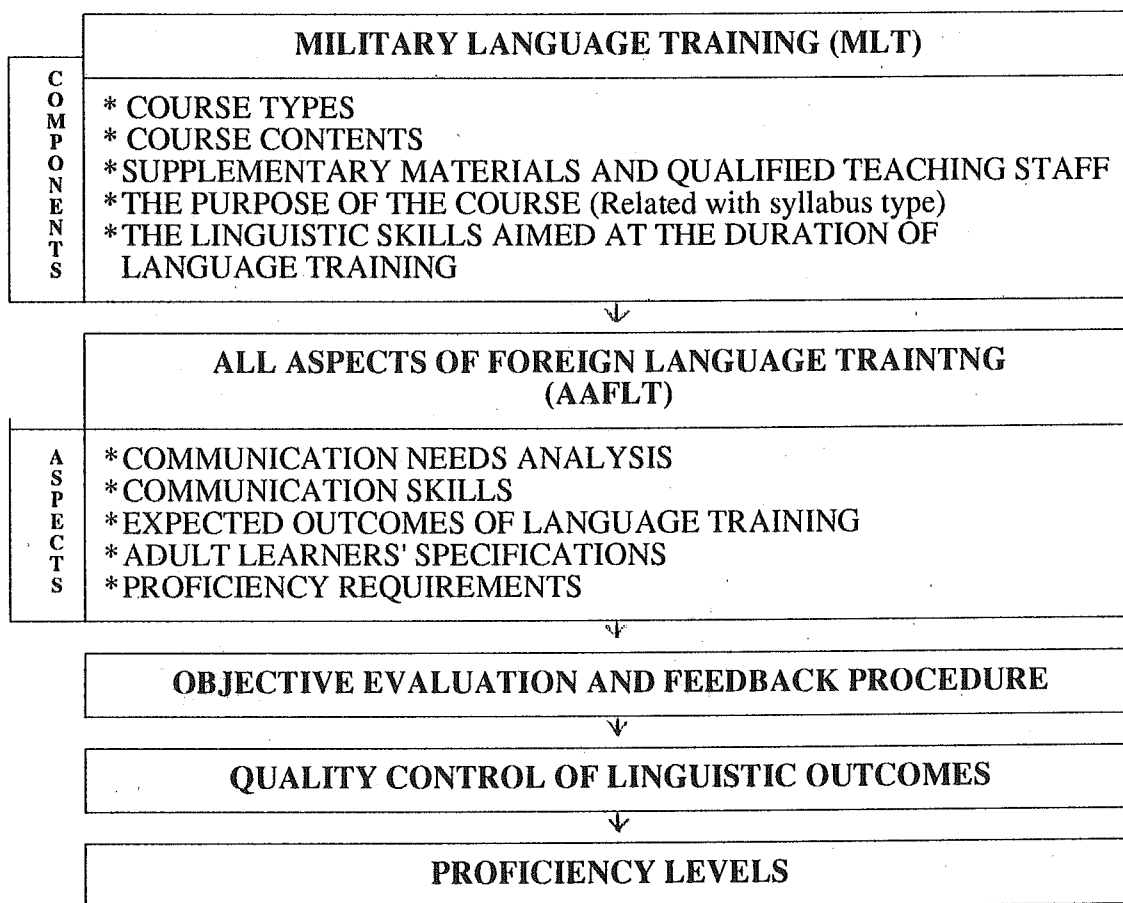


Figure 1 The Process of Quality Control of Military Language Training

In this chart, the quality control of linguistic outcomes is thought to be carried out after an objective evaluation and feedback procedure of the communication skills. Hence, this is another issue which should be discussed whether the objective evaluation will result in a very precise rating and will determine how proficient the language learner is or not. However, in order to measure the learner's ability to function adequately in a real-life communication situation in the military or similar context, the integrated approach to our syllabus is considered to be more desirable.

Evaluation of Functional Proficiency in Regard to Quality Control

The test or examination type will differ according to course content and/or intended linguistic skills in the syllabus. However, the objective evaluation of proficiency level will help us to find out to what level we achieved our goals in teaching the Target Language (TL). As mentioned earlier, in this presentation, I will consider the evaluation of productive skills: speaking and writing; furthermore, the overall evaluation of the learner's ability in military language training will also be covered. First of all, the evaluation of speaking performance will be given, and thus the evaluation of oral production is often considered to be the most challenging of all language exams. Supporting the same idea, David P. Harris (1969) claims that "no language skill is so difficult to assess with precision as speaking ability..." (81). The main issue in the evaluation is to be or not to be objective throughout the evaluation process. In this field, so many testing and evaluation processes have been discussed, but I do not intend to cover these.

There are, however, so many different techniques and variations for the evaluation of oral proficiency at the end of a course period. If a very integrated and elaborated evaluation procedure is implemented for a precise quality control, I assume that we can easily control the learner's speaking performance quality. Underhill (1987), in the evaluation of oral production, emphasizes the role-play technique and gives so many language functions structures from a simple stereotype of an ordinary everyday event to more complex situations. So the following chart, which I designed for the adult learners will provide us with an idea to evaluate the oral proficiency for overall purposes. In this chart below, the total score is 25 and it can be converted into 100 scale. It also includes listening comprehension and a role-play activity for the evaluation:

ORAL PROFICIENCY ASSESSMENT CHART

DATE :	RATER :										
COMPONENTS OF ORAL PROFICIENCY	SCORE	INTERVIEWEES									
		1	2	3	4	5	6	7	8	9	10
LISTENING COMPREHENSION	3										
COMMUNICATION OF MESSAGES (Expressing ability)	5										
PRONUNCIATION, STRESS, INTONATION, ACCENT	5										
GRAMMAR / STRUCTURE (Accuracy & complexity)	5										
VARIETY OF EXPRESSION- STYLE AND FLUENCY	2										
TASKS (Role play) (Functional language ability)	5										
OVERALL PROFICIENCY LEVEL ASSESSMENT	25 TOTAL										

Figure 2: Oral Proficiency Assessment Chart (OPAC) (TUNCAY, 1993: 198)

The chart above will be manipulated by the evaluators for the oral proficiency assessment. The components given will be assessed by the evaluators for each interviewee to find out the suggested outcomes from foreign language teaching for a genuine quality control of proficiency.

As for the evaluation of writing skill, we can, linguistically, say that there are so many rhetorical aspects to determine a proper method of achieving the fundamentals of quality control on writing skills. The evaluation of writing (a free or guided control composition on a given topic) has not been set on a very objective scale yet. So different view points by Harris (1969) emphasizing the necessary components such as content, form, grammar, style and mechanics and different types of writing by Lafene (in Paulston and Bruder, 1976) can account for what type of a grounding a writing evaluation should have. To me, writing cannot be thought individually from other skills, but can be evaluated as objectively as required with the help of a carefully designed chart. As a matter of fact, writing in a syllabus or in any language training content is as important as teaching and evaluating speaking skill as well. In

so many posts for military personnel to be assigned, writing has the prior importance as ever before. As part of the productive skills, however, writing should be given a special importance either in teaching or evaluating in regard to quality control of its aspects. According to the objectives of writing set in advance, the evaluation process may vary. In the following chart, a written composition will be evaluated under 5 different components. The composition papers written by the adult learner on an assigned topic will be graded in different categories starting from A to D. Each paper will be evaluated at least by the two raters to determine the category and then the categorized papers will be evaluated accordingly with given figures in the table. Now, let us consider the following Suggested Writing Examination Assessment Table (SWEAT):

SUGGESTED WRITING EXAMINATION ASSESSMENT TABLE (SWEAT)											
DATE :	RATER :										
COMPONENTS OF WRITING	CATEGORY AND SCORING				EXAMINEES & CATEGORIES						
	A	B	C	D	1	2	3	4	5	6	7
	20-25	15-19	8-14	0-7							
GRAMMAR (Morphology and Syntax)	1	1	1	2							
APPROPRIATENESS OF VOCABULARY	1	1	2	2							
FLUENCY AND STYLE (Cohesion & Coherence) (Context: Lingu. & Situat.)	1	1	1	1							
RELEVANCE AND OR- GANIZATION OF IDEAS (Logical ideas produced)	2	1	2	1							
MECHANICS (Spelling, punctuation, Paragraphing)	1	1	1	1							
TOTAL SCORE ISSUED	20-25	15-19	8-14	0-7							

Figure 3: Suggested Writing Examination Assessment Table (TUNCAY, 1993: 214)

Evaluation and objective ratings of performative skills are very significant in regard to very relevant results and quality control of all aspects of language teaching in the military. In our syllabus, specifically for Task-based purposes we should have our objectives very precisely and follow the content of the syllabus as much as possible. It can also be stated that a very profound quality control of language teaching can be carried out through a valid and objective evaluation procedure, because, what we need is to find out if our trainees have achieved the previously designed objectives or not at the end of teaching any syllabus content.

If needed in any case, we might need to find out the overall assessment of skills and every individual's Proficiency-Oriented Level Assessment. The learner's proficiency level on each skill will give us an idea about how many of the objectives have been achieved as required by them and, furthermore, this will also help the educators and evaluators to have an idea about the quality control of all aspects of the language training. Let us consider the Proficiency-Oriented Level Assessment Table as follows:

PROFICIENCY-ORIENTED LEVEL ASSESSMENT TABLE (POLAT)

SCORE	LEVEL	LANG U A G E S K I L L S				PROFICIENCY CODE
		Listening	Speaking	Reading	Writing	
81-100	5					NEAR-NATIVE PROFICIENCY (NNP)
61-80	4+					RATHER EXCELLENT PROFICIENCY (REP)
	4					EXCELLENT PROFICIENCY (EP)
41-60	3+					RATHER ACCEPTABLE PROFICIENCY (RAP)
	3					MINIMUM ACCEPTABLE PROFICIENCY (MAP)
21-40	2+					SURVIVAL PROFICIENCY (SP)
	2					FAIR PROFICIENCY (FP)
0-20	1+					ELEMENTARY PROFICIENCY (ELP)
	1					LIMITED PROFICIENCY (LP)

Figure 4: Proficiency-Oriented Level Assessment Table (POLAT) (TUNCAY, 1993:170)

The POLAT may change according to the syllabus content and objectives that will be taken into account by the evaluators. This is a suggested table for the general foreign language syllabus. We might, however, consider less than four language skills, such as speaking and writing. Then we are able to find out what proficiency code a learner has on these language skills as well. The scoring can be changed and the levels, as accepted by so many experts of the field, can be elaborated or decreased in accordance with the requirements.

Conclusion

As a consequence, we cannot say that we only teach a foreign language but we do not deal with evaluation. Even though language learning is a life-long process, we are able to determine the results of a language teaching performance after the manipulation of a syllabus. To me, the quality control of all aspects of military language training requires us to know what aspects we are expecting from the syllabus designed. So the quality control measures are said to be a very qualified education/training within the positive influence of proficient teaching staff and a very succinctly designed syllabus. The fundamental goal of quality control should be the achievement of necessary skills and desired goals to be achieved in foreign language training. Individual differences will not influence the overall quality control of FLT.

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Quality Control: Achieving a Beneficial Balance

Ray T. Clifford

Introduction

Many questions surface whenever quality control is discussed. Two practical questions that must be addressed in any instructional system are:

1. How much evaluation is enough?
2. Which is better, "process" or "product" evaluation?

Before attempting to answer these questions, it is important to determine the overall function one wishes the quality control program to serve. One common purpose of quality control or program evaluation is to satisfy routine reporting requirements. This type of evaluation is used to generate data for reports such as annual summaries of program accomplishments, budget justifications, and periodic employee performance appraisals. Such applications of quality control have in common that their principal use is outside the instructional program. All are very useful, but their external focus and summative nature provide little direct benefit to the program itself.

If program improvement is the goal of quality control, then evaluation efforts must be seen as formative rather than summative. The data provided must yield helpful feedback and guidance rather than summative, judgmental conclusions. Only then will it be possible to accomplish program improvements through teacher development, curriculum revisions, and other instructional changes.

How much evaluation is enough?

One reality that is not generally recognized outside of the language teaching field, is that evaluating foreign language instruction is extremely difficult. The two factors most directly contributing to this difficulty are the nature of language and the multifaceted character of the learning process.

Language is the most complex of human behaviors. There is no concept that exists for us unless there is a way to express that concept through language.

Language acquisition is affected by a multitude of factors, including course length, student entry skills, student aptitude, class size, teacher staffing ratios, the quality of instructional materials, relative language difficulty, instructional focus, and program success criteria. Since the interaction of these factors is more important in determining student success than is any one of these factors individually, evaluation procedures must consider the entire system rather than focusing on isolated factors one at a time.

When the complexity of language combined with the vagaries of learning, the difficulty of the process increases exponentially. We don't have all the answers about second language acquisition. In fact, we don't understand much of that which we claim to know about language learning. Evaluation systems must recognize this complexity and avoid the tendency to oversimplify. Any conclusions reached should be as simple as possible, but no simpler.

The only thing more difficult than evaluating programs is improving programs. Making program improvements requires changing teachers' attitudes and behaviors - and changing people is the most difficult challenge managers face.

No matter what change is being proposed, people react to change in very predictable ways. Their first reaction is denial that change will happen. If the threat of change persists, it will be met by resistance. This resistance may surface as overt attacks on the proposed change or it may manifest itself in more subtle attempts to sabotage the new approach. If resistance efforts are unsuccessful, then at least some people will begin considering adoption of the new procedures and weighing the potential benefits of doing so. After enough time has elapsed, others will follow their example and the new procedure will be accepted by the majority. This process takes time.

Changing teaching behaviors takes even longer than changing attitudes, because attitudes must change before lasting changes in behavior are possible. Any proposed change in teaching practices begins as a concept or theory. It will not be transformed into practice until teachers have a chance to try it out, reflect on its utility, generalize from those trials to a new way of teaching, accept this change, and begin applying it on a routine basis.

One common way of bringing about change in teaching is to change the curriculum or instructional materials. However, materials development is very expensive. Our experience at DLI is that it takes, on average, at least 20 hours of development time to create one hour of instructional materials that can be used by other teachers. Depending on the skill of the developers and the complexity of the lessons, the actual costs may reach 40 hours of labor for each one-hour lesson. It must be remembered that changing the curriculum does not automatically change teaching. The introduction of a new textbook brings with it all of the challenges of changing both teacher attitudes and behavior described above. If new materials are to result in changes they must be accompanied by faculty training, and given enough time to be implemented correctly.

It is important to remember the following relationship between evaluation and program improvement. Finding problem areas is easy to do, relatively inexpensive, and quickly accomplished. Correcting problems is hard to do, expensive, and a very slow process.

There is no single answer to the question, "How much Evaluation is Enough?" However, the following summary statements are offered as guidelines that can be applied to any foreign language instructional program.

<u>Guideline:</u>	<u>Because:</u>	<u>Then:</u>
1.	It takes longer to fix problems than to find them.	The interval between evaluations should allow time for improvement to take place.
2.	Responsibility for results fosters improvement.	Program managers, not evaluators, should be responsible for making program improvements.
3.	It takes greater expertise to fix problems than to find them.	Managers with subject matter expertise should determine how to correct deficiencies.
4.	It costs more to fix problems than to find them.	No more than 3% to 10% of instructional budgets should be spent on evaluation.

Which is better, "process" or "product" evaluation?

There are two major types of evaluation, and each has a different perspective of the role of evaluation.

Product evaluation focuses on learner outcomes by using end-of-course assessments such as general proficiency tests, performance tests linked to learning objectives, or curriculum-based achievement exams.

Process evaluation focuses not on results, but on the instructional activities that are assumed to lead to those results. Some common types of process evaluation procedures include classroom observation by a supervisor, solicitation of student opinions about the instruction offered, curriculum reviews by experts drawn from outside the program, staff assistance visits, and inspections.

Before one can judge the relative merit of these two approaches to quality control, one must know the purpose of the evaluation, the competency levels of the faculty, and the characteristics of the program to be evaluated. Each of these factors will be discussed in turn.

The following table summarizes the relationship between the purpose of an evaluation and the usefulness of product versus process evaluation. Product evaluation is always effective and efficient. It does not indicate what specific processes are deficient, but it does identify which areas need further review. Without the focus provided by product evaluation, process evaluation is inefficient and inconclusive.

Evaluation Purpose	Evaluation Type	
	Product	Process
Reporting results	Effective and efficient. Results are either attained or they are not attained.	Inconclusive and expensive. Following an approved process is not a guarantee of achieving results. Innovations that deviate from the process may produce better results.
Improving results	Essential for accurate identification of problem areas.	Efficient only when focused on problem areas. Effective when looking for explanations rather than for compliance with checklists.

Faculty competency levels will also influence decisions about evaluation procedures. As common sense would indicate, the less professional faculty members are, the more supervision is needed. Master teachers require the least supervision because they have the teaching skills necessary to independently evaluate, diagnose, and improve their own programs.

FACULTY COMPETENCE AND EVALUATION NEEDS

● APPRENTICE:

Knows the target language (TL), serves as native informant, drill master, and TL conversation partner.

Requires constant direction, supervision, and evaluation.

● JOURNEYMAN:

Knows students' first language (L1) and TL. Is familiar with textbooks used. Knows "what" to teach and "how" to teach it, but not always "why".

Must be taught alternate teaching strategies when results are unacceptable.

● MASTER:

Meets journeyman qualifications, plus has a professional background in the discipline of foreign language teaching. Knows why and under which conditions specific teaching methods work.

Has the skills to adjust instruction based on outcome data. Program improvements come from experimentation and feedback.

There are many varieties of foreign language instructional programs and each has different evaluation requirements. The following chart lists three major types of teaching programs and shows how evaluation needs are related to each program's instructional philosophy. The "training program" (described in the second column) assumes that native-speakers delivering the script provided by the standardized textbook will achieve the program's objectives. The "educational program" (in the fourth column) assumes that skills of the faculty are more important than the curriculum used. The "instructional program" (in the third column) represents a blend of these two philosophies. On the assumption that school budget allocations can be viewed as an indicator of relative value, typical budget allocation percentages are suggested for each type of program.

In general the proportion of the school's budget spent for both evaluation and academic support decreases as the school's philosophy shifts from training to education. The one exception to this is that training programs spend the least on teacher development, because they are satisfied with para-professional teachers.

Four general trends can be seen in this chart:

- As process evaluations become more focused, total costs decrease.
- Evaluation costs decrease when professional faculty are hired.
- Course development costs and overall academic support costs are lower in professional schools. The resources spent honing and maintaining faculty skills increase slightly.
- Professional faculty may cost more, but the investment is returned in lower evaluation and support costs.

School Budget Allocation Models
(General support costs are not included)

Budget Category	Training program with para-professionals	Instructional program with experienced practitioners	Educational program with professional, master teachers	Comments
<u>Product Evaluation:</u> Proficiency tests Performance tests Achievement tests	5 %	4 %	3 %	More is spent on outcome evaluation than on process evaluation. Professional programs with feedback are self-correcting and require less formal evaluation.
<u>Process Evaluation:</u> Student feedback Curriculum reviews Assistance visits Inspections	5 %	1 %	0 %	Costs decrease as process evaluation is targeted on problem areas identified by product evaluation. Process evaluation becomes a no-cost, additional duty in professional schools.
All evaluation:	10 %	5 %	3 %	Process evaluation becomes more focused, and total costs decrease as programs improve.

<u>Faculty Development:</u> Mentors Internal courses External programs	5 %	10 %	7 %	More resources should be spent improving faculty skills than are spent on evaluating faculty. In professional programs the teachers are more important than the curriculum.
<u>Course Development:</u> School teams Course design assistance Technology assistance	20 %	10 %	5 %	More resources should be spent fixing curriculum problems than are spent identifying problems.
<u>Supervision & support:</u> School management Clerical Scheduling and records	20%	15 %	10 %	A professional faculty requires less supervision. Savings can then be applied to hiring better qualified faculty.
All academic support:	45 %	35 %	22 %	Course development costs and overall academic support costs are lower in professional schools. The time and resources spent on continuing faculty development increase slightly.
<u>Teaching:</u> Teachers/ Mentors Chairs/Branch Chiefs	45 %	60 %	75 %	Professional faculty may cost more, but the investment is recovered through lower evaluation and support costs. With higher skills, they will likely produce better results.

Conclusion

Although no single, straightforward answer to the dual questions of "How much evaluation is enough?" and "Which is better, process or product evaluation?" has been provided in this paper, several principles have been suggested. These points are summarized in the following five axioms and related corollaries.

1. Professional faculty require less evaluation.

2. If program improvement is the goal, don't evaluate more than can be fixed.

Between evaluation cycles, one must:

- Hold managers responsible and use their expertise to determine how problem areas should be addressed.
- Allow enough time for change to take place.
- Provide enough resources to correct the causes of previously identified deficiencies.

3. No more than 3% of an institution's instructional budget should be spent on evaluation.

If more than that is being spent on quality control, then one or more of the following conditions exist:

- Learner outcomes have not been adequately defined.
- The teachers have not been adequately prepared.
- There is too much emphasis on process evaluation.

4. Independent, external product evaluation should precede process evaluation. It:

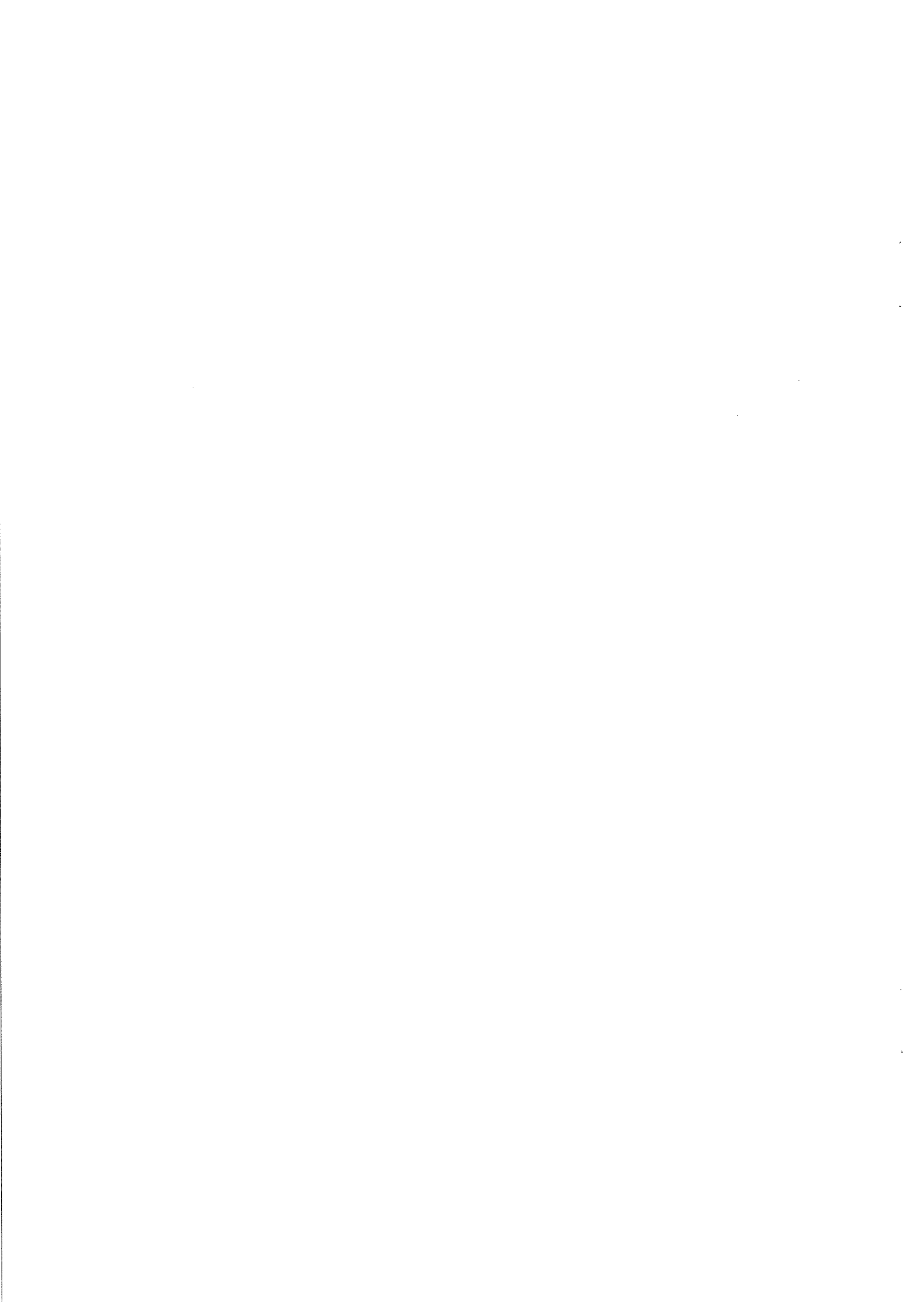
- Costs less.
- Provides a definitive assessment of program quality.
- Reinforces organizational goals.
- Promotes innovation and improvement.

5. Internal process evaluation may force compliance, but it stifles initiative.

When used, it should:

- Be focused on identified problem areas.
- Help program managers to determine likely causes for those deficiencies.

The thoughtful application of these principles will provide a starting point for the design and implementation of quality control measures for newly established foreign language instructional programs. These principles may also be used to evaluate the effectiveness and efficiency of existing quality control programs. A thorough review of quality control procedures is the most important evaluation an institution can perform. The managerial adage, "You get what you measure!" brings with it the reality that measuring the wrong outcomes will reinforce production of those outcomes.



**Textbook, Technology, Teaching Unit and Teacher -
Four Dimensions For Quality Control
John Douthwaite**

Introduction

Three broad stages may be identified in the evaluation of goal achievement: setting the objective, realising the objective, and evaluating the results obtained.

Setting the objective involves defining the type and level of language competence the learners are expected to achieve to be able to execute the duties that will be assigned to them in their future posts.

Realising the objective includes the selection of the content, methods, materials, procedures, time and resources, both technological as well as human, that are to be employed in achieving the target, and corresponds to the basic task a training centre must carry out.

Evaluating the results consists in measuring the language level achieved by the students and the degree of efficiency exhibited by the centre in realising those results.

Since the second stage is the most wide-ranging and accounts for the greatest investment made by a training structure, my talk will concentrate principally on this area, and on the four basic factors which account for success, the four Ts of the title. This also accounts for my having subverted the natural order of treating the three stages by dealing with the evaluation stage before dealing with the means of realising the objectives.

In view of the fact that exhaustive treatment of the four Ts is impossible in the time available, an appendix is provided the audience may turn to at their ease, containing a series of checklists which may be employed as an analytical basis for quality control of course contents and student-teacher behaviour.

1 Setting the Objectives

1.1 Needs Analysis - Specifying Communicative Competence

The first stage in setting objectives is identifying the nature and level of communicative competence required by the communicants. This is done by carrying out a needs analysis to identify the actual types of messages the speaker will require to convey when putting the language to use. For professional institutions this means preparing learners for the duties they will be required to carry out. Needs analysis entails examining the communicative events the speaker will have to participate in, bearing in mind such factors as purpose, participants, setting, medium, and channel, to identify the various communicative functions that will have to be realised in the course of those communicative events. Then the various linguistic forms the communicant will have to master at the appropriate level of formality in the various mediums in order to transmit the messages necessary to achieve the communicative goal are selected. These form the basis of the course content.

In the case of military personnel, assignments may be extremely varied, as the sample list of duties identified by the second study group which examined Language Training for Arms Control and UN Operations at last year's BILC Conference demonstrates. Such duties include supervision of Agreements (truce/armistice/cease-fire/withdrawal), supervision of POW exchange, investigation of incidents, body recovery and handovers, maintaining UN presence, monitoring force deployment and activities, separation of forces by interpositioning, creation of buffer zones, areas of separation, demilitarised zones, verification of limited forces/armaments in areas of limitation, monitoring elections, economic assistance, transitional administration of regions. At a higher level of generalisation, duties involving foreign language use include attending courses, attending conferences, participating in meetings, negotiations, joint military training exercises, to name but a few.

1.2 Objectives, Institutional Structure and Training Structure

The second stage consists of taking policy decisions on training in relation to organizational structure and training resources.

The first consideration here is that competence levels will vary in relation to specific posts. Not all staff will require sophisticated language and interpersonal skills at an advanced level. Management positions will clearly demand high competence, while line duties can be satisfactorily executed with lower levels of language competence.

Thus the policy question of whether it is better to provide specific, job-related courses from the very beginning or to offer common core, general courses to intermediate level to all learners and then select the most promising for advanced specialised training may be answered on practical rather than theoretical educational grounds in favour of the latter solution for at least three reasons.

First, the increasing internationalisation of the tasks assigned military forces creates a greater demand for intermediate levels of language competence.

Second, since all officers are obliged to attend the Military Academy for training at the outset of their careers, then a minimally acceptable level of language competence may be guaranteed to all.

Third, planning and devising specific materials cost time and money, and aim at a minority rather than a majority group. In contrast, the market now offers a wide range of general courseware, which may be adapted or integrated without excessive costs. Furthermore the spread of multimedia is destined to bring new and better materials and methods which will outdate presently available texts.

Fourth, the type of psycho-social, interpersonal abilities required for delicate top level posts (as in the negotiating situation, for example) are more the result of experience in the field than of "book learning". Nor can an institution predict with the utmost precision which of its members will develop those skills, nor when and where it will require those abilities. It would therefore seem advisable to delay the selection of personnel to be given specialised training until young officers have proved themselves in the field, as may be attested by the superior officer, sometimes with greater efficacy than by a simulated language test.

2 Evaluating the Results

Evaluation concerns two broad areas, the level of competence achieved by the learners and the efficiency of the training institution in achieving those results.

Results are generally assessed in the first area by means of progress tests and proficiency tests. Progress tests periodically gauge whether intermediate objectives have been realised and the proficiency or exit test administered at the end of the course should gauge whether the global objectives have been attained. Naturally, the results should be a foregone conclusion.

Of the various criteria that have been identified to determine test effectiveness, five will be referred to.

Validity. Two points are involved here. First, the test must measure what it claims to measure. A listening test involving listening to informal conversations would not constitute a valid test of the ability to listen to lectures. Second, the test must reflect course objectives and course content.

Integration. The test must cover the full range of course content, including the four skills, tested at the target level.

Efficiency. Tests must not be time-consuming and expensive to prepare, administer and mark.

Reliability. Test results must be consistent. No matter who marks the test, the final scores must be identical.

Objectivity and subjectivity. The previous point might seem to be an argument in favour of objective testing. However, testing creative productive skills and interpersonal skills such as negotiational abilities clearly requires subjective judgement, the kind that experienced officers may provide as regards their juniors aspiring for promotion, as in any institution, whether it be military or civilian.

If the institutional objective is to furnish common English at an intermediate level to all learners, then the STANAG TEST satisfies the criteria employed controlling quality in evaluation procedures. It probes morpho-syntactic knowledge and ability in the four skills,

and covers all levels. Past training results in language and other curricular subjects may be employed together with service track record to identify personnel to be destined to advanced language training.

The second broad area of evaluation, institutional effectiveness, requires consideration of global student competence achieved in relation to factors such as entry level, time employed, quantity and cost of resources, which I may safely leave to your account books.

3 Realising the Objective (the four Ts)

3.1 Textbooks

Appendix A contains a grid with several sections illustrating the kinds of questions that should be asked of a textbook when attempting to decide whether to adopt it or not.

Such grids do not however provide a foolproof solution to the problems of adoption and quality control for a variety of reasons. First of all, no amount of expertise can substitute for field trials. Even the most sophisticated analysis cannot replace actual use. The proof of the pudding is always in the eating.

Second, as with all entities in the world, students come in various shapes and sizes. Add social and cultural diversity to the traditionally envisaged factors such as age, intelligence and motivation, and it should be obvious that no one text can cater for all student types and needs, as well as target level and type of objective. No one method or text exists which is a panacea for all and every course and class.

Third, a general textbook usually needs support in at least three fields: i) materials to provide extra practice and cover individual student needs, ii) test materials, iii) a reference grammar. At lower levels it might perhaps be advisable that the grammar book be in the learners' mother tongue or in the mother tongue and foreign language, both to ensure comprehension and to avoid discouragement setting in.

Fourth, given the modern approach to language learning with its emphasis on real communication, which in our case corresponds to absolute truth, then a set of authentic materials, to cover all four skills, will be required if the text does not provide sufficient coverage in that area.

In conclusion, quality control in the field of textbooks is undoubtedly a problem for course directors today, not only for the problems outlined above but also because the present day market offers a plethora of textbooks. Pooling experiences should prove to be an invaluable aid to add to the analysis that may be carried out through the use of the grids of the type submitted to your attention in the appendix.

3.2 Technologies and Self Access Centres

3.2.1 Technologies

Technologies include tape recorder, language laboratory, slides, video, computer and the multimedia workstation.

Four general comments are in order. The first is that multimedia workstations appear to offer a key to the future, Multimedia offers advantages such as: self-access study, low costs through partial teacher replacement and increased exploitation by means of networking, greater intensiveness of the learning experience, increased motivation.

Second, technology must offer forms of practice which go beyond simplistic behaviourist drilling, which has already been shown to be insufficient, whether the goal be the more limited one of linguistic competence, or the wider one of communicative competence. To avoid the type of failure exhibited by the language laboratory in the sixties and the ensuing disenchantment with technology this brought about, then the low quality of the material produced at that time must not be duplicated now. The major fault of that material lay in its exclusively repetitive, non-thinking, automatic, non-communicative character. This helps explain why our present hopes reside in developing interactive machines.

The third point emerges from the previous one. The development of multimedia courses is still in its early stages, and much of the material developed so far reveals defects similar to those exhibited by the early language laboratory material. Since many of the language needs of military personnel are common to all participant countries, then pooling BILC resources to develop courseware in this field appears a reasonable cost-reducing suggestion.

A final observation is that multimedia may be combined with VTT and self-access to provide a flexible, wide-ranging system capable of fulfilling a significant number of our learners' needs.

Turning to the question of quality control in this area, it may be noted that the same range of questions employed to evaluate textbooks apply equally well here.

3.2.2 Self Access Centres

A self access centre has three components: hardware, courseware and a helper.

Materials are prepared in such a way as to be usable by learners without reference to a teacher. There should thus be a general introduction to the structure of the centre and to the materials, explaining aims and methods in general. The materials themselves should be divided into units so as to represent viable workloads. At the heart of each unit is a text illustrating and exercising the objective. Each unit will contain full instructions as to content and procedures, relevant explanations, and a key. A network of parallel texts should be offered so that extra practice is available on the same objective at the same level, and at higher and lower levels so that if learners find a particular text too easy or difficult they can remedy the situation. (See Table A1 in Appendix A). The parallel texts should also provide exploitation of the linguistic and rhetorical content present in the text and which is necessary to realise the objective.

Materials may be subdivided and categorised according to several criteria, including: topic, grammar, lexis, the four skills and their subskills, functional and discourse features, job-related materials and level. Ideally, the materials should be cross-referenced and the information system computerized so that search for relevant material may be fast and effective. If the material is indeed suitable and the goal is reached, the learner proceeds to his next objective. If not, the parallel texts will offer extra practice at the same or at a lower or higher level.

The helper has three important functions. First he helps the learner to identify his pathway, and to individualise his course. Second he is on hand to suggest how to use materials, and to clarify problems, especially learning problems, as they come up. Third he can provide logistic support to organise group work. Such intervention should, however, prove to be minimal, especially as learners become accustomed to the mode of working.

In our case self-access centres may be put to two important uses: course integration and continuing education. With regard to the first use, at least two sub-functions may be identified: practice and individual support. With regard to the first option, it is possible to plan teaching units in such a way as to carry out presentation and production activities in class, as well as the initial phase of the practice stage for demonstrative purposes and for a first fixing in the memory. Intensive practice (a significant proportion of the learning process) may then be carried out in the self-access centre, where it may be supported by all the technology available, providing reinforcement activities which the learner may himself control and check without having to wait on teacher intervention.

Secondly, materials will be available to deal with individual learning problems. Slower learners can be provided with extra practice, as can learners with difficulties in specific areas (listening being the classic case). Learners who suddenly find themselves with specific unforeseen needs (a group coming to talk about training problems) can seek out materials to cater for these needs.

With regard to the second option, it is well-known that lack of use deteriorates language proficiency. A self-access centre which is linked up via computer or a multimedia machine to all military locations offers one solution to this problem.

Turning to the problem of cost, then by far the main expense will be that of setting up the self-access centre. The suggestion of specialised courses at advanced level means that the creation of self-access materials based on specific job analysis need only be carried out at advanced level. At the other levels, materials existing on the market may be adapted at

relatively low cost, and indeed various texts, especially those dealing with the four skills, are already designed for self study and so require little adaptation.

Nor need the costs be borne by one single institution. Either a common fund to finance the location setting up the centre or a number of centres collaborating in the production of the materials will share costs out.

Even greater cost effectiveness will be achieved if the self-access centre is set up together with a multimedial station, networked up on an international level. Figures furnished at last year's BILC conference illustrate the economic feasibility of the use of modern technology.

3.3 The Stages of the Teaching Unit

Learning theory has identified five stages in the teaching unit: presentation, practice, production, testing, error analysis and remedial work. Our present concern is with the principal stages, the first three.

Each teaching unit has one (or more) objectives. In the early stages at least, the objective is generally a communicative function or a structure (a purely linguistic form). Later, the objectives are generally extended to include subskills, rhetorical organisation and so forth.

3.3.1 Presentation

The first stage in the learning process is comprehension. The learner must comprehend the objective of the unit, namely the grammatical and phonological form of the exponent, its semantic potential, and its appropriacy to context. In other words, what form does the exponent take, what does it mean, in which situations can it be used?

Several psychological processes are involved in achieving comprehension. First and foremost, motivation must be created otherwise no attention will be paid and all the following phases will fail. Expectations must also be created. No real life situation consists of totally unexpected, unknown information and events. We always operate in a context of knowledge which allows us to predict and plan so as to be predisposed to action. We arouse our knowledge schemata prior to the actual act in readiness to react effectively to the situation that will emerge. The expectations thereby created simultaneously guarantee we will be paying attention, for we will be on the look-out for signals confirming or disproving our expectations. Attention is vital if the new stimulus is to be carefully scanned in order to achieve comprehension. Rehearsal is also necessary. If the stimulus is not repeated several times, it is unlikely that the brain will be able to identify all the distinctive features characterising the form, its meaning potential and its appropriacy. Finally, once the form of the exponent has been identified it must be labelled, in other words, the learner must be able to say, "This is the X form and means Y", a process which also involves establishing the new exponent in pre-existing schemata and modifying them accordingly to accommodate the new knowledge.

This definition of the learning objective and the psychological processes involved entails a set of behaviours the teacher must exhibit and a series of conditions the materials employed at this stage must meet. Such features are listed in Appendix B1 and represent an aid to quality control.

3.3.2 Practice

Once a new item has been comprehended, learners must be able to remember it and use it whenever necessary. These two learning aims, storage and retrieval, correspond to the two substages of the practice stage, controlled practice and less controlled practice.

Storing in long term memory is a lengthy process requiring both intensive practice within the unit and extensive practice over time to avoid dropout. Storage is achieved principally through oral exercises since they offer greater intensity and speed. Exercises must be plentiful in number, brief in length, consisting of one or two stimulus-response pairs, with little choice being given learners both as to what to say and how to say it, hence with little new lexis, to ensure the objective IS given intensive practice, and attention is not distracted

away from it by new input. Oral drills in some shape or form thus represent the backbone of this substage. The emphasis is thus on the practice of the form [rather than on the practice of the processes of communication and on the four skills.]

An item stored in memory is of little use if it cannot be retrieved when required. Furthermore recall is not verbatim, since an item is rarely used in the exact form and situation it was learnt in but must be adapted to the new situation, to solve new problems. To create novelty, exercises must be more difficult, must create greater stress for attention and memory, and must concentrate more on communicative processes and meanings than on form.

Essentially, this may be achieved by devising exercises which practice the four skills and their related sub-skills.

Difficulty may be increased by manipulating a series of variables. Exercises will be longer, the range of language greater, the quantity of unknown items greater, (hence greater noise and more unconscious learning), context and topic may change to introduce new texts, the choice given learners with regard to what they say and how they say it is greater, ideational content may be more complex.

The linguistic features characteristic of the skill employed may also be made more exacting. In listening, for example, accent, speed, slurring, interruptions, rephrasings etc. may be manipulated to great effect.

The difficulty of the task may also be increased. Techniques include: a greater density of questions, a greater amount of information to be retained in memory to answer a question, indirect questions rather than direct questions (inference or deduction in place of searching for explicitly stated information).

The conditions the practice stage, and the teacher, must fulfil are set out in a checklist in Appendix B2 which will serve for quality control.

3.3.3 Production

The production stage may be viewed as an extension of the controlled practice stage. While in the practice stage learners' behaviour was controlled by the materials, the method and the teacher, so that the production of the target language behaviour was virtually guaranteed, at the production stage learners must demonstrate they are capable of producing the target behaviour spontaneously and autonomously. Hence materials and method must provide the absolute minimum of props, the barest of guideline stimuli which will offer learners the opportunity of utilising the objective, in the course of the exercise, but leave the actual creation of the exercise, the content and the means of expression entirely in their hands - they produce of the target behaviour as and when they deem it appropriate in the course of the exercise. Success is gauged not simply by accuracy of form but by the fluency, appropriacy and effectiveness of the communication, and the range of linguistic means employed.

Production is achieved through realistic and extensive practice of the four skills. Thus the exercises must concentrate on language as communication and not on language as form, and the exercise must be more intellectually demanding than in the practice stage.

The difference between practice and production may be illustrated quite simply as the difference that exists between the open dialogue type of exercise and a fully fledged role play (see exercises A and B in table B2.1 of Appendix B2.)

The factors that may be varied to create production exercises are exactly the same as those that are manipulated in the construction of practice exercises and the same questions asked in the previous sub-section apply when carrying out quality control of the teacher-student behaviour at the production stage.

3.4 The Teacher

Many of the checkpoints listed in selecting a textbook, and evaluating the TU apply equally well to the quality control of teacher behaviour. One general point must, however be added.

In direct method teaching the main tasks of the teacher were that of instructor and evaluator. Teaching was centralised and control was total.

The advent of the Communicative Approach, with its emphasis on significant practice of the processes of communication, has attributed a new and much wider role to the teacher. Not

only must he instruct, evaluate and control, he must also organise and coordinate communicative activity in the less guided and production stages of the teaching unit, prompt such activity when it flags, participate and act as a resource in such activity, and observe it and provide feedback on it. (Appendix C illustrates these factors in greater detail.) The teacher is thus called upon to exhibit a much wider range of interpersonal and managerial skills than was formerly the case.

Clearly, this renders the task of the course director more difficult, both in selecting and in handling teaching personnel. Furthermore, the special characteristics of military institutions render the task even more complex and arduous compared to the parallel post in civilian life for a variety of reasons.

First, the emphasis the communicative approach places on active participation in simulation activities, on exploiting affective and expressive factors and on the game element, is not welcomed by all adult cultures. Nor is it seen in the kindest light by all teachers.

Second, the kinds of suggestions being made here with regard to the use of technology and self-access require teacher adaptation to a new teaching mentality and the ability to amalgamate into the special teaching structure this approach requires. Not all teachers are willing to relinquish their traditionally exclusive central role.

Such difficulties are aggravated by cost reduction where teachers see the new methods as an ulterior threat, thus diminishing their real participation in the institutional structure and their effectiveness.

4 Final Observations: Continuing Education, Self Access and BILC Pooling of Resources

In my talk I have attempted to outline a broad framework within which quality control is to be carried out and some of the means by which it may be carried out. To offset the lack of fine detail this approach has entailed, an appendix is provided with checklists which should aid the process of quality control.

My approach does permit me, however, to advance suggestions which go hand in hand with quality control and cost reduction.

I have illustrated the usefulness of self access centres both for course integration and as one solution to individual learning needs. I have also stressed the importance it may have in catering for continuing education, especially in view of the time gap that will exist between the Academy and specialised training for high level posts. I have indicated that such suggestions not only fall in line with the VTT system proposed at last year's BILC conference, but also hint at a more global level of integration of methods, materials, and technological and other resources. The thrust towards and effectiveness of integration will be that much greater, as well as less costly, if it is the result of a global plan in which the various resources available are rationally pooled.

I would therefore like to conclude by proposing that BILC set up a study of a practical system for the pooling of resources in all three areas of training setting objectives, realising them and evaluating the results for presentation to next year's BILC conference. That future conference could then allocate common resources to the various tasks of job description and materials production.

Appendix A - Choosing a Textbook

- 1) **ATTRACTIVENESS (motivation, usefulness) and FORMAT**
 - i Is the layout appealing?
 - ii Is the artwork attractive?
 - iii Does it appeal to the student age range?
 - iv Does it have a clarificatory and/or stimulus function?
 - v Is the book of good quality? (paper, print, binding, easy to handle, durable)

- 2) **SUITABILITY TO AGE**
 - i Is the cultural and cognitive content suited to the age range?
 - ii Are the activities suited to the age range?
 - iii Does the material reflect students' interests? Is the language taught realistic and appropriate?

- 3) **LEVEL OF DIFFICULTY**
 - i Is the level of difficulty suited to the age range? (conceptual difficulty of the content and the nature of the exercise types)
(OR: Do the exercises stimulate mental activity and participation in the students?)
 - ii Is the quantity of new items (grammar, lexis, subskills) introduced in each unit suited to the intellectual capacities and level of knowledge of the students?
 - iii Is the language range suited to needs, capacity and course duration?

- 4) **KNOWLEDGE and CULTURE, COMMUNICATIVE and CULTURAL COMPETENCE**
 - i Does it provide language awareness activities?
 - ii Does it provide cultural content and cultural awareness activities?
 - iii Is the cultural content acceptable? Authentic?
 - iv Does it exploit general knowledge and cognitive capacities?
(not just practice of form but also of content to motivate and stimulate intellectual activity)
 - v Does it provide practice to develop social, psychological and affective competence?
 - vi Does it provide practice in academic skills?
 - vii Does it provide practice in professional skills?

- 5) **OBJECTIVES**
(NB to add to previous section)
 - i What content is provided?
(grammar, lexis, functions, 4 skills and subskills, levels of formality, rhetorical, thematic, registers-professional etc.)
 - ii Does the content correspond to student needs?
 - iii Is the range and level of difficulty of the language and skills practiced adequately covered by the content?

6) LENGTH

- i Does the book cover a year's work?

7) THE FOUR SKILLS

- i Is sufficient practice provided in all four skills? Guided and creative?
- ii Is the range of subskills dealt with (deliberately and effectively)?
- iii Is balance achieved between the four skills (both with regard to student level and to course objectives)?
- iv Is integration of the four skills achieved?

8) AUTHENTIC MATERIAL

- i Is authentic material employed? In sufficient quantity? (providing also unconscious learning, increasing difficulty)
- ii Is the exploitation of the authentic material suited to student level?
- iii Does the authentic material employed demonstrate the relevance of the book's contents to real life? (motivation)

9) VARIETY

- i Is there a variety of material?
- ii Are a variety of exercise types employed, both within a unit and from one unit to another?
- iii Do exercises vary in length, with short and/or fun exercises interspersed between longer exercises (motivation, concentration)?
- iv Does the stimulus source vary from exercise to exercise?

10) FLEXIBILITY AND SYLLABUS DESIGN

- i Is the textbook adaptable to different student types? (fast learners, difficulties in particular areas) Or must each exercise be done, in the order it appears in the book (e.g. story line organisation)?
- ii Is the text organised grammatically, functionally, by skill, thematically (story line or topic), situationally, professional needs and situations?
- iii Is the text linear or cyclical in progression?
- iv Is sufficient recycling provided? Are items regularly revised and re-employed in different contexts? Are revision and extension units included?
- v Is systematic coverage given to the language content?
- vi Is the course graded? (difficulty, linear progression, simple > complex, known -> unknown, small doses)
- vii Is provision provided for unconscious, undirected learning? (production, + less guided practice + authentic materials)
- viii Are the activities, contents and methods in the course well-planned and executed?

11) COMPETENCE AND PERFORMANCE, METHODOLOGY

- i Is an acceptable balance achieved between knowledge about the language and practice in using the language?
- ii Is sufficient material and practice provided for each stage of the teaching unit?
- iii Are communicative techniques and activities employed to a sufficient extent to enable students to master the processes as well as the forms of the language? Is the student given the opportunity to use language independently and creatively?

- iv Are the full range of communicative techniques used?
 - information gap
 - task dependency
 - correction for content
 - information transfer
 - jigsaw
- v Are the techniques used to provide a wide and varied range of activity types? (mix n'match, scrambled order, spot the differences etc.)
- vi Is a variety of stimulus sources employed (extensive practice, variety and motivation)?
Are the stimuli realistic and motivating?
- vii Is adequate provision made for pair and group work?

12) CLARITY AND EASE OF USE

- i Are objectives (course and TU level) clear?
- ii Is there sufficient and clear presentation material?
- iii Are instructions to students clear?
- iv Are exercise types clear to students? Is the layout functional? Does layout facilitate comprehension of task?
- v Are explanations (grammar, phonology, functions etc.) sufficient and clear, and not above student level and capacity?
- vi Is the text immediately comprehensible to the teacher or is constant reference to the teacher's book necessary? Does it require burdensome preparation on the part of the teacher before going into class?
- vii Are there useful, clear indexes? Of all aspects of content?

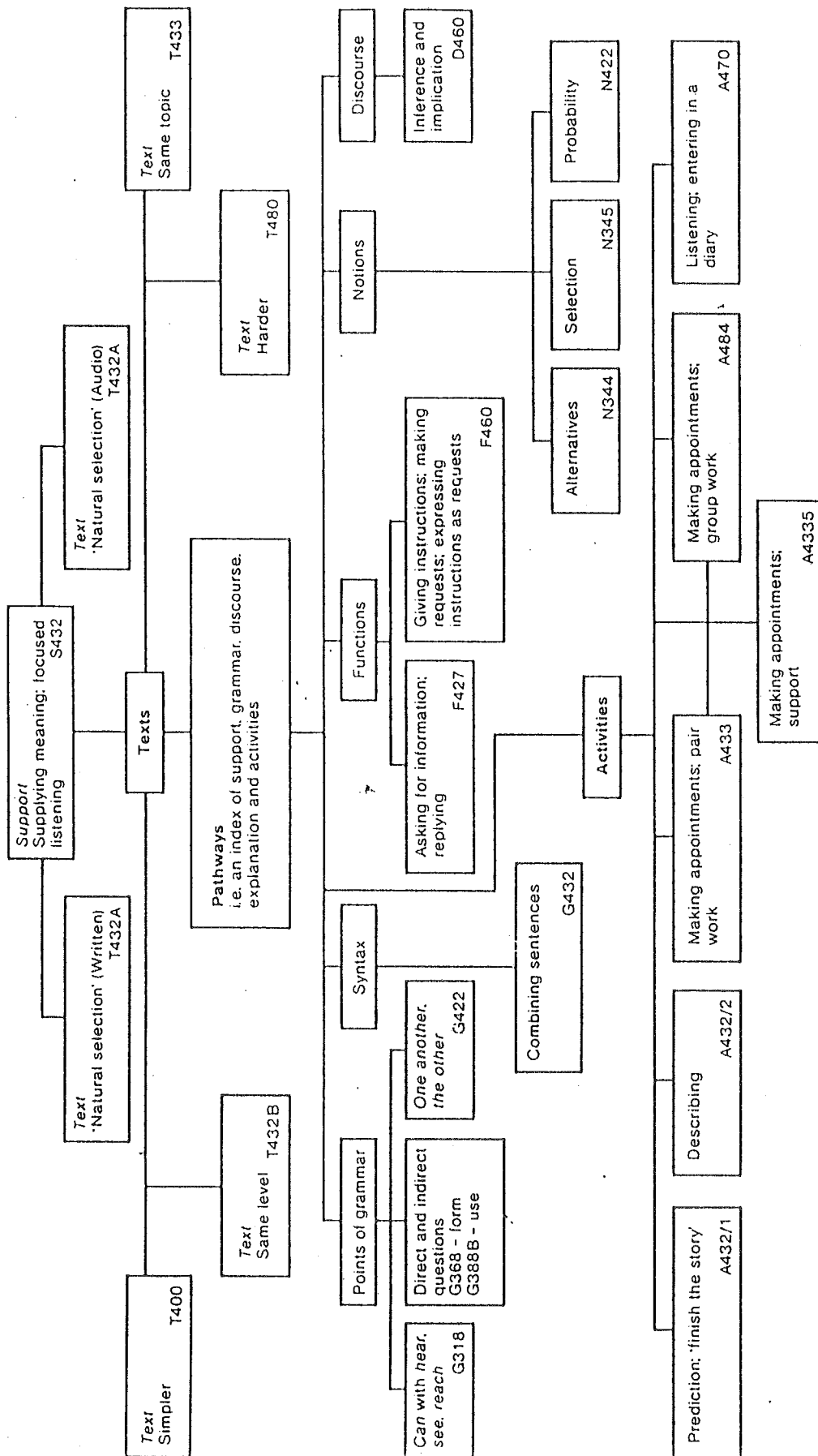
13) EXAMINATION REQUIREMENTS

- i Does the book cover the examination requirements?
 - language content
 - 4 skills
 - professional skills
 - other
 If not, is it a simple matter to integrate with the necessary material?
- ii Is there a good balance between what the students need and the examination needs?
- iii Is there enough examination practice? If not, is it a simple matter to integrate with the necessary material?

14) SUPPORT TO TEACHER AND STUDENT

- i Are there accompanying visuals, audiotapes, videotapes? Of good quality?
- ii Is there a workbook/homework/self-study book? Extensive (quantity and coverage)?
With a key?
- iii Is there a teacher's book? With:
 - an introduction to objectives, method and progression in the course
 - full, clear instructions on each exercise
 - a summary as to grammatical, lexical, functional, subskill contents of each unit
 - suggestions for alternative exploitation modes for an exercise
 - suggestions for extra exploitation of an exercise and for additional activities for weaker groups
 - a well-laid out and comprehensive key
- iv Is material provided for testing? (Entry test, progress tests, exit test)

Appendix A - Table A 1



Appendix B - The Teaching Unit

1. THE PRESENTATION STAGE

The presentation stage (the introductory dialogue and the mode in which the teacher presents and exploits it) should ideally satisfy the following conditions:

- 1) the material must be appropriate and relevant to illustrating the objective of the TU;
- 2) the material must respect appropriacy to context; it must be fully contextualised (the level of formality of a particular item and the situational factors that make it appropriate to a given context should be illustrated in the dialogue and support material, namely pictures, video);
- 3) the material must contain a sufficient number of examples of the objective both to illustrate form, meaning and appropriacy, and to enable a first fixing in the memory to take place in order to avoid total dropout (one example of the objective in the dialogue is unlikely to be effective; note however, that an alternative technique is to employ two or more mini-dialogues for the presentation; nevertheless, the total effect must reflect the principles already stated);
- 4) the dialogue must not introduce too much new material, which would mean difficulty in illustrating the objective and impeding a first fixing of the objective - the brain would be overwhelmed by trying to decode a mass of new material;
- 5) the length and difficulty of the material must be suitable to learner level, for the same reason given in the previous point: it must also suitably tax learners' capacities to act as a motivational spur; difficulty includes all aspects, including the phonological features of the language (speed, accent, noise, slurring etc);
- 6) the situations and the language must be realistic, they must portray real people in a real world;
- 7) the language, situations and topics must be useful to learner needs;
- 8) the material must (!) be interesting and enjoyable;
- 9) the situations, topics and context must be familiar to learners or easy for them to recognise, in order to facilitate comprehension;
- 10) the dialogue should make it easy to highlight the new objective, or the teacher should be capable of drawing the new objective easily out of the dialogue for purposes of comprehension;
- 11) changing the situation and/or topic both to illustrate the new objective and to develop practice exercises in the next two stages of the TU should be a straightforward operation;
- 12) tasks should be provided both for the pre-listening stage to create motivation and expectations, and for the while and post-listening stages to ensure attention is aroused and maintained;
- 13) a sufficient number of exploitation exercises should be provided for post listening if the dialogue is intended to teach the sound system as well as presenting the new input.

2. THE PRACTICE STAGE

- 1) sufficient practice must be provided to store the new input in LTM;
- 2) sufficient practice must be provided to retrieve new input from LTM and employ it in new situations;
- 3) all four skills must be exercised, realistically; balance and integration of the four skills should be achieved;
- 4) there must be a gradual increase in the difficulty of exercises;
- 5) exercises must proceed from highly controlled to less controlled;
- 6) teacher behaviour must follow the same principle; this means error correction must be intensive at the early stages (since accuracy of form is being aimed at) and must gradually diminish;
teacher intervention must gradually pass from control of content and procedure to that of observer who will later provide feedback; she must not interrupt the flow of

exercises, otherwise the processes of communication will not be exercised, and students will not learn from mistakes (the risk being that of totally demotivating or inhibiting learners); she must provide help in moving the exercises on (stimulating learners through the provision of suggestions as to content and procedures);

- 7) the processes of communication must be exercised;
- 8) the previous point may be guaranteed by the employment of a variety of communicative techniques; this should also ensure a full range of skills and abilities are exercised, as well as provide variety for motivational purposes; it should be borne in mind that in the final analysis, learners are practising the same exponent in a unit, and that boredom will naturally set in if variety is not provided by means of a skilful deployment of technique;
- 9) cognitive, emotional, psychological, social and cultural objectives/skills suitable to learner type and level should be provided by the material: this is in line with the previous points and is vital to the achievement of the goal of communicative competence;
- 10) it should be possible to change contextual variables to provide new situations for the practice of the objective;
- 11) a change in context, situation and topic should be accompanied by the introduction of new lexis (and in the case of listening comprehension of the many variables that characterise the phonological aspect of language) in order both to increase the difficulty of the exercise and the variety and motivation that this ensures;
- 12) exercises must be fully contextualised;
- 13) language and exercises should be realistic, and relevant to learner needs, as well as enjoyable;
- 14) variety and pace should vary by varying factors such as: long v short activities; relaxation and attention-raising activities interspersed with the "normal" run-of-the-mill activities; change of skills;
- 15) the teacher should be capable of adapting the textbook both to learner needs and to the inevitable defects it will exhibit.

Appendix B2 - Table B1 - An Open Dialogue

Person A

Person B

SAY NAME OF THE THEATRE.
GREET PERSON B

RETURN GREETING. SAY YOU WOULD
LIKE SEATS FOR FRIDAY'S
PERFORMANCE OF HAMLET.

REPLY. ASK IF HE/SHE WANTS TO SIT
IN THE STALLS OR IN THE CIRCLE

ANSWER.

SAY YOU HAVEN'T GOT ANY SEATS
LEFT. OFFER AN ALTERNATIVE.

ACCEPT THE ALTERNATIVE.

ASK B HOW MANY SEATS HE/SHE
WANTS.

REPLY.

ASK B FOR HIS/HER NAME.

SAY YOUR NAME. SPELL IT.

CHECK THE SPELLING.

REPLY: ASK A IF IT IS POSSIBLE TO
PICK UP THE TICKET(S) ON THURSDAY
AFTERNOON.

SAY YES. TELL PERSON B THAT THE
BOX OFFICE IS OPEN BETWEEN 3
AND 5 IN THE THE AFTERNOON.

REPLY. THANK A AND SAY GOODBYE.

SAY GOODBYE.

Appendix B 2 - Table B2 - A Role Play

PERSON A

You have a large flat in Tottenham. You do not really want to use it, because you are afraid that something will get broken. Also your landlady lives on the bottom floor and she does not like parties to go on later than 11.30 p.m. You have lots of records and you are prepared to take them to the party. But you hate cooking and washing up. You would like to bring your boyfriend/girlfriend.

PERSON B

You have a small flat in Chelsea. You think, the party should be for your class only and that everyone should help equally. You are prepared to do everything except move furniture. You also think it would be better to buy food than to make it. During the discussion, you will make notes of what everyone offers to do, plus any other decisions that are made.

PERSON C

You share a flat in Knightsbridge. You do not mind using it for the party, but if you do, then you would have to invite the two people you share the flat with. In fact you think the more people are invited the better the party will be. You would also prefer to buy plastic knives, spoons, forks etc. instead of everybody bringing their own. It would also mean no washing up! You do not like cooking very much and think it might be cheaper to buy something from a "take-away" restaurant.

PERSON D

You live with your family in Fulham. You do not think they would mind you using their house for the party, but, of course, they would have to be invited too. You do not really want to do anything but bring records, so you keep finding excuses for not helping. You do not mind whether other people are invited to the party or not, but you think there should be equal numbers of males and females.

PERSON E

You have quite a large flat in Bayswater. You do not mind using it for the party but the only problem is that you don't have a record player. You love organising things and tend to "take over" a discussion and boss people about. You do not mind helping with everything but feel that the cooking, washing up etc. should be left to the men (women). You would like to invite some friends who are visiting London at the moment.

Appendix C - The Teacher's Role

1) INSTRUCTOR, CONTROLLER

Here the teacher is totally in charge, dominating everything that goes on: what learners say, and when and how they say it. The teacher's tasks here include instructing, controlling, evaluating and correcting. Such behaviour is characteristic of the presentation stage, where the teacher must attune her input to learner level, and ensure comprehension of the TU objective is achieved. It also characterises the controlled practice stage, where the teacher must insist on exercises being executed as per the instructions, and on accuracy being achieved, and must "systematically" correct learner errors.

2) EVALUATOR

The teacher is responsible for testing, for evaluating learners success in meeting objectives. While formal testing should be carried out at regular intervals, evaluation is a constant process, since the success of each stage in a TU must be gauged. Clearly, success is evaluated differently at the different stages:

presentation: comprehension

practice: accuracy, speed production, fluency, speed, range, effectiveness (cognitive, social, affective), appropriacy.

Thus the need for remedial work should in theory never arise, since the teacher should realise when success is not being achieved and interrupt the unit at that point and carry out reinforcement immediately, and provide for individualised study. At the production stage the teacher should observe and note defective language behaviour in order to provide feedback at the end of the communicative activity, rather than intervene while the activity is in progress.

3) PROMPTER

The teacher should encourage participation, provide suggestions as to how to proceed if confusion arises or if learners block, and should furnish extension questions and activities in exercise types such as open dialogues or role plays when learners fail to exploit material to the full.

Prompting, especially through the use of induction, should characterise the presentation stage, especially when motivation is being aroused and expectations created, as well as the language awareness activities, which teachers should be ready to carry out when the material or learner progress warrant them.

4) PARTICIPANT

The teacher may participate in pair or group work. She may thus help weaker learners or provide variety and stimulation.

5) RESOURCE

The teacher may act as resource, furnishing help with language, help on how to carry out or proceed with exercises, or may act as a source of informations to be employed in executing tasks.

6) ORGANISER/COORDINATOR/MANAGER

This is an extremely important aspect in modern teaching practice, where the teacher has renounced control at certain stages in favour of student participation and the use of technology.

The teacher must be able to evaluate materials, adapt them to her class and to individual learners, integrate technology into the TU, organise pair and group work (ensuring functional pairs and groups are created, varying their composition for purposes of motivation, learner level and capacity, personality features and group dynamics).

The teacher must provide clear instructions to students as to the information available to them in the execution of a task, and the procedure to be followed.

7) INFORMATION/OBSERVER

The teacher must provide clear feedback on the demonstration phase of an exercise, on her observations on learners' performance of the exercise (this is normally post exercise, only at critical times is it carried out during performance), and on formal tests.

The UK Approach to Quality Control
David Harrison

You will see from the programme that we have been asked to speak on Quality Control in Language Training. This we intend to do for about three quarters of an hour. After our presentation, we shall open up the subject to discussion.

I would like to present the team I have with me today - in the order in which they will present:

SQN LDR TIM O'HAGAN from the Royal Airforce Language Training Policy Desk

MR MARTIN HART, Head of Languages at Britannia Royal Naval College in Dartmouth

MAJ (RETD) CARL PEARCE, Language Training Adviser, George Worrall's successor and our BILC Secretary.

I would like to say just a few words before they speak. I am here not only as Head of Delegation but also as the British Army Language Training Policy representative and the chairman of our Defence Language Training Committee which is a tri-service body advising the central staffs at the Ministry of Defence.

Such an introduction will no doubt make it clear to you that defence language training in the UK is divided along service lines and has been the subject recently of many - and sometimes overlapping - studies.

Military establishments with language training facilities are shown here.

YOU SHOULD NOTE THAT THIS INCLUDES:

The Defence School of Languages at Beaconsfield

Britannia Royal Naval College at Dartmouth

School at Loughborough...

Lufenham...

Portsmouth...

Ashford..... and so on.

In addition to military schools, many students are placed with civilian language schools all over the country and particularly in:

London

Bristol

Camberley

Bournemouth / Poole and so on.

University courses are also used at:

Bristol

Leeds

Edinburgh

All in all, controlling the standard achieved and the quality of the course to reach the target is no easy task. Quality Control of civilian organisations which rely on one or two people visiting and liaising over such a variety of courses and locations could be unsatisfactory. There are also problems with the civilian schools' understanding military language, understanding of the military target level and, or course, there are the ever present security implications.

These courses are as diverse as the target levels required.

Perhaps the greatest problem in UK, however, lies not in the diverse requirements but in the history of the organisation and structure of language training. There is no one body controlling language training in the British Armed Forces. My appointment as Chairman of the Defence Language Training Committee is to chair a body of language and training specialists and financiers who all are subject to other policies on training and - most importantly - are all holding separate budgets for language training, all of which are being cut.

Let's look briefly at the organised chaos that I am describing:

First, let's look at this body, **The Defence Training Committee (DTC)**. The DTC is a Central Staff Committee which comprises two-star Generals or equivalents who deal with training, plans, programmes and financial matters.

Obviously, this committee would get totally bogged down if it involved itself in the research required for it to come to decisions. For this reason it has a number of subcommittees which carry out the necessary research and report back. One of these committees is the **Defence Language Training Committee (DTLC)** and at present I am the chairman. The chairmanship rotates and goes to the educator with the most time in post.

Let us look at these "**MoD Sponsors and Branches**". Here lies a major part of the language training problem - the sheer number of interested parties. These include the intelligence world. It includes the attachés and support staff in the embassies. It includes all the requirements from the OPS/Commitments Staffs - often not clearly specified until we are in the midst of the operation and as you know this does not allow adequate lead-in time for language training. It includes all the equipment sales and collaboration sponsors, the loan service (especially to the Gulf) sponsors and our own language trained education and training personnel.

While, in theory, all of the posts in the Army, Navy and Air Force requiring language training are recorded, there are several problems with such an approach. The problem of rapidly and frequently changing requirements not being met by such a fixed list are now being addressed but the problem has been growing since the cold war ended.

Let's look at **Headquarters Doctrine and Training (HQDT)**. HQDT is responsible for doctrine and policy in Army Language Training and is responsible for the Defence School of Languages.

HQDT has for the last 10 - 20 years not paid attention to language training at all. There was no real need. The cold war threw up the same problems and posts year after year and also the same kind of language requirements. Hence the long years of interpreter and linguist level training. It is only since the wall came down that the instability in Europe and the Gulf War have thrown all the requirements into disarray. At the same time, the new management strategy - a new financial system - was introduced, "Options for a Change" - a euphemism for a programme of major cuts - was brought into force, "Market Testing" was coined to ensure civilian organisations couldn't "do it cheaper" and "The Defence Costs Study" got underway

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The single service branches appear with their **Individual Language Training (ILT) branches**. These ILTS contract-in/out all the language training not catered for in the military language schools. Note that each of us operate these ILTS independently.

You should notice that all these threads then centre on DSL. DSL is an army led defence training establishment and is financed through HYDT.

So what have we been doing to solve this chaos?

Three major studies have in fact been carried out by the DLTC and have involved large numbers of hours, committee work which, as you are well-aware can be wasteful of time if not properly guided and controlled.

The first study unravelled all this nonsense in language training which has evolved over the last 20 years. It recommended a central focus for policy, a Tri-Service External Language Training Cell to replace the ILTS and, as soon as the requirement could be assessed and policy rationalised, that we should go for Market Testing. Various dream sheets have also been produced which aim for one language training centre of excellence.

The second study worked out that the MoD requirement for language training was worth £37m (including capitation) of which £17m was for tuition. This sum was significant when combined with information on the pressing need to rationalise language training.

The third study was to design a practical solution to the problem. The premise was that MoD sponsors such as Director Military Operations, Chief of Defence Intelligence, Head of Attaches and so on had to specify the requirement and a central staff policy branch had to write the policy to carry out the required training. The concept is hardly complex.

12 two-stars and two-star equivalents in the fields of training, finance and personnel all thought our paper was a jolly good idea, agreed that it would provide savings, rationalisation etc. and approved the recommendations.

After two years of hard work, studies and lobbying we were going to have central staff policy branch with 1 x S01, 1 x S02 an EO (finance) and clerical support. They would deal with language training policy for all three services and MoD (no-industrial) civilians.

Believe it or not - but I am sure you will - this plan is currently blocked and the situation confused by a series of overlapping studies being undertaken by people trying to find sensible solutions in the face of problems on the ground. I hope that I shall not be attending next year with the news that we are still waiting for a central focus. In fact, if we do not get the go ahead for a central focus soon then we may well be coming back with a complete change in our systems next year but one that I and my colleagues will feel is second best.

This should have given you a flavour of where we stand - knowing what we want but yet to drive our ideas through the top echelons. In the meantime, the language training managers in the front line are still fighting to meet the training targets and ensure a top quality system. This is what my team want to talk about today and I hope that, having spoken candidly about our difficulties in policy and in implementation - and having spoken about our ideal solutions for the future - that we can have a full discussion on the problems and progress of other national forces represented here at BILC. It is exactly this sharing of experience and ideas that make BILC such a valuable forum.

I will now sit down and let the practitioners have their say.

The Systems Approach to Training and Quality Management

Tim O'Hagan

Introduction

1. I would like to outline for you the Systems Approach to Training, which has been the basis of military training philosophy in Britain for over 20 years. I will then compare that with a Quality Management system, or what we might call the Quality Approach to Training.

The Systems Approach to Training

2. The Systems Approach to Training (SAT) has been used by the British Forces since the 1970s to underpin the development of effective and efficient training and its subsequent implementation and management. A systems approach to problem solving is not peculiar to the training field. Essentially, any systems approach is a logical approach to problem solving which involves:

- a. Defining the problem to be solved in the clearest possible terms.
- b. Specifying the desired outcomes.
- c. Considering every available method by which the problem could be solved.
- d. Selecting and implementing the preferred method.
- e. Monitoring the effectiveness of the method adopted.
- f. Incorporating modifications as required.

3. In applying the SAT, the training process is undertaken on a planned basis in a logical series of steps with validation and evaluation bringing about a reassessment of needs and a consequent refinement of the training. However, it can be argued that SAT is somewhat narrow in scope as it is concerned chiefly with the matching of objectives and performance. Increasingly, the wider process of evaluation is being employed to provide information on all aspects of the training system. In this context, evaluation covers any activity which provides decision makers at all levels in the system with information, qualitative as well as quantitative, about the training process, thus subsuming both internal and external validation.

Quality Management - BS 5750 and ISO 9000

4. Quality Management is a philosophy which attempts to answer the question of how closely the system output resembles the demand, i.e. the customer's requirements. The British Standards Institution has formulated the principles of Quality Management as a series of standards for Quality Assurance. These principles are designed to identify the basic disciplines and specify the procedures and criteria to ensure that products or services meet the customer's requirements.

5. The quality standards have been defined in a series of documents known as BS 5750, which also has an International Standards Number ISO 9000. They are currently being discussed and interpreted for application to British military training. So now, I will describe an interpretation of the application of QM to a training organisation, which could be for LT or any other training purpose.

The Chief Elements of Quality Management

6. The chief elements of a Quality Management system for training are:

- a. **Management Responsibility for Quality** - at all levels, from top to bottom in the organisation.
- b. **The Quality System** - its Definition and Documentation. It should cover every factor which can affect the output; all documents must be accurate and up-to-date.
- c. **Programme Design Control** - to ensure programme and courses meet customer requirements.
- d. **Delivery of Programme** - from induction of students, via needs identification through a negotiated learning programme to final assessment, each phase is defined to ensure progress towards the end-of-course requirements.
- e. **Programme Review/Evaluation** - in essence, continuous assessment of the learning process, measured in part by the learner's progress, with corrective action when progress is unsatisfactory or need for change is indicated.
- f. **Inspection for Consistency** - in the learning opportunity and the product.
- g. **Quality Records** - vital to all analysis of effectiveness of the learning/training process.
- h. **Internal Quality Audits** - conducted to see that quality system is functioning, that standards are being met.
- i. **Staff Training and Development** - suitable provision must be made.

I will now consider each of these in more detail.

Management Responsibility & Quality Policy

7. Firstly, Management Responsibility and Quality Policy. The management of the training establishment must define and document its policy and objectives for and commitment to quality. It should ensure that the policy is understood, implemented and maintained at all levels of the organisation. All levels and elements of the organisation should contribute to the quality policy document to ensure involvement and commitment throughout. All those who manage, perform or verify work affecting quality should be defined to clarify their organisational freedom and authority to:

- a. Identify and record any quality problems.
- b. Initiate, recommend or provide solutions through designated channels.
- c. Verify the implementation of solutions.

Management should ensure that responsibility for each area which could affect the quality of service/product is allocated at an appropriate level. Such responsibilities may be defined as short term items, e.g. tasks or projects to be completed, or long term items, e.g. job description.

8. Management Representative. The Training Establishment should appoint a Management Representative as focal point for overall maintenance of the quality system, responsible to management for ensuring that others also play their part in maintaining the quality system.

9. Management Review. All programme information together with the results of internal and external audit reports should be reviewed and evaluated. For large military training establishments it is suggested that this may be at MOD level; in smaller establishment at Deputy Principal/Deputy Commandant level.

In a larger organisation a review may amount to a series of departmental reports to senior management. In all cases, decisions acted upon must be documented. If the recommendation of a review cannot be met, the organisation may have to amend its own scope and objectives. In a smaller organisation the review may be in the form of a report written by the Management Representative. It would be followed by a meeting of senior managers and evidence of corrective or other action taken should be kept. All decisions taken and acted upon should be documented.

The Quality System

10. The quality system has been defined as including all those factors which can affect the quality of the service or product. In compiling a quality system, the fundamental question is: "Does this affect the quality of the service or product?" If the answer is yes, the factor must be included in the quality system. On this basis, it is likely that very few functions would be excluded. In a training establishment it should normally include those issues that have a direct bearing on the learning opportunity.

11. Documented procedures must be sufficiently detailed to enable personnel to understand the required actions, responsibilities and authorities. The typical documentation for an organisation might be based on a Quality Manual which summarises the training organisation's approach to the requirements for a quality system. This could be supported by departmental procedures, preparation and delivery procedures, and assessment procedures. A training establishment should have no difficulty in preparing a quality manual through defining existing procedures.

Documentation should be controlled to ensure it is accurate, up-to-date and available. It is necessary to ensure among other things that the training organisation's commitments to learners, sponsors and staff are clear and current and the requirements of learners, tutors/teachers and other staff must be unambiguous.

Programme Design Control

12. The third element is Programme Design Control. The training organisation should have defined programme design or development procedures and systems for verifying that the design of a programme meets requirements (i.e. offers appropriate learning opportunities). Responsibility for each design and development activity should be specified and allocated. Design and verification activities must be planned and assigned to qualified personnel provided with adequate resources. Programme teams, where appropriate should be established. If there are no teams, individuals should be allocated clearly defined responsibilities and authorities for activities in curriculum/programme design and delivery e.g. course directors; programme managers, lecturers/tutors.

13. Programme/Course Design Input. When the training programme or course is being designed, requirements relating to the learning opportunity should be identified and documented. Any incomplete, ambiguous or conflicting requirements should be resolved with those responsible for drawing up these requirements. Establishing such programme or course design input requirements may call for such techniques as performance or training needs analysis to establish goals for the programme being designed. The aim is to create a design specification detailing overall programme objectives, methodology, evaluation and assessment techniques, external or internal validation requirements, prior learning and planned outputs. Time and cost restraints should also be included.

14. Programme/Course Design Output. The result of the programme or course design phase will be the training syllabus. For every programme of learning delivered by the training organisation, there should be documentary evidence of the following:

- a. That the programme/course aims and objectives have been met by the design.
- b. That the aims, objectives and content are relevant to the needs of the learners and sponsors.
- c. How these are to be achieved, in other words, how the training is to be delivered.
- d. That specifications including factual content and skills to be developed, course outcomes and associated performance criteria are defined.
- e. That the learning environment and resources are appropriate to the aims and objectives.

15. Design Verification and Change. Design Verification should be achieved by such procedures as pilot trials, feedback from learners and sponsors. All programmes/courses are likely to be changed, so there should be definition of procedures to manage these changes resulting from evaluation and review of the programme/course.

Delivery of Programme/Course

16. The delivery of the programme seeks to create favourable learning opportunities for the student. It should ensure that the student is fully aware of what is required of her. The introduction to the programme of learning should include:

- a. Induction (assess general ability, special needs, aptitude etc.)
- b. Assessment/Accreditation of prior learning/experience
- c. Identification of learning needs
- d. Individual Action Plans
- e. Negotiated programmes of learning.

17. The Learning Process. For each programme of learning/study the training organisation should plan in detail methods of delivery e.g. lectures, assignments, open learning, tutorial groups and the time devoted to each. Any options available to learner should be clearly specified e.g. course choices, individual programme of study, modular curriculum.

18. Record of Student's Work and Assessment. Complete and up-to-date records of student's work and assessment should be maintained. They may include course or individual files, learner's logbook or record of achievement. The training organisation should make clear to the learner the basis of any continuous assessment (e.g. criteria of assessment, weight attached to assessment in making awards) and learners should have appropriate opportunities to negotiate their action plans as a result of diagnostic assessments. The training organisation should also have procedures for producing and maintaining such records and making them available and accessible.

19. Final Assessment. The training organisation must have appropriate procedures for final assessment, monitoring, test or examination to evaluate learner performance. Evaluation methods and criteria should be clearly defined and made known to learner.

Programme Review/Evaluation

20. Review Teams. Review teams should regularly review programmes and courses. Such reviews should have agendas, minutes and agreed action plans and there should be evidence that agreed changes have been implemented, e.g. information fed back to amend the course/programme specifications. Corrective action resulting from review and evaluation is a vital part of the process of review and evaluation.

21. Programme review and evaluation is the parallel to inspection and testing in a manufactured product. It is continuous assessment of the learning opportunity which can be gauged in part by the learner's progress. When continuous assessment reveals that a learner is not achieving the agreed requirements of the programme, there should be procedures for diagnosing causes and proposing remedies. Adequate diagnosis of causes will need the contribution and cooperation of the learner. There should be evidence that such diagnosis has been acted upon e.g. extra specialist support for learning difficulties or revision of an individual training plan or programme of study.

22. The training organisation should evaluate the curriculum/programme to ensure that it provides the service which is required. This may be achieved with the aid of procedures such as the following:

- a. Structured consideration of staff views
- b. Trend analysis of assessment of learners
- c. Learner feedback
- d. Sponsor/employer feedback.

Inspection for Consistency

23. Inspection for consistency may have several applications in the training context. The organisation should be able to demonstrate that consistency in the learning opportunity is achieved by such measures as:

- a. External assessment of programme/course.
- b. Use of valid assessment methods.
- c. Tutor/lecturer qualifications measured against nationally accepted standards.
- d. Validation of monitoring techniques, e.g. consistent feedback questionnaires.

Another application is aimed at ensuring consistency of evaluation, so that qualifications or assessments gained at different times or even different locations remain equivalent.

Quality Records

24. Quality Records form the basis on which all information and analysis about the effectiveness of the training quality system rests, so their maintenance is of paramount importance. Typical records might include:

- a. Reports from external awarding/validating bodies
- b. Reports on pilot courses
- c. Student retention rates

- d. Qualifications gained
- e. Student feedback questionnaires
- f. Internal Audits
- g. Programme review records
- h. Management reviews.

Internal Quality Audits

25. Internal Quality Auditing is essential to see if the quality system is functioning and that the courses/programmes of learning are achieving their stated aims or being corrected when not. It should cover all functions within the scope of the quality system, which in the training context is all those activities which relate directly to the training function. Quality auditors must be independent of the function being audited and they must also be trained in quality auditing.

Staff Development/Training

26. Finally, there must of course be adequate provision for the identification of staff training needs and provision of training for all staff including induction, development, in-service and re-training. The Training Organisation should regularly review the general and professional competence of existing staff, and, especially in rapidly expanding new technologies, ensure that staff remain competent to deliver the programmes for which they are responsible. Reviews should be documented and evidence of the implementation of agreed changes should be available. Staff should have sufficient time and resources to maintain competence through access to appropriate journals and time to attend conferences.

The Practical Application of Quality Control in Language Training at Britannia Royal Naval College

Martyn L. Hart

1. In July 1993 the Officers' Study Group Report was published which examined the role of the RN in a changed and changing world and which then proposed specific solutions and recommendations.

The particular recommendation that will interest this audience relates to Language Studies: "In view of the RN's widening involvement in international peace-keeping forces, we see the need for all officers to pursue study in at least one foreign language. We therefore propose that language and related studies form part of the syllabus for all officers throughout Initial Training" (3.9)

2. BRNC already had anticipated this recommendation and in September 1993 Foreign Languages (FLs) were incorporated into the Naval Studies Course as a core subject. Hitherto the range of FLs that my Department can offer had only been available to Young Officers (YOs) as Optional Subjects.
3. Quality Control (QC) is exercised over all six of the core subjects which are studied for two terms on the Naval Studies Course, and I shall briefly outline how this control is effected.
4. Subject to the final approval of the University of Plymouth that validates our course YOs achieving a minimum 40% in our end-of-course examinations are given a Certificate of Higher Education which reflects the level of their achievement, i.e. first year of a university course.

The University needs, therefore, to be satisfied that we as an institution are assessing appropriately the Young Officers that we both teach and examine. This quality control is achieved subject by subject through external examiners of high academic standing who sight all papers beforehand, who make appropriate recommendations for change if necessary, and who see all scripts where marked internally by BRNC.

Further advice to each academic department is given by a Faculty Advisory Panel (FAP) that consists of academics from universities as well as of RN officers with expertise and qualifications in relevant fields of study and practice. Faculty Advisory Panels offer the Director of Studies at BRNC advice on the courses we offer. Members are appointed by Flag Officer Training and Recruitment (FOTR) who is based in Portsmouth and they include Naval Officers of Commander rank representing the 'users' civil servants and academic staff from universities and/or polytechnics. The Chairman of each FAP reports to FOTR.

5. Through the monitoring of written examinations and hearing at first hand the comments on scripts and candidates by the external examiners, the University of Plymouth is able to exercise a good degree of quality control.
6. The College has an independent system of QC however which serves to ensure as far as possible that appropriate standards are being upheld not just in the written examinations but also in the oral exam on which we, and the RN, lay great stress.
7. The YOs are given the MLAT Language Aptitude Test approximately 8 months before they return to BRNC for their FL course. The main purpose of MLAT is to screen candidates and enable me to discourage those with poor language qualifications and no discernible natural aptitude from embarking on the more difficult FLs that we offer.

This procedure might arouse some controversy and I would welcome your views on my assumption that for English native speakers the following is the order of difficulty of FLs if they are being learned from scratch -

Spanish

Italian

French

German

Russian

8. QC of the end of course oral exams is achieved by having two staff present during the exam, and where possible we have a Civil Servant from Ministry of Defence (MoD) to oversee matters who has wide experience of this exam.
9. All classes at BRNC are given Course Assessment forms to complete as their courses come to an end. This enables YOs to give anonymously their views on the way the course has been conducted as well as on the subject matter.
10. The tutorial system that has run at BRNC very successfully is a further means of offering individual YOs the chance to comment on their courses. The YOs at Dartmouth are all given a personal tutor who is usually a senior lecturer with wide experience of training at the College.

The relationship between tutor and tutee varies, of course, but essentially it is one of trust and recognition that though confidences will not be abused it will be necessary for tutors to give periodic reports on their tutees. This obligation is understood and it contributes to the fair assessment of how a YO is progressing in training.

There is a regular, weekly opportunity for tutees to meet their tutor on a formal basis and additional meetings are arranged as required either by the tutor or tutee. Frank and open comment is encouraged by civilian tutors and this has proved an effective feedback system.

11. The Naval Studies Course lasts 2 x 14 week terms and a formal reporting system complements the classroom and tutorial room work. Civilian lecturers are thus required to give their written views on YOs' Ability, Diligence and Performance in each subject.
12. Quality Control is thus exercised at various levels of formality by lecturers and on lecturers at BRNC and delegates might wonder what sanctions are exercised if performance is below par.

In the case of lecturers this can in the first instance affect their pay which is performance related.

In the case of YOs a range of naval disciplinary measures can be used where unpunctuality, for example, is observed. More commonly, however, a poor academic report will encourage the Director of Studies to issue a formal academic warning. This has the effect of alerting all Staff Officers and Lecturers to the weakness of the YO and can lead to a lessening of non-academic pressures.

Failure in the examinations at the end of the course can lead to the ultimate sanction which is Withdrawal from Training (WFT), but where there are extenuating circumstances and professional aptitude on the part of the YO suggests a more lenient course of action, then the chance to resit exams or even to do a further term of study is given.

13. Quality Control is exercised additionally by the RN itself through periodic inspections of the College's professional and academic training. The University of Plymouth that validates our Naval Studies Course also has to answer to higher academic authority and periodically has its validated courses inspected.
14. There is therefore a whole range of measures that is employed at Department and College level to ensure as far as possible that the quality of our work is both controlled and assured.
15. In conclusion I might add that in an institution like BRNC where the number of YOs on course as well as the number of lecturers in my Department is relatively small, the continual and unobtrusive check on oneself and on one's colleagues is a natural occurrence. Quality Control is thus exercised at official and unofficial levels and, allied to a natural competitive spirit among the FL lecturers, it makes a significant impact on Staff and YOs alike.

Quality Control in British Army Language Training Carl Pearce

Introduction

1. Having heard the underlying theory of Quality Control within the Systems Approach to Training and its practical application in BRNC, I would like to outline the quality control measures being currently employed in the British Army.
2. This control is at present being carried out in two very different and totally opposite circumstances due to the current method of delivering language training to sponsor nominated students.
3. Army language training is delivered by the Defence School of Languages (DSL) and by Salmond House Training Centre (SHTC) in Germany. It is provided either:
 - a. at DSL by courses run in the wings of the school (or SHTC)
 - b. at courses contracted out to the private sector organised and monitored by the Individual Language Training Wing (ILTW) of which I am the manager.

DSL

4. DSL consists of a headquarter and 5 wings. It is commanded by a Lieutenant Colonel and in his HQ he has a Course Development Officer (CDO) and a Project Officer both of whom are serving Majors. The project officer is at present an Australian officer.
5. Four of the wings are dedicated to specific languages - English, Russian (also includes Serbo-Croat), Arabic and German (covering low level instruction with higher levels being taught in Germany at SHTC). These wings are commanded by a Major and have full time staff of both serving officers and civilian lecturers. These wings deliver training on both long and short courses at levels from SLP 2210 (colloquial) to SLP 4343 (Diploma).
6. The fifth wing - ILTW - provides courses for all other languages and will be discussed later.

Quality Control in Dedicated Wings of DSL

7. Quality control for the languages delivered at DSL is exercised by the CO, his CDO and project officer, and within the wings by the Officers Commanding (OCs) supported by their senior staff - that is the chain of command.
8. The following methods employed in the quality control cycle are now made as simple statements not involving the terminology used by the experts and which are sometimes a source of frustration to those at the chalk face (or the whiteboard!). I am certain that you can categorise them into the areas already mentioned by Sqn Ldr Tim O'Hagan. Simple categories are used but there is obviously cross reference and overlap in each category.

a. Policy

- (1) CO's meetings attended by all OCs serve to pass on language training policy decided at MOD level. The CO is a member of the MOD language policy committee which is headed by the present head of the UK delegation and

contains representatives of all the sponsor and training organisations. Details of language training policy are laid down at this committee.

- (2) Work of the HQ cell in providing detail for policies and working practices.

b. Staff

- (1) CO's staff reviews culminating in annual confidential reports for all members of staff both military and civilian.
- (2) Classroom session/teaching appraisal for all members of staff conducted on a regular basis by the CO, his HQ or by the OCs. These are debriefed immediately.
- (3) OCs staff meetings.
- (4) In-service training arranged on either a school or wing basis or by attendance at seminars arranged by outside professional civilian agencies.

c. Students

- (1) Continuous student review using an individual skills profile book. This covers all skills and, where necessary, the extra skills of translation and interpreting. This is an open reporting system and provides for debrief, student comment and remedial action.
- (2) On course assessment via the medium of graded integrated skills exercises (ISE) which are administered at regular intervals during all courses.
- (3) Military examinations currently available at three levels. These provide information on the level of attainment.
- (4) Civilian examinations. These are used to supplement military exams and are from various examining bodies who provide relevant tests. The sitting of such exams are encouraged so the student can gain corresponding civilian certification.
- (5) Open door/access policy allowing the student consultation at all times with the chain of command, the individual tutor and providing a referral system for both staff and students.

d. Course

- (1) Regular programmed course debriefs with individual students, the class and tutors. This can be conducted by officers in the chain of command.
- (2) End of course debrief by an external (to the wing) assessor such as the project officer. In certain instances these debriefs are carried out by MOD appointed officers. Reports are produced for the chain of command with action points for various levels in the chain.
- (3) Feed back from user, sponsor or current post holder.

9. A legitimate question at this stage may be posed. Who checks the DSL chain of command and all the measures given as Quality Control points? DSL is subject to inspection by MOD inspectors appointed by the Training Command (an internal inspection) and we subject ourselves to external inspection by Her Majesty's Inspectors (HMIS) on a regular basis.

Private Sector Training

10. This is organised for each individual service by a dedicated cell. For the army it is the responsibility of ILTW, a wing of DSL. This cell is under command of the CO DSL and responds to needs from sponsors in providing ad hoc training in all languages. Where possible students are placed on DSL courses for those languages taught there. All other languages are contracted out to civilian institutions, which could be in the form of commercial Language Schools, Universities or colleges or to individual tutors.
11. At present the army is using civilian institutions to teach some 26 languages to 62 students all over the UK. The implications for Quality Control are easily apparent given that control is exerted by the wing manager/language advisor supported by two administrative staff and working with a limited budget.
12. The means employed are:
 - a. Staff/Course
 - (1) Initial selection of the school/tutor. Many factors would be considered but would include the facilities offered, quality of tutors, cost, internal control systems, teaching materials, assessment procedures etc.
 - (2) Provision of training objectives, SLP definitions of level required, details of specific language needs and advice on course materials - in short a needs analysis and policy for the training.
 - (3) Briefing and liaison visits to the school/tutor.
 - (4) Provide feed-back for the school/tutor from visits, exam results, checks on profile booklet. The profile booklet for individual students includes a section where the instructor is required to maintain a log of instruction carried out.
 - (5) School/tutor providing an outline syllabus to meet the training needs.
 - (6) Use of the school quality control system.
 - b. Student
 - (1) Visits to lessons, discussion with school (director of studies), tutor and students.
 - (2) Review of profile booklet.
 - (3) Student feed-back - open access policy.
 - (4) Exam results as a validation. This can often be accompanied by an assessment carried out at another institute.
 - (5) End of course critique (this would also be required for any in-country training) and feed-back after assuming post.
13. The problems associated with contracting out are many and various but are compounded by the budget. The recent growth of interest in language learning in the UK has meant better facilities, competition and the imposition of national standards. Although this has helped ILTW to maintain quality the provision of such measurers has meant an increase in costs which has not been met by an increase in our budget. It is extremely true that "you get what you pay for".

Problem Areas

14. Although it is accepted that quality control must be given high priority it is not a new concept, but it has focused the work of DSL towards a continuing review of procedures and methods. This has raised problems which are being resolved or being given serious consideration. I would like to mention a few which could be the subject of discussion.
 - a. Needs Analysis. There is a lack of current and in fact on-going needs analysis for language posts. This is being investigated by a nominated project officer who is considering attaché appointments and by an MOD review of the Army Language Post List (ALPL).
 - b. Level definitions. Although the current STANAG giving SLP levels is a valuable document it may be in need of review after 20 years. It is being translated into training objective terms in DSL at present to enable an SLP to be provided for each job. It has a further problem in that it does not match the definitions being provided by the UK Languages Lead Body, a newly created government organisation set up to deal with all aspects of language training.
 - c. Exams. There is conflict between certification and budgetary requirements in terms of training for post. The current military examinations at higher levels are not modularised and require provision of training above job requirements. Sponsors tend to see posts in terms of examination success and not minimum SLP levels. The new format exams have helped to alleviate this problem but this could be resolved with the replacement of the exam system with a modular assessment.
 - d. Staff. The acceptance of staff to any form of change, the need for INSET and the introduction of Quality Control measurers which are perceived as a "threat".
 - e. Private contracts. The difficulties are numerous but it would be interesting to hear of possible solutions given the constraints of a limited staff and budget.
 - f. Feed-back. There is a lack of a designated feed-back system from post or sponsors. This is being investigated.

The Way Forward

15. It is very apparent that the introduction of any change for improvements to a system will encounter problems. The majority can be solved by good management strategies i.e. in the dealings with the staff, modularised or suitable assessments/examinations and the provision of competent needs analysis.
16. The difficulties of reliance on civilian institutions could be alleviated by DSL becoming its own language school thus removing the "middle-man". This is under consideration.
17. A possible BILC review of the STANAG to meet objective terminology. After all unless we define precisely what we expect our students to achieve how can we really exert Quality Control.
18. A Quality Approach to Training can be considered as a logical development beyond the Systems Approach to Training with no inherent contradictions between them. Indeed, contradictions between the Quality Approach and any other sound Training philosophy would seem unlikely.

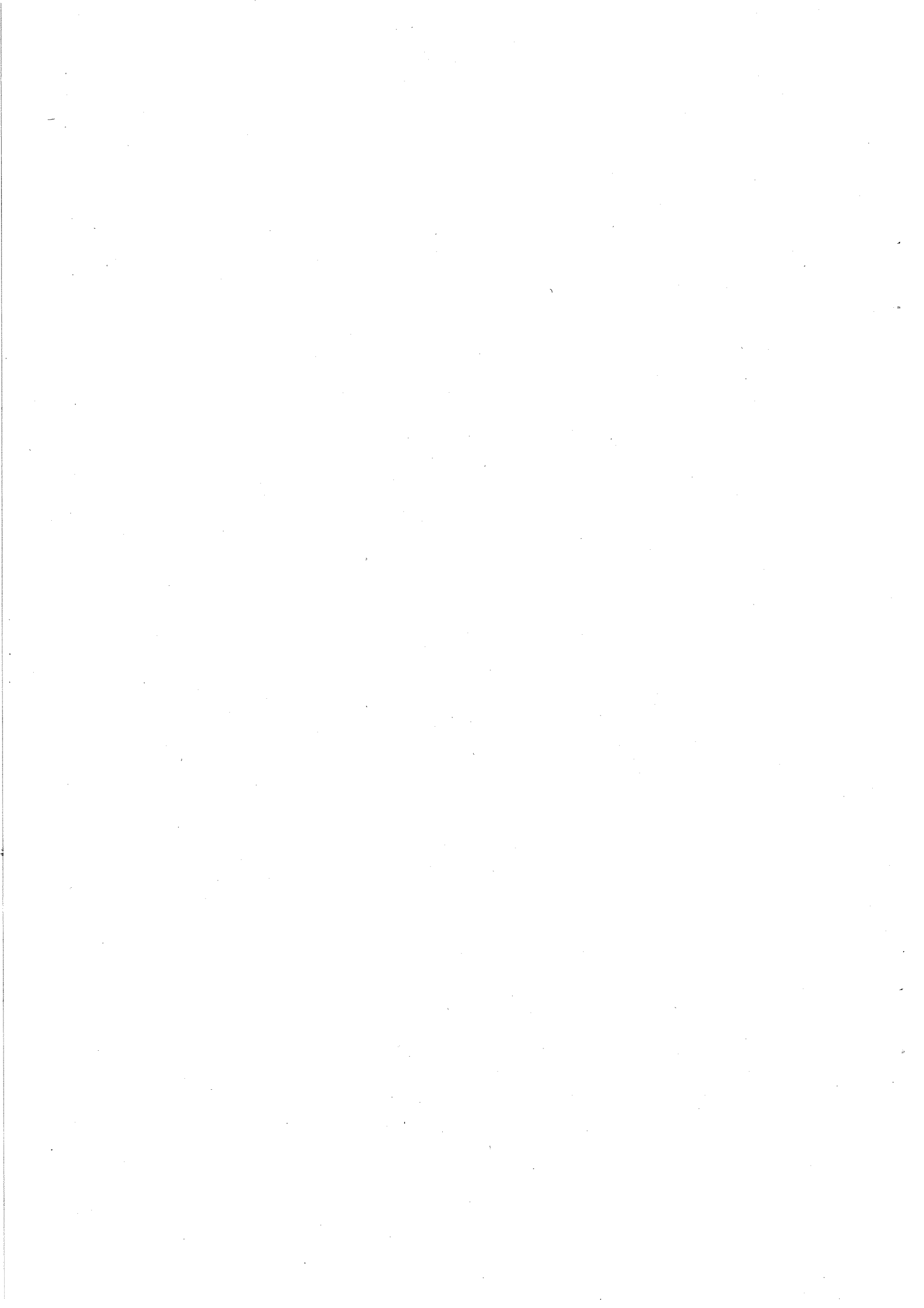
Conclusion

Gentlemen, thank you for that. I am certain that these ideas will be food for thought and that those here today will have some strong views on ensuring quality in training. The subject is not a new one. John Moore and Col. Fisher COMDT DLIFLC, Monterey, separately delivered papers which covered these matters in 1992.

Finally, I believe that we have to keep in sight - through all the financial and organisational arguments - that at the end of this training chain is a soldier who requires the best we can offer him to do his job - and that more often than not - that job is dangerous and uncomfortable.



IV. NATIONAL REPORTS



NATIONAL REPORT - AUSTRALIA

The past 12 months have seen major changes undertaken or foreshadowed for the Australian Defence Force School of Languages (ADF LANGS). These changes are of far greater moment than the rather cosmetic name change effected in 1993 where after 48 years as the Royal Australian Air Force School of Languages, we became the ADF School. In this report I will discuss some of the changes and their impact on LOTE training in the ADF.

We started this year with 59 students in six 'long course' departments: Number 43 Mandarin Course, four students; Number 38 French Course, six students - including one spouse of a military member; Number 40 Bahasa Indonesia Course, 38 students; Number 26 Japanese Course, five students; Number 28 Thai Course, five students; and Number 34 Vietnamese Course, one student - our first privately funded student. Three other departments - Colloquial Indon/Malay, Pacific (Pidgin) Languages and Khmer are also conducting a variety of short courses. Sadly, we have to report the closure of the Russian Department as the ADF currently has no requirement for this language.

Development. To hasten the continuing development of the Australian Defence Language Proficiency Rating Scale (ADLPRS) and the associated descriptors we have created a Training Development Section by seconding one of our Indonesian lecturers to the position of Training Standards Officer. It is a sad fact that we have had to redeploy some of our already scarce resources into this vital area but this section has already achieved results. In the past few months they have created a set of descriptors across a five point scale for the skills of interpreting and translating to add to our macroskill descriptors. In future our graduates will emerge with six-figure numerical ratings for the four macroskills of Speaking, Listening, Reading, and Writing and the two supplementary skills of Interpreting and Translating.

Commercial Support Programme. The major impact on LANGS has been brought about because of the subjection of the School to the Commercial Support Programme (CSP). We are currently facing the same uncertain future that the USA DLIFLC was facing this time last year. We should know our fate on 1 July. Many Department of Defence activities have undergone or will in future undergo CSP. Other institutions and private enterprises are asked to tender for the right to supply certain services to Defence. In our case this meant that we were required to submit our own tender for the contract to provide LOTE training to the ADF. At the time of writing, our tender, along with those of five or six other tertiary education institutions and companies, is still being evaluated. We should receive the decision on our return from BILC. We are hoping for a happy homecoming.

Outside Activities. In the past 12 months military members of staff have been used as interpreters in combined exercises with Thai army, navy and air force and Indonesian forces. We have also provided translations for all three services. We have sent some of our military instructors to assist other nations with their language training requirements. There has also been an increase in the number of requests for LANGS to provide short courses at venues other than Point Cook. At present the Pacific (Pidgin) Languages Department looks set to win the Most Traveled Department award from either the Colloquial Indon-Malay or Khmer Department.

Ad Hoc Training. We have responded to many requests for ad hoc, unscheduled courses - particularly in Pacific languages and Khmer. Many of these courses involved the travel I have just mentioned. This has shown that we are able to respond quickly to demands placed on us by other elements of the ADF and the government.

Future Developments. Many of the major changes currently being undertaken and planned for the very near future stem from our tender proposal for the CSP. Although several of these changes were already being investigated their adoption has been hastened by the requirements put forward in the Statement of Requirements (SOR) issued by the Defence Department as part of the CSP process. This SOR has very clearly set out the Department's LOTE training requirements. Some new languages have been identified - Fijian, Javanese, Korean and Pacific Islands French - and in some of our long-taught languages we will be required also to

provide shorter courses for some specialist requirements. Thus in some languages we will be providing two levels of General Linguist course and three levels of Specialist Linguist course. This will mean that fewer students will be suffering the traditional 47 week courses but many more will be undertaking a variety of shorter courses.

Advanced Training. In the past we have sent selected LANGS graduates to institutions overseas for advanced training. Many of our graduates have gone on study at the recently closed UK Ministry of Defence Chinese Language School (MODCLS) in Hong Kong, to the National University in Singapore, to Union Language School and Chulalongkorn University in Thailand or to various institutions in Indonesia. These graduates have generally been accompanied by their families and the postings have been for 12 - 24 months duration. In the future we intend to provide the majority of this advanced continuation training at LANGS with a very reduced period overseas unaccompanied. This will result in greatly reduced training costs and if we are able to secure homestay accommodation at the overseas site for our students, should provide better learning conditions for them.

Staffing. The most obvious change will be the almost complete loss of military instructional staff. Our traditional manning of instructional positions was a combination of Australian military linguists (usually education officers) and civilian native speakers. Recently we have begun to employ Australian civilian language teachers, especially in the large Indonesian department. To attempt to win the tender we have had to replace almost all the military instructors with civilians. This has been a hard decision to take, despite the obvious success of similarly staffed institutions such as DLI.

Non-ADF Students. Almost from the commencement of LANGS we have also provided LOTE training for government departments other than Defence, e.g. Foreign Affairs, Immigration, Federal Police and Trade. In recent years the number of students in this group has dwindled to almost nil because of what were perceived by these departments as unreasonable fees demanded by Defence. We have now gained agreement to charge fees based on marginal rather than full cost recovery and as a consequence these other departments are now very interested in once again sending their officers to LANGS. Earlier I mentioned that this year we have our first fee-paying private student. The Statement of Requirement issued under the CSP allows the successful tenderer to sell any spare capacity. We have therefore taken a self-funded businessman onto the Vietnamese course. We note with interest that he has so far been unable to divorce himself from his business concerns and is thus unable to proceed at the pace usually demanded of and achieved by our service personnel. In this particular course this is not a concern as he is the sole student. I suspect that most if not all private students in future will come from large companies who will not require anything other than language study from the students they send us.

Aptitude Testing. The requirement to tender has expedited our investigation into all aspects of the School. We are also currently undertaking a review of our aptitude test battery (ADLAB) and are investigating the possibility of replacing it with the Defence Language Aptitude Battery (DLAB) from DLI.

Finally, not knowing our future, may we take this opportunity to thank you all for inviting LANGS to represent the Australian Defence Force at BILC and for all the assistance you have individually and collectively given us over the few short years during which we have been associated with BILC. If we can be of any assistance please do not hesitate to seek us out. We would be very interested in providing LOTE training for your students if our courses meet your requirements. Also, I extend an invitation to all of you to attend the celebration of our fifty years service to the Australian Defence Force and the Australian government at Point Cook at the end of October. Once again, thank you for this opportunity to participate in BILC and to progress in and share our common endeavour - the provision of foreign language training to our respective defence forces.

RAPPORT NATIONAL / NATIONAL REPORT - CANADA

Introduction

This report is a result of the major developments in language training and testing in the Canadian Forces (CF) in 1993/1994. Second language training in the CF focuses on Canada's two official languages, English and French, as set out in the policies and relations of the Government of Canada's Official Languages Act (OLA). In keeping with Canada's international commitments, the CF also develops curricula, tests and instructs several other languages. Communicative methodology is the dominant approach used by the CF in its language training and testing.

En février 1994, le gouvernement a inscrit des coupures importantes dans son budget au chapitre des fonds alloués aux Forces canadiennes (FC). Pour donner suite à ces décisions, les FC étudient la possibilité que la Commission de la fonction publique du Canada (CFP) qui pourvoit la formation en langue seconde et les services en testing à tous les autres ministères du gouvernement, offre aussi ce même service aux militaires des FC. Des négociations ont lieu présentement et on s'attend à ce que le transfert soit mis en marche en septembre 1994 et soit complété en septembre 1995, si la décision est prise d'abandonner la formation linguistique avec nos propres ressources.

Second Language Training Programme

Canadian Forces English and French language training is currently conducted under two programmes: the Military Second Language Training Programme (MSLTP) and the Decentralized Military Second Language Training Programme (DMSLTP). MSLTP courses offer full-time intensive training, in French or English, at nine schools and training centres. Courses vary in length from ten week, 250 hour blocks, to 44 week, 1,000 hour continuous courses. Full-time training was offered to 1589 members in 1993. The DMSLTP courses offer part-time training, in English and French, delivered in segments, as required, ranging from two to three hours of maintenance training per week, to intensive and semi-intensive blocks of 60, 125 and 250 hours. DMSLTP serves close to 4500 CF members, per year, on bases and establishments throughout Canada, the United States and overseas.

Students within both programmes are evaluated with the same achievement tests and performance checks so that a standard measure of student progress, compatible with CF specifications, is applicable to all candidates in language training, wherever they may serve.

Canadian Forces English Curriculum

The Canadian Forces English Curriculum (CFEC) became the official English programme of the CF in September 1993. Based on the principles of the Canadian Forces Individual Training System (CFITS), a systems approach to training, the aim of the CFEC is to develop francophone members' communicative competence within CF military settings. Designed to take candidates with no measurable second language ability to the Functional level of 3333 in three consecutive phases requiring up to 1250 training hours, the CFEC is the basis for all English second language training courses presently available.

Maritime Command Introductory English Course

The CF offers trades training to all personnel in their first official language, according to language of instruction policies which, in turn, are based on the Official Languages Act. Because Canadian maritime forces are generally located in predominantly English centres, Maritime Command offers, to all Francophone recruits who are less than functionally bilingual, basic English courses ranging from six to fifteen weeks in duration, dependent on

their trade and language needs. The aim of these courses is to prepare recruits to function in a predominantly English environment, given the geographic disposition of the fleet schools and work environment. Candidates are tested on entry and graduation from the course. The course is an adaptation of the CFEC.

Curriculum de français des Forces canadiennes

Le curriculum de français des Forces canadiennes (CFFC), conçu selon les mêmes principes que le CAFC (CFEC en anglais) est devenu le programme officiel pour les FC en 1991. On a terminé une édition révisée des phases 1 et 2 en 1993 suite à deux ans de mise en pratique.

Computer Assisted Canadian Forces French Curriculum

The CF has been working on the development of computer assisted learning prototypes to supplement the CFFC since the early eighties. Currently, the Cours de français des Forces canadiennes Programmé (CFFCP) project is underway at École des langues des Forces canadiennes (ELFC) at Saint-Jean, Quebec. The objectives of the CFFCP are to bring students to an appropriate entry level (1111) for a continuous course and to treat typical weaknesses in listening, reading and writing skills.

The development team is working with five multi-media platforms composed of a 32 bit (66 MH) computer with 16 MB of RAM, a video-numeric compression/decompression card and two integrated disk units made up of a CD-ROM with sound and image vector and a removable high-capacity back-up unit (128 MB). Having established a computer taxonomy of over 100 activities for the 20 lessons of level 1 of the CFFC, the team has finished cross-referencing them and is now developing model lessons.

Special Testing Campaign

CF policy requires updating of language proficiency profiles every four years with the exception of Integral (level 4) profiles which are exempt. With the help of an accredited contractor, the forces-wide testing campaign (known as the "Blitz") was carried out from October 1992 to May 1993. The campaign was a success with close to 6000 members being tested.

Selection Test Development

The CF English Selection Test and the Test de Sélection en français were completed in December of 1993. The tests were developed to determine language training requirements of prospective recruits at Canadian Forces Recruiting Centres. The multiple choice tests which assess reading and writing skills at levels 2 and 3 are designed to be easily administered and scored at the centres.

Maintien de l'acquis en performance linguistique

Un membre du personnel de la Direction de la formation professionnelle et linguistique est en train de mener une étude sur le maintien de l'acquis en performance linguistique auprès des militaires des FC. Cette étude fait partie d'une thèse de maîtrise sous l'égide de l'Université d'Ottawa. Elle vise les membres des FC qui ont été testés dans les cinq dernières années pour déterminer si leurs habiletés se sont améliorées, perdues ou maintenues suite à leur premier test. On évalue la stabilité des quatre habiletés linguistiques (l'écoute, l'oral, la lecture et l'écrit). On étudie également la corrélation entre la stabilité de la performance linguistique et les facteurs comme la formation, l'environnement et l'attitude/motivation.

Élaboration des curriculums de langues étrangères

Suite à une demande urgente, l'École des langues des Forces canadiennes (Canadian Forces Language School (CFLS) en anglais) à Ottawa a élaboré un programme élémentaire de serbo-croate. Jusqu'à maintenant les huit modules du niveau 2 sont terminés et les six modules du niveau 3 seront finis à l'automne 1994. A cause d'un manque de temps, on utilise présentement le programme pour les Attachés au niveau 1, mais on projette tout de même d'élaborer un cours élémentaire quand le niveau 3 sera terminé. CFLS Ottawa a mis sur pied cinq classes de cours élémentaire de serbo-croate.

CFLS Ottawa a également élaboré les niveaux 1 et 2 (13 modules) d'un cours de polonais pour les Attachés militaires, qui sera disponible en juin 1994.

Élaboration des tests de langues étrangères

CFLS Ottawa est en train de compléter l'élaboration de ses propres contrôles de rendement (CR) et de ses tests de rendement (TR). En 1992, on a élaboré un test de traduction (E) et on l'a ajouté aux tests CR et TR déjà en opération: A (écoute), B (oral), C (lecture) et D (écrit) pour répondre aux besoins de la clientèle des cours élémentaires. En 1993, CFLS a complété sa série de tests en y incluant un test de transcription (F). A CFLS, on peut maintenant tester toutes les habiletés enseignées dans les différents cours de langues. Les tests E et F sont maintenant disponibles en arabe (irakien), en russe, en espagnol, en perse et en serbo-croate pour les niveaux 1, 2 et 3.

Canadian Military Training Assistance Programme

As a member of the North Atlantic Alliance, Canada is committed to assisting in the successful transformation of the countries of Central and Eastern Europe (CEE) from totalitarianism to democracy. As part of the Canadian Bilateral Military Relations Program, Canada is offering selected CF training courses to career members from several CEE armed forces. One of the first activities offered to CEE personnel was English language training at the Canadian Forces Academy of Leadership and Languages (CFALL) Borden through the Military Training Assistance Program (MTAP).

Two MTAP English Course serials for CEE Officers were completed in 1993 with thirty officers from four CEE countries on each serial. The countries represented were Czech Republic, Hungary, Poland and Slovak Republic. The candidates received 500 hours of language training and were tested for the Functional 3 level at the end of training. Another serial began in April 1994.

The CFEC is used as the foundation for instruction for the MTAP English course. As the CFEC was originally developed for francophones in a CF milieu, revisions have been made to better accommodate the CEE clientele.

Teaching Support to Polish Peacekeeping Centre

In the spring of 1993, the Polish Peacekeeping Training Centre (PTC) Kielce, Poland requested CF support for their English language training programme. A small CF team carried out a needs analysis that same summer. As a result, three teachers from PTC Kielce are expected to arrive at CPALL Borden, this summer, for three weeks, to familiarize themselves with CF "English as a Second Language" materials and the application of communicative teaching techniques in a military milieu. Two Canadian language training specialists will then accompany the Poles back to PTC Kielce, for one month, to assist them in effecting changes in materials and methodology, as well as to provide on site support to the teachers during their transition. This will likely be followed-up by a return visit, for testing, at the end of the first course.



NATIONAL REPORT - DENMARK

Linguistic Support to Programmes of Military Cooperation with Eastern Europe

Since the end of 1992 the Danish Defence Forces have been developing programmes of military cooperation with Eastern European countries, mainly with Lithuania, Latvia, Estonia and Poland.

For the Danish Military Language Training Community and particularly for the Army Specialists Training School (DASPETS) the implementation of these programmes has created a new field of work including

- Introductory courses (in Russian) for groups of Eastern European military personnel before their attending special courses (also conducted in Russian) in Danish military schools;
- Linguistic support (preparation of written material and interpreting for instructors) of such special courses;
- Language training (Danish language) of Eastern European military individuals as a preparation for their attending ordinary courses in Danish military schools.

At this moment three groups of Lithuanians (Home Guard, Army NCOs, junior officers, a total of 70 persons) have finished special courses of Danish military educational and leadership principles in different Army schools, and similar courses will be conducted for Latvians. The duration of these courses vary from three weeks to four months.

The long courses have been preceded by a two week introductory course during which the students have been introduced to Danish Army organization, Military Law and Regulations as well as to the geography and history of the country and to Danish society of today. All lectures as well as practical exercises are conducted in Russian at DASPETS by its own language instructors. The subsequent special courses in other Army schools are conducted in Danish by local instructors with interpreting into Russian by Army linguists under the guidance of DASPETS. The use of Russian as means of communication - however unpleasant it might seem - enables the Armed Forces of the Baltic republics to have trained individuals who have no knowledge of Western languages.

As for the courses of Danish for future Eastern European students of Danish military academies and other institutions, they will have a duration of 12 months (three months "crash course" at a civilian commercial school and nine months military terminology at DASPETS).

Educational Technology applied by Denmark

In order to limit the subject, the following only concerns the use of educational technology applied in the armed forces in Denmark.

Educational technology today has its basis in the widely used correspondence school, which has been an institution in the Danish Armed Forces for more than 45 years. Technological development, however, has made it necessary for The Military Correspondence School to take new initiatives. This process has been a reluctant and occasionally a very slow one; which thus has opened up for others to act as "gap-fillers". One of these gap-fillers is the Education Development Division (EDD) under the auspices of The Armed Forces' Centre of Leadership.

The personnel which crews this small unit is a variety of more or less properly trained computer-freaks (to use the proper term). This must not in any way be misunderstood or underestimated. It is doubtful whether the armed forces would have a similar enthusiastic crowd of computer-experts today with the proper educational background, had they not been given such free hands. The results speak for themselves.

Today the EDD produces a rich variety of training programmes, that you can get on video-cassette, on a computer-disc, on Laser disc (if the equipment is available), on audio-cassette and last but not least on CD-ROM. Of course the contents of the program determines more or less the media, but the computer-disc and the CD-ROM seems presently to be the great success of the day and to become the one of tomorrow.

There is, of course one vital reason why. Within the last 3 - 4 years the amount of personal computers within all three arms has increased enormously. It is wrong to say that every NCO and officer has his own PC, but indeed, he has access to one. Conscripts and private soldiers are today at several places able to use computers for additional training and education. And it is exactly here where the EDD programs come in.

Several programs have already been produced, and the necessity for pin-pointed areas of learning was soon realised, when Denmark started sending UN-soldiers to Croatia. Tank recognition, including names and terms and a new program about armoured personnel vehicles in ExYugoslavia are among the most frequently in request. This last program is also available on CD-ROM.

Other programs include "Taxonomy - classification of educational aims" and "Range estimation". The only things required for using these programs are a PC with a VGA monitor and a mouse. A video cassette on "the Laws of the War" has also been produced for the Nordic UN troops.

At the moment the EDD is making experiments in order to make a CD-ROM program. The working title is "Communication - dialogue and perception" and the target group will primarily be officers and NCOs who work in the pedagogic field.

A few days ago a video-conference test was made between the Chief of Defence (Vedbaek, Denmark) and the Navy Operational Headquarters in Aarhus (DK). Within the last few years quality has improved and picture and sound is now simultaneous. This has made the media extremely useful, not only as a time-and-transport saver for meetings, but, indeed, as a back-up for pupils who need a 'direct' contact with the teacher.

The interest for the test was remarkable and without any doubt we shall see this in the area of educational technology in the future in Denmark.

Finally it is worth mentioning that Denmark, Norway, Sweden and Finland have for some years been coordinating the educational technology at a more international level. Last year a conference was held in Skive (Denmark), where the latest developments were presented, tested and discussed by the four nations. A working group has been formed with the aim to exchange information and know-how on the subject.

NATIONAL REPORT - FRANCE

General

1993-94 has been a significant academic year as well as it had been the case the previous year. The same trends have been observed in the field of language policies in the French armed forces and our DOD has gone on implementing the same policies. The requisite that had been defined for EIREL (Ecole Interarmées du Renseignement et des Etudes Linguistiques / Joint School for Intelligence and Language Training) is still valid. The same aspects that were emphasized last year are still valid, too.

- Language training as a part of the formation of the Officer
- English language as a requisite for regular ARMY personnel
- Use of computer-assisted training methods

English Language as a Requisite for Regular Army Personnel

The basic knowledge of English required for any officer and/or NCO will now be acquired during his/her basic training at the adequate Academies or Schools. Hence, EIREL and more precisely the SEBNA (Section d'Etudes Britanniques et Nord-Américaines / Anglo-American Studies Section) is more and more involved in providing the French military personnel with a wide package of training sessions:

- 2 months of "basic English" for Army Aviation pilots.
- 4, 2 weeks or 1 week for personnel assigned to UN.
- 1 week of "specialized English" for some particular assignments.
- 2 weeks for Officers specialized in scientific fields.
- 1 week for "gendarmes" serving with the UN, either as MPs or CIVPOL monitors.
- 1 week for the future Defense Attachés

As a whole, the SEBNA has trained some 600 trainees in 28 sessions of 15 different types.

Other Languages

The German section has experienced a growing activity due to the requirements of the Eurocorps in German language training as well as to those of the "GENDARMES" assigned as MPs with the French Forces Stationed in Germany.

Russian and other Slavic languages are taught both on a resident and a non-resident student position.

Arabic is taught on the same basis as Russian, as well as Chinese and some Asian and African languages.

Serbo-Croat is taught on an "answer-to-a-request" basis according to the requirements of the French DOD.

Portuguese is now regularly offered as a basic training package of four weeks for personnel selected to attend Brazilian or Portuguese military schools and training centers.

Reserves Training

EIREL is responsible for training all Reserve Officers who hold the "Interpreter" Military Occupational Speciality in all languages in which they can be found. They benefit of a non-

resident yearly course as well as of 2 one-week training sessions per year, with one normally including a professional visit to the Armed Forces that speak their specialty language.

EIREL also conducts twice a year a two-month specialized training session for young "ROTC" cadets in the same MOS.

EIREL is also responsible for all language training and language examinations of the Army.

Miscellaneous

EIREL also conducts various experimentations, trials and tests related to language training technologies -on behalf of France's DOD. Such tests deal with items such as portable language labs, language training software, a.s.o...

Conclusion

Dealing with some 25 languages, facing a growing demand, EIREL, directly or with the assistance of reservists and contracted civilians, is more than busy.

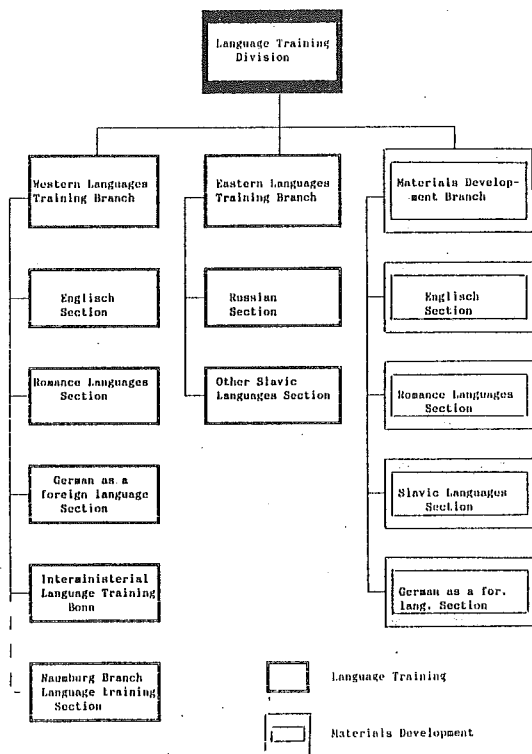
NATIONAL REPORT- GERMANY

I. Language Training

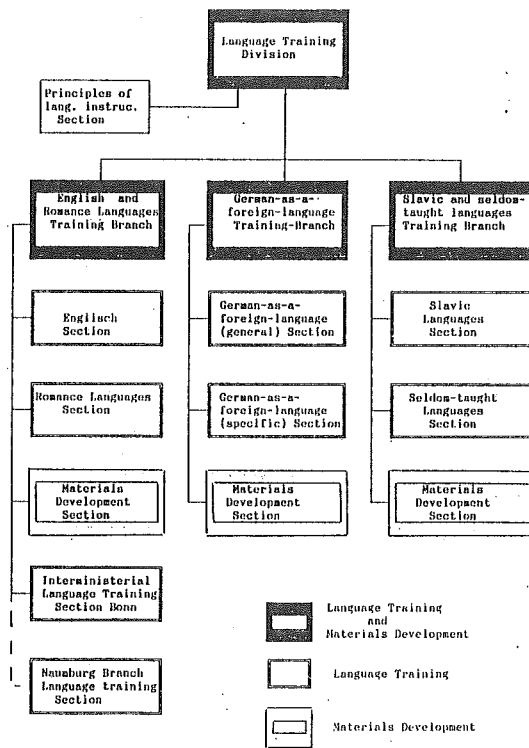
The recent political changes have resulted in a greater demand for English, French, German as a foreign language and for the seldom-taught languages and a sharply reduced requirement for Czech, Polish and Russian.

These changes, as well as new demands made on the materials development branch, have made a reorganization within the Language Training Division necessary. Since there is now a greater need for testing materials and certain kinds of specific teaching materials than for general materials, the integration of the materials development branch with the teaching branches has become mandatory.

Present Organisation Bundespräsident
Language Training Division



New Organisation Bundespräsident
Language Training Division



1. English

The increasing emphasis on interoperability stated in last year's report continues to be one of great importance in English language training. A course for future Air Force General Staff officers has been instituted, courses for Army officers preparing for exercises at the Combat Maneuver Training Center will be expanded from one to two weeks, and courses for German UN Personnel will be taught on a regular basis. Personnel has been involved in extensive preparation and revision of materials for these courses.

The need for negotiations and exchanges between experts within the European Union has resulted in an increasing demand for short refresher courses and English for Special Purposes (ESP) courses by civilian authorities such as the Ministry of the Interior and the state government of Northrhine-Westphalia.

2. Romance Language

Due to a number of crash projects, the requirement for French by the military has largely been met and the demand has now stabilized. More emphasis is therefore being placed on French for special purposes, such as the French course for educators from the State ministries of education and culture.

The requirement for Spanish is on the increase, especially for advanced instruction for students from the various ministries. Italian and Portuguese continue to be taught both at the beginners' and advanced level, while Romanian is taught on an as-required-basis.

3. German as a Foreign Language

The intensified bilateral contacts between Germany and the Eastern European countries have resulted in a greater demand for German language training in preparation for military course attendance, mutual exchanges and arms control duties. This increased demand cannot be met by the Bundessprachenamt alone. Emphasis is therefore placed on supporting preparatory German training in the sending states, thus reducing the course duration at the Bundessprachenamt and achieving a greater throughput. With this intent, 6 to 12 week seminars for teachers of German from these states are being conducted. In addition each sending language training institute receives a materials "package" (software and hardware) tailored to their needs.

A successful example of this approach is the newly-instituted course for Eastern European arms control officers and our pre-staff-college language training, which for the first time is being conducted simultaneously for all three services.

4. Slavic Languages

The demand for Russian, Czech and Polish has decreased in quantity but increased in quality, since skills in these languages are now required primarily for face-to-face communication by higher-level military, police and customs personnel. Croatian and Ukrainian courses were also conducted.

5. Seldom-taught Languages

Latvian has been added to the languages taught. The demand for other languages has remained constant. The special Turkish course for customs officers has become a regular feature.

II. Materials Development

1. Self-study material

Special emphasis is being placed on developing listening and reading material in English, French and Russian for those unable to attend courses. The CALL-package for English ("Dr Doolittle") mentioned in the 1993 report has been revised and expanded.

2. Course material

The following deserves special mention:

- Didactized Russian TV news reports.
- A package of German area studies material describing 30 regions.
- A course package for an intensive English course for military policemen.

III. Testing and Evaluation

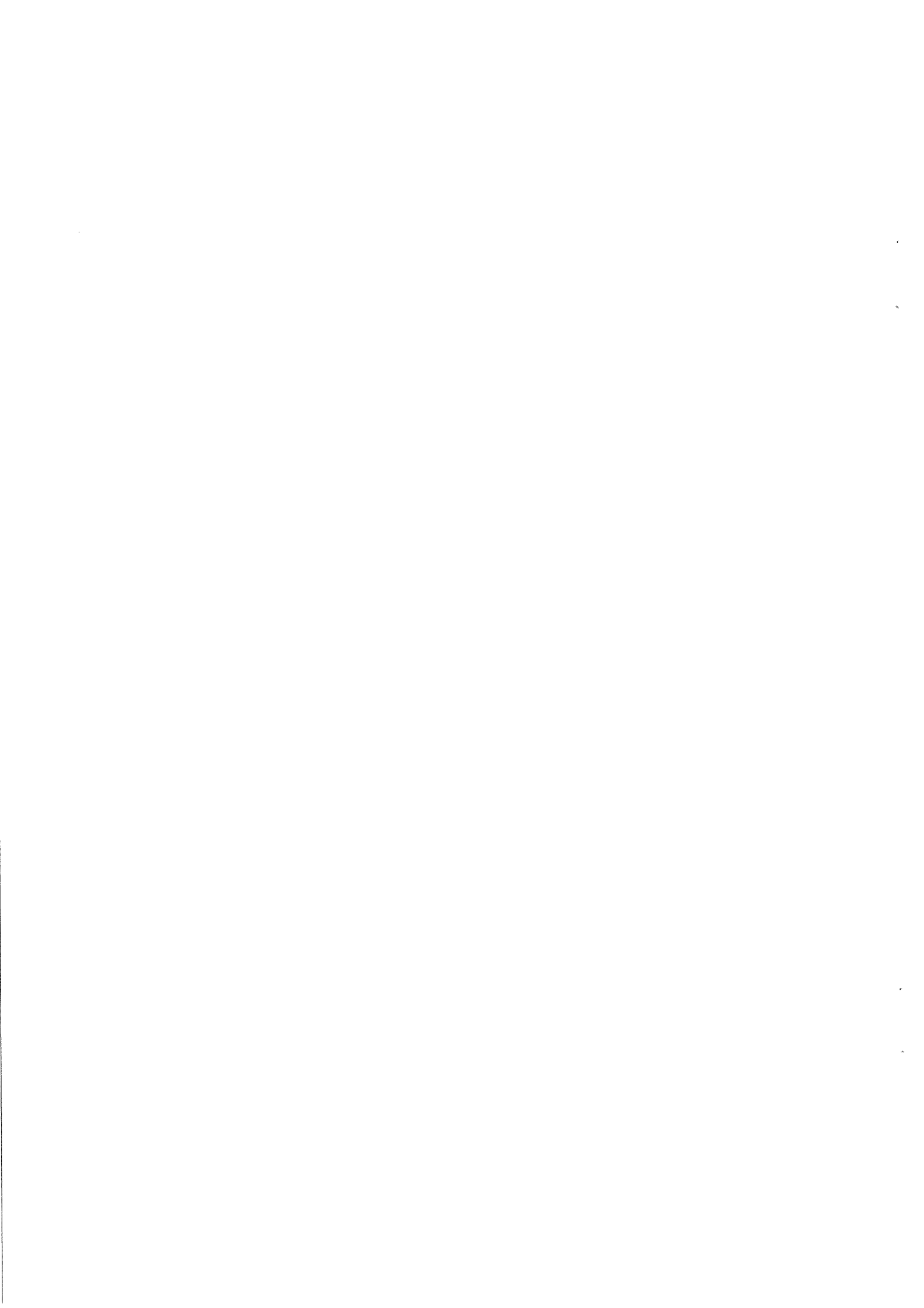
1. Study Group on Testing and Evaluation

As stated in last year's report, this group was formed in order to "re-evaluate the current test system for German-as-a-foreign-language, English, French, Russian and Spanish with emphasis on the procedures for test development, production, marking, evaluation and validation. Particular consideration is to be given to making test development and evaluation more efficient and to reducing the probability of compromise."

After an initial phase of consolidation, the group has developed into an interdepartmental forum for quality within the Bundessprachenamt. This has resulted in a growing awareness on the part of directors, administrators, materials developers and users (teachers) for the problematic elements of language testing.

2. Test production

Test production and revision continued in English, French, German, Portuguese, Russian and Spanish. The computerized "Items and Topics" data bank for English mentioned in the 1993 report was expanded.



Refresher Course Aimed at Requalification (CAFR) - Refresher Course Aimed at Employment (CAFI)

These courses are much shorter and more intense: they last only 30 days and are reserved for students with an SLP of 4-3-3-3- or -4-3-4-3 who will be assigned to NATO and UN organizations. Thus, the teaching of Military Terminology in these courses, even if similar to that which is carried out in the Course for English at Upper Levels, produces a higher level of mastery in fewer hours because these courses are attended by personnel with an optimum linguistic base. It should be emphasized as well that the instructional activities carried out in the CAFI Course are adapted to the individual needs of personnel who have been assigned to NATO and UN organizations and are in conformity to the requirements of the individual's "Job Description".

Course for Officers of the Staff College

This lasts 14 weeks and is the most demanding course of the School. Students are expected to learn concepts of Military Terminology and elements of military theory in the language. These components are necessary because the Officer is expected to hold "briefings" on professional topics, global strategy, etc. at the termination of the course and are meant to prepare officers for assignments to Staff Headquarters.

2) Arabic language course

A parallel course in military terminology has been introduced and is composed of at least 100 lessons. The objective of the course is to furnish students with a basic technical-military lexicon with special reference to those procedures which concern the specific assignment.

b. Future Plans

In the near future, the Army's Foreign Language School will continue the task of updating and renewing in order to satisfy the ever growing demands for mastery of foreign languages in the Armed Forces.

In regard to the language courses, the following are under study:

- the expansion of the first phase of the Correspondence Course or rather the one relating to the "Self Study" phase;
- the extension of instruction in Military Terminology to courses in French, Serbo-Croatian and Slovene;
- the introduction of an new intensive course in Spanish;
- the standardization at NATO level of the examination in German as it was done earlier for English and French.

3. The Navy

a. The Navy does not have a Foreign Language School. The teaching of foreign languages, and English in particular, is carried out in several instructional setting as follows:

1) For Officers from the Academy:

The course is implemented during the four years of Academy training and consists of lesson cycles taught by instructors using audio-cassettes; the lessons during the fourth year are dedicated to the mastery of technical naval terminology;

NATIONAL REPORT - ITALY

1. Introduction

The mastery of foreign languages is assuming an ever greater importance in the Italian Armed Forces, both as a professional skill for personnel at all levels and in all sectors, as well as to ensure a qualified national presence at NATO bodies and other international organizations.

Mindful of these needs, significant human and financial resources are directed toward the learning of foreign languages - especially English and French - at the Training Institutes, at the Armed Forces Foreign Language Schools and at private institutes which operate in Italy and abroad.

As in earlier years, this National Report has the objective of examining the training activities carried out by the Army, the Navy and the Air Force with particular reference made to the most important innovations introduced this last year.

2. The Army

- a. The Italian Army administers a Foreign Language School which offers foreign language courses for, above all, Officers and Non-Commissioned Officers. In recent years, in order to increase the student's knowledge of military terminology, the School has introduced into its courses in English and Arabic parallel courses in military terminology; these courses are attended by Officers and Non-Commissioned Officers. This technical-military preparation is achieved through the following:

- 1) **Courses in English**

Courses in English constitute the core of the foreign language curriculum at the Army's Foreign Language School. There are several objectives of the technical-military preparation and in order to ensure that they are achieved, an entry level of English mastery not inferior to SLP 2-2-2-2 is required from students before being admitted. The objectives to be achieved are:

Correspondence Course - Second Intensive Phase

The section of the Correspondence Course dedicated to Military Terminology lasts 30 hours for the intermediate level and 50 hours for the advanced level over a period of 14 weeks and aims to differentiate the technical-military preparation of Officers from that of Non-Commissioned Officers. At the termination of the course, Officers are requested to hold a "briefing" while Non-Commissioned Officers are requested to make a "presentation" relating to specific topics of military interest. This training is carried out in close collaboration between the language instructor and the instructor of Military Terminology.

Course for English Acquisition at Upper Levels (CALs)

The Military Terminology part of the Course for English at Upper Levels lasts 50 hours over a period of 14 weeks. In contrast to the correspondence course, however, it is attended by Officers and Non-Commissioned Officers who have achieved a level of language knowledge equal to a SLP of 3-3-3-2 and who are candidates for posts in NATO and UN organizations and who need, therefore, a more substantial technical-professional knowledge of the language relating to the specific organization to which he will be assigned.

- 2) For Officers not from the Academy:
The course consists of a cycle of lessons taught at the training school;
 - 3) For Non-Commissioned Officers:
English lessons form the didactic programme for the various categories of Non-Commissioned officers who attend the school. Teachers are not mother-tongue.
 - 4) For conscripts:
No course in English as part of the instructional programme is planned at present for conscripted personnel. Nonetheless, two experimental courses a year lasting four months each are held at the Naval Instruction Centre for Conscripted personnel who are to be assigned to Headquarters. The BBC video series "Follow me" is used for this course.
- b. The language laboratory at the Naval School is reserved for the administration of the T.U.I. which measures the mastery of language level of Naval personnel.
 - c. For personnel who are likely to be assigned abroad, two courses of language specialization are held where mother-tongue teachers use an active-passive method. An experimental "Full Immersion" course was instituted this last academic year in order to improve the mastery of English; this is held at a private institute in Livorno and lasts 200 hours and is meant for higher ranking officers attending the Normal Course at the Maritime War Institute.

4. The Air Force

All activities in the Air Force relating to the learning of foreign languages is coordinated and supervised by the Air Force's Foreign Language School located in Ciampino.

- a. The following activities are undertaken at the school itself:
 - The Coordination of the foreign language instructional programmes taught at the training institutes for Officers and Non-Commissioned Officers;
 - The implementation of courses in English and French;
 - The coordination of the activities of the private institutes which offer courses for Officers and Non-Commissioned Officers, and in particular for personnel who must learn such languages as Arabic, Russian, Serbo-Croatian, etc.;
 - The testing of the mastery level of other languages.
- b. Intensive Courses
The principal activity at the Air Force's Foreign Language School is the coordination of intensive courses in English of a duration of about three months (from Basic to Advanced).

The teaching of grammatical structures remains the main objective for the Basic and Basic Superior courses whereas the Intermediate, Upper Intermediate and Advanced Courses focus on improvement of communication (for LISTENING and SPEAKING).

To this end, an oral presentation to be given at the termination of the more advanced courses will be required as part of the course programme; the presentation will be made in front of the class in the presence of the instructor and of the examiners.

The student will be expected to choose an appropriate topic and gather as much information as possible relative to his topic from newspapers, magazines, encyclopaedias, etc. and then make an outline of the principal headings which will be expanded in the presentation.

An integrative phase to the Advanced Course is under study: in addition to consolidating the more complex grammatical structures in English, it would also expose the student to a number of technical expression inherent to pre-established military categories such as flight, electronics, arms, etc.

c. New programmes

In order to improve the knowledge of foreign languages, the number of hours spent in English language instruction was increased during 1993 both in the programmes of the Non-Commissioned Officers School as well as in those of the academy.

As regards Non-Commissioned Officers, an intensive course of about 160 hours is planned at the end of the Normal Course with the objective of achieving the second STANAG level; afterwards, 80 more hours are dedicated to the acquisition of technical terminology;

In regard to the Academy, an intensive course has been introduced which leads to the achievement of a second level for all Navigation personnel.

Recently, the Air Force Foreign Language School has formulated a test which measures both theoretical and practical knowledge of GROUND - ONBOARD phraseology; this test will be administered to pilots.

d. Future plans

The introduction of correspondence courses in English and French is under study: these courses will be meant for personnel who are unable to attend courses at the Air Force Language School or at private language institutes.

NATIONAL REPORT - NETHERLANDS

1. Introduction

In the Dutch National Report of 1993 it was already mentioned that on the policy level the Ministry of Defense investigates the possibilities to create a Defense Language Institute; in the preparation stage of peace missions and military operations in conflict areas the issue of languages is nowadays a permanent item on the agenda; and on the execution level the demand for personnel with a solid knowledge of modern languages increases rapidly. These are only some of innumerable examples to show that more than ever the problem of languages is relevant in all ranks of the Dutch Armed Forces.

2. Foreign Language Center

Up to the present day, all language training programs, apart from trainings in the Slavic languages and some minor English military courses at officer and regular NCO schools, are contracted out to civilian institutes.

In general, the increasing demand for personnel with adequate language abilities has accelerated plans to establish a Foreign Language Center. At this moment consultations between Army, Navy and Air Force have to make clear if it will be a language center for the Army only, or if the other Services want to participate as well.

The possible tasks for such a language school have still to be worked out in detail; the first plans are directed towards a language center as a coordinating body that is responsible for all aspects of foreign language education for military personnel, such as:

- supervising all language training programs (quality control), whether they are conducted at the school itself, on the job, or contracted out to civilian language institutes; this aspect comprises also developing and administering a Defense Language Proficiency Test system;
- developing and conducting foreign language courses (SLP orientated); administering a data bank in order to provide for qualified instructors, interpreters and translators in any requested language;
- producing language survival kits for peace missions and military operations in conflict areas;
- conducting research into the language learning process.

In September 1994 an elaborated proposal has to be presented to the Ministry of Defense, a deadline for the decision making process and the eventual implementation period is, however, not yet determined. As most of the plans are only in a provisional stage, we would be grateful to receive any advice or suggestions from our NATO counterparts that could help us with the establishment of a language center.

In the meantime the Russian Language Wing (RLW) has been asked to provide for alternative models for such a language institute. Thanks to its long experience in (military) language training, its highly qualified linguists and the good infrastructure, it is not unlikely that RLW will play a major role in the creation of a Foreign Language Center, and eventually become an integral part of this new institute.

3. Russian Language Wing (RLW)

~~Anticipating the abolition of the compulsory military service in the Dutch Armed Forces by 1998, RLW has stopped the Russian Interrogation Course and the Russian Translators' Course, both of which were intended for conscript personnel only.~~

● Training Program

The Russian language program for the next few years will consist of the following main courses:

- The Basic Course (32 weeks) provides for a basic knowledge of the language (SLP 2221) as a foundation for the job oriented courses;
- The Foreign Area Specialist Course (20 weeks) provides the student who has completed the Basic Course with a solid knowledge of the foreign area (language (SLP 3332); people, history, culture and geography; military organization and arms). In addition, the student receives instruction in interview and interrogation techniques and acquires knowledge of resistance training on behalf of active military units. After completion of the course, the student is employable as an all-round liaison officer for peacekeeping operations, and - to a certain extent - as a translator and interpreter.
- The Verification Course (31 weeks) gives the student, in connection with the Basic Course, a thorough knowledge of the CFE Treaty (both in Russian and English) and of arms control in general. The language proficiency reaches an SLP of 332+2+.
- The Interpreter Course (27 weeks) is conducted on an irregular basis, and trains the student primarily in interpreting techniques and CFE Treaty terminology (SLP 4433).
- The Maintenance Program is intended for CFE Inspectors after completion of the training program at RLW. In essence the Maintenance training consists of several types of instruction over a certain period: the inspectors have 2 hours a day at their disposal to maintain their passive proficiency skills by self-instruction; for the active proficiency skills RLW conducts training on the job one day every two weeks and an intensive maintenance course of two weeks every three months. All instruction concentrates on job oriented skills. An evaluation of last year's Maintenance training program has shown that the present approach is satisfactory, although, due to the irregular working shifts of the inspectors, an ideal situation will possibly never be realized.
- Ad hoc training programs for military attaches, monitors etc., are increasing in number and diversity.

● Projects 1994-1995

- The retraining of three instructors of Russian into teachers of Serbo-Croatian will be concluded this summer.
- In spring of this year RLW has completed a Dutch-Serbocroatian language guide for Dutch UNPROFOR personnel. RLW shall accompany this guide with some hours of instruction for selected military personnel as part of their preparation for the UN mission. The benefits and shortcomings of the guide in the field are carefully supervised by RLW.
- From April 25 till April 29 of this year an international Russian language exercise was held at our school, with participation of military linguists from Denmark, Germany, Great Britain and the USA. The objectives of this exercise, to improve language skills and interrogation techniques, and to intensify international cooperation, were achieved with great success.
- The rewriting of the Russian Basic Course is underway, by the end of 1995 this course is expected to be developed entirely.
- At about the same time the new Foreign Area Specialist Course will be ready, so that the first students can start their training as from January 1996.
- Parallel to the Verification Course, which focuses on the CFE Treaty, a special course has to be initiated for the "Open Skies Treaty".

4. Conclusion

The period 1994-95 could be crucial for the issue of language training in the Dutch Armed Forces in general, and for the future of RLW in particular.

NATIONAL REPORT - SPAIN

In this annual report I want to show you the potential of the Spanish Armed Forces in the foreign languages range. You will see many statistics, which will enable you to make out the level reached in each language by many officers and sergeants, along with their service branch, the profile that they have got in each language. Some of these military people are now working in other countries as, for example, El Salvador, Bosnia, Mozambique in UN missions.

You will be able to see an example of an English exam for obtaining a superior level in the English language. In the same way, I will give you an explanation of the work of the armed forces schools of languages: their location, members, teachers, pupils, courses and other matters.

In this report, I would like to explain the organization of military language training in Spain. Now in Spain there are four military language schools:

- **Armed Forces Central Joint School of Languages:**
This school is a department of the Ministry of Defense. In this school, nowadays, there are three sections:
 - Arabian section
 - Russian section
 - German section

In it there are courses in Arabic, Russian and German every two years. In each course there are a maximum of twelve students, male or female, members of the Army, Navy, Air Force or Civil Guard. Shortly we expect to create three new sections: French, German and a Spanish section.

- **Language School of the Navy:**
In which it is possible now to study English, French, German and Arabic.
- **Language School of the Air Forces**
With: two English, French and German sections.

In the Spanish Armed Forces, you have to do your proficiency exam in accordance with your speciality or your service. All the members of the common corps have to pass their exam in the Central Joint School, members of the Army, Navy and Air Force in their own school or at their own examining board.

- **Central School of Foreign Languages of the Navy**
Location: In Madrid in the center of the city, near Cibeles square.
Mission: to improve the foreign languages level in the Navy.
Teachers: 8 civilian teachers.
Languages: English, French, German, Arabic, Portuguese.
Possibilities: For teaching 102 pupils at the same time in six rooms.

In order to carry out its mission, this school has television sets, videos, computers, cassettes and other materials.

English Courses in the Navy

- MT 93.

Only one academic course.

Number of pupils: 45

Rank: officers and sergeants of the Navy. These courses MT 93 are to improve the English level of the military staff of the Navy.

The duration of these courses are from 30 days to 41 days.

The teachers of these courses are civilian teachers of English, with a long experience of teaching English.

Courses for Students with a Medium Level of English

Two courses.

16 pupils each course.

Members of the Navy and the Spanish Civil Guard.

- 17 Officers and sergeants of the Navy.

- 15 Officers and sergeants of the Civil Guard.

Duration of these courses: 36 days.

Initiation Course of English

11 members of the Navy each year.

Officers and sergeants.

35 days in this school.

Intensive Course of English

5 members: 2 from the Army, 1 from the Navy, 1 from the Air Force.

Civilians and Officers.

20 days

General English Course

For civilians and military people.

Women and men: - 100 men

- 88 women

Duration: 85 days.

Other Language Courses:

- French: pupils on this course are military and civilian people, men and women (39 men, 16 women); the duration of this course is 85 days.
- Arabic: 10 people, 7 men, 3 women, civilians and members of the Navy. 84 days at this school.
- German: 35 pupils each year, 22 men, 13 women (last year). Civilians and members of the Navy. 85 days.

To implement the NATO standardization agreement (STANAG) in the Spanish Armed Forces there are, twice a year, exams in all the languages that are required of the military members in the military services.

As an example we include in this annual report, an English exam with all its writing elements. Each year there are more petitions to sit these exams.

In the attached statistics, you can see the increase in the study of foreign languages in the Spanish Armed Forces.

Members of the Navy who took part in the exams last year with indication of the number of those who passed the exam and the ratio that this represents.

Language	Enter for Exam	Passed	Ratio
German	3	2	67
Arabic	1	1	100
Portuguese	4	4	100
English	110	62	56
French	20	12	60

**Military Observers -
Petitions Year 94 -**

Summary

Captains

Infantry:	208	Superior Scale:	280
Cavalry:	21	Medium Scale:	22
Artillery:	42		
Engineers:	23		
Service Corps:	8		
Total:	<u>302</u>		

Language Proficiency Level

English	3.3.3.3. or SUPERIOR	<u>43</u>
	from 2.2.2.2. to 3.3.3.3.	<u>83</u>
	from 1.1.1.1. to 2.2.2.2.	<u>28</u>
French	3.3.3.3. or SUPERIOR	<u>17</u>
	from 2.2.2.2. to 3.3.3.3.	<u>47</u>
	from 1.1.1.1. to 2.2.2.2.	<u>11</u>
German		<u>4</u>
Arabic		<u>1</u>
Russian		<u>3</u>
Portuguese		<u>4</u>
Italian		<u>1</u>
Serbo-Croatian		<u>1</u>
With two accredited languages		<u>25</u>
With three accredited languages		<u>2</u>
With four accredited languages		<u>1</u>

Majors

Infantry:	129	Superior Scale:	209
Cavalry:	21	Medium Scales:	4
Artillery:	45		
Engineers:	12		
Service Corps:	6		
Total:	<hr/> 213		

Language Proficiency Level

English	3.3.3.3. or Superior	_____	19
	from 2.2.2.2. to 3.3.3.3.	_____	42
	from 1.1.1.1. to 2.2.2.2.	_____	13
French	3.3.3.3. or Superior	_____	12
	from 2.2.2.2. to 3.3.3.3.	_____	19
	from 1.1.1.1. to 2.2.2.2.	_____	4
German		_____	1
Russian		_____	1
Portuguese		_____	2
With two accredited languages		_____	8

Lieutenant-Colonels

Infantry:	27
Cavalry:	6
Artillery:	5
Engineers:	2
Service Corps:	3
Total:	<hr/> 43

Accredited Language Level

English	3.3.3.3. or Superior	_____ 9
	from 2.2.2.2. to 3.3.3.3.	_____ 10
	from 1.1.1.1. to 2.2.2.2.	_____ 2
French	3.3.3.3. or Superior	_____ 7
	from 2.2.2.2. to 3.3.3.3.	_____ 1
	from 1.1.1.1. to 2.2.2.2.	_____ 1
Italian		_____ 1
With two accredited languages		_____ 6

Colonels

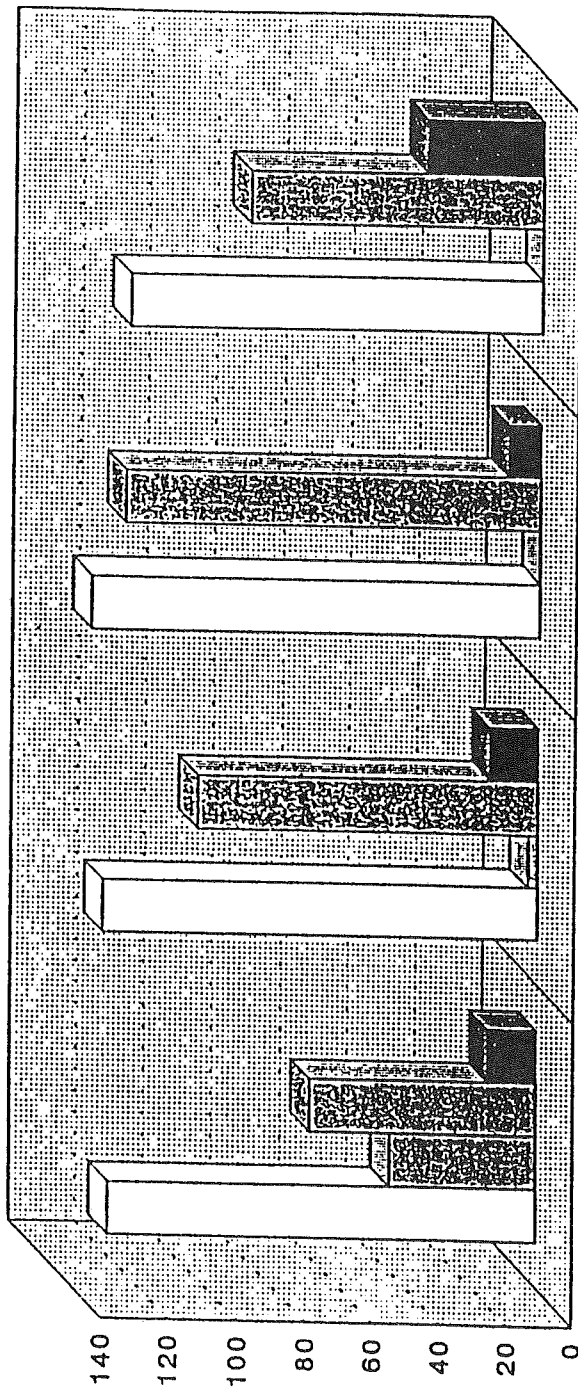
Infantry:	9
Cavalry:	3
Artillery:	2
Engineers:	-
Service Corps:	1
Total:	<u>15</u>

Accredited Language Level

English	3.3.3.3. or Superior	_____ 5
	from 2.2.2.2. to 3.3.3.3.	_____ 2
French	3.3.3.3. or Superior	_____ 5
Russian		_____ 1
German		_____ 1
With two accredited languages		_____ 4
With four accredited languages		_____ 1

C.1

-RESULTS OF THE LANGUAGE EXAMS IN THE MILITARY ACADEMY PUPILS OF 5th (last) COURSE -
DIFERENT YEARS

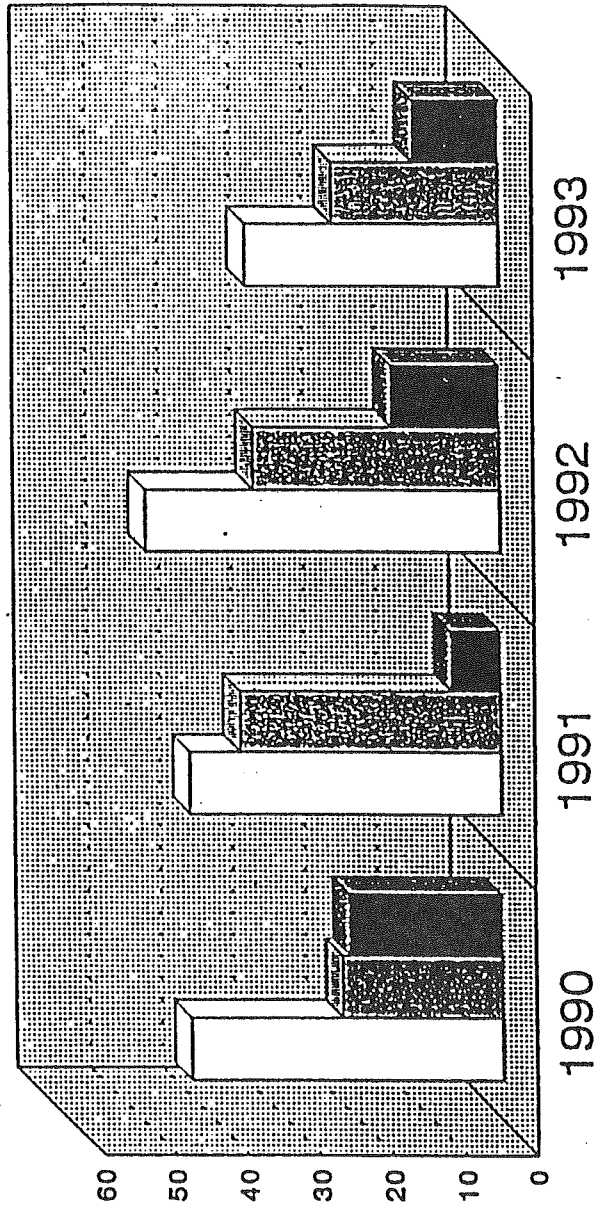


	1990	1991	1992	1993
CANDIDATES	127	129	133	122
LOWER PROFILE	44	3	0	0
INTERMEDIATE PROFILE	68	101	123	87
SUPERIOR PROFILE	15	15	10	35
SUPERIOR PROFILE(%)	12 %	12 %	8 %	29 %

CANDIDATES
 LOWER PROFILE
 INTERMEDIATE
 SUPERIOR P.
 (less than 2.2.2.2.) from 2.2.2.2 to sup. 3.3.3.3. or more

C.2

FRENCH. MILITARY ACADEMY - 5th COURSE.

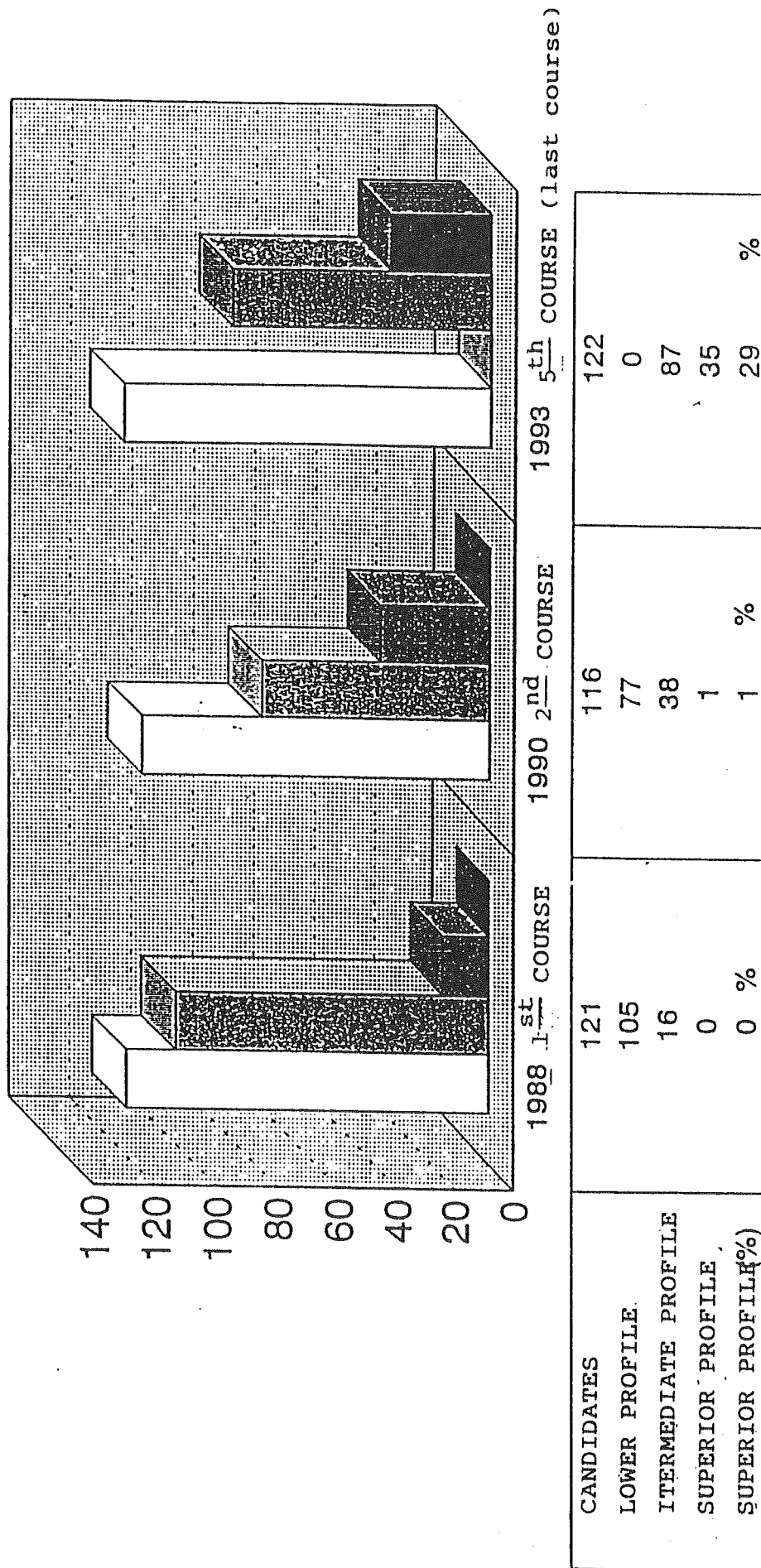


	1990	1991	1992	1993
CANDIDATES	43	43	49	35
INTERMEDIATE PROFILE	22	36	34	23
SUPERIOR PROFILE	21	7	15	12
SUPERIOR PROFILE (%)	41 %	16 %	31 %	34 %

CANDIDATES
 INTERMEDIATE P
 SUPERIOR PROFI

C.3

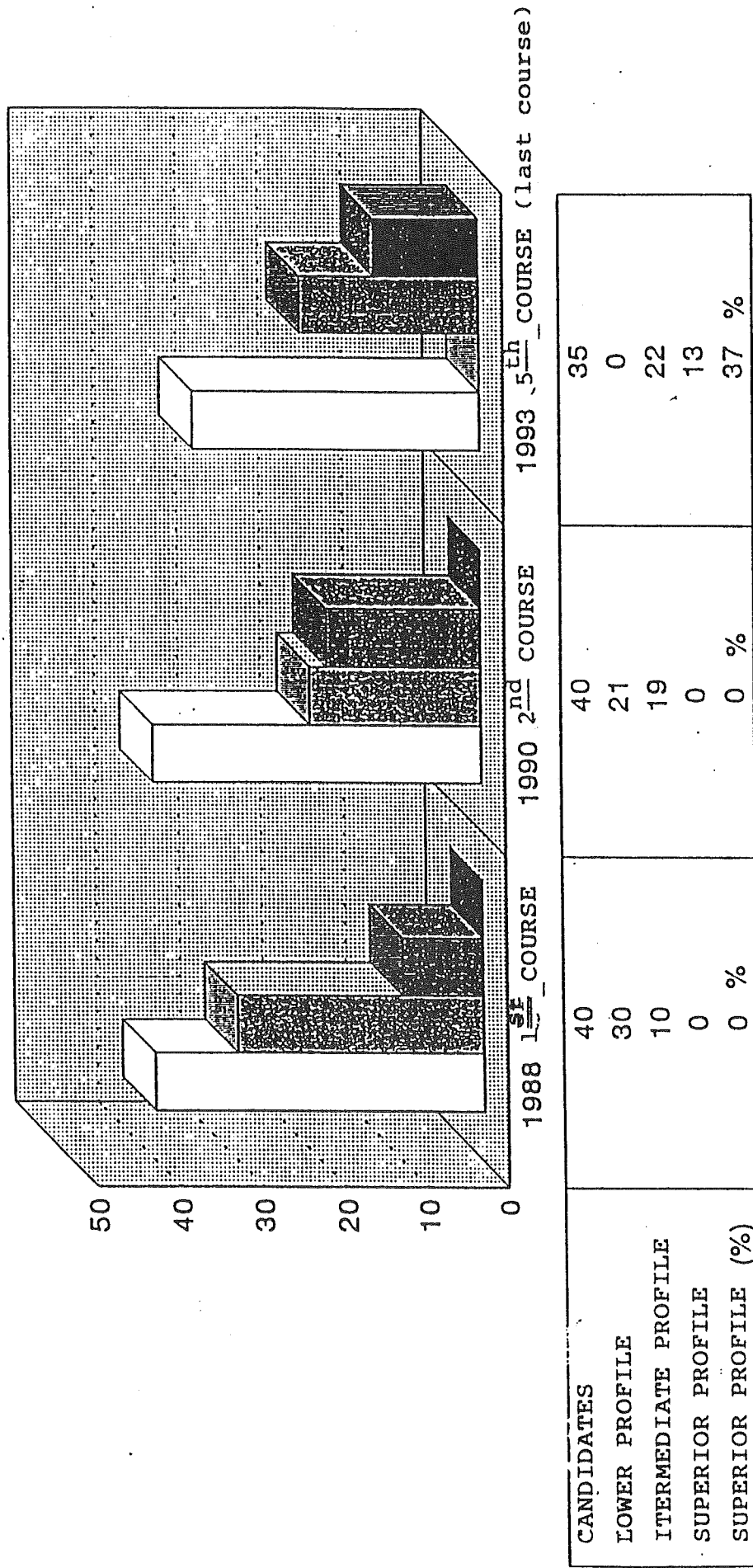
ENGLISH. MILITARY ACADEMY OF ZARAGOZA.



CANDIDATES
 LOWER PROFILE
 INTERMEDIATE PROFILE
 SUPERIOR PROFILE

C.4

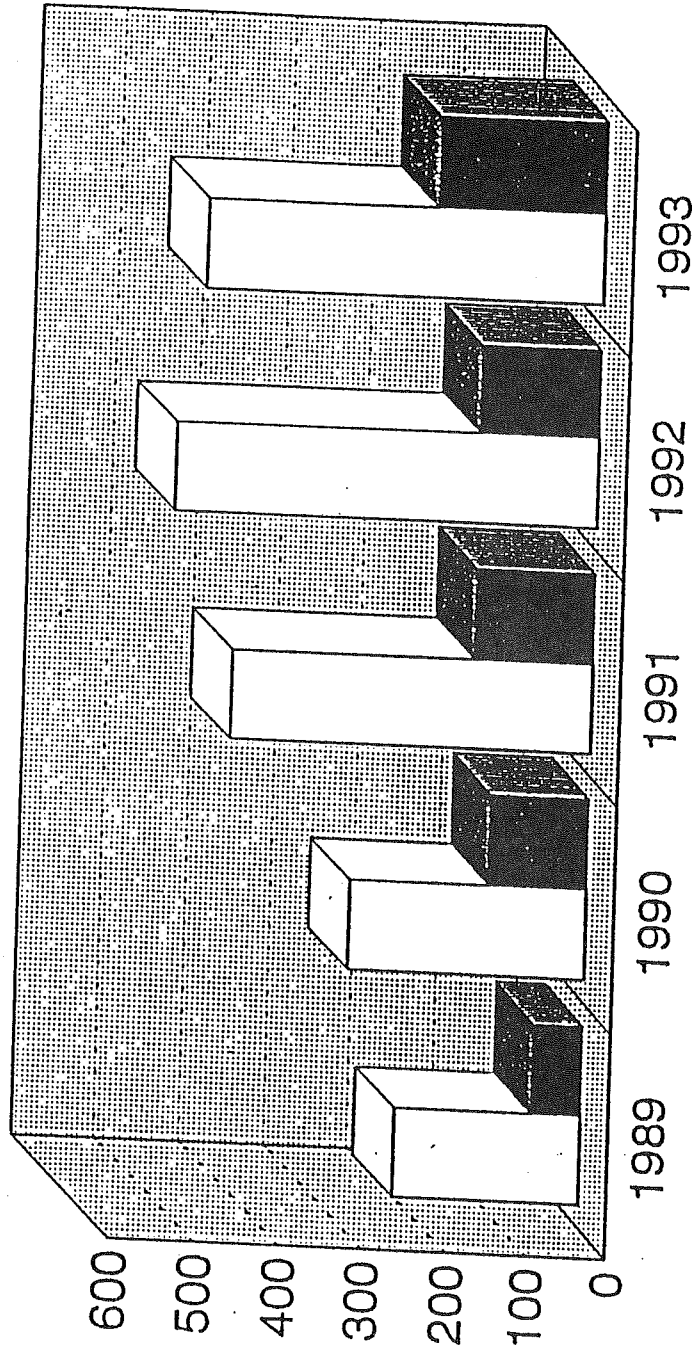
FRENCH. MILITARY ACADEMY OF ZARAGOZA.



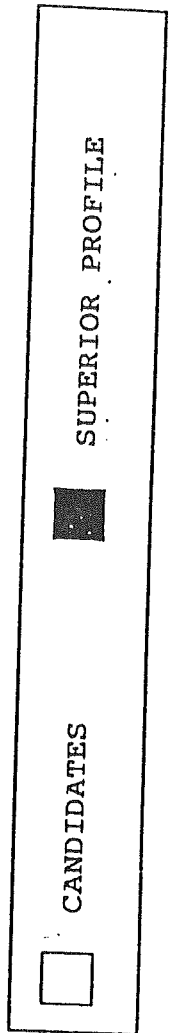
□	CANDIDATES	▨	LOWER PROFILE	▩	INTERMEDIATE	■	SUPERIOR PROFILE
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C.5

RESULTS OF THE EXAMS . ARMY - COMMON SUMMONS - ENGLISH.

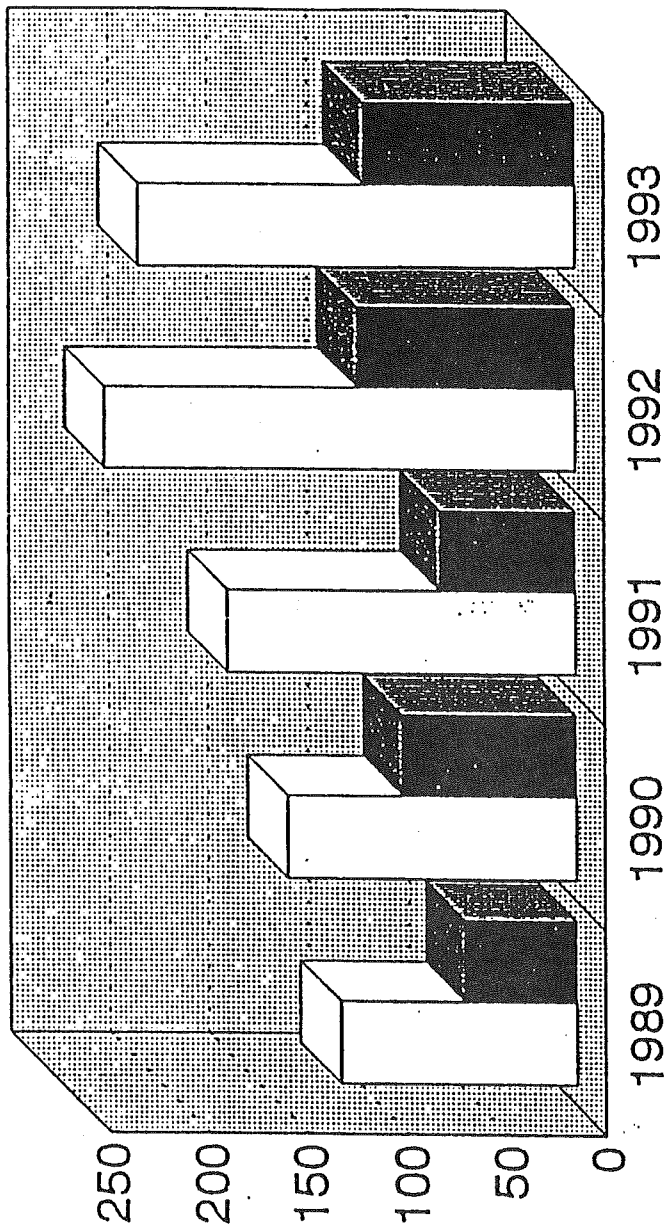


CANDIDATES	228	289	437	510	480
SUPERIOR PROFILE	62	123	149	150	208
SUPERIOR PROFILE (%)	27 %	43 %	34 %	29 %	43 %

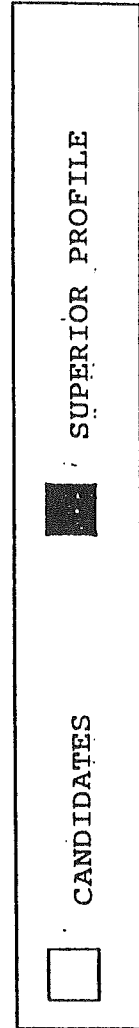


C.6

RESULTS OF THE EXAMS. ARMY - COMMON SUMMONS - FRENCH.

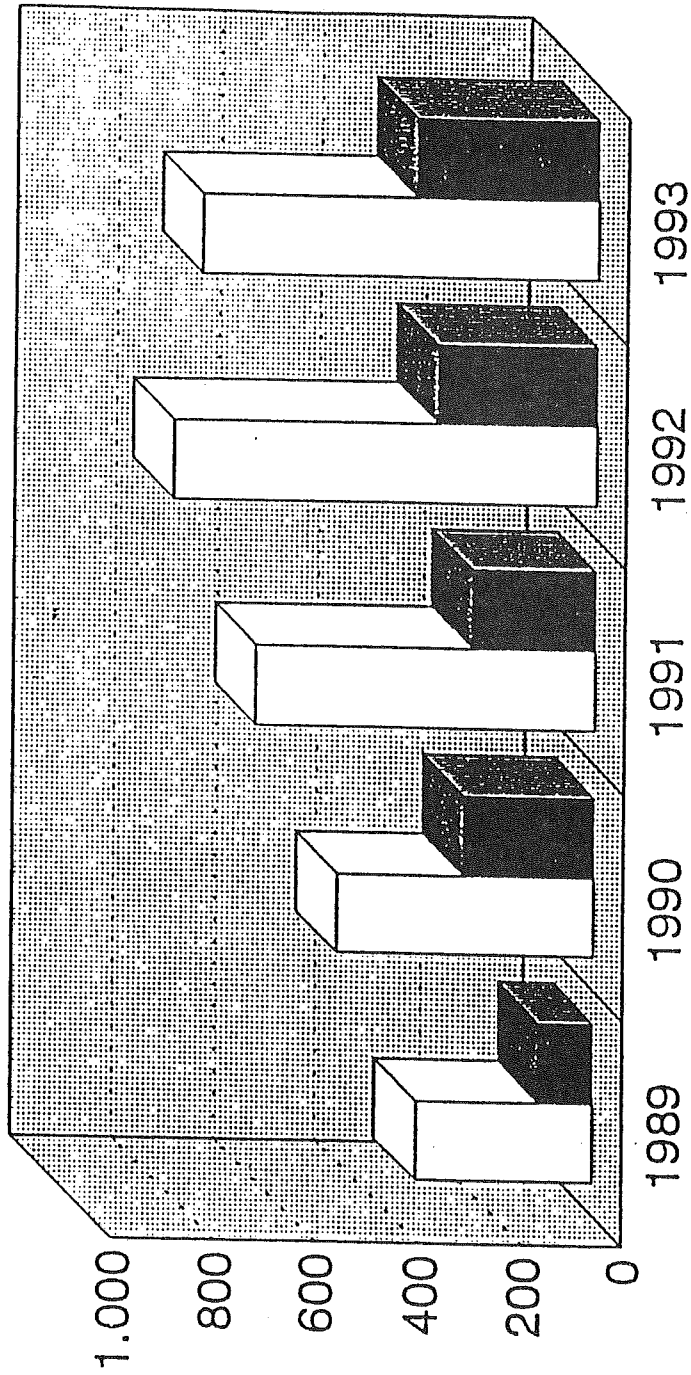


CANDIDATES	119	145	175	237	220
SUPERIOR PROFILE	57	88	69	110	107
SUPERIOR PROFILE (%)	48 %	61 %	39 %	46 %	49 %

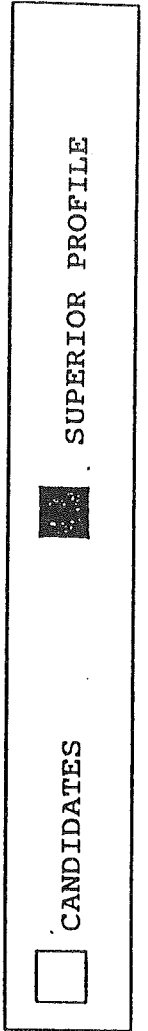


C.7

RESULTS OF THE EXAMS. ARMY COMMON SUMMONS - ALL THE LANGUAGES.

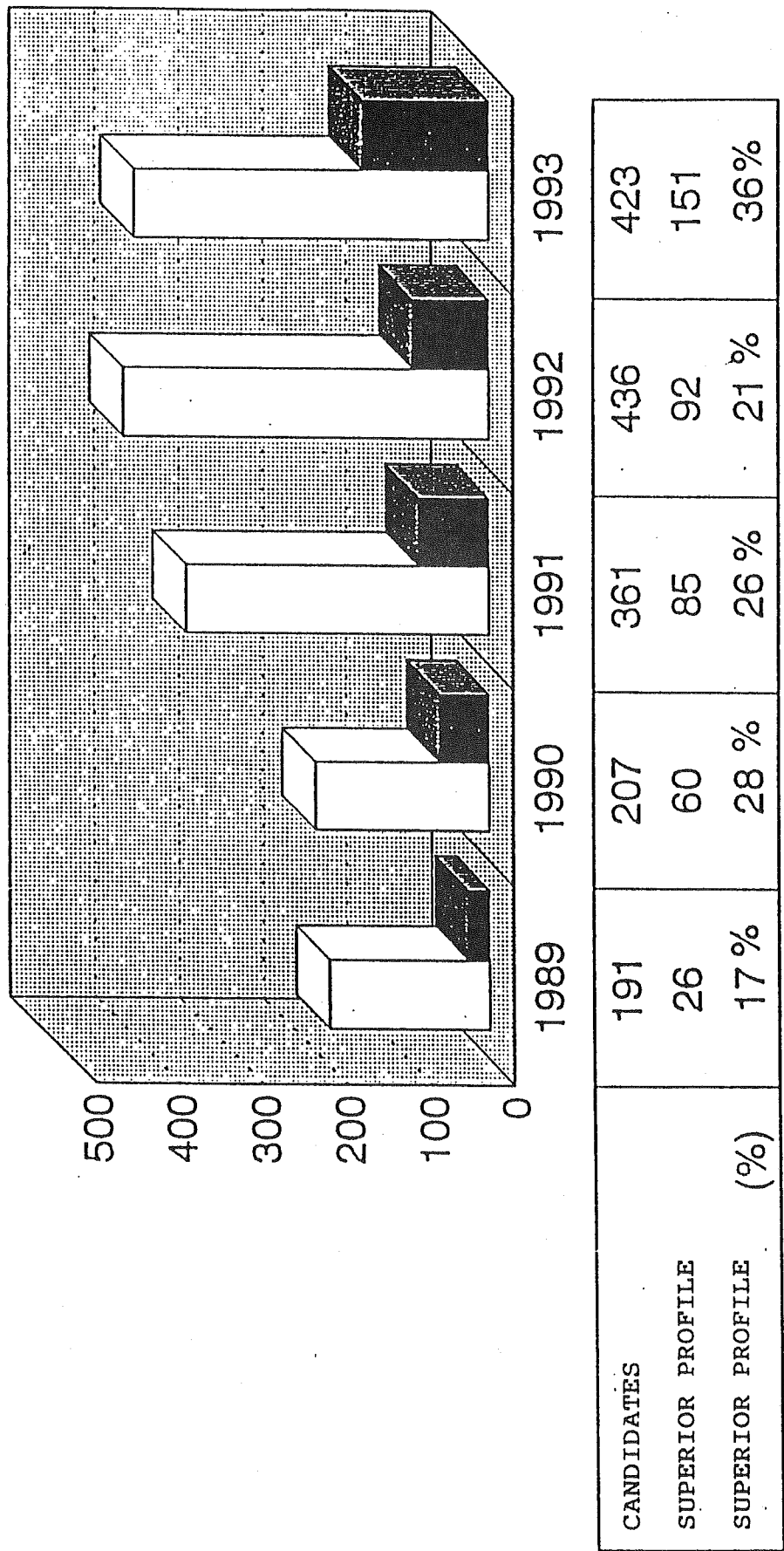


CANDIDATES	347	500	663	828	774
SUPERIOR PROFILE	109	259	245	315	358
SUPERIOR PROFILE (%)	31 %	52 %	37 %	38 %	46 %



C.8

RESULTS OF THE EXAMS. ARMY . ONLY OBTENTION. ENGLISH.

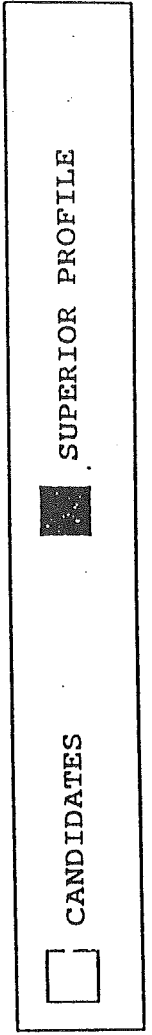
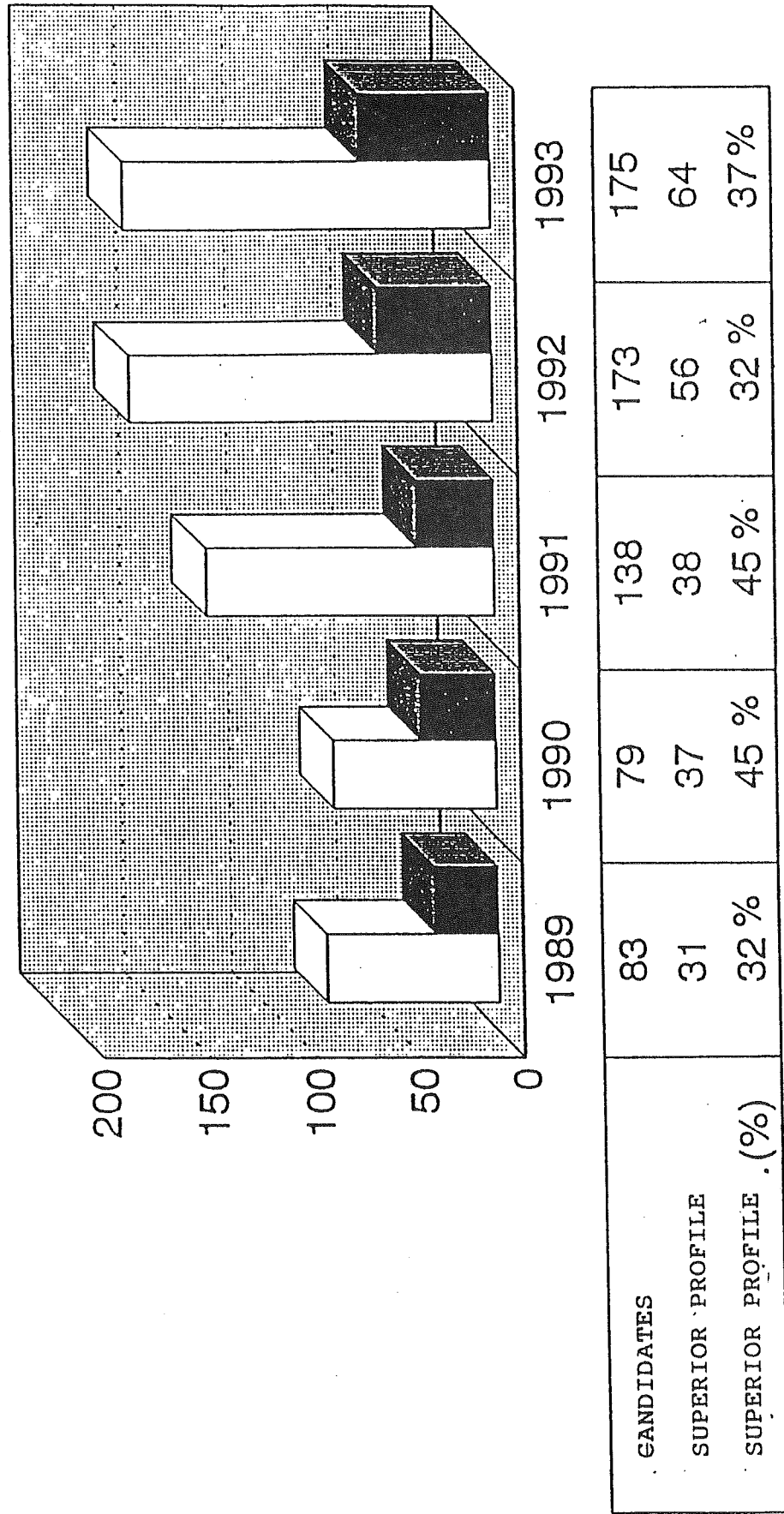


CANDIDATES

SUPERIOR PROFILE

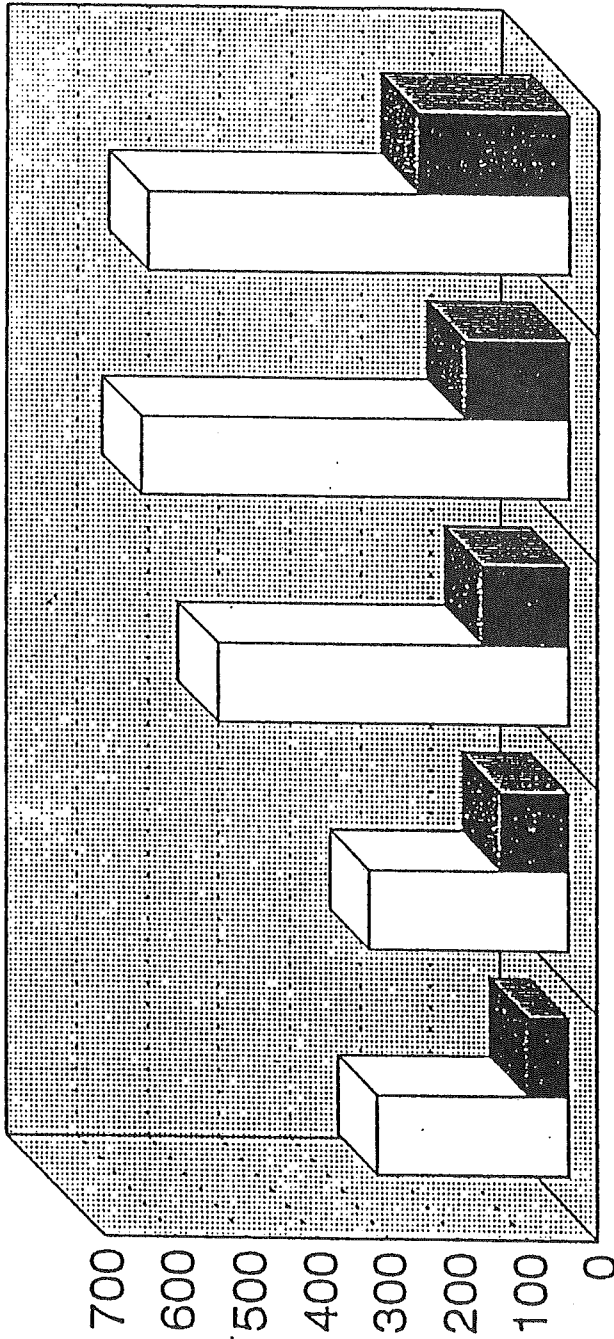
C.9

RESULTS OF THE EXAMS IN THE ARMY. ONLY OBTENTION. FRENCH LANGUAGE.



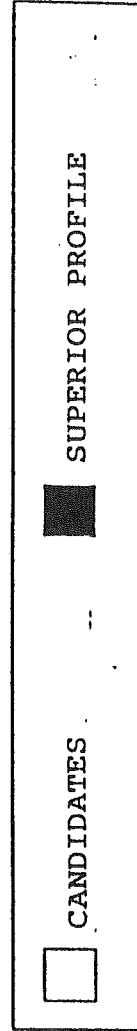
C.10

RESULTS OF THE EXAMS IN THE ARMY. ONLY OBTENTION. ENGLISH AND FRENCH.



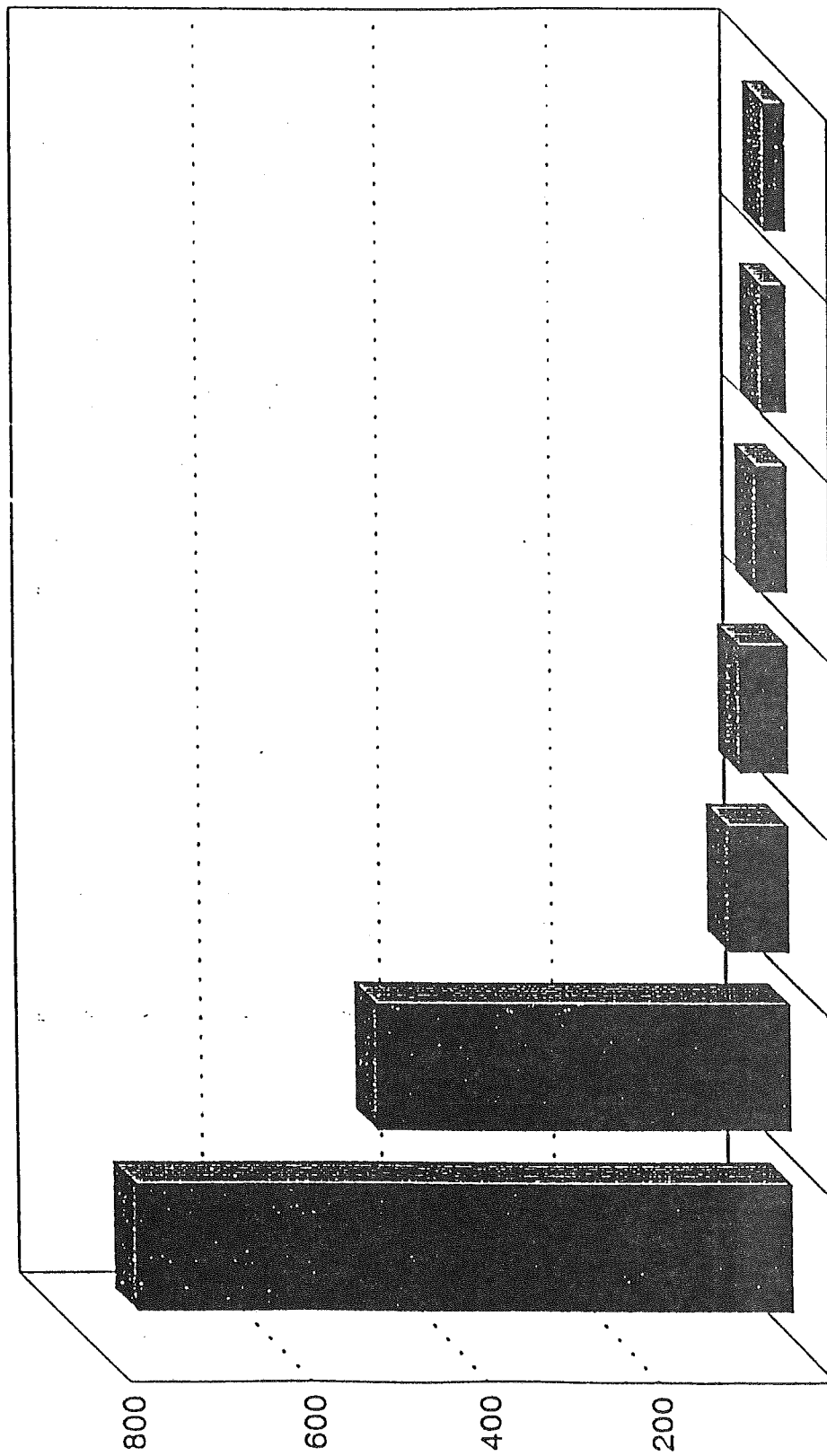
1989 1990 1991 1992 1993

CANDIDATES	274	285	499	607	598
SUPERIOR PROFILE	57	97	123	148	215
SUPERIOR PROFILE (%)	21 %	34 %	25 %	22 %	40 %



D

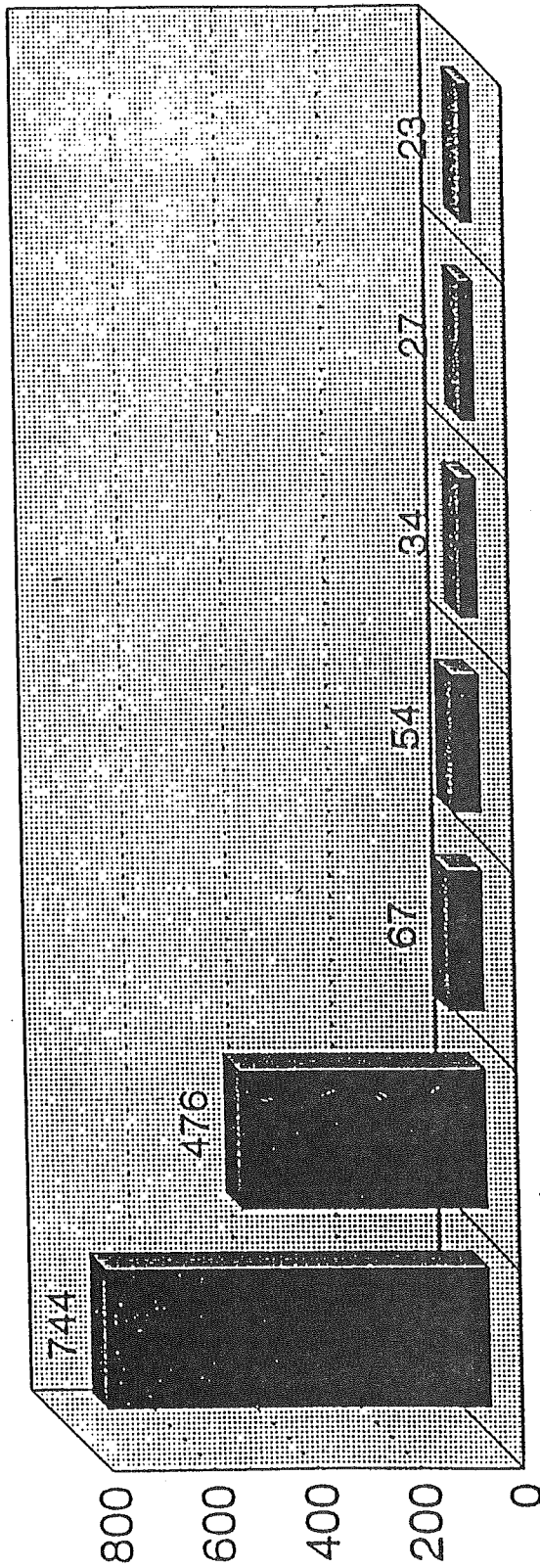
OFFICERS AND N.C.O.S. SUPERIOR PROFILE ALL THE LANGUAGES.



TOTAL	ENGLISH	FRENCH	GERMAN	PORTUGUESE	RUSSIAN	ARABIC	ITALIAN	TOTAL
	744	476	67	54	34	27	23	1425

-D.1

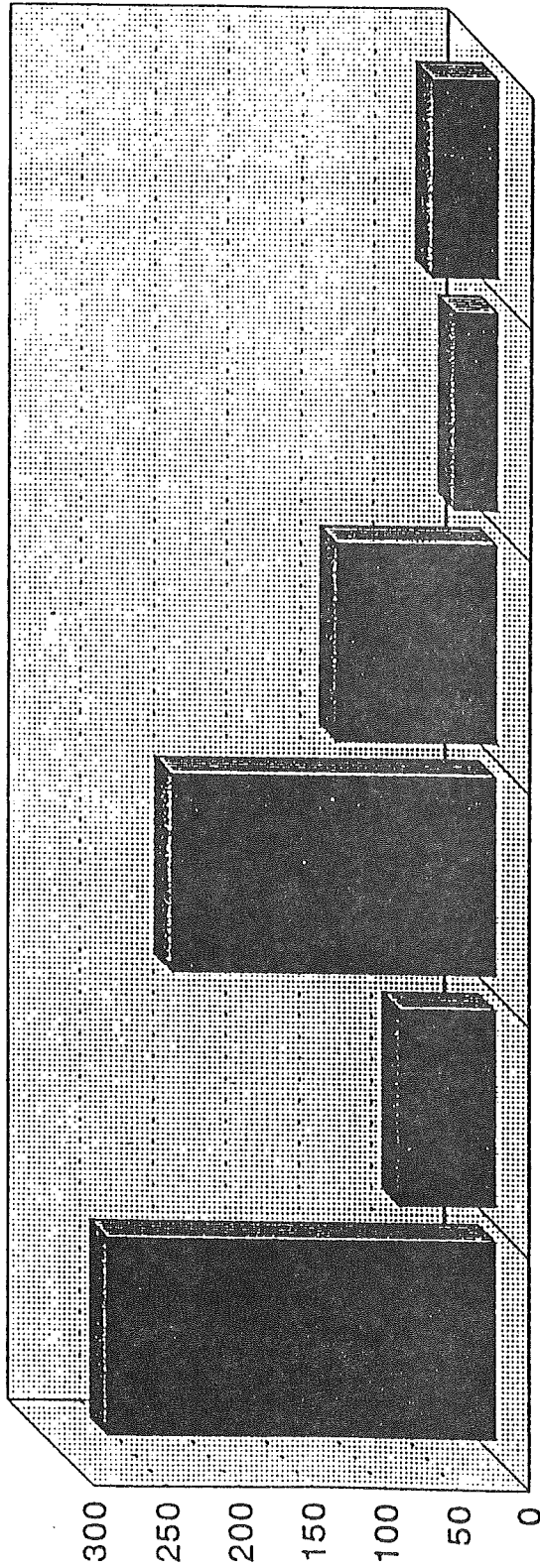
OFFICERS AND N.C.O.s. SUPERIOR PROFILE- RANK - LANGUAGE - ONLY SUPERIOR PROFILE.



	ENGLISH	FRENCH	GERMAN	PORTUGUESE	RUSSIAN	ARABIC	ITALIAN
GRAL, s	23	18	1	5	2	0	1
COL, s	64	58	5	1	3	5	6
LT COL, s	95	83	6	8	8	1	8
MAJORS	148	110	13	11	5	3	2
CAPT, s	237	85	26	16	16	10	3
LT, s	116	77	9	3	1	2	3
N.C.O.S.	61	45	7	7	7	8	1
TOTAL	744	476	67	54	34	27	23

-D.3

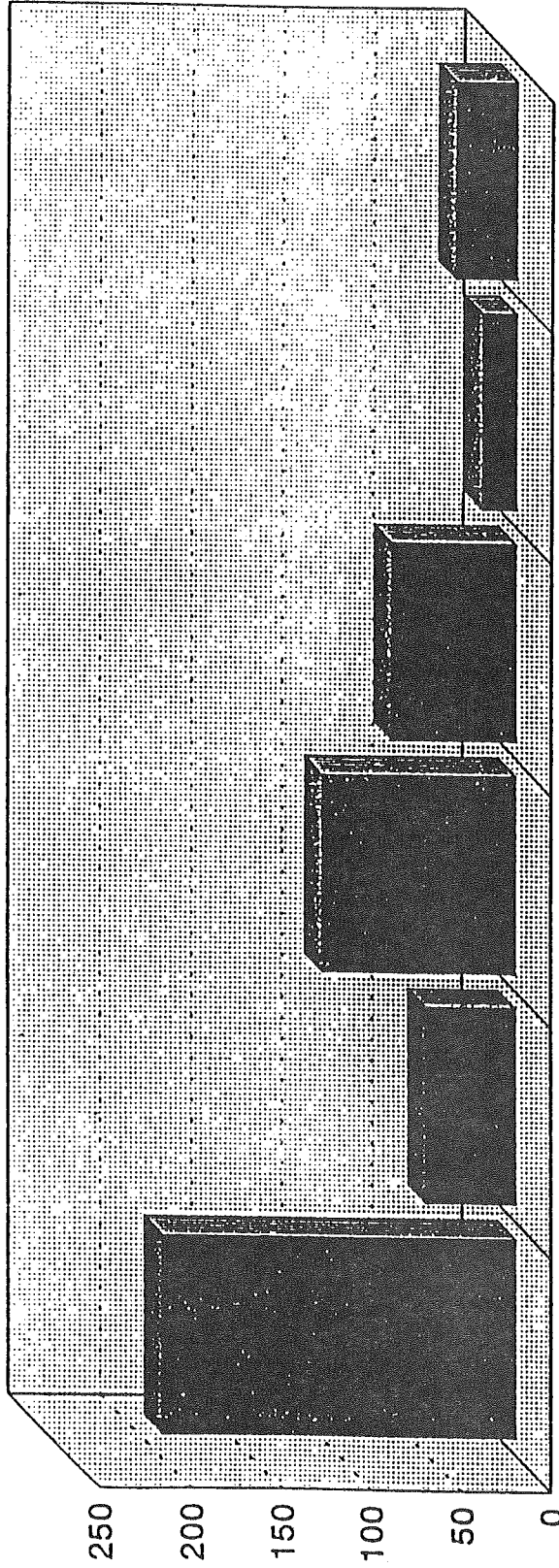
OFFICERS AND N.C.O.S. BRANCH AND RANK. ONLY SUPERIOR PROFILE. ENGLISH LANGUAGE.



	INFANTRY	CAVALRY	ARTILLERY	ENGINEERS	SERVICE CORPS	OTHER CORPS
GRAL, s	7	5	6	5	0	0
COL, s	22	3	21	10	3	5
LT COL, s	34	8	36	11	3	3
MAJORS	50	12	44	29	8	5
CAPT, s	102	23	60	29	8	15
LT, s	42	14	33	19	5	3
N.C.O.S.	10	2	23	8	3	15
TOTAL	267	67	223	111	30	46

D.4

OFFICERS AND N.C.O.S. WITH INDICATION OF THE BRANCH AND RANK. ONLY SUPERIOR PROFILE: FRENCH.



	INFANTRY	CAVALRY	ARTILLERY	ENGINEERS	SERVICE CORPS	OTHER CORPS
GRAL, s	5	2	4	7	0	0
COL, s	27	6	9	3	2	11
LT COL, s	37	6	21	12	3	4
MAJORS	56	12	24	10	4	4
CAPT, s	34	8	17	16	5	5
LT, s	24	8	22	16	4	3
N.C.O.S.	13	8	11	15	1	7
TOTAL	196	50	108	69	19	34

TRIBUNAL DE IDIOMAS DEL EJERCITO DE TIERRA

DOCUMENTACION QUE SE ACOMPANA PARA LAS PRUEBAS,

NIVEL LINGÜISTICO (2.2.2.2.) Y (3.3.3.3.)

-Orientaciones según el STANAG 6001

PRUEBA 1.1 COMPRESION ORAL

- Cinta grabada test
- Cuadernillo test
- Solución test

PRUEBA 3.1 COMPRESION ESCRITA

- Cuadernillo test
- Solución test

PRUEBA 3.2 COMPRESION ESCRITA

- Traducción directa

PRUEBA 4.1 EXPRESION ESCRITA

- Traducción inversa

PRUEBA 4.2 EXPRESION ESCRITA

- Tres textos en español para hacer el resumen en Inglés o Francés
- Hoja enunciando los tres temas

DIRECCION DE ENSEÑANZA
ORIENTACIONES PARA ACREDITAR LA APTITUD DE CONOCIMIENTO DE
IDIOMAS SEGUN EL STANAG 6001

1. - Area de COMPRENSION ORAL (LISTENING)

- 1.1. Primera Prueba.- 50 preguntas tipo test, de tres tipos, grabadas en cinta. Unas serán sobre declaraciones cortas, otras serán sobre diálogos breves y otras sobre comprensión de noticias, informaciones, conversaciones, etc ...
Pausa entre dos preguntas consecutivas 20 segundos.

Tiempo aproximado 30 minutos.

- 1.2. Segunda Prueba.- Conversación con el Tribunal. Esta prueba es simultánea con la primera prueba del area de Expresión Oral.

2.- Area de EXPRESION ORAL (SPEAKING)

- 2.1. Primera Prueba. - Lectura a viva voz de un tema general durante dos o tres minutos, seguida de una conversación sobre el tema leído y sobre temas generales.
- 2.2. Segundo Prueba.- Disertación durante unos cinco minutos sobre un tema de actualidad elegido entre tres propuestos por el Tribunal, quién señalará diversos puntos a tocar sobre dicho tema, debiendo el examinando cenirse a los puntos previamente especificados.

3.- Area de COMPRENSION ESCRITA (READING)

- 3.1. Primera Prueba.- 40 preguntas tipo test sobre estructuras gramaticales, vocabulario e interpretación de textos de corta extensión.

Duración : 25 minutos.

- 3.2. Segunda Prueba.- Traducción directa sin diccionario de un tema profesional de unas 200 palabras.

Duración : 40 minutos.

4.- Area de EXPRESION ESCRITA (WRITING)

- 4.1. Primera prueba.- Traducción inversa con diccionario de un tema general (200 palabras).

Duración : 40 minutos.

- 4.2. Segunda Prueba.- Resumen de 200 palabras (sin diccionario) en el idioma correspondiente, de un texto dado en español, seleccionado entre tres propuestos.

Duración : 40 minutos.

Madrid, 19 de Noviembre de 1.990

TRIBUNAL DE EXAMENES DE IDIOMAS DEL EJERCITO DE TIERRA

IDIOMA: INGLES

COMPRESION ORAL PRUEBA 1.1

INSTRUCCIONES:

- 1.- No haga ninguna anotación en este TEST.
Las contestaciones deben marcarse en la adjunta hoja de respuestas y en la forma indicada en la misma.
- 2.- Marque solamente una respuesta para cada una de las preguntas numeradas.

LISTENING TEST

In this section of the test, you will have an opportunity to demonstrate your ability to understand spoken English. There are three parts to this section, with special directions for each part.

PART A

DIRECTIONS: For each of the following practice questions, you will hear a short statement. The statements will be spoken just one time. They will not be written out for you, and you must listen carefully to understand what the speaker says.

After you hear a statement, read the four sentences in your workbook, marked (A), (B), (C) and (D), and decide which one is closest in meaning to the statement you heard. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen so that the letter inside the oval cannot be seen.

Now let us begin with question number one.

- 1.- (A) Two of them ate
(B) He overate
(C) He was late to lunch
(D) It was much too hot
- 2.- (A) It's nice walk down the lane
(B) It took me a long time to fix the drain
(C) I enjoy looking at wet rocks
(D) I like walking in spring rains
- 3.- (A) Tell me by Thursday if you're unable to finish
(B) Please help me finish painting this sign
(C) I'll accept no excuses for absences on Thursday
(D) You'll need more than a liter of water
- 4.- (A) He's been going in and out
(B) He warned him to watch out
(C) He's winding his watch
(D) He's cleaning the window
- 5.- (A) Our classes finished last week
(B) We haven't been to class in over a week
(C) Our classes end in two weeks
(D) We will go back to class the end of next week
- 6.- (A) Please draw a neat line
(B) Go ahead if you have stamps
(C) Are you ready to go?
(D) Can you explain why you lied?
- 7.- (A) From the balcony, it was hard to hear the singers ...
(B) The singers were sitting together in the balcony
(C) We sat here because there were no balcony seats
(D) When we heard them, they were singing in the balcony
- 8.- (A) This box can hold more books than that one
(B) Can this box fit in with the others?
(C) We can't find the other box of books
(D) Can't we put another book into the box?

- 9.- (A) He eyed the ink
(B) I think we need ice
(C) I'd reconsider
(D) He thanked me again
- 10.- (A) You cannot keep a cat in your room
(B) Hats cannot be worn in the dormitory
(C) It's against regulations to fly kites
(D) Noisy pets should be kept inside
- 11.- (A) The crew enjoyed the flight
(B) The air was calm above the clouds
(C) The clouds formed at high levels
(D) The airplane flew over the clouds
- 12.- (A) Alice answered Jean's question
(B) Alice allowed Jean to respond
(C) Jean's response was questionable
(D) Alice accepted the answer
- 13.- (A) The usher left the theater with the man
(B) The usher took the man's ticket as he entered the theater
(C) The man had to leave the theater
(D) The man bought his ticket at the theater
14. - (A) There is a directory beneath the desk
(B) You can telephone directly from the desk
(C) Directions for using the telephone are on the desk
(D) You'll find a telephone on the other desk
15. - (A) American workers tend to stay in one job
(B) The mob moved very slowly
(C) Crop dusting jobs in America are few
(D) Their relatives live in a mobile home
16. - (A) I have never been disappointed
(B) I was more disappointed than ever before
(C) Disappointments don't bother me
(D) Disappointments never last long
- 17.- (A) I usually enjoy traveling
(B) I'm not accustomed to traveling
(C) I use it mostly when I go away
(D) I take fewer trips now
- 18.- (A) The scientist had some new ideas about teaching history
(B) After the scientist's discovery the world was never the same again
(C) He made some discoveries about the history of science
(D) The scientist taught history
- 19.- (A) He typed the letters over
(B) He ignored the typing mistakes
(C) He looked over the typist's errors
(D) He took the typing course again
- 20.- (A) He knows about your problem
(B) How did you find out about the trouble?
(C) Can you take care of any difficulties?
(D) There are homework problems due today

PART B

DIRECTIONS: For the following practice questions, you will hear short conversations between two speakers. At the end of each conversation, a third voice will ask you about what was said. The questions will be spoken just one time.

After you hear a conversation and the question about it, read the four possible answers in your workbook and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen.

Now let us begin with question number twenty-one.

- 21.- (A) Dancing
(B) Sailing a boat
(C) Playing cards
(D) Cutting wood
- 22.- (A) He won't go swimming without a lifeguard
(B) He lost his keys in the swimming pool
(C) He can't keep his room clean
(D) He's looked out of his room
- 23.- (A) In a railroad station
(B) In a bus terminal
(C) In a restaurant
(D) In a hotel room
- 24.- (A) He used to have one like it
(B) He didn't think it looked right
(C) He would like to have one
(D) He couldn't ride it
- 25.- (A) Bring her some water
(B) Buy her some plants
(C) Water her plants while she is away
(D) Water her plants while she is on vacation
- 26.- (A) Mail an invitation to the Smiths
(B) Obtain clothing for the Smiths
(C) Have a party for the Smiths
(D) Ask the Smiths to tell her where they live
- 27.- (A) Her back hurt during the meeting
(B) She agreed that it was a good meeting
(C) The proposal should be sent back
(D) His support would have helped this morning
- 28.- (A) That she will be able to get her car out of the driveway
(B) That her car will be in the way of the truck
(C) That the truck is blocking her view of the park
(D) That her car will be damaged if she parks on the street
- 29.- (A) He hopes Tom will get a better job after school
(B) He doubts Tom's ability to edit the newspaper
(C) He thinks Tom should get more exercises
(D) He is critical of Tom's grades

- 30.- (A) No, because there was no ladder
(B) No, because Henry likes the present color
(C) Yes, Henry painted it
(D) Yes, someone else painted it
- 31.- (A) He only watches TV
(B) There are some rocks on top of the TV
(C) He saw a rocket on TV
(D) There was a TV on the ship
- 32.- (A) The woman doesn't like orange juice
(B) The woman didn't come to see Everett
(C) The man was in a car crash this morning
(D) The man broke the container of juice
- 33.- (A) Carol
(B) Jim
(C) Paul
(D) The bakery
- 34.- (A) Not getting what he wants
(B) A custom that is new to him
(C) Calling up customers
(D) Some of his good friends
- 35.- (A) Steve looks good in anything
(B) He knew someone who looked like Steve
(C) He wishes he had a jacket like Steve's
(D) Steve should get a new jacket

PART C

DIRECTIONS: In this part of the test, you will hear several short talks and conversations. After each talk or conversation, you will be asked some questions. The talks and questions will be spoken just one time. They will not be written out for you, so you will have to listen carefully to understand what the speaker says. After you hear a question, read the four possible answers in your textbook and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have chosen.

Now let us begin with question number thirty-six.

- 36.- (A) Jane
(B) Jane's aunt
(C) Jane's sister
(D) Jane's brother
- 37.- (A) At Jane's house
(B) At Jane's aunt's house
(C) At Jane's sister's house
(D) At Jane's brother's house
- 38.- (A) She typed a paper
(B) She visited her aunt
(C) She went to bed
(D) She tried to study history
- 39.- (A) She was worried about the birthday party
(B) She finds this history course very challenging
(C) She thought her term paper might be late
(D) She has a very hard time sleeping
- 40.- (A) Plan a birthday party
(B) Sleep during the day
(C) Type his own term papers
(D) Work well under pressure
- 41.- (A) They were relatively independent of other people
(B) They were very unfriendly people
(C) They had very little to eat
(D) They were too old to take care of themselves
- 42.- (A) In the early 1930's
(B) During his childhood
(C) Three years ago
(D) When he was twenty-two
- 43.- (A) Seen a train
(B) Been in a log cabin
(C) Had a friend visit her
(D) Seen a ship
- 44.- (A) He learned how to build log cabins
(B) He learned to depend on other people
(C) He learned the techniques of farming
(D) He learned the value of self-sufficiency

45. (A) Glass manufacture
(B) Eyeglasses
(C) Crystals
(D) Molecular order
46. (A) At an industrial site
(B) At a department store
(C) In the classroom
(D) In a skyscraper
- 47.- (A) Pharmacist
(B) Salesperson
(C) Guide
(D) Engineer
- 48.- (A) How long the show will last
(B) How to avoid lead poisoning
(C) How the skyscraper was built
(D) How glass and crystal differ
- 49.- (A) It's used in making skyscrapers
(B) It's hard to make
(C) Its atoms are arranged in a specific way
(D) Its molecules combine easily with lead
- 50.- (A) It's poisonous
(B) It makes fine glassware
(C) It makes glass less expensive
(D) It forms crystals

IDIOMA: INGLES

COMPRESION ORAL PRUEBA 3.1

INSTRUCCIONES:

- 1.- No haga ninguna anotación en este TEST.
Las contestaciones deben marcarse en la adjunta hoja de respuestas y en la forma indicada en la misma.
- 2.- Marque solamente una respuesta para cada una de las preguntas numeradas.

1.- Scotland lost most of ... bravest men in two great rebellions.

- a) his
- b) her
- c) its
- d) their

2.- Don't do that, for ... sake!

- a) God
- b) God'es
- c) God's
- d) Gods's

3.- I had been sitting ... in my usual chair.

- a) for myself
- b) only myself
- c) by myself
- d) in my own

4.- It looks like rain. Do you think it ... ?

- a) should rain
- b) would rain
- c) has rained
- d) might rain

5.- There was no sign of a fight ... violence

- a) or
- b) nor
- c) but
- d) neither

6.- I heard somebody shouting ... the platform outside.

- a) at
- b) next
- c) in
- d) on

7.- Did you bring ... that subject during the debate?

- a) out
- b) over
- c) at
- d) up

8.- There are a lot of hobbies. For example, ... is a nice one.

- a) to fish
- b) fish
- c) the fishing
- d) fishing

9.- They said they were going to ... the Navy

- a) join in
- b) join into
- c) join at
- d) join

10.- Several of the explorers did not survive the terrible ... across the desert.

- a) excursion
- b) journey
- c) travel
- d) voyage

11.- Before you take on the job, will you give me a rough ... of how much it will cost?

- a) esteem
- b) value
- c) estimate
- d) worth

12. - The hotel room was so dirty that I was... and complained to the manager.

- a) ashamed
- b) disgusted
- c) shameful
- d) embarrassed

13.- They were very good friends, so, I was surprised when they .. with each other.

- a) fell out
- b) fell off
- c) fell down
- d) fell over

14.- As all the hotels in the town were full up, we tried to find accommodation in a ... village.

- a) close
- b) near
- c) nearby
- d) native

15.- A unit may use the "leap-frog" method of advance. That means ...

- a) delayed jumps
- b) successive bounds
- c) free leaps
- d) combat jumps

16.- After "deplaning", the troops lined up, checked personal equipment and prepared to get on the military trucks.

- a) getting on board
- b) getting rid of the field sacks
- c) loading the field sacks
- d) disembarking

17.- Those targets which are protected against a nuclear explosion are called ... targets.

- a) smart
- b) recoil
- c) hardened
- d) armour

18.- The military symbol for a "signal unit" is

- a) a wheel
- b) a lightning flash
- c) a bridge
- d) a tank track

19.- Gunfire that strikes the earth's surface at a high angle is called ...

- a) direct fire
- b) fixed fire
- c) plunging fire
- d) grazing fire

20.- What system is used for locating points on a military map?

- a) coordinated lines
- b) counterclockwise system
- c) a grid system
- d) an overlay system

21.- The fastest way to move from one position to another is to move by ...

- a) crouching
- b) crawling
- c) bounds
- d) rushes

22.- He drove ... as the road was icy.

- a) cautiously
- b) rapidly
- c) efficiently
- d) courteously

29.- He feels slightly ... but this is a common after-effect of influenza

- a) oppressed
- b) depressed
- c) deprived
- d) dejected

24.- The two countries will restore full diplomatic relations now that they have ... their long-standing border dispute.

- a) concluded
- b) dissolved
- c) settled
- d) tackled

25.- Let us pay tribute to a truly ... woman: artist, writer and humanitarian.

- a) distinguished
- b) notable
- c) prominent
- d) conspicuous

26.- This powder will ... mice, rats and other vermin from any building.

- a) devastate
- b) suppress
- c) exterminate
- d) dispel

27.- So great had been the shock that his efforts to communicate the information were almost ...

- a) illegible
- b) incoherent
- c) ineligible
- d) disjointed

28.- He wouldn't be so overworked if only he would ... some of his responsibility to his second-in-command.

- a) pass over
- b) refer
- c) share
- d) delegate

29.- He made an almost ... movement to signify his agreement.

- a) invisible
- b) imperceptible
- c) evident
- d) unseen

30.- His influence over union members has ... since his failure to negotiate higher wages for them.

- a) declined
- b) spoiled
- c) depreciated
- d) lowered

31.- He suggested ... for a drink after class.

- a) to go
- b) going
- c) to going
- d) on going

32.- He insisted that the boy ... apologise.

- a) would
- b) wish
- c) should
- d) had better to

33.- One of my friends is working but ... are all unemployed.

- a) anothers
- b) the others one
- c) the others
- d) one and another

34. - My mother never ... me to do the washing up during term time.

- a) hopes
- b) wish
- c) look forward
- d) expects

35.- I hope you'll ... me in your report.

- a) remember
- b) remind
- c) recall
- d) remind of

36.- My pyjamas ... under the pillow.

- a) is
- b) each one is
- c) are
- d) each is

37.- One of the four words doesn't rhyme the other three.

- a) cows
- b) knows
- c) owes
- d) sews

38.- She's upset.

- a) She's had a shock
- b) She's very ill
- c) Her horse has thrown her off
- d) She's standing on her head

39.- He asked me out.

- a) He wanted me to go outside.
- b) He told me he would meet me outside
- c) He invited me to go out with him
- d) He'd some questions for me when I got out

40.- Visitors to the Zoo are asked not ... the monkeys.

- a) to peck
- b) to tease
- c) to fret
- d) to nag

IDIOMA: INGLES;

COMPRESION: ESCRITA; Prueba 3.2

TRADUCCION DIRECTA SIN DICCIONARIO

**Christopher Wilkinson of
NATO's Economics Directorate**

PERESTROIKA: the role of the defence sector

An article published in the *NATO Review* last year provided an initial assessment of the implications for Soviet defence expenditure of unilateral force cuts announced at the UN General Assembly in December 1988 and the subsequent announcement in January 1989 of cuts in the Soviet defence budget and in military hardware production. Since that article was published, the Soviet Union has released what President Gorbachev described as the *real* Soviet defence budget and provided more details of the prospective defence spending cuts. Moreover, in recent months, the leadership has continued to stress the importance of the defence cuts and the associated *conversion* of defence industrial capacity to civil production in improving the lot of the hard-pressed Soviet consumer, and indeed in the very success of *perestroika*.

This article provides an outline interpretation of the defence budget figures and announced spending cuts in the light of NATO's own estimates of Soviet defence spending - though it cautions that detailed estimates are as yet available only up to 1988. The article also briefly examines the Soviet defence industry conversion programme and considers the extent to which it is likely to achieve its aims.

IDIOMA: INGLES

EXPRESION ESCRITA - Prueba 4.1

TRADUCCION INVERSA CON DICCIONARIO

La política de seguridad en el Sureste Asiático. El punto de vista de Singapur

La crisis del Golfo Pérsico y la subsiguiente tensión en el Cercano Oriente amenazan la paz mundial. En un momento de euforia por el final de la guerra fría, tras el colapso del antiguo régimen en Europa central y oriental y la reunificación de Alemania, en los países de la OTAN se hablaba de reducir drásticamente los presupuestos de defensa. Incluso hubo quien cuestionó la necesidad de que Estados Unidos mantuviera su presencia militar en Europa. La crisis del Golfo ha puesto de relieve que es preciso estar siempre alerta ante los acontecimientos imprevistos.

De igual forma los países del Asia Suroriental, que hoy disfrutan de buenas relaciones entre si y tienen elevadas tasas de crecimiento económico afrontan una potencial de inestabilidad que emana de su situación en una región, un nudo estratégico y encrucijada de los océanos Indico y Pacífico. Los estrechos de Malaca, Sonda, y Lambok y el mar del Sur de China son arterias esenciales para el paso de navíos de guerra y barcos mercantes de países tanto de la región como de fuera de ella.

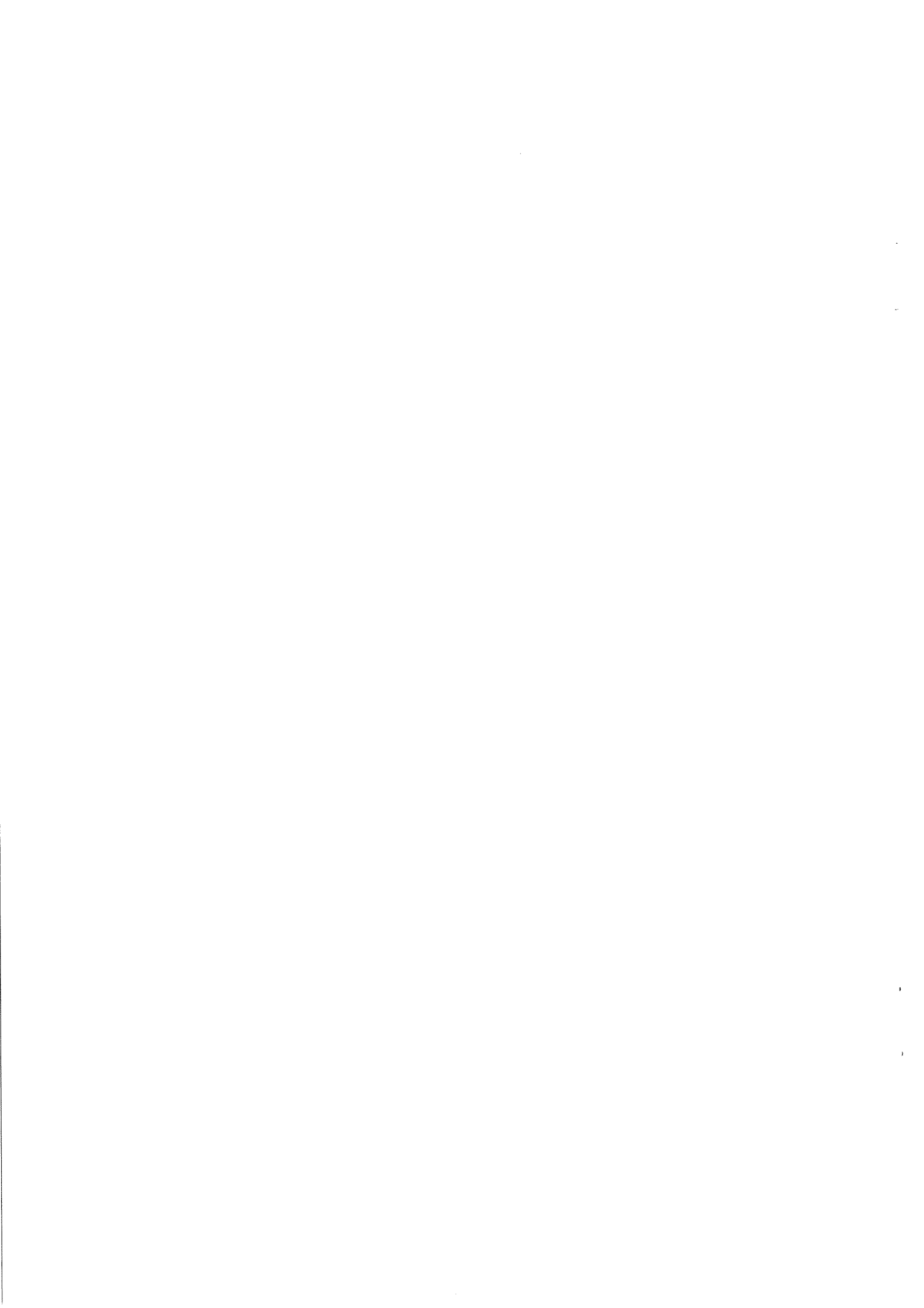
Al margen de las amenazas exteriores que surgiesen la diversidad interregional podría ser una causa de inestabilidad en el Sureste Asiático.

TRIBUNAL DE EXAMENES DE IDIOMAS DEL EJERCITO DE TIERRA

IDIOMA: INGLES; EXPRESION: ESCRITA; PRUEBA NO. 4.2 FECHA _____

Write a composition (about 200 words) on one of the following subjects:

- possible solutions for the Middle East conflicts
- Spain's Defense budget and expenditures
- the new missiles of the 90's



NATIONAL REPORT - TURKEY

1. Introduction

In the Academic Year 1993-1994, considerable improvements and changes have been implemented in language training materials and activities in the Turkish Army Language School compared to the previous year. One of the most significant initiatives of the last year is the change of English teaching materials. Besides, the experience gained in teaching Turkish as a second language and the efforts made both for analyzing the quality control of the language achievements in the school and for improving the graphic in all other fields of instructional activities are other accomplishments of the last Academic Year worth mentioning. In addition to these, some other subactivities will also be discussed within the scope of this year's report.

2. English Teaching Initiatives

Up to the previous Academic Year, English training had been carried out with the former version of ALC [American Language Course] materials. The latest version of ALC, which were received from DLI English Center in 1992, were put to use in October 1993, following an intensive study and teacher orientation on the new materials. As it was described in the 1993 report, the former ALC was good enough in taking the student to a satisfactory level in reading, listening and writing skills, but not in speaking. The results at the end of the course indicated that the new ALC is quite healing in maturation the fourth skill, the speaking ability.

Another recent performance in the English department is the speaking club activities which are mastered by an American originated native-speaker.

Satellite broadcasts are brought into the class by a closed circuit TV system in order to give authentic support to the new ALC targets as well as other languages.

On the other hand we also had positive furtherance in Computer-Assisted Language Learning [CALL]. A recently developed CALL programme is the transformation exercises which give the student interactive practice opportunity in grammar. For example: this program visually transforms a statement given by the student to a yes/no question. Such programmes are also sound card compatible. An English speaking programme, DR.SBAITSO by Creative Labs, which acts like a psychiatrist and gives oral responses to student input through keyboard has been experimentally used and though not having so perfect and natural a sound quality, was observed to have made the CALL center more attractive for the students. Particular studies to develop more interactive programmes appealing to the eyes and the ears are still in progress.

Additional programmes are available to produce lesson materials in other Latin and non-Latin languages, too. Especially the progmmmes in Greek and Arabic are effectively used for material production. And also the tangers program used specifically only in English which was mentioned in the 1993 report is successfully adapted to the Greek language.

3. Turkish Teaching Initiatives

a. General:

During the last Academic Year, objective achievements were obtained in teaching Turkish to the military personnel from different allied and friendly countries. The researches and analysis carried out to increase the quality of Turkish language training for the foreign students from almost 15 countries in an Academic Year frame, spelled out that the learning time requirements for certain countries are different from others. We made a research concerning the length of learning Turkish like the one presented to the Steering Committee in BILC Conference 1993 by the Secretariat, in the document, "World Languages", page 19. The length of learning Turkish interestingly varies due

to the learners educational background, culture, mother tongue and its relationship with the standard Turkish. In this frame we can examine the length of learning Turkish in two categories:

(1) *The length of learning Turkish for learners whose mother tongue has no proximity with Anatolian Turkish (standard Turkish):*

Obvious differences are not established in the length of learning for the students with non-Turkic mother tongues. Owing to different methods applied in language teaching and testing, it is hard to express the lengths of learning in accordance with the criteria defined in STANAG 6001; however the results we obtained are comparable to those in the STANAG 6001 and not very much different from the ones in the BILC document mentioned. Now, here are some examples for the assessments of the students having different backgrounds: For instance, students speaking non-Turkic languages such as German, Bengali, Arabic can compete with each other in learning Turkish whereas South Koreans are exceptions. While the others can learn Turkish within a standard length of time, Koreans can hardly make this. Accordingly, for students from Germany, Albania, Tunisia, Egypt, Gambia, Jordan, Macedonia, Bangladesh, Pakistan, Malaise, and South Korea, whose mother tongues have no proximity with the standard Turkish, teaching length is estimated to be 34 weeks in basic Turkish courses, and 20 weeks in advanced Turkish courses. Since the learners are trained and tested in the exact environment of the target language, the lengths of learning time determined by us seem to be more objective than the ones categorized in the BILC document "World Languages".

(2) *The length of learning Turkish for learners whose mother tongue has proximity with Anatolian Turkish (standard Turkish)*

A significant number of the students learning Turkish in the Army Language School are from the newly independent Turkish Republics such as Azerbaijan, Turkmenistan, Uzbekistan and Kirgistan. In these countries which are classified as Turkish Republics in the Global Political Terminology, dialects of Turkish are spoken as the official language.

Before talking about the length of learning for the students examined in this group, I want to make some explanations about the Turkish dialects which are determined as independent languages in the BILC document "World Languages" presented to the Steering Committee by the Secretariat at the BILC Conference 1993. The 20 languages specified as separate languages in the concerned document, are indeed dialects of Turkish. A comprehensive study on this subject together with the map and scheme developed according to scientific and reliable statistical data was sent to the Secretariat in November 1993. This study and the official approach of Turkey on this matter is on the agenda of this year's Steering Committee. Turkey is insistent that the realities regarding Turkish language should take place in the list of the BILC document "World Languages", page 17, as it was advised in the annex of the Turkish Army Language School research. Another report on this matter will be presented to the Steering Committee. The length of learning Turkish for non-Turkic language speakers has been determined definitely different from Turkic language speakers. The difference in some cases is so great that the length of learning time for certain groups has proven to take as short as 15 lesson days. Here, we can ask a question to find out the reason for this: Are these people very intelligent to learn Turkish in such a short time, or are they trained better than others? The answer to both of these questions is 'No!'. These people are neither more intelligent than others nor trained better. On the contrary, their training level has shown to be much lower than others. The reason why these people are so talented to learn Anatolian Turkish in such a short time is that they also are Turkish originated and the language they speak is a dialect of Turkish which is not so different from the Turkish spoken in Turkey. Otherwise how could this be explained? Therefore what we are doing is not teaching Turkish to them, but orienting them to Anatolian Turkish dialect. Our basic pursuit in orienting them to Anatolian Turkish is teaching them the Latin alphabet, because they are already familiar with the spoken language, but not with the written language and the code. Having learnt encoding their written language in the Cyrillic alphabet, they cannot express their utterances in the Latin alphabet. Thus, the majority of time in training is spent on teaching the Latin alphabet and written language. All the mentioned Turkish Republics have already accepted the Latin alphabet and have been re-organising their national education system accordingly. When the project is widely spread out to all populations in the target areas, it is believed that the unintelligibility rate due to alphabet and dialect differences between Turkish

Republics would be diminished respectively within about five years and the standard Turkish would be a mutual communication tool. One of the most important roles in doing this is played by the Turkish TV broadcasts covering the area from the Balkans to Chinese Turkestan. For the time being, in spite of this negative factor caused by the dialect and the alphabet, curricular and extra-curricular activities together with other social arrangements initiating them to establish friendships with Turkish personnel have been shortening the length of estimated teaching time. Within this frame, the length of time requirements for those coming from different Turkish Republics are however determined separately due to the intelligibility of the learner's dialect when Anatolian Turkish is taken as a base for standard Turkish, in order to have standardization both in applying the programme and in orienting the learner to a western type of life, the ideal length of teaching has been established as follows:

<i>for Aserbaijan originated Turkish students:</i>	<i>12 weeks,</i>
<i>for Turkmenistan originated Turkish students:</i>	<i>16 weeks,</i>
<i>for Uzbekistan originated Turkish students:</i>	<i>16 weeks,</i>
<i>for Kirgistan originated Turkish students:</i>	<i>20 weeks,</i>
<i>for Kasachstan originated Turkish students:</i>	<i>20 weeks.</i>

b. Turkish Military Terminology Studies

One of the most intensively studied projects is the composing of a multi-lingual military terminology glossary. We already have practical military terminology glossaries in English, in French and in German. It is hard to say that other military terminology glossaries are so efficient. For this reason and because the requirement has arisen, the studies over making military terminology glossaries from Turkish to Russian, Arabic, Persian, Bulgarian, and to five other Turkish dialects, Azerbaijan, Turkmen, Uzbek, Kirgiz and Kazakh are still in progress. This study is supported by computer aid.

4. Arabian Teaching

Standard Arabic is being taught in the Turkish Army Language School at present and we plan to teach also the Iraqi and Syrian dialects from next Academic Year. The teaching materials of Iraqi and Syrian dialects provided by the Defense Language Institute together with other materials provided from different sources will be used for Arabic instruction.

5. Russian Teaching

Another updating study is made in the Russian department. We provided the Russian Basic Course, Revised Third Edition, published in 1989. But some materials of this set are incomplete. We need a hand from the Defense Language Institute on this issue.

6. Quality Control in Language Teaching

Various methods are tried to ensure objectivity in the assessment of the features, aims and targets of foreign language training in the Turkish Army Language School. For an objective assessment, after all the determined features and elements have been analyzed, the output values received within the frame of agreed feedback principles will give us the efficiency level of the instruction. The result will give us the opportunity to control the quality of both the education and the student. In this systematically formalized quality control of the education, in order to have the student attain the required level it is necessary that types and contents of the courses, supplementary materials, teaching staff, aimed language skills and aspects of the duration of language training, that's to say, communication needs analysis, determination of language proficiency levels, expected outcomes, and learners' specifications should be analyzed separately: The resulting evaluation will give us an opportunity to determine the required feedback syllabus.

7. Other Activities

a. Video Library

A video library has been newly established. In this library students will individually be able to review the visual materials they have studied in class. Besides the course materials available in the library, original sound tracks and documentaries obtained from the market will give the student a chance to hear daily utterances of the target language and see actual linguistic situations in their real context.

b. Satellite Broadcasts as Teaching Aids

Two satellite antennae, one with a diameter of six and a half meters, the other two and a half meters, give the possibility to receive European, Asian, American and African TV broadcasts. Convenient programmes are copied by the instructor himself onto video cassettes on a daily basis to be used later in the class room. Additionally, a video lab is available for the students for their individual use.

NATIONAL REPORT - UNITED KINGDOM

1. In 1993, we reported the move of the Army language policy branch from Eltham Palace in London to Winchester and the retirement of Mr. George Worrall. To add to the problems of communication in 1994, the Royal Navy branch moved from London to Portsmouth and the Royal Air Force branch moved from London to Gloucester. There are now moves afoot to move our training establishments as well.

Policy

2. Language training policy has been progressing in fits and starts. The Service desks know exactly how they wish to proceed in rationalisation and in improving quality control. The complication is that, as BILC members are no doubt aware, the moves they wish to make are coinciding with the introduction of British Government policy on Market Testing and with the mammoth review of the Armed Forces' roles and organisations known as the Defence Costs Study ("Front Line First").

3. A Central Staff Branch for language training has been agreed at high level in principle but the final decision will hinge on a comprehensive survey of the Ministry of Defence Requirement. This survey is encompassing all sponsors, new formations and anticipated deployments. It should be completed by autumn 1994.

4. When the UK reports to the BILC Conference 1995, a decision will have been made on a central policy branch and on other rationalisation measures which are at present only under discussion. At best, there will be centralized policy and a clear definition of the requirement. At worst, we shall have to report a reduced capacity for language training or no decisions at all.

Training and Examination

5. Operational and Intelligence language training continue but are being rationalised in terms of content and location. There are moves to make courses more flexible and sponsor-led. Sponsors are now justifying specific training requirements in SLP terms and not examination levels. The need to redefine the targets has also been an opportunity for most to reassess the actual requirement.

6. It had been found that the three military examination levels were being used as unspecific training targets and therefore were directing both content of courses and lengths of training of personnel. For this reason, as well as for reasons of cost, the Ministry of Defence is no longer to operate a contract with a civilian body to run military examinations. Discussions are taking place on the way forward. Courses are to be internally and externally validated and assessments with civilian bodies will probably be carried out for a percentage of those attending. This is also seen as a suitable route for validating the courses of some personnel placed with civilian tutors and where quality control is particularly difficult.

7. Qualifications and accreditation with external civilian bodies have always been attractive to military personnel and the British Armed Forces are of the belief that the gradual attainment of civilian qualifications is actually a retention measure. The dilemma is that the courses which use such examinations will tend to be driven by the external examination itself and not the training requirement. No training beyond the military requirement is now given to assist personnel in gaining civilian qualifications. Any additional training required to achieve civilian recognition is the responsibility of the individual. The three Services have differing civilian qualification and accreditation policies and this leads to some complications when deciding on language policy. It is the case however, that all three Services will be in close contact with all the major examining and awarding bodies to ensure that civilian qualifications and accreditation are achieved by personnel wherever feasible within the military requirement.

Language Training During Royal Navy Initial Officer Training

8. The RN Officers Study Group has recommended that all Royal Navy officers receive instruction in a foreign language during initial training. This remit is already being met in part, by the introduction at Britannia Royal Naval College, Dartmouth of language instruction for all Naval Cadet Entry (non-graduate) Young officers of the Executive and Supply specializations. Investigations continue as to the feasibility and desirability of extending the scheme to all new-entry officers.

Army Language Scholarship Scheme

9. On a note of concrete progress, the Army Language Scholarship Scheme commenced in 1993 with one junior officer being posted into the Italian Army and another into the Spanish Army. The Scheme is designed to give junior officers the opportunity to learn a language while filling a post in the foreign army and to learn at the same time about how that army operates. Two Italian Army officers are spending six months each in the UK since the scheme is intended to operate exchanges of personnel. It is hoped that the Spanish Army will provide an officer in exchange in 1994. France and Germany are also being invited to take part in the Scheme in 1994, as six suitable volunteers have been identified. In 1995, a further expansion is envisaged, possibly including Eastern European countries.

Tri-Service Colloquial Test

10. There has been a Tri-Service effort to produce a military internal examination to SLP 2210 which is currently under trials. This test will replace several tests run at present by each Service. Maj (Retd) Carl Pearce is at the centre of the development and trials work for this Test and is attending the 1994 Conference if further information is required. The first trials of languages using non-Roman script have been interesting.

If all goes according to plan, the Tri-service Colloquial Test will be introduced from 1 April 95.

Language Training for Personnel in Yugoslavia

11. As a result of a requirement to provide a number of survival courses for personnel destined for Yugoslavia, we have now produced a one week course, related to that theatre of operations, which is to be used with a tutor. This has been produced to train personnel in German or Serbo-Croat and a copy is held by the UK delegates. It can be sent to any BILC member who requests it.

BILC CONFERENCE

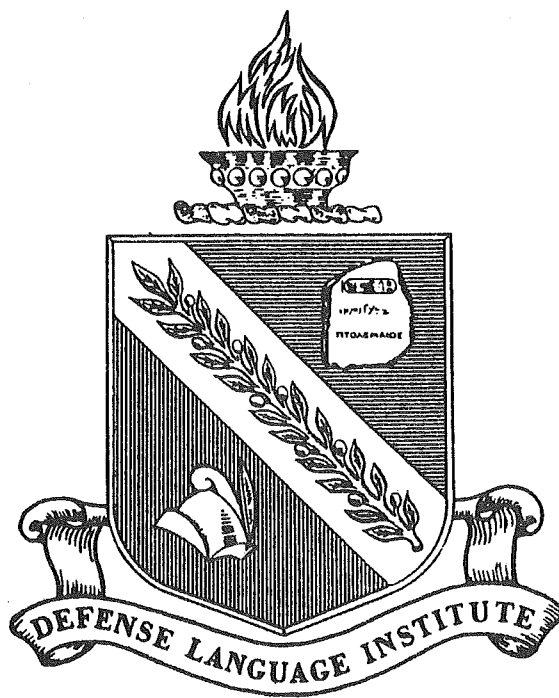
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■ ANNUAL REPORTS ■



DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



**Bureau for International Language Coordination
1994 Conference
National Report - USA**

Defense Language Institute Foreign Language Center

**Major Initiatives
Operations, Plans and Programs
Curriculum
Evaluation, Research, and Testing
Language Schools**



Defense Language Institute Foreign Language Center

I. Major Initiatives

A. Overview

Calendar year (CY) 1993 was an especially busy year for the Defense Language Institute Foreign Language Center (DLIFLC). Under the leadership of Commandant Vladimir Sobichevsky, COL, USA, we at DLIFLC vigorously pursued excellence in many arenas: in foreign language instruction, in organizational efficiency, and in service to our customers and to the wider military and government communities. We constantly strive to improve our curricula, our methods of instruction, the qualifications of our personnel, and our responsiveness to any and all taskings. Below are just a few examples of our activities, most of which are treated in more detail in the appropriate sections of this report.

B. Reorganization

In CY93, DLIFLC underwent a major reorganization designed to improve efficiency and optimize use of available facilities. Schools and support agencies were physically moved to the buildings that best suited their needs, and some administrative personnel were reassigned.

C. Federal Laboratory Status

DLIFLC is now a Federal Laboratory, charged with sharing technology developed by the government with partners in the private sector. In November 93, DLI representatives attended a meeting of the Federal Laboratory Consortium. The Technology Transfer Board of Directors was formed to meet DLIFLC's new responsibilities.

D. Special Operations Forces (SOF) Project

December 93 saw the completion of the SOF Project, which entailed two text- and tape-based curricula (the Basic Military Language Course [BMLC] and the Special Forces Functional Language Course [SFFLC] and the ground-breaking CAS (Computer-Assisted Study) CD-ROM course in 13 languages.

E. Earthquake Relief

Beginning 22 Jan 94, DLIFLC provided two weeks of assistance to relief efforts following the Los Angeles earthquake. Fifty-four linguists from the Army and Air Force comprised Task Force Rosetta. Working in concert with linguists from Camp Pendleton, from several reserve and National Guard units, and some local hires, Rosetta personnel provided badly-needed assistance at Disaster Application Centers (DACs) operated by the Federal Emergency Management Agency (FEMA). Without linguist support, the DACs would have been unable to help non-English speaking victims of the earthquake, many of whom were unable to fill out forms or request basic medical treatment without the services of a translator or interpreter.

II. Operations, Plans and Programs Directorate (ATFL-OPP)

A. Overview

1. CY93 witnessed a major reengineering of DLI's non-resident training program, formerly the Distance Education Program. Operations, Plans and Programs was created from the reorganization of the Operations, Plans and Doctrine Directorate, the Distance Education Division, and the Language Program Coordination Office. The reason for reorganization was to create one point of contact for scheduling and Command Language Program support under OPP and for all training under the Provost. Two divisions were created under OPP to accomplish this task: Programs and Proponency (PP) and Plans and Operations (PO).

2. Major Maria C. Constantine, USAF, became OPP's first Director.

3. DLI's Law Enforcement Support Program set a new course after the U.S. Customs Service ceased training in the spring. Captain Robert J. Terselic, USMC, averted program termination

by switching from resident training to Mobile Training Teams (MTTs), focusing support through Joint Task Force Six, and expanding training with the U.S. Coast Guard.

B. Programs and Proponency Division (PP)

1. PP was organized with two Branches: Programs, to focus on support to Command Language Programs through technical advice and materials distribution to field units; and Proponency, to represent DLI interests at senior administrative levels.

2. PP continued the Field Assistance Visit program, visiting 18 separate units in CY93.

3. Over 21,860 packets of non-resident training materials valued at almost \$967,000 were distributed in CY93.

4. The fourth annual Command Language Program Managers Seminar was held, with over 100 managers attending.

5. The second annual World-Wide Language Olympics were hosted at DLI. Over 200 linguists from all over the world attended.

6. In response to the Commandant's directive to seek new markets, PP created the DLI Services Brochure and distributed it throughout the federal government. The immediate result was a dramatic increase in the number of fully reimbursed translations done by DLI.

7. The number of field units with a Command Language Program supported by DLI was reduced from 840 to under 450. The program was streamlined due to budget cuts, but will improve the efficiency of materials distribution and abide by applicable regulations.

8. Distance Education's Language Training Detachment in Europe was closed due to the drawdown of U.S. forces.

C. Plans and Operations Division (PO)

1. In CY93, Fiscal Year 1995 training requirements were identified and scheduled. Presently, FY95 training load is 2,821 student man-years.

2. PO provided student data for analysis by the Office of the Secretary of Defense. This consisted of a DLI review of training projections up to FY2003.

3. A graduate student from the Naval Postgraduate School developed a computer program to assist PO in maximizing instructor resources. The program was completed in September 93 and will be operationally utilized to schedule students.

4. DLI fielded over 76 requests for translation and interpretation support in 19 languages in 1993. The DLI staff devoted 2,003 hours to translation and administrative support to complete these requests. Major users of this service were the Naval Postgraduate School, Military Commands, the Defense Criminal Investigation Service, and various law enforcement agencies. As a result of the growing demand for this service, the DLIFLC outlined in its five-year plan a proposal to establish a formal Translation and Interpretation Service program.

5. DLIFLC developed survival-level contingency language materials in nine languages (Albanian, Armenian, Azerbaijani, Bulgarian, Haitian Creole, Korean, Macedonian, Serbo-Croatian, and Somali) to provide language support to ongoing operations in Somalia and the former Yugoslavia and to be prepared to provide support in other parts of the world.

6. The Army Mobilization, Operations, Planning and Execution System (AMOPES) is the planning guidance to all Army MACOMs and DA for mobilization, contingencies, and other operations. In CY93, DLIFLC successfully developed an Annex for AMOPES to ensure that language training, materials, and support are addressed and identified in the planning process. This will enhance communications with host, joint, and enemy forces in future operations.

D. Nonresident Instruction

1. Video Teletraining (VTT)

Video Teletraining has become an integral part of the DLIFLC outreach program to linguists in the field. Using advanced technology incorporating digitized compression of video and audio signals communicated by satellite and/or telephone, DLI is providing instruction from the Presidio of Monterey to distant locations throughout the continental United States and Hawaii. During FY93 over 14,600 hours of instruction were provided. This effort is reaching about 2,000 service linguists per year and has demonstrated considerable efficiency and effectiveness. There are 7 VTT stations at DLI and 12 at military installations dedicated to foreign language instruction.

Programs are specifically tailored to objectives provided by the user and vary in length depending on user requirements. During the past two years, the VTT programs of 8 to 12 weeks of instruction, usually four hours daily, have resulted in learning outcomes of a half-point increase in proficiency. VTT is also being used with great success for cross-training linguists from languages in which there is an excess to languages for which requirements are increasing. Training in Ukrainian, Belarus, and Serbian have been conducted during the year.

2. Mobile Training Teams (MTTS)

Mobile Training Teams (MTTS) are another significant part of the DLIFLC nonresident training program serving linguists in the field. DLIFLC provides on-site training to user units upon request by field commanders. This training is for the most part refresher/maintenance/enhancement training, but it may also encompass other types of instruction: Foreign language instructor training, foreign language computer training, and other types of training related to the foreign language learning process may all be provided, resources permitting.

Such on-site training is conducted by an MTT consisting of at least one DLIFLC instructor, whose responsibilities include selecting and packaging a curriculum suitable to the needs of the user unit. Training typically ranges from two weeks to one month and is intensive in nature. Student feedback is solicited at the end of the training.

MTTs also actively respond to emergency field requirements. MTTs from DLIFLC provided Serbo-Croatian training in support of the U.S. Army in Europe and Somali training for Operation Restore Hope.

MTTs have become more and more popular as a way of sustaining foreign language training at sites that have no other access to training and as a means of responding quickly to increasing field demands. In FY93, 48 MTTs conducted 3,298 hours of instruction in 20 languages for almost 500 students. This represents a significant increase over FY92, when 27 MTTs provided 2,060 hours of instruction in 15 languages to 270 students.

III. Curriculum (ATFL-DCI)

A. Overview

The Curriculum Division consists of DCI-C, DCI-FS (Faculty and Staff), and DCI-TI (Technology Integration, formerly known as Educational Technology). In addition, the Special Forces Project (DCI-SOF) was conducted under the auspices of the Curriculum Division.

B. Curriculum (DCI-C)

1. In 1993, the emphasis at DLIFLC was on teacher development rather than on course development. Therefore, only one development team was in residence in the Curriculum Division: the team developing the prototype material for Term III of the Russian Basic Course, a revolutionary task-/content-based course. All other development work was done in the schools with the help of a Curriculum Specialist. One such project is the Russian Headstart course. Curriculum Specialists also participated in VTTs and MTTS.

2. Curriculum supported DLI's program evaluation effort by participating in the Spanish and Vietnamese Curriculum Reviews and in Staff Assistance Visits (SAVS) to the Arabic and German departments. The German SAV served to evaluate the effectiveness of learner-focused instruction and the seven-hour day. Curriculum Specialists also served on Accreditation subcommittees and assisted in the production of the final Accreditation Self-Study Report.

3. DCI personnel published *Applied Language Learning* (Vol. 4, Nos. 1-2) and *Dialog on Language Instruction* (Vol. 9, No. 1).

4. Editorial and graphics personnel made significant contributions to the SOF Project.

5. The Visual Productions Branch was instrumental in producing critical language field manuals for Operation Restore Hope: VPB designed and produced the *Somali Field Glossary* and *Somalia's Hour of Need*, and designed the cover for the *SIS Guide Surviving in Somali #2*. The CY93 RIF forced a reduction in the staff of Visual Productions from four people to two, and the Branch Chief position had to be abolished.

6. DCI personnel from various branches participated in the activities of the Center for the Advancement of Language Learning (CALL), a cooperative effort to coordinate activities of all U.S. government language schools. DCI personnel assisted with the review of contractor-developed courses.

C. Faculty and Staff (DCI-FS)

1. Faculty and Staff (FS)

a) To better meet the needs of MLIs and inexperienced instructors, FS modified the Instructor Certification Course (ICC) to include a follow-up period, during which participants video- or audiotape themselves twice and are debriefed by Faculty Trainers. FS also trained teachers in learner-focused activities in the classroom, in counseling, and in effective feedback techniques.

b) FS personnel worked with the Academic Coordinator of the School of East European Languages 1 to develop a series of exercises called "Bridges" used to implement the Final Learning Objectives (FLOs). Visiting lecturer Dr. Earl Stevick trained selected faculty from each school to write the Bridges.

c) Other FS activities included Christmas training for instructors, facilitating the Leadership Education And Development (LEAD) seminars, conducting VTT /sending out MTTs for both teacher and language training, coordinating academic presentations and guest lectures, and training students in learning styles and strategies. FS personnel contributed book reviews and other articles to the Globe and the Non-Resident Newsletter.

2. Instructional Technology (IT)

a) IT continued to present introductory workshops on IBM ToolBook/Windows computer software on a monthly basis. By midyear, the staff had developed the training templates for the Intermediate ToolBook/Windows Workshop. After training by the Asymetrix Group, IT personnel presented the Intermediate ToolBook/Windows Workshop to DLI faculty and staff. After several field tests and some revision, the Intermediate Workshop was held every two months.

b) Workshops were conducted at Fort Lewis and Fort Bragg (Introduction to IBM ToolBook/Windows) and in Augsburg and Darmstadt, Germany (Introduction to Macintosh/HyperCard and Intermediate Macintosh/HyperCard). A staff member paid a Field Assistance Visit to Fort Dix, Regional Training Center for Intelligence NE, and to Fort Bragg, 519th MI, concerning the use of ToolBook on HPSCI computers.

c) With the assistance of the user agency, IT developed the Curriculum Integrated FLOs Workshop. Participants learn about FLO documents, develop and discuss a curriculum-integrated series of FLO activities, and then teach them in the classroom. Student feedback is then gathered.

D. Technology Integration (DCI-TI)

1. In September 1993, DLI's Educational Technology Division became the Technology Integration Division. The change in name reflects a change in TI's mission. The primary role of TI is to provide technological assistance to DLI's language schools and service units. More specifically, TI is tasked with becoming directly involved with course development/maintenance projects designed to improve the schools' curricula.

2. TI assists the schools in (1) developing computer-assisted studies (CAS) activities, (2) setting up word processing stations, (3) running multimedia programs, and (4) ordering/procuring hardware and software. Central to TI's involvement in curricula projects is expertise provided by the entire Curriculum and Instruction staff (curriculum specialists, editors, faculty trainers, and illustrators). The goal is to develop learning activities that are pedagogically sound and that reflect current methodologies. In short, TI has evolved from developing independent projects and providing demonstrations toward providing direct assistance to language schools and service units. The focus is on integrating learning activities into the existing curricula.

3. Five of TI's seven specialists spent one year or more developing CAS exercises for the Special Forces Basic Course Project. The project completed approximately 4,200 CAS exercises spanning 13 languages. Special Forces learners will complete these activities as homework assignments. The project provided TI specialists with a rare opportunity to develop programming skills as well as skills in enhancing graphics and incorporating high-quality sound. Several specialists associated with the SOF Project are using their programming skills to develop CAS exercises to supplement existing DLI courses. Their efforts should yield superior prototypes for further CAS development.

4. Presently, TI's major tasking is to improve, enhance, and correct SOF CAS exercises. The effort involves seven specialist, who provide quality control by searching for and solving problems. SOF CAS exercises are pressed onto CD-ROMs that will be distributed to the user and to DLI departments/service units. Although the SOF Basic Course contains highly specialized vocabulary, several DLI departments intend to incorporate SOF CAS into their programs.

5. Other TI accomplishments during 1993 and 1994 include (1) assisting the language schools in installing both hardware and software (multimedia upgrade kits, and Gamma UniVerse, for example), (2) assisting the schools and service units in determining academic hardware/software needs for the Resource Advisory Committee, (3) editing the German D-Disk created and delivered by a contractor and writing a very user-friendly template for DLI-wide use, (4) developing lessons for the Korean Interactive Videodisk Project, (5) supporting technology-oriented efforts in the Japanese, Chinese, and Thai Departments, and (6) acquiring and delivering Spanish laser disks filmed in Costa Rica.

6. In the near future, TI will assist in converting a Headstart course into CAS exercises that will be pressed onto a CD-ROM. TI will assist language schools in developing learning activities to accompany the Korean, German, and Spanish videodisks, and TI will continue to help train faculty members in developing a System Book to enable language school personnel to create CAS exercises in ToolBook.

IV. Evaluation, Research, and Testing (ATFL-ES)

A. Overview

Progress was made on a number of projects and liaison areas during 1993. In addition, the DLIFLC research mission underwent two significant changes during the second half of the year. First, the responsibility for conducting Curriculum Reviews was transferred to the Evaluation Division, and appropriate personnel were reassigned from Research to Evaluation. Second, the duties of the Director of Research and Analysis were redefined to include serving as the head of the DLIFLC Office of Research and Technology Applications (ORTA), pursuant to DLIFLC's newly-defined status as a federal laboratory for the purposes of technology transfer. Thus, research activities proceeded along five fronts: projects and studies, liaison activities, coordination and facilitation of research, analysis and data base maintenance, and federal laboratory activities. Highlights are as follows.

B. Research Division (ESR)

1. Language Skill Change Project (LSCP)

The objectives, design, and major preliminary findings of the LSCP were described in the CY92 report. During 1993, DLIFLC research staff provided extensive editorial feedback to the contractor on the six draft reports we had in hand (of nine envisioned). Original plans called for camera-ready final versions of all nine reports to be prepared by 30 Nov 93; however, it was deemed more important to complete data analyses in support of the aptitude assessment project (see below). Therefore, it was necessary to adjust the contractor's priorities to allow for the completion of LSCP reports during early 1994. Seven of the nine will be in final staffing by the time BILC-94 meets.

2. Aptitude Assessment Project

Work proceeded throughout 1993 on the Aptitude Assessment Project, which was described in the 1992 report. The most significant accomplishment was the performance of an extensive set of item-level analyses on several thousands of cases of DLAB and criterion data. Findings from these analyses led to the production of a somewhat revised form of the DLAB ("DLAB 1.5"), which is now undergoing the first phase of validation data collection at DLIFLC.

3. Published Studies

Two special studies were conducted to meet short-suspense information needs of the DLIFLC Command Group:

Relationships Of Language Aptitude And Age To DLPT Results Among Senior Officer Students In DLIFLC Basic Language Courses (Research Bulletin 93-03, Oct 93).

The Effects Of Length Of Service And Prior Language Study At DLI On DLPT Attainment (Research Bulletin 93-04, Dec 93).

In addition, two studies which had been under development for a longer period of time were published and/or distributed in 1993:

24-Week Arabic Evaluation Study (Report No. 92-04). This study was described in the CY92 history. The final report, published in December 1992, was delivered to the client in January, and has subsequently been shared with a number of government offices, including the Center for the Advancement of Language Learning (CALL). Of particular interest is the fact that the final chapter, addressing the need for and proposed approaches to the development of contingency plans for meeting military linguistic needs in the dynamic and unstable world of today and tomorrow, was reprinted in the Conference Report from the 1993 BILC meeting at DLIFLC.

The University of Washington's Tajik and Central Asia in Transition Courses (Research Bulletin No. 93-01). This report, published in June, 1993, deals with Tajik capabilities at the University of Washington (State) and their possible relevance to the DFLP.

4. Liaison Activities

During 1993, DLIFLC participated in the new Research and Development Board convened by CALL, resulting in funding support for two research projects. Unfortunately, neither could be executed in 1993 because of fiscal year timing considerations, but both are being worked during 1994. The first of these projects will result in user-friendly computer-based templates that will make it possible for agencies to develop and administer (a) computerized questionnaires on language training issues, such as end-of-course student opinionnaires, and (b) computer-delivered language tests of reading, listening, and speaking ability. The second project will develop a controlled-access electronic bulletin board system whereby CALL agencies can, via telephone lines, exchange files containing copies of questionnaires, test instruments, research data, and research reports, on language training and testing issues.

Also during 1993, DLIFLC hosted our first-ever visiting international Fulbright scholar, who arrived in August 93 from her home in Barbados and remained through mid-December 93. The focus of her research activities was the development of computer-based exercises for language learning.

5. Federal Laboratory Activities

As a federal laboratory, DLIFLC is both authorized and required to seek opportunities to share government-developed technology with private-sector partners, which may be either for-profit or non-profit in nature. After sending two representatives to a major meeting of the Federal Laboratory Consortium in November, DLIFLC established a Technology Transfer Board of Directors and instructed the Director of Research to take the lead in identifying which DLIFLC-developed technologies were prime candidates for joint refinement and commercialization under Cooperative Research and Development Agreements (CRDAs). "The Listening & Reading Book Templates," user-friendly templates for the production of computer-based language learning activities, were identified as the first candidate project, and negotiations are presently in progress with two potential partners.

C. Evaluation Division (ESE)

1. Automated Student Questionnaire (ASQ)

This computer-based questionnaire system, introduced in 1992 and more extensively described in the 1993 Annual Report, continued to provide extensive information on student opinions about the instructional program and instructor teams. During the past year, several changes were made to the ASQ reports to provide more useful summary information. In addition, monthly briefings to the DLIFLC Commandant were initiated, covering the major ASQ findings for any classes graduating during that month. The monthly briefings are presented in roundtable fashion, with the Provost and other senior school administrators participating in the review process along with command group members.

A shortened version of the ASQ, tentatively designated as the Interim Student Questionnaire (ISQ), is being developed to gather student information at one or more points during the training program, depending on the total length of the course. Results of the ISQ will facilitate appropriate mid-course corrections, especially in the longer courses.

2. Feedforward/Feedback (FF/FB) System with Goodfellow Training Center

This system continued to operate in the same general fashion as reported last year, with some technical improvements to increase the overall reliability of the process. One enhancement introduced this year was to combine FF/FB-gathered information with information obtained from the ASQ to help interpret data for the Commandant's monthly briefing. We plan to continue to "cross-walk" FF/FB and ASQ information in this way, as well as to integrate other sources of data (e.g., Curriculum Reviews and School Assistance Visits), with the goal of implementing a comprehensive evaluation system that takes into account all relevant information sources in addressing a particular evaluative topic or issue.

3. Curriculum Reviews (CRs)

During this year, responsibility for the Curriculum Review program was organizationally relocated from the Research Division to the Evaluation Division to reflect its more direct connection with the scope of the latter's work. This move also provided an opportunity to streamline and improve the CR process by more clearly delineating the respective roles of the external review committee and the individual schools. In particular, the schools are being asked to identify needed corrective actions based on review results, rather than having the outside team members assume this responsibility. This approach is expected to promote greater "ownership" of the issues and their solution on the part of the schools.

4. School Assistance Visits (SAV)

After completing the first cycle of School Assistance visits to language programs in five schools that was begun in 1992, we have begun to review the structure and objectives of the SAV program to improve data collection and reporting. The new objective is to have the SAV serve as an assessment of administrative/management effectiveness within the school, rather than as still another assessment of the language program per se, which is already thoroughly addressed via the ASQ and Curriculum Review processes. Revised-scope SAVs are scheduled to begin in May 1994.

D. Testing Division (EST)

1. Defense Language Proficiency Test (DLPT) Development

During CY93, the Testing Division continued to produce and field new DLPT IV batteries, including tests in Czech, Spanish, and French. Each of these batteries consists of two alternate forms each for listening comprehension and reading, and four forms of a tape- and booklet-administered speaking test. Development of initial DLPT IV batteries was also under way in Greek, Persian, Serbian/Croatian, and Ukrainian, as was the production of an "update" form of the Russian DLPT that has been in operation for approximately four years.

2. Final Learning Objectives (FLO) Test Development

In addition to DLPT production, the Testing Division completed a prototype computer-based test to assess the so-called "Final Learning Objectives" (in addition to general proficiency development) that have been specified as end-of-training goals by DLIFLC's major user agencies. The FLO skills, which include, for example, aural comprehension of spoken numbers and the ability to "gist" overheard conversations, were tested in the prototype (Russian) test using multimedia computers which delivered both on-screen text and audio stimuli. The computers also captured and automatically scored the student's responses. After piloting the test, which included primarily recognition-type questions, it was determined that a higher degree of operational validity was required--in particular, the use of constructed-response tests more closely approximating the actual performance requirements of the various FLO tasks. We are currently developing constructed-response tests in Korean, Polish,

Russian, Spanish, and Vietnamese for which the stimuli will continue to be delivered via computer, but which will require the student to write out his or her responses. Implementation of the FLO testing program, as well as the related instructional initiative on the part of the DLIFLC schools, are major undertakings for the institution and should have long-lasting effects from both pedagogical and measurement perspectives.

3. Other Testing Activities

The Testing Division provided telephonic speaking testing or other support services to several U.S. government and allied organizations, including, in particular, the Drug Enforcement Agency (DEA), U.S. Customs, Secret Service, U.S. Postal Inspection Service, Canadian Armed Forces, Australian Armed Forces, and the Federal Bureau of Investigation.

V. Language Schools

A. Move/Reorganization

DLIFLC underwent a major organizational transformation in 1993. Almost the entire facility was reorganized. Managerial staff was reassigned, and schools were physically moved as well. COL Vladimir Sobichevsky, DLIFLC Commandant, issued a statement of Rationale, Purpose, and Intent:

- To clearly define organizational relationships, responsibilities, and accountability
- To eliminate organizational duplication and reduce overall work years required
- To provide a single point of contact for
 - Policy and Proponency
 - All Foreign language Training Requirements
 - Contingency Operational Support
 - Customers in the field
- To centralize all Foreign Language Instructional Scheduling--Resident, Non-Resident, or Special-Purpose
- To centralize the instructional quality and accountability for all Foreign Language Instructional Programs under the Provost
- To increase and provide additional focus for Command Language Program support
- To improve levels of efficiency and effectiveness of ALL current programs (not reduce programs!)

The following tables show the post-reorganization leadership and composition for the schools.

School	Dean	Associate Dean	Academic Coordinator	Executive Officer	Dep Ad
Asian 1	Armbrust	Lukaszewicz	Soh	Cromer	Wright
Asian 2	Granoien	Zizik	Boylan/Kwon	Walter	Lookabaugh
East Eur 1	Cole	Collins	Funke	Bogdan	Ellis
East Eur 2	De La Selva	Stotzer	Smith	USAF Sep	Uchmanowicz
Middle East 1	Taba Tabai	Connolly	Atwell	D'Amico	Daniels
Middle East 2	Grant	Donovan	Yonekura	Lambert	Miller
West Eur/Latin Amer	Vorobiov	Brown	Tovar	White	Pizzaro

Asia 1	Asia 2	East European 1	East European 2	Middle East 1	Middle East 2	West Europe & Latin America
Chinese A	Korean A	Russian A	Russian A	Arabic A	Arabic A	Spanish A
Chinese B	Korean B	Russian B	Russian B	Arabic B	Arabic B	Spanish B
Multi:	Korean C	Russian C	Russian C	Arabic C	Arabic C	Spanish C
<i>Japanese Tagalog Thai Vietnamese</i>		Multi: <i>Bulgarian Polish Ukranian</i>	Multi: <i>Czech Serbo-Croatian Slovak</i>	Multi: <i>Greek Hebrew Turkish</i>	Persian-Farsi	German Multi: <i>Dutch French Italian Portuguese</i>

The new organization optimizes the use of facilities and provides for a consolidated team configuration: six instructors in two offices, served by three classrooms and one breakout room.

B. Final Learning Objectives (FLOs)

1. Overview

The FLOs play a vital role in defining DLIFLC's teaching mission. Two examples will serve to demonstrate our efforts in this area.

2. East European 1 and 2

The end-of-program examinations for the 15 skills included in the Final Learning Objectives were developed by both Russian Schools, finalized in February, 1994, and field-tested in March. The Russian Basic Course students who graduated in March, 1994, were the first class to take the exam, which included transcription, translation, and summarizing in both Russian and English; gisting in both Russian and English; and rendering information from one language to the other. Three versions of this eight-hour examination were developed and finalized in April. A series of workshops and lectures on the FLO Program, the basic course for Russian, were given by the Academic Coordinator and the Dean. The Academic Coordinator and one of the Russian Chairs taught one hour in each of the classes in progress, instructing students in strategies that could be used to translate messages from one language to the other. Changes in the approach used to teach the Basic Course have begun. After attending workshops on "Bridges," faculty developed materials and procedures used to bridge the gap between the textbook experience and the skills required in the real working world of language.

3. West European and Latin American (WELA)

During 1993, WELA developed a Spanish FLO test that included all of the required subskills. FLO tests were developed for both human intelligence and signal intelligence linguists. These two tests will be consolidated in order to conform to new policy, which requires that only one FLO test be administered for all students.

C. Training Highlights

DLIFLC responds to evolving world situations with innovative training programs. Some of the most dramatic changes are occurring in the territory of the former Soviet Union. The two East European Schools provide examples of DLI's responsiveness.

1. East European 1 (EE1)

EE1 trained two NASA Astronauts and a Flight Surgeon who will work with the Russian Space Program. NASA funded the PCS of two instructors to Johnson Space Center to work with astronauts in training who will fly missions with Russians. This is a two- to three-year contract between DLI and Johnson Space Center.

EE1 also conducted the first year of training in Ukrainian and Belorussian.

2. East European 2 (EE2)

With the help of the Plans and Operations Division, EE2 implemented the concept to convert Russian and Czech linguists into Serbo-Croatian linguists in one-third the time normally required. The program was successful. By the end of the year, 140 Russian and Czech linguists from the USA, USAF, and USN had completed training.

D. FY 93 Student Load and Languages Taught at DLIFLC

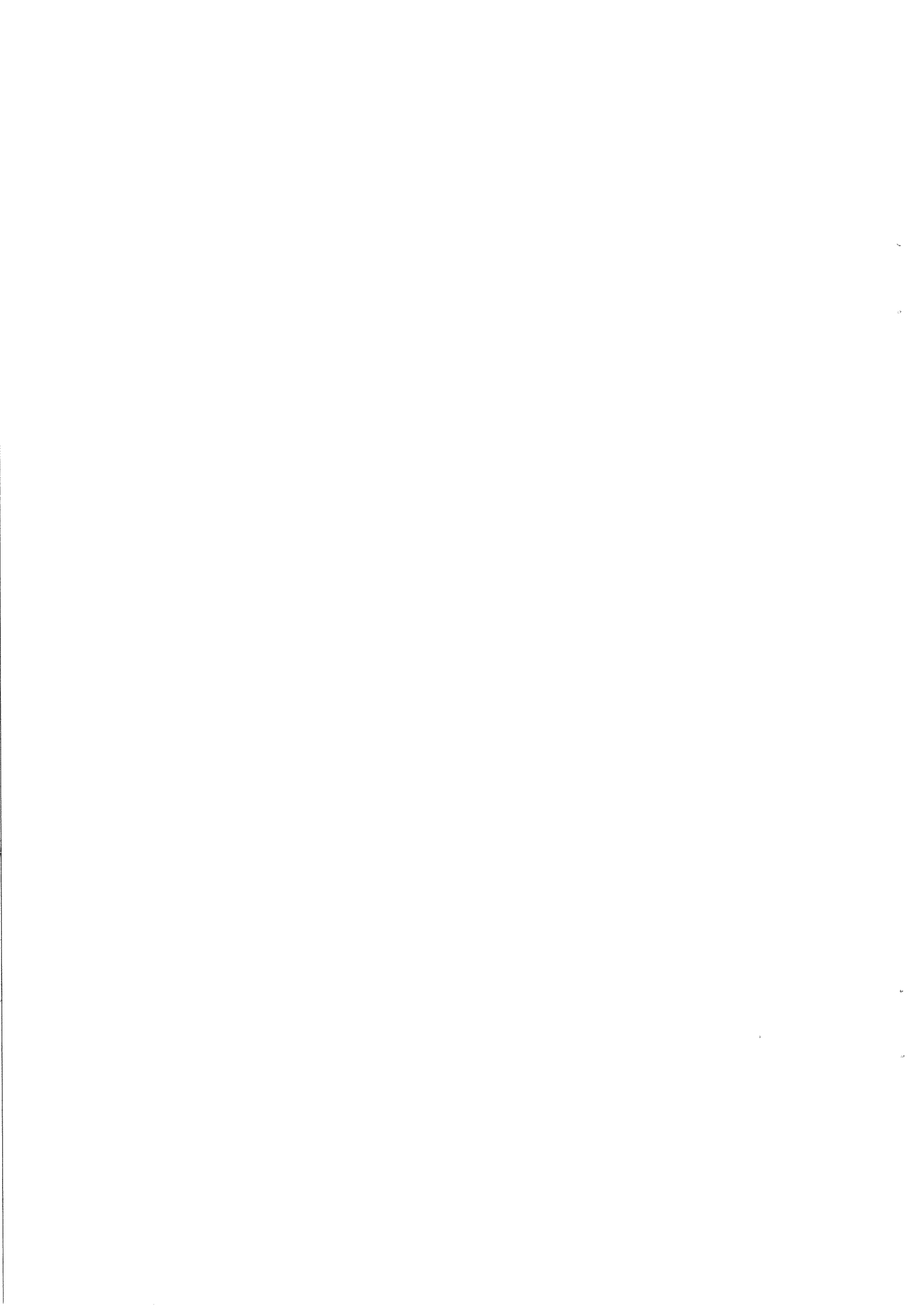
DLIFLC's student load in FY93 was 2,841 students, 2,523 of whom were enrolled in basic courses. The languages taught are listed by school and department in section A above.

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DLI Washington

**Training
Russian Translation/Interpretation
Priority Languages**



**Defense Language Institute
Washington**

I. Training

DLI-Washington continued to provide language training through the Contract Foreign Language Training Program (CFLTP) and to train and certify Russian translators for the White House Communications Agency and for the Moscow-Washington Direct Communications Link (MOLINK). Presently two in-house Russian instructors, five commercial language schools, and the Foreign Service Institute of the Department of State support the DLI-Washington program. During the past year, approximately 400-500 students were trained in at least 40 languages. Our student population included initial-entry students from all services, Defense Attaché System (DAS) designees and their spouses, Foreign Area Officers, Flag Officers from all services, Special Forces personnel, Command designees for OCONUS, officers slated for security assistance assignments, and officers selected to attend foreign military schools.

II. Russian Translation/Interpretation

DLI-Washington's Russian translators/interpreters routinely responded to requests from the Joint Chiefs of Staff. They provided the translation/interpretation service for a visiting delegation of Russian industry and government officials and scientists during a tour of the U.S. Neutral Particle Beam Directed Energy Research Facilities and for the Joint Simulation Conference held in Garmisch, Germany, between Russia and the United States. These are just a few examples of the services that these two Russian linguists have provided, and demand for their work is increasing. The year 1993 brought an additional mission: A communications link was established between the U.S. Secretary of Defense and the Russian Ministry of Defense. The Secretary of Defense requested that the interpreting/translation be performed by the DLI-Washington Office.

III. Priority Languages

A. Serbian/Croatian

During the past year, DLI-W responded to the surge in Serbian/Croatian training by providing four contract instructors to Monterey (DLIFLC) for 90 days to teach Serbian/Croatian. There was also a critical need for authentic materials. DLI-W provided assistance by finding a source for the needed materials in Washington, DC.

B. Haitian/Creole

Haitian/Creole became a high-priority language for the Army at one point. DLI-Washington responded by testing the proficiency level of Haitian/Creole speakers. Test Coordination Officers throughout the United States and the Foreign Service Institute (FSI) coordinated the effort. The Army personnel were tested telephonically by FSI.



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Defense Language Institute English Language Center

Introduction

International Military Student Training Requirements

Support Services for Nonresident English Language Program

Curriculum Development

New Facilities



Defense Language Institute English Language Center

I. Introduction

The Department of Defense English Language Program (DELP) is conducted by the Defense Language Institute English Language Center (DLIELC) in consonance with DOD Directive 5610.41, Subject: Defense Language Program (DLP), and the implementing of 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 DELP. The Office of the Undersecretary of Defense Policy/Defense Security Assistance Agency currently fulfills the functions and responsibilities of the Primary Functional Sponsor for the DELP.

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

II. International Military Student Training Requirements

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

A. The English language proficiency skill level required for entry into a technical/professional program is determined by each military department and is expressed in terms of an English Comprehension Level (ECL) test score on a scale of 0-100. The majority of the programs which are highly technical or hazardous in nature require an ECL of 80 or 85. Prerequisites for less technical courses are 65, 70, or 75 ECL.

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

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

D. The English Specialized Training (SET) Phase of the ALC is a fixed nine-week course and is provided to those students who have achieved the ECL required for entry into follow-on U.S. technical or professional training programs. This phase concentrates on the acquisition/expansion of specific language-based skills such as reading, note taking, effective use of dictionaries, training manuals and other references, as well as a limited specialized vocabulary related to the student's military vocational field.

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

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

G. Besides preparation for technical/professional training, DLIELC conducts the following courses for selected IMSs who are involved with the teaching of English in their own countries:

1. The Basic American Language Instructor Course (BALIC) is a 27-week course. In this course, instructor trainees work on improving their language proficiency and thoroughly familiarize themselves with the 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.

2. The Advanced English Language Instructor Course (AELIC) is a 13-week course. It is intended for experienced instructors who can benefit from advanced training in methodology, grammar, speaking, and writing English.

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

4. Advanced Language Proficiency Skills (ALPS) is a 12-week course for experienced instructors that is designed to upgrade their English language proficiency in the skill areas of listening, speaking, reading, and writing.

5. 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.

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

1. Language Laboratory Maintenance (LLM) 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.

2. Observer Professional Training is tailored to cover those areas in the operation and administration of an English Language Training Program (ELTP) that 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).

3. The Test of English as a Foreign Language (TOEFL) Preparation Course is a new 16-week course designed to develop the advanced English language skills necessary to reach or enhance a score of 500 on the TOEFL. In addition, the course emphasizes the development of writing skills and includes one major research paper and numerous writing assignments. One hour of computer lab work per day is also included.

I. Other special programs are conducted for U.S. military personnel. These programs are described below:

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

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

III. Support Services for Nonresident English Language Programs

A. During FY93 DLIELC continued to monitor all approved U.S. military Nonresident English Language Programs in CONUS and overseas and to provide ALC materials to U.S. military personnel, DoD employees, or family members who are not native speakers of English. TDY teams were deployed to administer Oral Proficiency Interviews (OPIs) for Puerto Rican ROTC programs as required, and a Language Training Detachment (LTD) group was also assigned to the U.S. Navy Ship Repair Facility at Yokosuka, Japan.

B. In addition to these programs in support of U.S. military requirements, DLIELC provided LTD and/or Mobile Training Team (MTT) assistance to numerous countries under Security Assistance Training Programs.

IV. Curriculum Development

A. In addition to the completion of a totally new general English segment of the American Language Course (ALC), a 34-book series stressing a communicative approach to language skills, several other exciting projects are underway at DLIELC. The new Basic American Language Instructor Course (BALIC) has completed field testing. The Advanced English Language Instructor Course (AELIC) is in the process of being revised. The Interactive Courseware design project begun last year is continuing with very positive results. DLIELC is making videos to accompany the ALC, and segments of these are being incorporated into computer lessons to be used as supplements to the course. Computer-assisted supplements are also planned for specialized English modules. Another new trend is increased development of weapons-specific modules, such as the Apache Helicopter and Abrams Tank materials.

B. The ECL test, used in approximately 500 locations worldwide to evaluate English language proficiency, was totally redone in 1992-93. New computer programs were developed using a one-parameter Rasch model, giving even greater assurance of the equivalence of all the forms of the test. The new testing program has been in use since February 1993. Eight additional forms of the American Language Course Placement Test (ALCPT), a test similar to the ECL but which is available to foreign countries, are being developed.

V. New Facilities

DLIELC moved to a new, ultramodern campus, officially opened in February 1994. The new campus includes enlisted and officer dormitories, a new academic and headquarters building, an international student dining hall, and a student administration building. Interactive courseware lessons mentioned earlier are conducted in two new computer labs in the new building. A learning center for student after-hours use of computers and other learning aids was opened in 1994. Growing use of new technologies is having a positive impact on student morale.



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Foreign Service Institute

Overview

New Campus

Organization

Overview of the School of Language Studies (SLS)

Language Programs

Language Materials

Research, Evaluation, and Development



Foreign Service Institute

I. Overview

The Foreign Service Institute (FSI) of the United States Department of State was established in 1946 in order to provide training for employees of the Department of State and other government agencies involved in foreign affairs. Each year, over 20,000 students are enrolled in one of 145 courses, although only 1,000 are on site at any one time. Approximately 60 percent of FSI students are employees of the Department of State. The remaining 40 percent are employees of some 50 other departments within the U.S. Government, including the Department of Defense, the United States Information Agency, the Agency for International Development, and others. Spouses of officers are also eligible to enroll in FSI training.

II. New Campus

FSI implemented the long-planned move from office buildings in Rosslyn, Virginia, to a specially-designed campus for the foreign affairs community in nearby Arlington, Virginia. The facility is known as the national Foreign Affairs Training Center. The move was carried out during the fall of 1993, with settling-in essentially complete by year's end. The new campus--the Institute's first real home--is both functional and attractive. FSI looks forward to the opportunities to move to a higher level of excellence in innovative and more effective training that will be provided by this state-of-the-art facility.

III. Organization

FSI is made up of five units (three Schools, a Seminar, and a Center) plus a supporting administrative unit.

A. The Senior Seminar

The Senior Seminar draws its students from the senior ranks of agencies with foreign affairs or national security responsibilities and is one of the most advanced professional development programs available in the U.S government.

B. The School of Area Studies

The School of Area Studies offers long- and short-term courses on the full range of essential knowledge of foreign countries and regions, which enable officials to utilize more fully their functional, linguistic, and cross-cultural skills. They also offer a broad-ranging program of seminars, interagency roundtables, and policy gaming aimed at fostering long-term policy research.

C. The School of Professional Studies

The School of Professional Studies offers a wide array of courses, both for job skills and career development, as well as providing instruction to diplomats of Micronesia and certain former Soviet republics.

D. The Overseas Briefing Center

The Overseas Briefing Center provides information emphasizing family issues and concerns for U.S. Government employees going to or returning from assignments abroad.

E. The School of Language Studies

The largest entity within FSI is the School of Professional Language Studies, which provides training both in Washington and overseas. Advanced language schools located in Tunis, Yokohama, and Seoul provide a second year of language training in Arabic, Japanese, and Korean, respectively. A contract facility in Taiwan provides similar training in Chinese. FSI also sponsors a limited amount of individual in-country training.

IV. Overview of the School of Language Studies (SLS)

In Washington, training in languages and cultures is provided by a staff of over 250 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, but 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 facility. Beginners in Afrikaans, Dutch, Danish, German, French, Italian, Spanish, Norwegian, Swedish, Swahili, Romanian, and Portuguese typically study for 24 weeks. Beginners in most other languages study for 44 weeks. A significant minority of students are non-beginners, however, and are assigned to training for shorter periods.

V. 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 assignments.

A. The BASIC Program

The BASIC course is a full-time intensive training course 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 at an FSI Field School.

B. The FAST Program

The FAST (Familiarization And Short Term) course is also full time and 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 LDPs, 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.

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

C. The EARLY MORNING Program

The EARLY MORNING Program is FSI's only part-time language training. Meeting from 0730 to 0840, five days a week for two 17-week 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.

VI. Language Materials

A. Overview

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 requests--of devoting five percent of its instructor staff-time to various development projects ranging from updating existing courses to creating completely new programs of study.

B. Major Development Emphasis

Until recently, the major development emphasis was directed toward improving and adding to our courses in Russian and the Eastern European languages. Currently we have major curriculum renovation projects in progress in French and Urdu, along with the new and continuing development of full new programs in a large number of languages of emerging states, as required by the State Department's system of LDPs.

C. Program Development in 1993 and 1994

The U.S. has established diplomatic relations or increased diplomatic contact with a number of new countries, primarily in the former Soviet Union. FSI is now teaching over 60 languages, including Azerbaijani, Uzbek, Armenian, Estonian, Latvian, Lithuanian, Ukrainian, Georgian, and Slovak. First experience with these languages suggests that they are generally Category 3 with respect to difficulty of learning for English-speakers, although it appears that Georgian and Mongolian may be substantially more difficult than the others. Plans are underway to offer training in Macedonian, Slovenian, and possibly some African languages.

VII. Research, Evaluation, and Development

A. Curriculum Development

The bulk of the program development work is carried out by the instructional staff, often in conjunction with and in response to ongoing classes, with consultation from curriculum and training specialists on the design and execution of new curriculum initiatives. Cases in point are the rapid development of materials in the languages newly taught at FSI (see above) and a current effort to enhance U.S. economic effectiveness through training of foreign affairs personnel.

B. Educational Technology

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

In addition, we continue to integrate computer-assisted learning into our SLS programs. A couple of programs that have been working on the integration of technology into their curricula for some time have had some notable successes with individual students whose circumstances prevented participation in the usual classroom format.

Several language sections have developed a useful capacity to author educational technology materials with Multimedia ToolBook; further training for staff is planned for the summer. Pending the functionality of a satellite dish on our new campus at the National Foreign Affairs Training Center, we are making use of taped international television broadcasts in almost all classes.

C. Research Activities

Enrollment and end-of-training data from almost all SLS languages are now on a Windows database, making them available both for section management purposes and for institutional research. This latter is a relatively new function for SLS; it has become possible to provide much quicker answers than before to questions generated both by upper management and by all levels within SLS.

In the area of academic research, we are examining considerable data from two years of collection in a project examining and redefining individual learner differences, including the issue of language "aptitude." Results of the analysis have been reported in a variety of fora such as ACTFL and TESOL. We are also applying them to student counseling, student learning strategies training workshops, and teacher training at a variety of levels.

Other research has taken place or is beginning on further dimensions of language aptitude, statistical characteristics of the FSI/IRL proficiency rating scale, and aspects of reading in various kinds of writing systems.

D. Professional Development

Staff training programs for first-year instructors and new supervisors are part of the orientation of new staff. A committee of SLS staff has established an in-service staff development program that takes place one afternoon every other week. Most of the programs are designed by faculty committees. Experts from outside FSI and SLS are often invited to make presentations during this dedicated staff development time. Many of these activities have been substantially enhanced by interagency workshops and presentations sponsored by the Center for the Advancement of Language Learning.

FSI continues to support other professional opportunities for staff members, in addition to the in-house workshops and seminars described above. Staff members frequently attend professional conferences and are often invited to deliver papers and make presentations. Recent major meetings at which SLS was so represented include GURT (Georgetown Roundtable on Languages and Linguistics), TESOL (Teachers of English to Speakers of Other Languages), LSA (Linguistic Society of America), ACTFL (American Council on the Teaching of Foreign Languages), and CALICO (Computer Assisted Language Learning and Instructional Consortium). SLS staff members continue to represent FSI in a variety of professional journals and edited books.

V. STUDY GROUP REPORT 1
"Language Training for Special Military Purposes"

Study Group Report 1 Language Training for Special Military Purposes

Chairman:	WG Cdr Wilkinson	- UK
Members:	Brig Liebhard	- Austria
	Ms Hagarty	- Canada
	Col Steiger	- France
	Lt Col Lacherez	- France
	ORR Dr. Hüllen	- Germany
	Lt Col Parente	- Italy
	Prof Mc Bride	- Italy
	Mr Garvey	- Italy
	Lt Col Timmer	- Netherlands
	Mrs Blom	- Netherlands
	Capt (N) Erikson	- Norway
	Col Harrison	- UK
	Mr Pearce	- UK
	Mr Hart	- UK

Background

1. The study group of the 1993 BILC Conference which discussed Language Training for Arms Control and UN Operations recommended that there should be a continuance of the discussion group under the title of "Language Training for Special Military Purposes".

Discussion

2. The discussion ranged from specific problems that delegates had experienced providing language training at short notice for 'out of area' operations such as Bosnia, to more general, long-term language training requirements for the intelligence community and military attachés and advisers. It was agreed that language training for special military purposes should be defined as:

"any language training required by military personnel for living in and operating in any L2 country, at the appropriate level."

3. Generally, it was agreed that non-Anglophone countries see their main requirement as English language training because English was perceived as the main operating language. This language training is reinforced by:

- a. English taught as one of the foreign languages in schools.
- b. English in computer games, advertisements, films, pop songs etc.

However, Anglophone countries' training requirement is for target languages of the states in which their military personnel will live and operate. This language training often commences at a low level of competence or with no knowledge of the language at all. This also applies to the target languages of their allies who are often non-NATO.

4. Since the end of the 'Cold War' there have been greater financial pressures on the military to produce a 'peace dividend'. This has resulted in some countries providing language training for specific requirements for annotated posts rather than as a general education. In order to meet a specific requirement a needs analysis has to be undertaken to identify exactly what pre-employment training is needed for that post. Therefore, a needs analysis and pre-employment training are required for each annotated post. Conducting a needs analysis is a

lengthy process and therefore it can only be undertaken on previously identified posts. It has been found difficult, if not impossible, to carry out a full needs analysis for short-notice postings (e.g. the first detachment of troops in support of UN operations). In general, the requirement in the level of language competence rose in line with rank. However, there were exceptions to this rule e.g. technicians and embassy support staff.

5. The discussion group agreed that it was very important that they, as the language training specialists, should advise and guide their customers and civilian contractors on the language training requirements of the posts against STANAG 6001 for 3 reasons:

- a. The STANAG descriptors were considered rather general.
- b. The customers usually failed to understand the STANAG descriptors. This also applies to civilian contractors.
- c. The customers invariably thought that their posts required a higher level of language competence than was necessary.

Recommendations

6. A series of recommendations emerged from discussion:

- a. The discussion group on language training for special military purposes should not be continued at next year's Conference.
- b. A discussion group of language training practitioners should define STANAG 6001 in training terms (i.e. in training objectives and enabling objectives) to enable customers to identify their requirements which can then be met by modular courses.
- c. The UK delegation should produce a specimen word list of military terms in English at Level 2, to be circulated through BILC to all member countries for their agreement and equivalent translations with suitable time made available to discuss the word list during next year's Conference.
- d. The SHAPE Representative should send the posters showing the comparative ranks of all NATO countries to the BILC Secretariat who would forward them to all member nations.
- e. Commencing next year, the annual national report should include an updated list of courses and resources available.

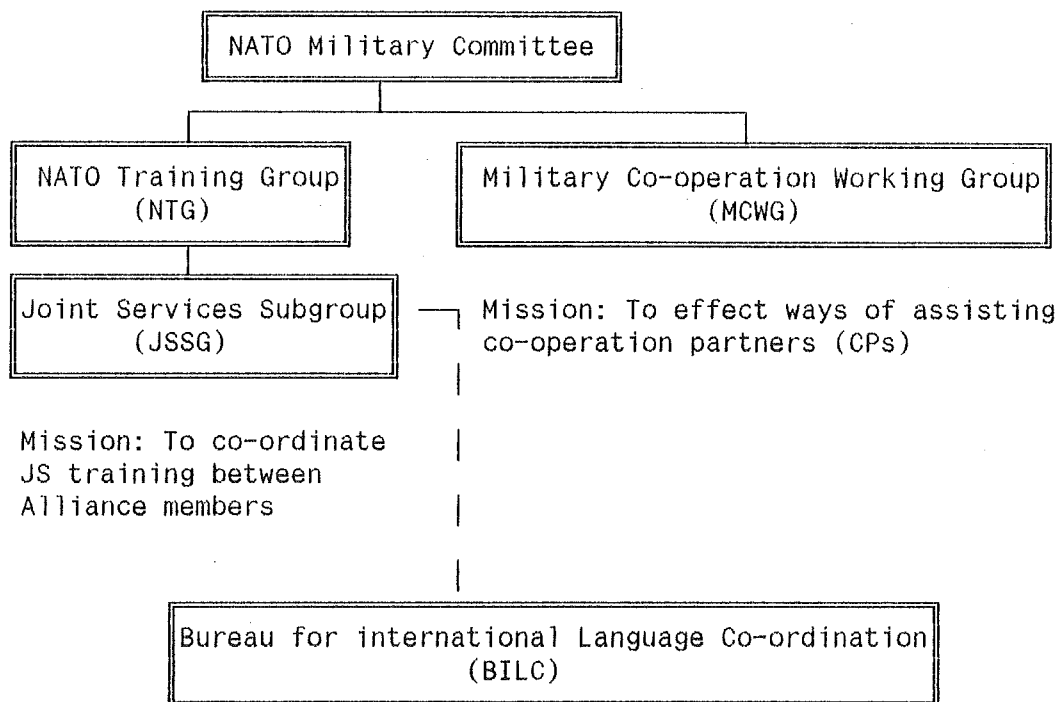
V. STUDY GROUP REPORT 2
"Supporting NACC Partners"

Study Group Report 2
Supporting the Co-operation Partners (CPs) of the North Atlantic Co-operation Council (NACC)

Chairman:	Mr. Walinsky	Germany
Members:	Col Alderisi	Italy
	LCol Barriere	France
	Dr Dobrev	Bulgaria
	Prof Douthwaite	Italy
	Dr Eglite	Latvia
	Mr Gram	Denmark
	Dr Kadas	Hungary
	LRDir Leben	Germany
	LCol Lehmann	Canada
	Ms. Rudy	United States
	Capt Samsunlu	Turkey
	Col Sobichevsky	United States
	Col Zihla	Czech Republic

I. Introduction

The relationship BILC - NACC is shown on the following diagram:



Advisory status on language training matters to JSSG

JSSG, followed by MCWG, has requested BILC support in co-ordinating assistance by Alliance members to CPs in the domain of language training. This request was triggered by the fact that:

1. Language, particularly the lack of competence in the major NATO language English, is the major obstacle to effective co-operation between NATO members and CPs.
2. A considerable number of seemingly uncoordinated language training efforts between NATO members and CPs has evolved.

Neither JSSG, nor MCWG, nor BILC have information about the scope, progress and effectiveness of these endeavours.

3. The lateral exchange of information between language training experts of the various CPs, who in many cases have similar problems, appear to be almost non-existent.

II. BILC's Role in Assisting CP States

BILC, the association of the military language training agencies of all NATO members with the exception of Iceland and Luxembourg is the only forum capable of providing professional advice and coordination in this field. The following action is therefore recommended:

1. Determining the status of bilateral efforts between individual BILC members and CP states

BILC members should provide the Secretariat an overview of the aim, scope, progress and results of their language training contacts with CPs.

2. Obtaining information about the language training organisations of the CP states

The CP states should provide the BILC Secretariat via NTG/JSSG&MCWG the following information:

- a. Person/appointment responsible as point of contact for dealing with the BILC Secretariat and BILC members.
- b. Pertinent information concerning the status of language training, such as
 - aims
 - standards, including the significance of STANAG 6001
 - availability and employment of teaching staff, including those trained in NATO countries
 - availability of teaching and testing material
 - number of students and size of projects
 - specific needs in order of priority

3. Monitoring by BILC of future efforts

Based on the replies to 1. and 2. above, the BILC Secretariat with the assistance of willing BILC members will identify areas where efforts can be shared in order to avoid working at cross purposes. On-site evaluation of the effectiveness of CP projects by BILC is premature. This is the responsibility of the CP language training experts. This does not preclude consultation with CP countries on a case-by-case basis.

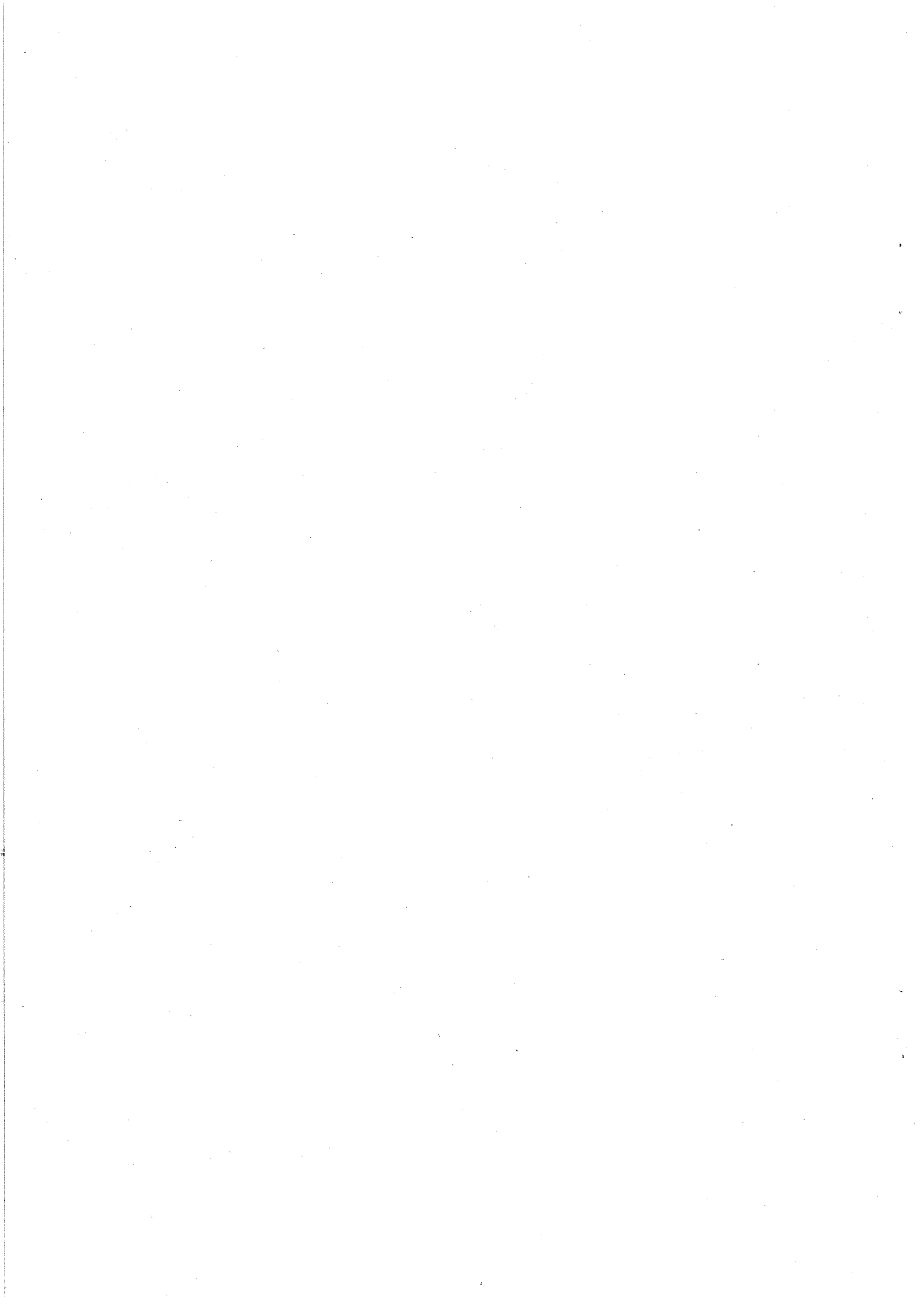
4. Co-ordination meetings between BILC Secretariat and NACC

Periodic briefings will be conducted by the BILC Secretariat with the assistance of willing BILC members at NATO HQ or at the German Federal Language Office, Hürth, to disseminate information and carry out face-to-face co-ordination. The initial such event should take place in late 1994. Individual requests by CPs may be facilitated here.

Note:

BILC does not dispose over funds. The issue of funding of co-operation programmes must therefore be resolved between the involved parties.

V. STUDY GROUP REPORT 3
"Quality Control"



Study Group Report 3 Quality Control

Chairman:	P. Rami	Italy
Members	WGCdr Ison	Australia
	Mrs. Dubeau	Canada
	C.F. Le Mao	France
	RDir Gerth	Germany
	LtCol Dubrovich	Italy
	Dr. Seinhorst	Netherlands
	Capt. Carrascosa	Spain
	Cdr. Sutherland	UK
	SqnLdr O'Hagan	UK
	Dr. Clifford	USA
	Mr. Johnson	USA

This study group had its first meeting in Turin. During the meetings we discussed and exchanged different ideas and opinions on the subject of Quality Control.

During a brainstorming session we examined the advantages and disadvantages of applying Quality Control to language training. We used the following headings:

- 1) Customers and Quality Control
- 2) Assessment
- 3) Teachers
- 4) Course Material
- 5) Students

and we split into subgroups to examine each topics more closely.

1) Customers and Quality Control

The process should start with the Language Training expert helping the sponsor to define the LT needs for the job. Current post holders should also be consulted in a format designed to make their feedback as objective as possible.

This process will involve the most accurate possible statement of Job specification and LT needs. The LT-expert should provide guidance on the interpretation of STANAG 6001. Periodic reviews will be necessary to ensure that the statement of requirements remains current.

There is always likely to exist tension between what is ideal and what is feasible: decreasing budgets will mean reduction in training resources. The initial needs and the subsequent reviews will have to target resources effectively.

2) Assessment and Quality Control

Assessment is the sine qua non of quality control. Testing is the visible confirmation of your program objectives. It is the most reliable and efficient way of determining whether program objectives are being met. It is critical, however, that quality control of the assessment procedures be exercised. Tests have such a powerful impact on the instructional process that inaccurate testing will distort your goals, but accurate assessment procedures must set the

standard for all quality control initiatives in the program. This is costly, but it is imperative that quality control measures accurately reflect program objectives, have face validity, and be statistically reliable.

3) Teachers and Quality Control

Quality control of teachers is a sensitive issue and should be handled with care to achieve optimum results. The positive aspects that teachers can provide are that they ensure formative feedback of language training. Perhaps the most significant negative aspect is that teachers as human beings can be extremely sensitive to "perceived" criticism of their performance. Too much control can often inhibit natural teaching ability, leading to a reduction in quality. It is, therefore, important to find the correct balance between quality and control.

4) Course material

What is positive here, is that you can more easily attain the given training objectives. This can be done by intensive checking of the quality of the course materials from time to time, by updating or re-writing them.

What is negative is the cost factor. This applies to the time spent for up-dating the course materials, the cost of the staff needed i.e. teachers and material developers, and of the material itself.

There may also be problems with the teachers' acceptance of the material. Sometimes teachers are reluctant to use materials which they did not produce themselves.

5) Students

Quality control is an independent verification of the degree to which anticipated results are achieved. As a first step in the assurance and achievement of positive results, student selection must be subjected to quality control criteria.

On the negative side, acceptance of students with less than minimum aptitude or abilities leads to the likelihood of either such students underachieving in the prescribed training time and/or having to increase course length and therefore costs and possibly still not achieving anticipated outcomes.

V. STUDY GROUP REPORT 4
"Educational Technology"

Study Group Report 4 Educational Technology

Chairman:	LTC Hubscher	France
Members:	Maj. Cavanagh	Australia
	Maj. Rode-Muller	Denmark
	LTC Beaufils	France
	Mr. Schwarz	Germany

Computer Assisted Language Learning (CALL)

The 1993 report of the study group "Educational technology" described the objectives that can be reached by using new technologies.

Study Group 4 studied this report and acknowledged that the aim should be to provide the best teaching tools for both teacher and students and decided to focus this year's discussions on the following topic: "Computer support for language learning".

Sharing ongoing studies, current and forecast uses of technology in foreign language teaching programs in the respective countries show that the requirements and the ways to meet them are different.

In addition, the group viewed a video tape illustrating a study of CALL-use in progress. On suggestion (request) of the group, I wish to present it to you. It has been produced by the French Infantry Branch School- the only purpose is to show how this school uses CALL to solve its very particular problem: enable French officers at the level of platoon leader and company commander to fulfill peace keeping missions.

I will now give you an overview of the conclusions, recommendations and suggestions of the group. The points are mentioned in decreasing order of importance.

Additional Points

The following additional points may be added to the previous report:

- CALL can provide realistic training situations;
- CALL allows instruction to different groups in the same classroom, to facilitate specific task training;
- CALL allows better and closer interaction with individual students;
- a CALL multimedia system can replace many other individual technologies (slides, video recorder, tape recorder) within one system;
- CALL materials are easy to copy, edit and distribute and will become increasingly cheaper.

Uses, Purposes

The group saw the following possible uses:

- computerized instruction
- self training, self instruction, requalification
- distance learning
- multimedia support for the instructor
- automatic examination through multiple choice questions
- student self control

Constraints

Before bringing out a solution, the following constraints have to be considered:

- shortage of personnel and budget
- increase and diversification of requirements
- equipment, development and maintenance costs
- development time for courseware
- training and time to become an experienced CALL developer and user

Implementation Strategy

Risks

If CALL represents the best solution, let's consider some possible risks:

- failure to reach objectives
- growth of maintenance costs
- lack of coordination makes it difficult to transfer courseware and/or expertise between schools

Managing the Risks

How to manage these risks:

- Before beginning, define accurately the training goals;
- Choose a training strategy, that fits the training objectives;
- Ensure that CALL is the most effective strategy to fit the goal;
- Establish a standardized multimedia hardware platform, multimedia development system / (programming) tools (API) and development strategy.

Function Description Represents the Main Task

The requirements and functionalities have to be listed and described by the person responsible for training (teacher, instructor):

- Analysis starts with the subdivision of tasks into subtasks, detailed up to single tasks;
- Analysis phase ends with providing the tests for each single goal;
- Second phase consists of looking for the most efficient training tool to fit every single goal;
- During the third phase, the design phase, learning goals will be mapped to lessons and themes, templates could be defined;
- The fourth phase: production of the courseware after the design has been completed.

System Description

Information system includes hardware, software and, if necessary, network.

The description has to be complete and up to date.

Access has to be easy.

The cheapest hardware platform is not necessarily the best solution: statistics show that only 20% of the cost concerns hardware: generally, more expensive PC-based systems offer a greater upgradability.

Choose standard software packages and/or authoring systems.

Include the training of the trainers (as user) and developers.

Implementation and Production

Knowledge centre should be implemented in each school.

If a school has a development cell and CALL-class, it becomes an independent production and teaching unit:

- It allows decentralized production and maintenance of courseware by the school;
- Each school sends its training requirements and the corresponding CALL-projects;
- Central coordination defines (every year) the production plan and, if necessary, the equipment plan, ensures courseware quality label, provides central support for difficult CALL-realisation;
- central support system includes a help desk;
- CALL bulletin board serves to answer the most common questions.

Conclusion

Before closing this overview, I will review the chief elements.

It is evident that CALL provides more choices to resolve the constraints: budget / time / personnel / material / infrastructure.

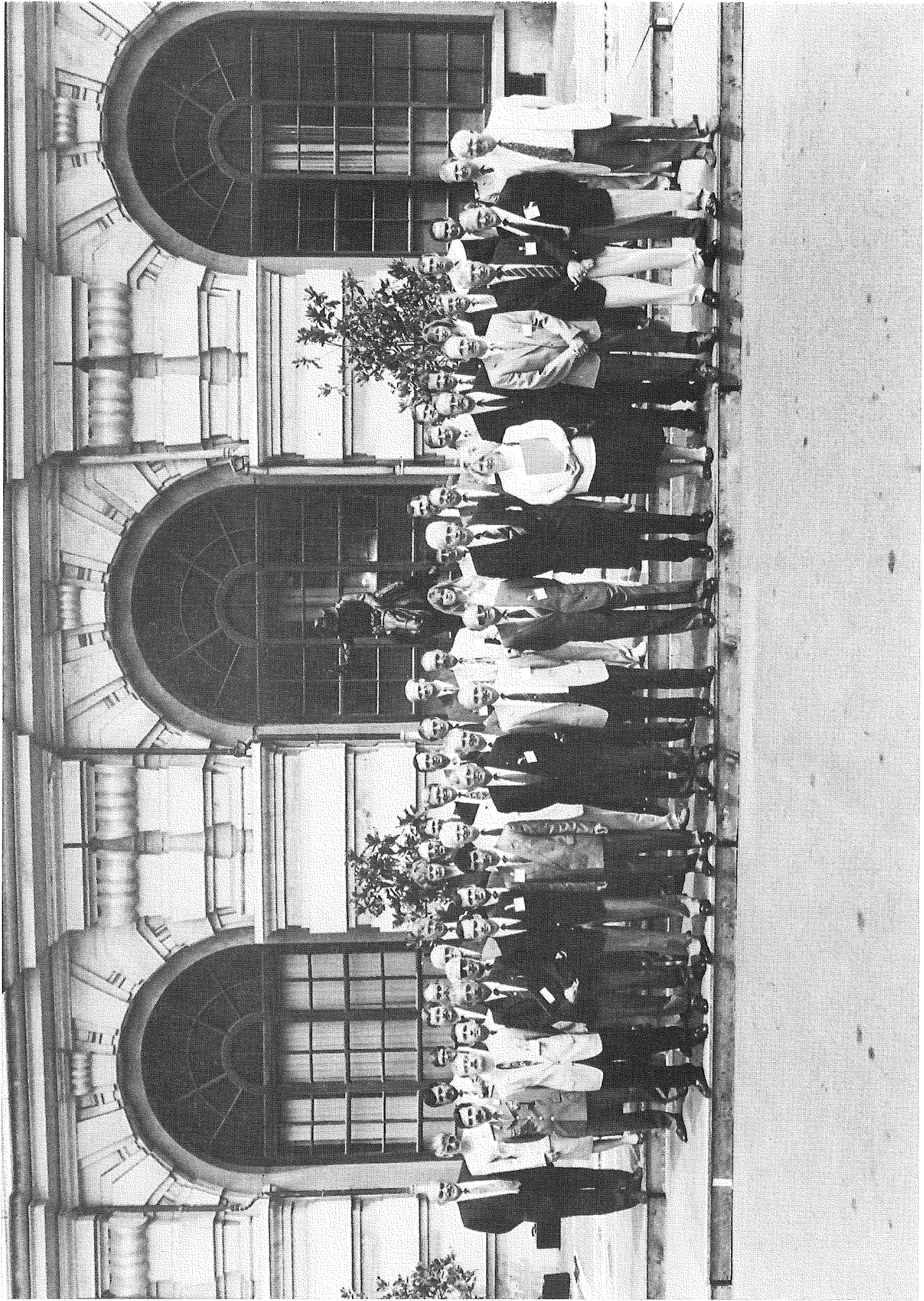
The trainer is the leader.

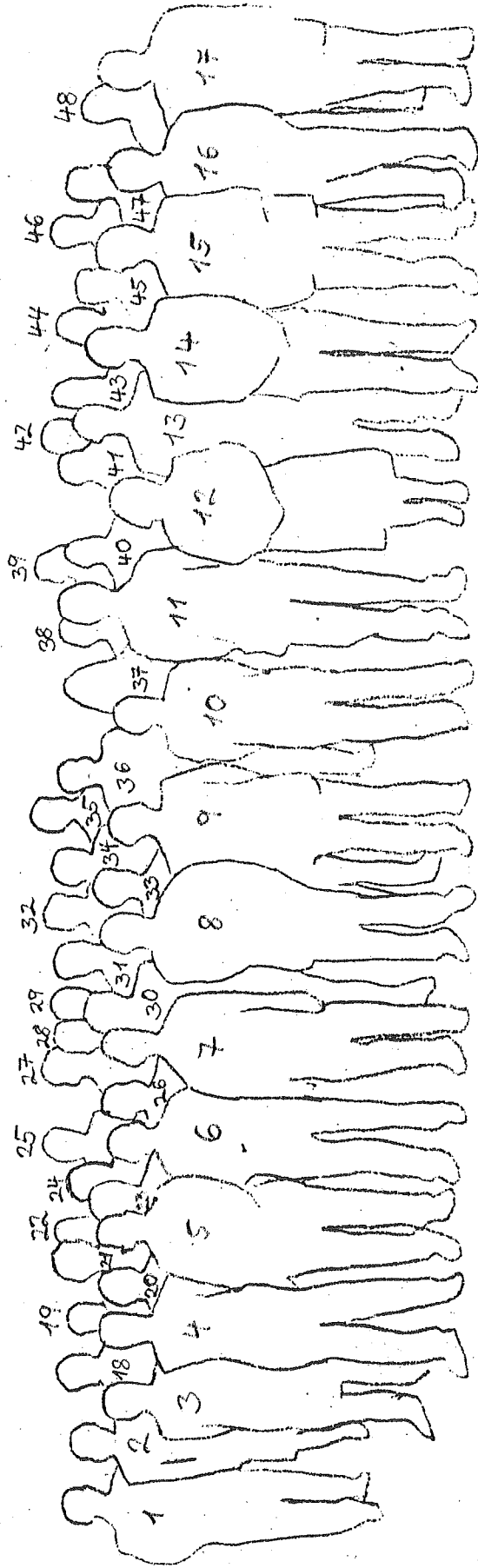
CALL is the only learning/teaching-tool that fits the required goals and offers the best rate cost / efficiency.

The group recommends that this topic continues to be discussed in the future; based on the 1993 and 1994 reports the members of the "Educational Technology" study group should prepare for the next conference presentations on CALL studies and/or uses that are forecast or going on in their own countries.



VI. CONFERENCE PHOTOGRAPH





- | | | | | |
|---------------------|-------------------|----------------------|---------------------|----------------------|
| (1) Col Alderisi | (17) Col Harrison | (25) Mr. Hart | (33) Cdr Sutherland | (41) Col Zihla |
| (2) Prof Mc Bride | (18) LTC Parente | (26) LTC Lacherez | (34) Mr. Johnson | (42) Col Kwist |
| (3) ORR Dr. Hüllen | (19) LTC Beaufils | (27) Ms Rudy | (35) drs Seinhorst | (43) WGCdr Wilkinson |
| (4) LTC Timmer | (20) CF Le Mao | (28) Prof Douthwaite | (36) Dr. Dobrev | (44) Ms Hagarty |
| (5) Cpt Carrascosa | (21) RDir Gerth | (29) drs Blom | (37) Ms Dubeau | (45) Mr. Pearce |
| (6) Cpt Samsunlu | (22) LTC Hubscher | (30) SqnLdr O'Hagan | (38) Mr. Schwarz | (46) LTC Barrière |
| (7) Cpt (N) Eriksen | (23) BG Liebhard | (31) Dr. Clifford | (39) Maj Cavanagh | (47) Prof Rami |
| | (24) Mr. Gram | (32) LTC Dubrovich | (40) Dr. Kadas | (48) LtCdr Zanier |

