**BUREAU FOR INTERNATIONAL
LANGUAGE CO-ORDINATION**

SG #5 Organizing and executing training of languages other than English
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While English remains primary language training focus for interoperability within the Alliance, countries invest considerable efforts and funds into developing language skills in languages other than English. There are numerous challenges connected with recruiting and supervising the teachers, purchasing and developing training materials, developing achievement and proficiency tests, linking the programmes to STANAG 6001 descriptors. The SG will discuss experience and good practice and possibly come up with a list of suggestions and lessons learned.

SG 5 Participants:

- ❖ WG CDR P. Reddacliff AUS
- ❖ Maj Gen Al Hamami Iraq
- ❖ Capt E. Carroll and Capt A. Doyle, Ireland
- ❖ Capt N. Berckmans, Capt JL Dutirou, France
- ❖ Col. S. Khalailah, Jordan
- ❖ Dr. J. Rattler, USA
- ❖ Lt Col H. Khalilov, Azerbaijaan
- ❖ Dr. J. Monzingo, USA

The participants' discussion revolved around a few essential points, the first one being that the same or similar approach should be taken in organizing foreign language training, as in organizing the same in English. This means that any request for training should begin with a thorough needs or requirement analysis, followed by the course design & development, delivery, evaluation and validation. This approach is known as the "system approach" to training.

The analysis of the requirement aims to define clearly, what is to be trained, to what level and in which skills and tasks. The requirement should to be defined in concert with the client requesting training, and may involve asking the client to complete needs analyses questionnaires. These questionnaires seek information on the task relevance, frequency, importance, etc. and the level to which they need to be mastered by the end of the course in order for course participants to be able to carry out the language-related tasks in their future jobs/missions/deployments. Narrowing down the requirement is also linked to the "time on task" (duration) allotted to training.

The SG also discussed the need to confirm availability of resources, human and material in order to conduct language training. Such resources are normally ample for English training purposes,

whereas they may be scarce or non-existent in another language, and may have to be developed or acquired from commercial sources. Resources may also be obtained through in-country or international collaboration with similar institutions.

Integrating culture into language training should be another consideration, and it may be implemented in the form of immersion, or by making culture an integral part of the curricula etc. Selecting appropriate formative and summative testing instruments are part of measuring course success and student achievement.

Some of the challenges linked to language training are the shifting operational needs based on the changing geo-political circumstances, due to which training establishments may be asked to deliever new and unplanned courses, and are thus forced to be in a reactive mode, scrambling to develop or find resources, as well as funding.

Some of the best and recommended practices in organizing training in languages other than English include having a clear policy or higher echelon training strategy, that is, having foundational documents governing language training. Planning training in advance is of critical importance, and for that reason training authorities or establishments (schools) should be in regular contact with clients to discuss future training needs.

If training needs to be outsourced due to internal lack of resources, quality assurance processes must be put in place in order to ensure that what is asked for is delievered, and that the service providers are in full compliance with the contract.

Courses should be evaluated and validated by collecting feedback from the students, teachers and managers, and necessary modifications/improvements should made based on recommendations.