

# Languages other than English for Defence Force deployment

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# Outline

- Operations: Adaptive Campaigning
- Needs Analysis: The LOTE Capability Model
- Course design principals: workplace-based (LSP); competency-based; text based curriculum using the learning teaching cycle & workplace genres
- The development of new Operational LOTE courses: Tactical Interaction & Operational Engagement
- Operational Engagement: Language of administration
  - context
  - administrative processes
  - macrogenres
  - the role of the DFSL linguist
- The Operational Engagement course genres & curriculum

# Contemporary Operating Environment

- Multiple diverse actors
- Outcomes decided in minds of the population
- Relevance of combat operations



# Adaptive Campaigning



## ADF response to contemporary operating environment

- Requirement to adapt to:
  - increasing rate of change
  - increased complexity





Complex Physical Terrain

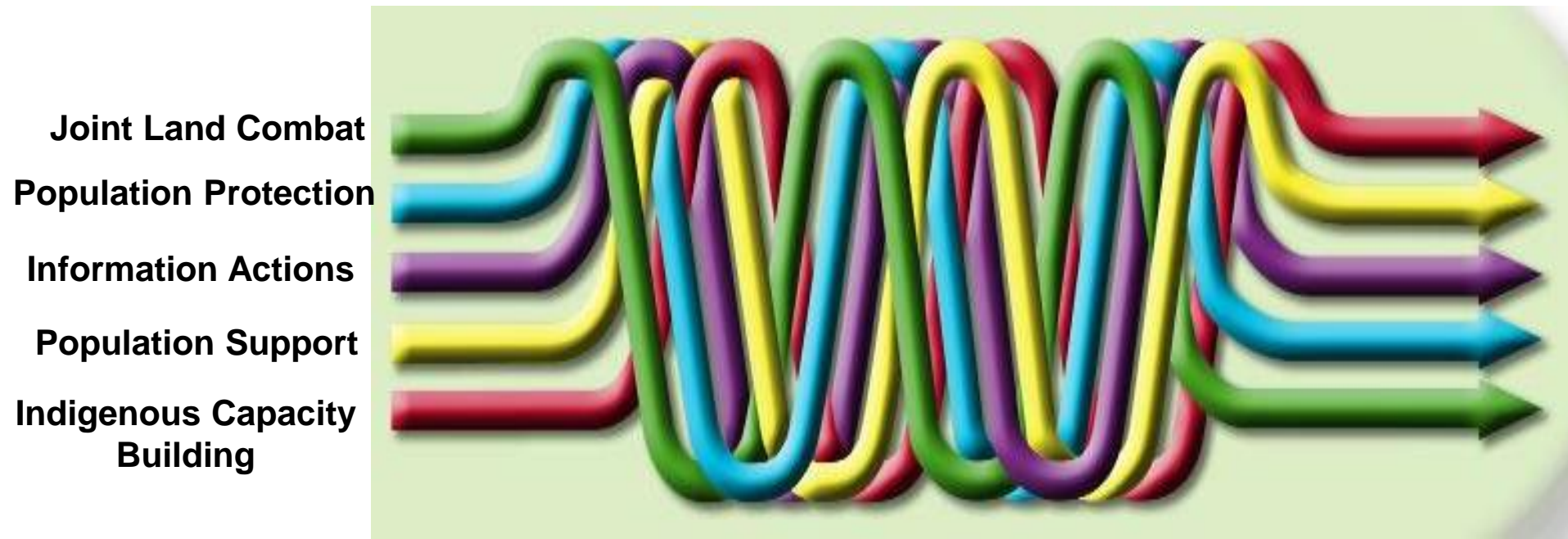
Complex Human Terrain

Complex Informational Terrain



# Adaptive Campaigning

- The philosophical and conceptual framework underpinning Adaptive Campaigning is the five mutually reinforcing and interdependent lines of operations:





# Joint Land Combat





# Population Protection





# Information Actions





# Population Support



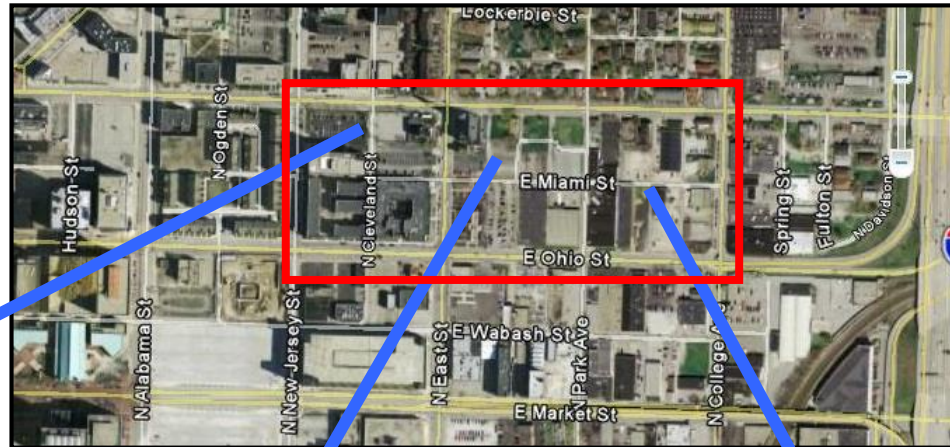


# Indigenous Capacity Building



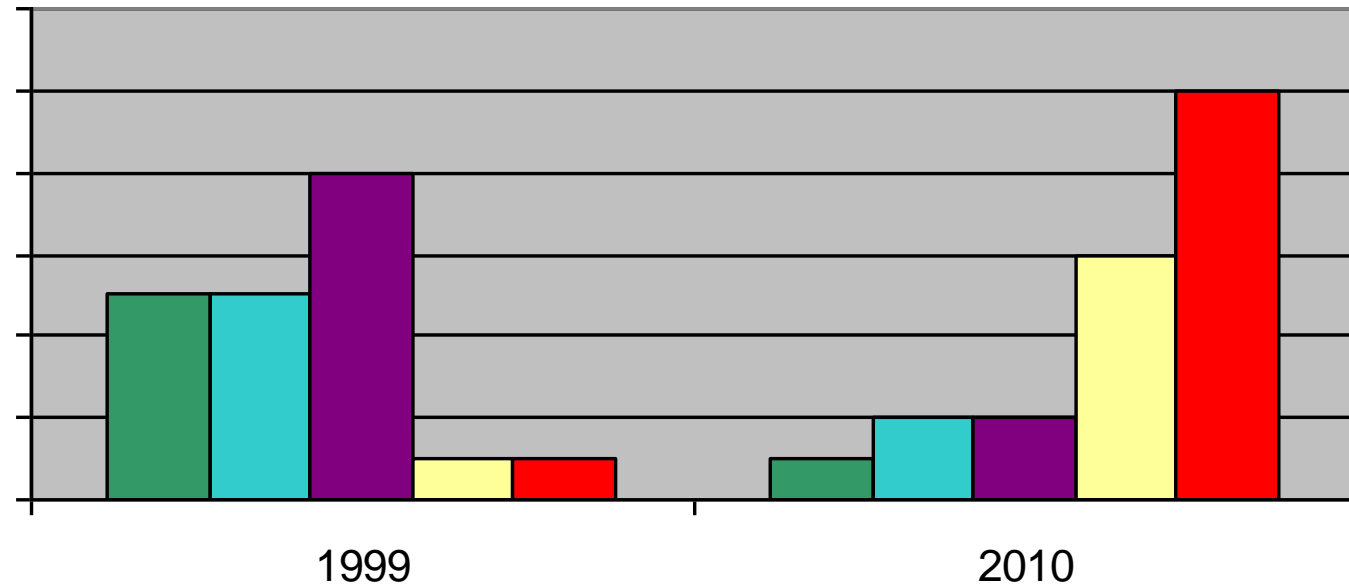
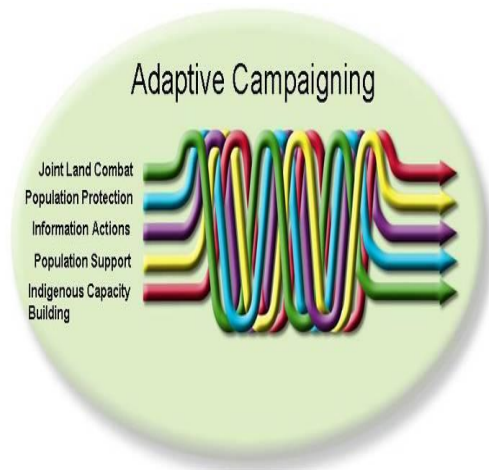


# Three Block war





# Operational focus across the 5 Lines in Timor Leste



# Adaptive Campaigning and Languages

## Cultural competency and capability

*In wars fought amongst the people, commanders at all levels require the capabilities to understand and address the 'human terrain' of complex social, cultural, historical, political, economic and population geography within an area of operations. While specialist linguists form part of the requirement, they represent only a comparatively small part. More importantly, all personnel within the theatre of operations must be capable of acting as tactical 'ambassadors' and achieving an appropriate degree of empathy and engagement with the population. This means that all personnel in theatre (including interagency elements and service providers) must be empowered with basic cultural, social and language skills, and specific-to-country knowledge.*

(Army's Future Land Operating Concept 2009:55)



# A new approach to LOTE



- The Defence requirement is for foreign language skills to **enable** the work of defence personnel in overseas, non-English speaking theatres.
- A recognition that 'one size doesn't fit all'
  - Language for Specific Defence Purposes
  - Competency based in workplace contexts
  - Discursive practices of the workplace
- Needs Analysis
- Development of the LOTE Capability Model: kinds of language users and kinds of language courses

# LOTE capability model

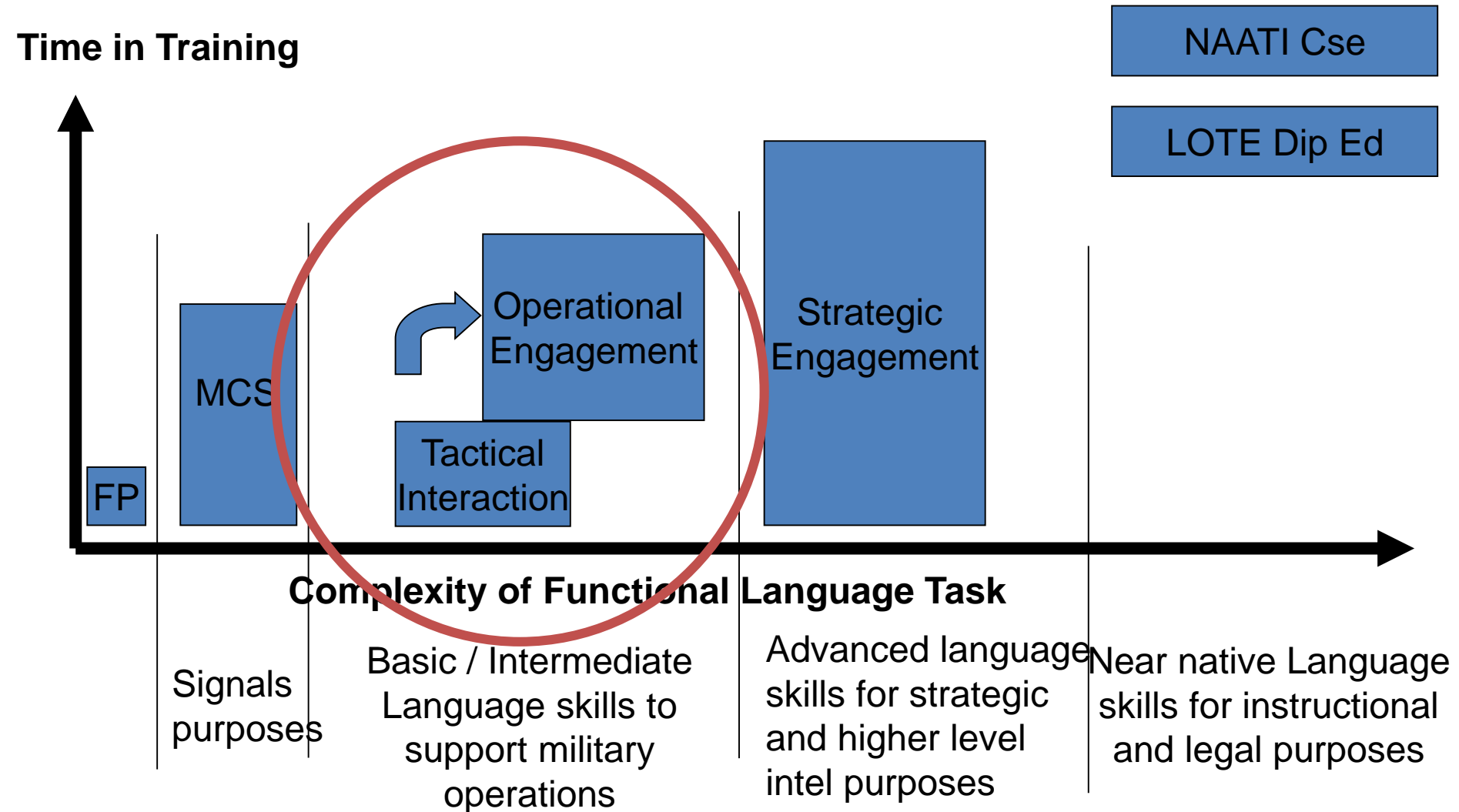
## users

1. Culturally enabled users
2. Vocational users
3. Analysts - trade specific
4. Professional users - operational
5. Professional users - strategic
6. Military LOTE trainers
7. Military interpreter/translator (NAATI)

## courses

1. Force Protection
2. Tactical Interaction
3. Military Communications Skills course
4. Operational Engagement
5. Strategic Engagement
6. Language Teacher Training
7. Translator/Interpreter Training

# New Model: one size doesn't fit all





# Operational Engagement Course

**Aim:** to equip ADF personnel with the language skills to support operational objectives within the complexity of the five conceptual lines of operation.

**Skills:** to include listening, speaking (2+), reading (2), writing, interpreting and translating (1+)

**Duration:** 30-35 weeks (up to 1000 hrs of class time)

**Target learner:** officers on deployment responsible for military planning and operations

# *A canned administrative context*

The Defence Forces are guided by administrative structures **for planning and execution of missions** that are reflected in other hierarchical administration institutions.

The institution is organised through a linguistic technology – the language of administration (DSP 1995).

# Integrated administrative processes

## **GUIDANCE**

What the Defence Force is hoping to achieve in a mission

This involves planning, allocating roles and routinising through mission documents and briefings.

These processes are carried out within strict protocols such as rules of engagement.

## **COMPLIANCE**

Immediate and direct commands to implement plans for the mission

## **SURVEILLANCE**

Reviewing of missions to confirm success of plans and to inform future plans

(Adapted from DSP *Write it Right Monograph* 1995)



# Hierarchy

The main difference between defence administration and other administrative contexts is the high degree of obligation that is coded into written and spoken texts. This arises from the strong authority relationships from the top to the bottom of the straight line of command structure – *the formal line of authority, communication and responsibility* – supported by unity of command where each subordinate reports to only one superior (Encyclopedia of Management 2006), which is inherent in the rank structure.

# Mission phases

Warning order	PLANNING PHASE			EXECUTION PHASE	
	Mission analysis	Course of action development	Course of action analysis	Orders	Post-operation

# Guidance

The direct line of command means that plans issued from higher in the hierarchy are not delivered as direct imperatives (which represent personalised control) but as generalised procedures (which represent depersonalised control).

Such depersonalised orders are *statements of obligation ... made by the speaker in respect of others* (Halliday 1985: 88) and the uncoupling of an *I* or *we* from the command limits *the space for disagreement, or differing points of view* (Lemke 1987: 6).

## Example

*The mission is to be completed in coordination/consultation with the district medical coordinator, AUSAID (providing funding), and local leaders. Any construction work is to meet AS standards, the CBT team is to deploy to the location for no longer than 80hrs*



# Compliance

In the execution phase of a mission, orders are given to different groups within the Defence Force as directives through commands for immediate and direct organisation of the mission plans.

## Examples

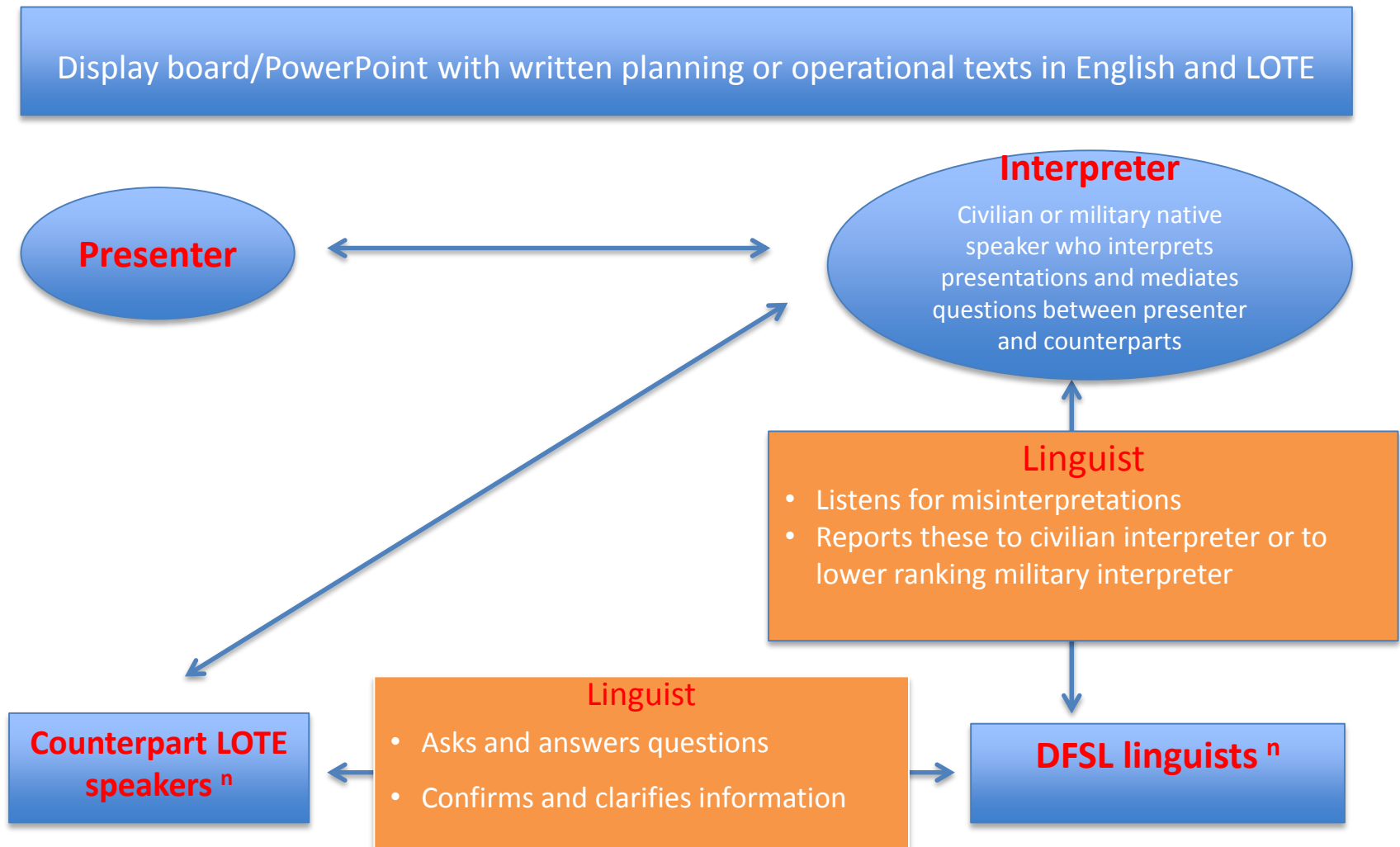
*Group HQ (E2): you are to manage command control throughout all phases, to maintain situational awareness, particularly to the north of B2B.*

*Group E32: you are the clearance team of B2B. You are to ensure that all evidence you identify is centralised for exploitation post operation.*

# Texts

Administrative process	Mission phases	Sub-phases	Spoken and written texts
Guidance	Planning		<ul style="list-style-type: none"> <li>Warning order</li> </ul>
		Mission analysis	<ul style="list-style-type: none"> <li>Mission analysis brief</li> <li>Commander's guidance 1</li> <li>Commander's intent</li> <li>Mission statement</li> </ul>
		Course of action development	<ul style="list-style-type: none"> <li>Course of action brief</li> <li>Commander's guidance 2</li> </ul>
		Course of action analysis	<ul style="list-style-type: none"> <li>Wargame</li> <li>Course of action analysis brief</li> <li>Commander's guidance 3</li> </ul>
Compliance	Execution	Situation	<ul style="list-style-type: none"> <li>Situation description</li> </ul>
		Orders	<ul style="list-style-type: none"> <li>Mission</li> <li>Commander's intent</li> <li>Execution</li> <li>Admin and Logistics</li> <li>Command and Signal</li> </ul>
Surveillance	Post-operation		<ul style="list-style-type: none"> <li>After-action review</li> </ul>

# Role of DFSL linguist in OE briefing contexts





# Language skills

In briefing contexts the DFSL linguist must be able to:

- **read** the written mission texts in the LOTE
- **compare** the English and LOTE versions of the written text
- **listen** to the English version of the briefing
- **listen** to the LOTE interpretation of the spoken briefing for misunderstandings or misinterpretations
- **speak** to the interpreter in the LOTE to point out any misunderstandings or misinterpretations
- **listen** to rectifications of misunderstandings or misinterpretations
- **speak** with counterparts to ensure understanding through asking questions, answering questions and paraphrasing to clarify terminology

# Macrogenres

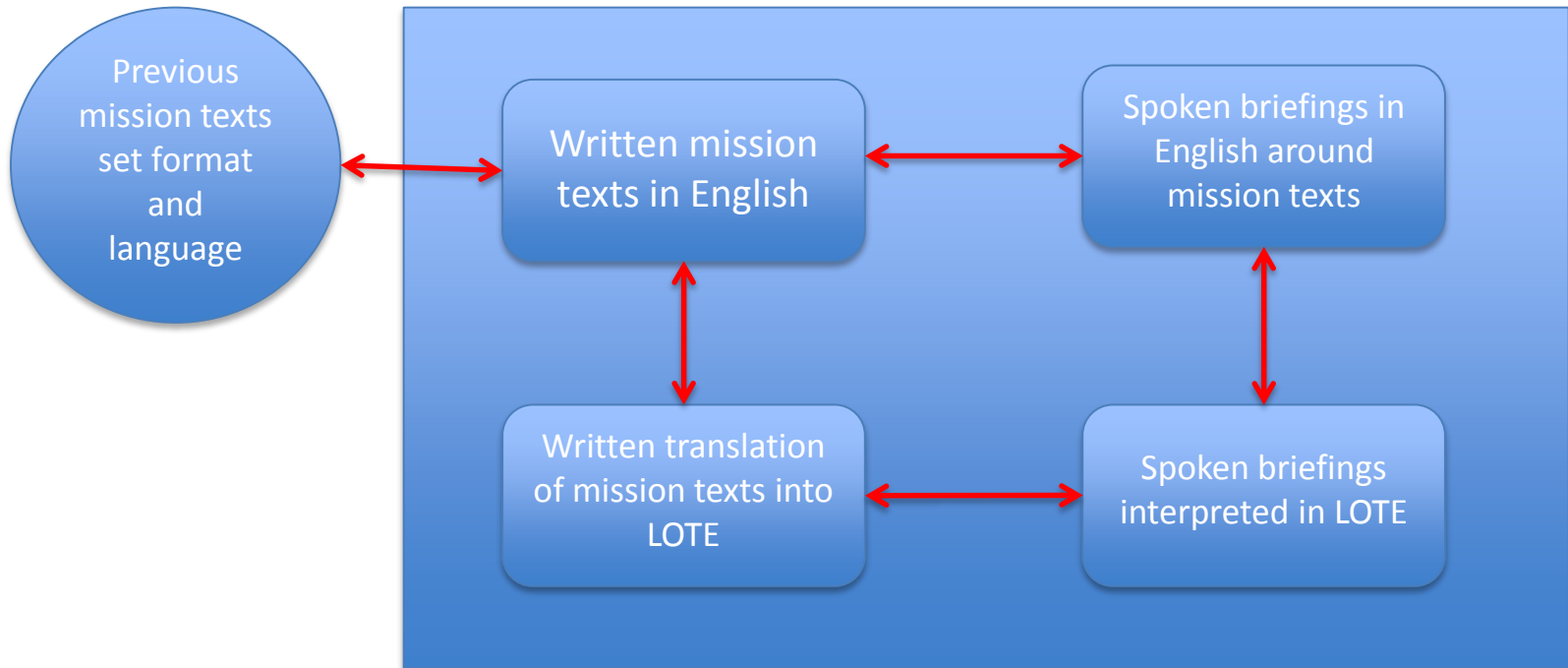
Most of the texts which linguists will need to engage with in OE contexts are macrogenres.

## Example – Warning order

Phase of text	Genre
Situation	<b>Factual description</b>
Mission	<b>Plan</b> – expressed in generalised procedures
Execution	
Tasks	<b>Directives</b> – expressed as direct imperative commands to specific personnel
Coord/Instr	<b>List</b> of timings and locations
Command & control	<b>List</b> of personnel specifying roles

# Intertextuality

Intertextuality is a key factor in how DFSL linguists must learn to deal with the spoken and written OE texts in briefing contexts





# Field is military operations

- English and LOTE spoken and written texts share a high number of terms through similar military structure and processes
- When dealing with military counterparts, linguist can share knowledge and experience BUT will need to focus on details eg: grid references, times etc
- When dealing with civilian personnel, linguist will need to explain military concepts and terminology


# Tenor

To use the LOTE effectively in briefing contexts, linguists need to be aware of interpersonal aspects of language in relation to:

- the rank of military counterparts
- the status of civilian counterparts
- the rank of military interpreters

# Mode

Mode is a significant aspect of the briefing context, with linguists needing to move between spoken and written texts in English and the LOTE

MODE IN OE BRIEFING CONTEXTS		
Spoken texts		Written texts
Spoken briefing		Written mission text
Interpreted briefing		Translated mission text
Interaction with counterpart		
The linguist must mediate between these modes to ensure no misunderstandings arise		



# OE genres

Etiquette genres
• Small Talk
• Invitations
• Thank you notes
• Condolences
• Welcomes
• Reference letters
Transactional genres
• Goods and Service transactions
• Information transactions
• Offer of services

Macro-genres
• Warning Orders
• Mission Analysis
• Instructional discourse

Factual genres
• Explanation
Directives
• Operational Directives eg orders
Records
• Situation (Situational Report)
• Minutes
• Minutes of Guidance
• Lists
• Purchase Orders
• Receipts
Provisions
• Procedures
• Generalised procedures
• Protocols
• Plans
• Debriefs

Language of administration

# OE curriculum

CLO 1	<b>Apply language enabling skill</b>
CLO 2	<b>Write in another script</b>
CLO 3	<b>Engage in public relations</b> *Engage in social discourse relevant to military life * Write a range of texts in L2 to enhance public relations * Deliver short speeches and informal spoken invitations *Issue directive to restore control and instil confidence
CLO 4	<b>Engage in goods and services transactions</b> * Source local goods and services * vet suppliers of goods and services * read and complete forms related to the purchase of goods and services
CLO 5	<b>Participate in military planning and operations</b> * Read warning order for briefing contexts * establish and build relationships in a range of workplace contexts * gather information to develop support operations *brief civilians about operations and maintaining safety * participate in meetings related to operations * ensure counterpart understands key aspect of mission
CLO 6	<b>Deliver basic military skills training</b> *Use the L2 to support military skills training *Prepare, deliver and review a presentation in the L2
CLO 7	<b>Work collaboratively in an intercultural environment</b>
CLO 8	<b>Interpret and translate to support operations</b> *compare factual information against a CO's brief *Interpret for Tactical Questioning * Translate documents relevant to operations * Interpret and translate for stakeholders connected to operations.
CLO 9	<b>Interact with L2 communities and individuals in-country</b> * Plan, prepare and undertake interviews with members of the L2 community * Plan, prepare and undertake a Geocache within the L2 community * Plan, prepare and undertake a community engagement service in the L2 community

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Thanks

Questions?