

Implementing major curriculum reform within the Defence Force School of Languages (DFSL): the Operational Engagement course

Language for Specific Purposes

Lessons Learned

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Focus on Design and Development

What do you have to do to design an LSP course?



Context

- The Defence Training Model (DTM) – shift to CBT
- Training Needs Analysis (TNA) – ground truthing
- Language seen as a capability
- Adaptive Campaigning – Future Land Operating Concepts (ACFLOC)

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

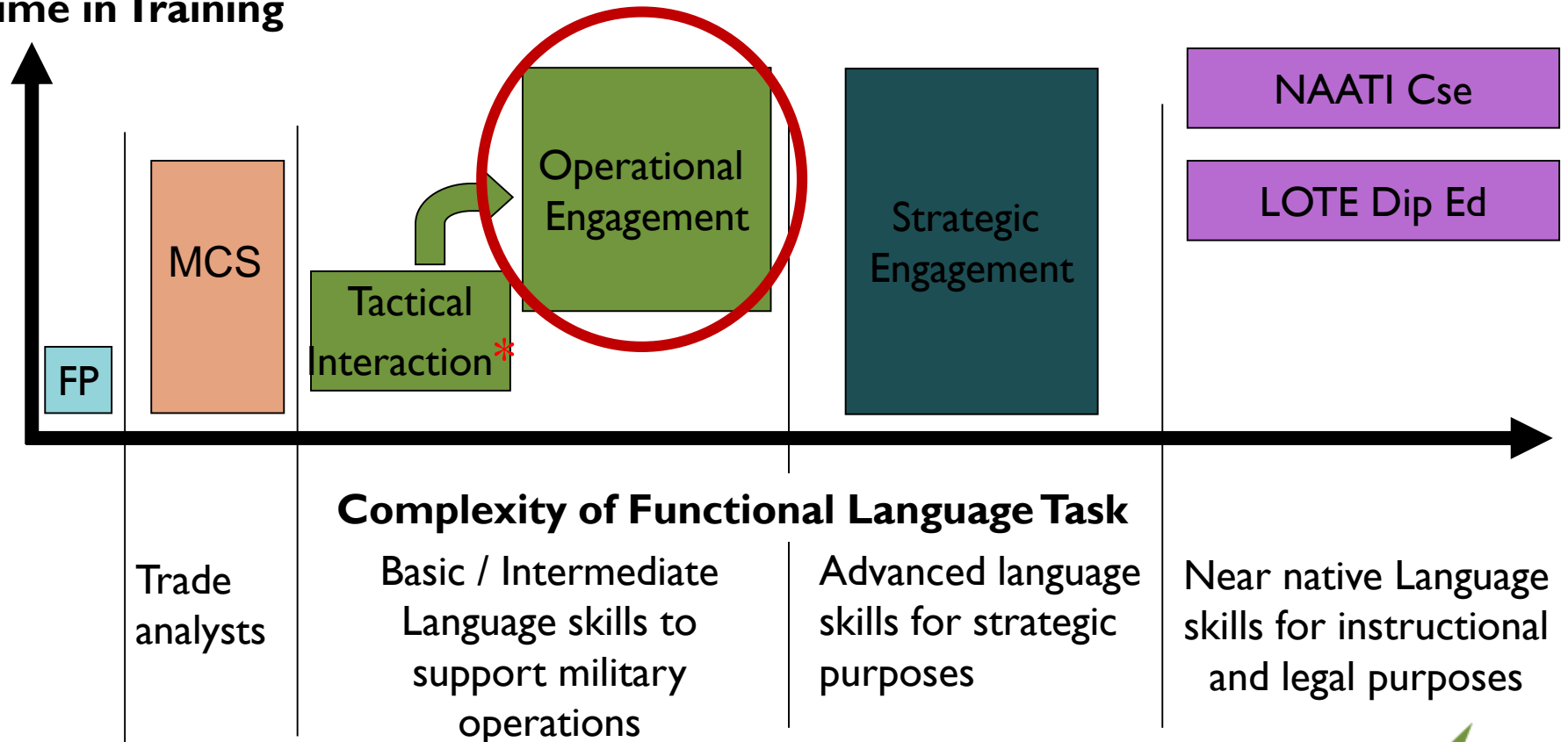
1. Culturally enabled users
2. Vocational users
3. Analysts - trade specific
4. Professional users -operational
5. Professional users - strategic
6. Military LOTE trainers
7. Military interpreter/translator (NAATI)

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

Time in Training

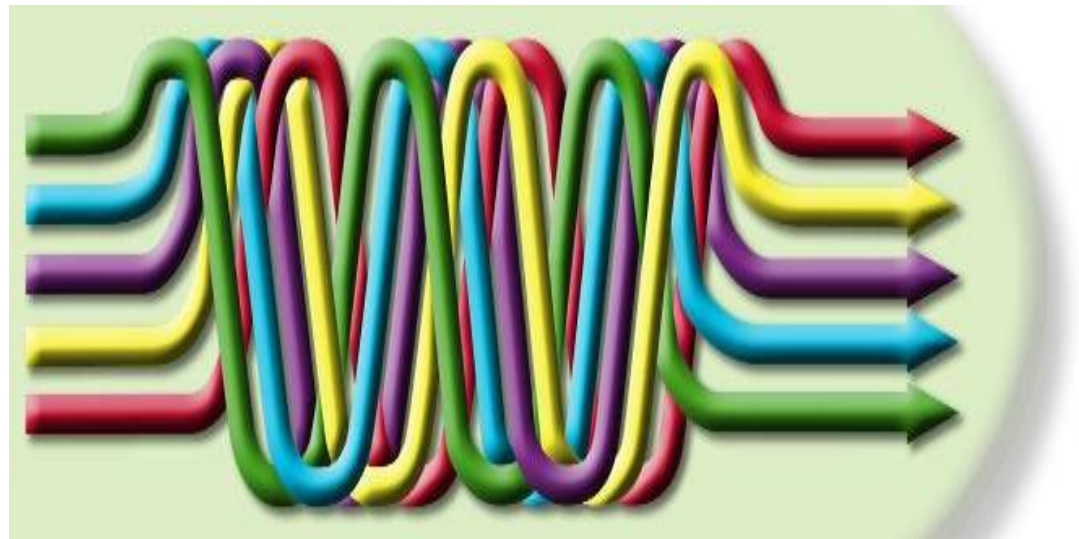


* At handover, TI was a pre-requisite for OE delivery. Following evaluation, this has been revised.

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





Design Principles | TNA

- Looked at the range of situations where military personnel needed to use the Target Language when in Operational Engagement roles. Majority of responses were from Army but agreed there was transferability of certain skills across the forces, particularly military planning.
- Where possible obtained authentic texts but for teaching and learning purposes these needed to be adapted. Currently authentic texts are being sourced from civilian contexts identified in both the TI and OE courses.



Operational Engagement Duty Task Inventory

AC	Operational Engagement Duty Task Inventory		
5 lines	OE DUTY	OE Task	... additional language requirement
1, 2, 3, 4 & 5	1. Perform duties of an OMLT member	1.1 Provide advice during tactical operations; 1.2 Deliver basic military skills training; 1.3 Deliver basic trade skills training; 1.4 Influence indigenous military to take responsibility 1.5 Deliver basic training on conducting an investigation; 1.6 Facilitate medical assessment and evacuation of indigenous military and civilian personnel; 1.7 Participate in Indigenous Forces operations 1.8 Support basic LOTE and cultural training for English speaking members of OMLTs.	Genres of 1. Offer; 2. Explanation; 3. Procedure; 4. Instructional Discourse; 5. Operational Directives (direct and indirect); 6. Information Exchange; 7. Recounts
1, 2, 3, 4 & 5	2. Provide LOTE command support	2.1 Facilitate rapport building; 2.2 Develop important written messages; 2.3 Deliver important verbal messages; 2.4 Interpret captured official documents; 2.5 Source local services and materials; 2.6 Provide LOTE support to crowd control; 2.7 Quality control interpreted messages 2.8 De-escalate emotional situation during interaction with local civilians 2.9 Assist with maintaining community stability	As above: 2; 5; 6; 8. Small talk (casual 9. Goods and services transaction
2,3 & 5	3. Support joint military planning operations	3.1 Develop basic operational plans 3.2 Facilitate comprehension of operational plans 3.3 Support the execution of joint military exercises	2; 5, 6; 10. Protocols; 11. Planning; 12. Exposition
1,2 & 3	4. Gather intelligence	4.1 Intercept informal messages and backroom sentiment; 4.2 Maintain local environment situational awareness; 4.3 Extract information from sources	2; 6; 7; 13. Information (situational) reports;
3	5. Shape engagements 5/22/2018	5.1 Engage in Public Relations 5.2 Provide information to local civilians about operations	2; 14. Invitations; 15. Thank you letters; 16. Condolence letters



Perform LOTE speaking and listening skills for operational engagement in a Language Other Than English (LOTE)		
1		
This unit covers the speaking and listening LOTE skills required for ADF personnel working in operational roles in deployments where the primary language is not English. The outcomes described in this unit relate to NATO STANAG 6001 Language Proficiency levels: Standardised Language Profile (SLP) : Listening 2+, Speaking 2+(3)		
DTI ref 1.1-1.5, 1.7	Elements: 1. Participate in military mentoring roles	Performance Criteria: Self and others are introduced; advice during tactical operations is provided; strategies to check understandings are used; instructional statements are delivered in topics that are mentored; LOTE support during indigenous forces operations is provided.
1.6, 2.1, 2.3,2.5- 2.9	2. Provide LOTE command support	Medical assessment and evacuation of personnel is facilitated; small talk is engaged to facilitate rapport building and maintain community stability; key issues for communities are discussed; verbal messages are delivered; politeness is maintained; interpreted messages are checked for accuracy and corrections made; local goods and services are sources; strategies to deescalate emotional situations are employed.
3.1, 32.	3. Support joint military planning operations	...in summary: operational planning input from indigenous military is elicited, planning content is explained and feedback sought, understanding of planning is checked, agreement on plans is requested
4.1-4.3	4. Gather intelligence	...in summary: key themes and meeting points are identified, informal message and sentiment is captured and understood, local situational awareness is maintained, information from sources is comprehended.
5.1, 5.2	5. Shape engagements	...in summary: social exchanges with locals and authorities is conducted, reasons for military presence is stated, answers to enquiries about military presence is provided, verbal invitations are extended, public talks to explain operations to civilian are given and questions answered.
2.7	6. Interact with an interpreter	...in summary: guidance to interpreters is provided, information is exchanged, clarifications are obtained, the practices used by an interpreter to communicate effectively are recognized.



2	Perform reading and writing skills for operational engagement in a Language Other Than English (LOTE)	
This unit covers the basic reading and writing LOTE skills required for work and/or study purposes in operational engagement roles without language support. The outcomes described in this unit relate to NATO STANAG 6001 Language Proficiency levels: Standardised Language Profile (SLP) Reading 1+, Writing 1+		
DTI ref 2.7, 4.3	Elements: 1. Read simple texts	Performance Criteria: Simple texts and their social purpose are identified, gist of message in identified, own understanding of key meanings is checked for accuracy
2.2, 5.1	2. Write a simple text	Simple texts are written, intended messages are conveyed accurately
2.7	3. Read LOTE numbers, icons, sign, maps and timetables	Same as for TI
2.7	4. Interact with a translator	Same as for TI.



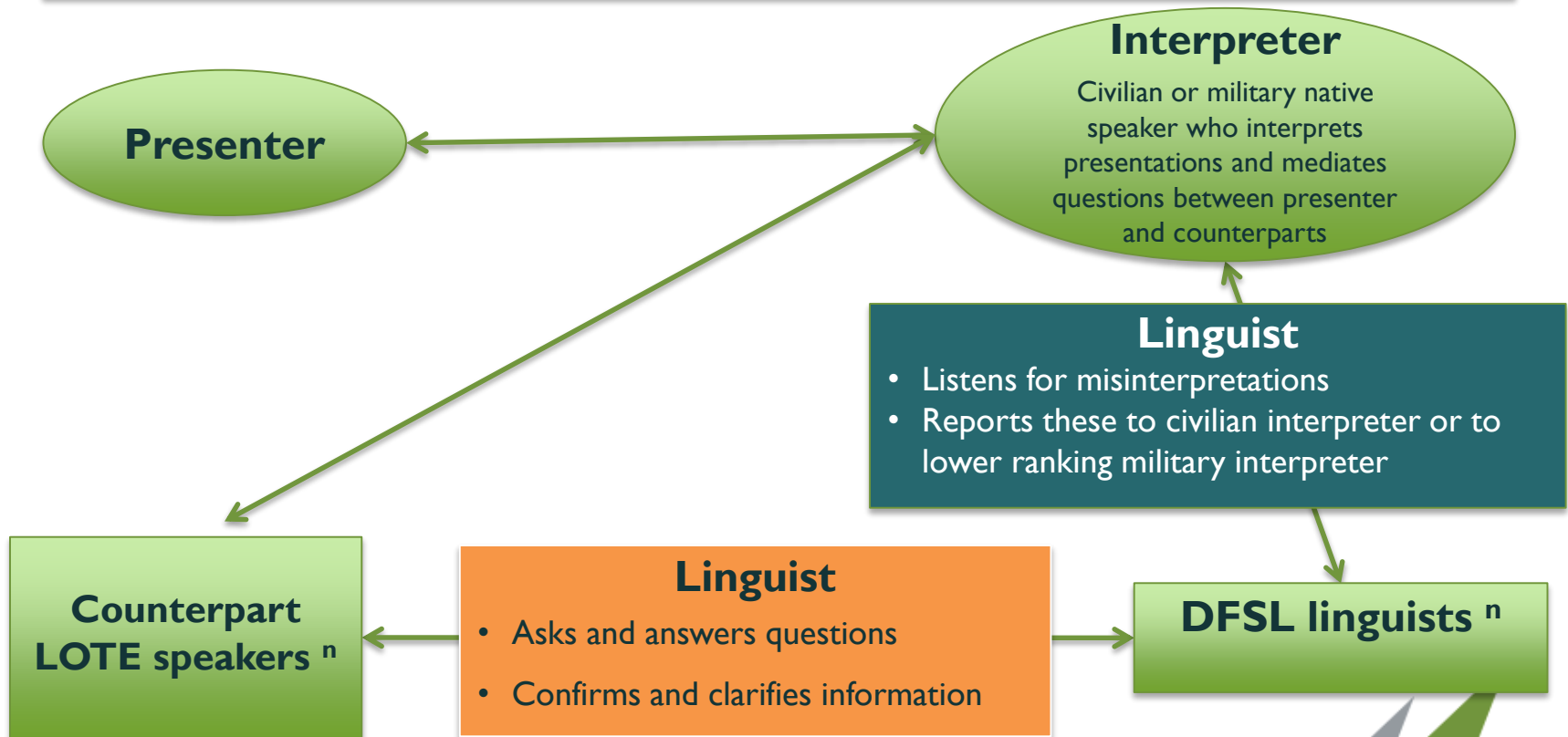
3Develop language and cultural awareness of self and support that of others for tactical interaction in a Language Other Than English (LOTE)		
This unit covers strategies to develop and maintain personal LOTE skills and develop cultural awareness skills of self and others as required for tactical interaction.		
DTI ref all	Elements: 1. Apply a language learning plan	Performance Criteria: Personal language goals are determined; strengths and weaknesses are identified; sources of support are identified; strategies for monitoring progress are identified; language learning activities are undertaken.
all	2. Develop cultural awareness of self and support that of others	Personal cultural awareness goals are determined; sources of information are shared; cultural norms of the target culture are contrasted with own culture; key cultural considerations for tactical interaction situations are identified; direction and guidance are provided to colleagues.
1.0	3. Develop knowledge of issues relevant to tactical interaction in the target culture	Cues that distinguish military from benign civilian environments are discussed; own behaviours and actions which portray tactical postures are discussed; strategies for showing cultural awareness during operations are used; cultural situational awareness is maintained; opportunities to develop cultural expertise are pursued.

Conversion of TNA Findings

- Needed to group the findings of Languages for Specific Purposes to identify the genres embedded in each.
- Needed to identify the role of the OE linguist in interactive roles.

Role of DFSL linguist in OE briefing contexts

**DISPLAY BOARD/POWERPOINT WITH WRITTEN
PLANNING OR OPERATIONAL TEXTS IN ENGLISH AND LOTE**



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

Course Structure

The course comprises 9 course learning outcomes (CLOs):

- OE CLO 1 Apply Language Enabling Skills
- OE CLO 2 Write in the Target Language (TL)
- OE CLO 3 Engage in public relations
- OE CLO 4 Engage in goods and services transactions
- OE CLO 5 Participate in military planning and operations
- OE CLO 6 Deliver basic military skills training
- OE CLO 7 Work collaboratively in an intercultural context
- OE CLO 8 Interpret and translate to support operations
- OE CLO 9 Interact with members of diverse [name of TL] speech communities during In Country Training (ICT)

Some challenges

OE CLO 5 Participate in military planning and operations

- This was challenging to all the parties (management and contractors) involved in the Design and Development as it was new and required considerable military input to fully appreciate the stages in military planning.
- Needed to understand SMEAC – Situation, Mission, Execution, Administration and Command & signals.

More challenges

- Time constraints meant that the Design phase was not completed before the Development phase commenced, and this caused numerous problems as an overview of the whole course was not available and the assessment tasks were still being developed.
- Developers required ongoing support in establishing the content and purpose of the Learner Guides.

Overcoming challenges

- Funding made available to provide external support in the way of consultants i.e. Fortis Consulting.
- Professional development provided but more was still needed.
Ref: **Professional development - a pillar of curriculum change** Elizabeth A. Thomson and Helen de Silva Joyce.
- Understanding the language of the mission – JMAP.
- Getting military input during the design and development stages to get real life scenarios to establish the interactions involved in military operations and therefore the embedded genres.

Integrating Intercultural Skills

- In Country Training (ICT) seen as a vital ingredient in the course.
- Intercultural awareness and skill development is interwoven throughout the course.
- Challenge in ensuring the cultural information conveyed is up to date and relevant to the situation. In diverse communities there are many different cultural norms. Constant feedback from those deployed overseas is needed.

Lessons Learned

- Ensure everyone is aware of the context in which the new curriculum is being developed. Consider the stakeholders involved from a variety of perspectives.
- Need to be very clear on the specific language requirements for the job. This is where military input is critical.
- Good leadership and commitment from management along with strong academic leadership is essential.

Lessons learned

- Continuity and commitment of staff
- Design the course structure before the Development Phase
- Providing ongoing and timely feedback to the developers reduces frustration
- Pilot the course
- Be ready to make changes and be flexible
- Understand that the first design will not be the last
- Remember that everything will take longer than you think!