

Peacekeeping English Project

Peacekeeping English projects operate in Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Macedonia, Moldova, Poland, Romania, Serbia and Montenegro, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan.

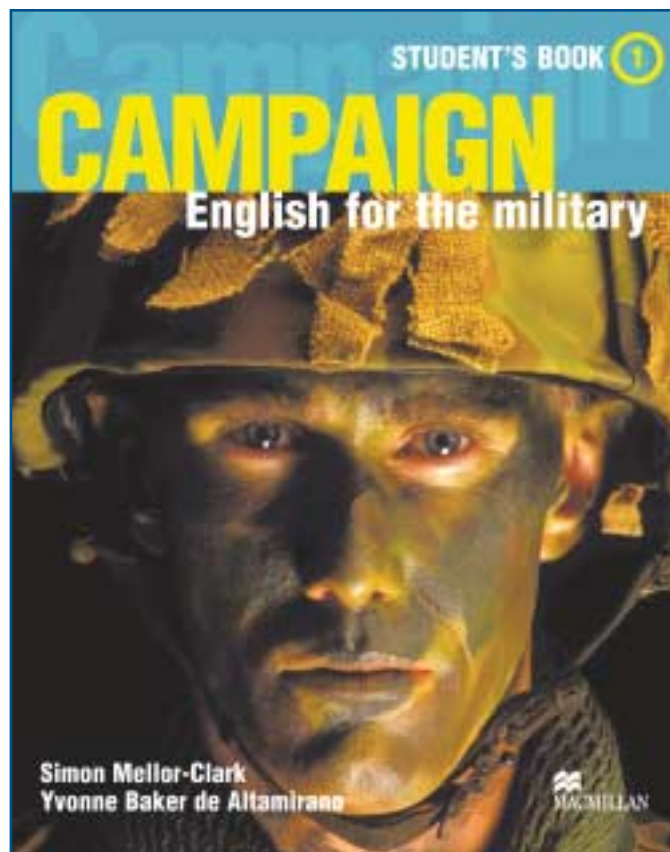
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Launching *Campaign*

SIMON MELLOR-CLARK CO-AUTHOR *CAMPAIGN – ENGLISH FOR THE MILITARY*

This year Macmillan Publishers launched level one of *Campaign* – the first commercial series of course books for teaching English for military purposes.



This came about as a reaction to a growing need for English in the armed forces. The internationalisation of military operations and the rise of trans-national organisations, such as NATO and the United Nations, have led to a massive expansion of language teaching – especially English – in the military.

Campaign will eventually be a three-level English language course, designed specifically for learners in the services, that contributes to international peace support operations.

The text aims to develop learners' communicative skills in military situations. The overall objective is to equip people to deal with the unexpected, in the same way as military training does.

From the outset, interviews with active-service officers and NCOs with experience working in international contexts helped to inform the syllabus. We asked participants about the missions they had participated in, about the situations they encountered, about the tasks they performed in those situations and the English they used to accomplish those tasks.

As a result, all the study materials in *Campaign* are set in realistic military situations. Specialist terminology – the

heart of the syllabus – is presented and practised in clear and relevant contexts.

Since the number of non-native users of English outstripped the number of native speakers, the concept of English as a lingua franca has come to the fore in the ELT community. Few of us are entirely sure what the implications are, but *Campaign* may point a way forward.

Throughout the writing process, teachers of English provided invaluable feedback and US and UK military personnel acted as consultants. In addition, the authors returned repeatedly to the non-native users of English who had first helped shape the syllabus. Their views on both the teaching approach and the language content of the course were built into the syllabus and teaching materials, enhancing its realism and usefulness. *Campaign* may be the first ELT book where the content of the language syllabus has been determined partly by users of English, rather than entirely by teachers, authors and publishers.

One of the criticisms of traditional ESP materials is that they have often focused too narrowly on a body

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of specialist language at the expense of developing all-round communicative competence. The focus of *Campaign* is to provide a complete language course for military learners that will help them become competent users, rather than focus on only the most obvious

English for the Military can also mean dealing with non-military language. A soldier on a foreign posting still needs to get about, to shop, to eat in restaurants, to make social arrangements. Therefore, each unit of *Campaign* includes an 'off-duty section'

dedicated to helping people with exactly those needs.

In summary, training learners to perform a defined range of

The focus of Campaign is to provide a complete language course

tasks is only part of what *Campaign* deals with. Instead, we have tried to provide an approach that helps learners develop language skills to cope with situations outside the scope of the book.

Target language was only one part of our initial research. We needed to have a view on what kind of teachers would be using *Campaign* with what kinds of learners and in what situations. What we found was very varied – the book had to lend itself to teaching in both military academies and private language schools; it needed to work on both intensive and extensive courses; it needed to reflect the expectations of military learners as well as teachers; and it needed to suit a heterogeneous community of teachers, from those with a strong EFL background but no military experience at one extreme to

those with a military background but little experience of language teaching at the other.

Creating a solution flexible enough to cover all these situations has meant, inevitably, that the project became larger. The Teacher's Book, for example, is far more extensive than was originally planned with both briefings on military contexts, situations and detailed lesson plans. The Workbook acquired a listening CD. The website is set to expand. It also meant the occasional compromise, but, we hope, never one that compromised the quality of the course.



There has been a great deal of movement of personnel over the last few months. Several PEP managers have either retired or moved on to other jobs.

RETIREMENTS

Ian Pearson MBE, has recently retired and handed over responsibility of guiding PEP Bosnia and Herzegovina to **Murray Keeler**, who was previously manager in Uzbekistan.

Another retiree is **Ray Brown**, who managed the Georgia and the South Caucasus project for five years. He is now settling down in the south of France. Ray is succeeded by **Peter Hare** (pictured below with partner) who



has come to PEP after eight and a half years in China. The first five of these were on a UK Department for International Development (DfID) ELT project in the Autonomous Region of Inner Mongolia. He was later in the Examinations Services team of the British Council in Beijing. He is joined by his partner Jiang Jing, from Anhui Province in China. She is a pre-school teacher.

MOVES

Charles Boyle, one of the longest-serving PEP staff, has taken up a lecturing post at St John College, in York, UK, following the scaling down of PEP Hungary. Charlie's vision in developing testing was a major contribution to PEP.

I have also moved on from PEP Bulgaria. However, I retain a connection with the programme by continuing to edit the PEP newsletter. **Sheilagh Neilson**, who was previously PEP Manager in Albania, has taken up the post (as well as being one of the three new Activity Co-ordinators). She is replaced in Tirana by **Paul Wilson** who was previously working on the FABS system project for the British Council in the UK. Previously he was at the British Council Teaching Centre in Prague and Senior Teacher at the Varna Teaching Centre in Bulgaria.

PEP Ukraine has seen the greatest shift in personnel. **Walter Nowlan** and **Lesley Ataker** have been succeeded by **Liam Anderson**



(pictured left) and **Ben Gray**. Liam has been teaching English for over a decade, and he has been involved in Military English since 1999. He taught STANAG classes in Prague, and planned, prepared and delivered

special courses for the UN police and Czech soldiers going on British Military Advisory Training Team (BMATT) training courses in the Vyskov Military Academy. In Sofia, he planned the PEP Bulgaria course for the second and third rotation of soldiers going to Iraq.

Ben Gray, originally from just outside Manchester, is also joining PEP Ukraine. Before teaching on British Council summer courses in St Petersburg, Ben taught in Latvia and Estonia. For the last few years he was in Russia, concentrating on a number of teacher training projects.

After several years of high energy in Romania, **Mark Roberts** has stepped aside to allow **Esther Hay** to continue the PEP Romania (MIA) project. Esther began her ELT career in 1983 in Sudan working for the Sudanese Ministry of Education. She joined the British Council in 1988, working in Qatar, Cameroon,

Slovakia and Bahrain. In addition to giving teacher training and development courses, Esther planned and delivered training programmes for the Slovak and Bahrain Defence Force, and for the Bahrain Ministry of the Interior.

She has been involved in teacher training and development in Qatar, Slovakia and Bahrain. These have involved partnerships with the Ministry of Education, as a tutor on CELTA and DELTA courses and training oral examiners for UCLES exams and IELTS. She has managed a number of projects, including setting up and developing self-access centres, computer centres and self-study exams support units. She was most recently the Assistant Director Teaching at British Council Bahrain.

Anne Wiseman (pictured below) has been the PEP Manager in Macedonia for the last few months having taken over from **Jonny Martin** – who has moved to the UK MOD. Anne has been an ELT professional with the British Council for many years, having spent a considerable period in China as well as South America.



JUSTICE AND HOME AFFAIRS

This issue has a Justice and Home Affairs (JHA) dimension, with Jake McClure's article on the recent, and highly successful, JHA conference held in Poland. There is also a review of JHA progress in PEP Ukraine by David Pardoe. These two articles illustrate a major strength of the PEP programme, which is to bring people together. This is something that is valued in Bosnia and Herzegovina, and is described by Larisa Murtić of the Military English Support Project at the Sarajevo English Language Centre.

HAMISH McILWRAITH, EDITOR



Justice and Home Affairs in Ukraine gets off to a good start

DAVID PARDOE, PEP MANAGER, UKRAINE

After a few months of consulting with all potential stakeholders, talking to local ministry officials and putting together bids the good news came through: the FCO wanted to fund a Justice and Home Affairs (JHA) pilot project in Ukraine.

The deadline was tight but PEP Kyiv staff and I went into top gear putting together a programme of intensive ELT short courses to be held in the major ministries in the Ukrainian capital. The courses were for 198 officers and took place over three months.

Dave Watkins, Kyiv PEP teacher trainer, quickly recruited local teachers from the MOD and the Ministry of Interior and wasted no time in drawing up a syllabus for JHA intensive courses that would meet both FCO objectives and the local ministries' needs. Courses were organised for three target

groups: civilian police (CIVPOL) peacekeepers; interior troops; and border guards. Classes were held at the Academy of Internal Affairs, State Committee of Border Guards and Interior Forces central administration building. The materials included specific ELT materials such as the *English language course for United Nations Civilian Police*. All CIVPOL students took the official UN CIVPOL language test at the end of their course.

PEP has done serious JHA work on the other side of the EU border

Other materials included *Campaign* as well as specialist materials developed within PEP by Matt O'Rourke and Jake McClure in Armenia and Poland. Border Guards in Ukraine were, until fairly recently, part of the MOD but now have their own separate body – the State Committee of Border Guards, who report directly to the President. While still undertaking 'military' style duties they are increasingly involved in customs and excise

and crime combating activities. Ukraine has a long-shared border with the EU, making it attractive to cross-border crime. Until now PEP has concentrated JHA activity in the EU countries; this was the first time PEP has undertaken serious JHA work on the other side of the EU border.

The courses ended with a graduation ceremony where British Embassy Deputy Head of Mission (DHM) Martin Harris made a speech about UK support for Ukraine's contribution to world peace and regional security and thanked all the JHA officers for their hard work.

Ukrainian civilian police are currently contributing to a staggering nine separate UN missions at the time of writing. ELT is considered an important skill alongside driving and shooting. Interior troops of Ukraine regularly train and contribute to peacekeeping missions alongside NATO troops in Europe. Border guards are defending Ukraine's borders and actively contributing to the fight against organised cross-border crime in co-operation with their neighbouring colleagues.

We were very satisfied to have made our contribution to Ukraine's commitment to peacekeeping and to further integration with Euro-Atlantic structures.

Above: Martin Harris DHM British Embassy, Kyiv, and the Rector of the Academy of Internal Affairs celebrate the courses' success

Below: David Pardo, PEP Manager, Ukraine; David Watkins, teacher trainer; Martin Harris; and the Chief of the Border Guards HQ, at the graduation ceremony



Breakthrough at the Justice and Home Affairs Conference in Legionowo

JAKE McCLURE, JHA CONSULTANT, POLAND

PEP hosted its first Justice and Home Affairs (JHA) Conference, from 31 May to 2 June, at the International Police Training Centre and hotel in Legionowo, Poland. The theme was ‘Communication through the language barrier’.

Presentations focused on the need to consider using European standards as a benchmark for establishing regional standards for ELT, which in turn could be measurable within state security institutions. The event attracted 48 participants from ten countries.

A major conference objective was to establish a common framework of reference for standards of best practice to ensure continued professional competence within the police and border guard services in Europe. Additionally, we wanted to establish the next stages of development in the areas of training, testing and materials development within police and border guard institutions. However, the most important aspect of the conference was the fact that it was the first time so many practitioners in the field of JHA English language training have been together under one roof. This was a perfect opportunity to promote and enable co-operation among teachers, trainers and testers to ensure effective development and commonality across the region.

Professor Ed Johnson, a fellow of Wolfson College, Cambridge, and a director of ProLingua, discussed the importance of communication within cross-border police operations. In the mid-1990s, Professor

Johnson directed a three-year, six-nation, European Commission project, which established the prize-winning multilingual cross-border police messaging system LinguaNet, across nine European countries. Ed hopes to work closely with PEP in the future.

Dr Alice Hills followed with a detailed account of the vital role of ELT in cross-border communication and the need for European-

A major objective was to establish a common framework of reference for standards of best practice

wide standards to be recognised by individual institutions. Alice is particularly interested in why police and paramilitary forces evolve as they do, and what explains their interaction with governments, militaries and civil society in fragile states. Her presentation clearly demonstrated the need for a framework with which state security institutions can work alongside PEP in order to work to European standards.

The rest of the first day was devoted to

concentrating on the development of the framework. It is hoped that it will become analogous to the Common European Framework of Reference for Languages, and will help overcome the barriers to communication within state security institutions. We hope it will promote and enable co-operation among educational institutions.

It is intended that the framework will be a flexible tool for implementing strategy. Conference participants considered eight points relating to professionalism and English language training and adapted them to their needs. The focus was on identification of needs, determination of objectives, definition of duties for teachers, materials, curricula and syllabuses, teaching and learning methods, evaluation, testing and assessment, endorsement, agreement and accreditation, and sustainability.

The second day was devoted to group work and to the needs of the participants. The new Activity Co-ordinators for Training, Testing and Materials – Terence Bradley, Mark Crosse and Sheilagh Neilson – were on hand to listen to everyone’s views and, along with Paul Woods, PEP Director, gave presentations highlighting the areas that they will be targeting for development within the field of JHA.

The last day was put aside for Tony Ryan, PEP website editor, and Robert Buckmaster, PEP Estonia, to present ways of incorporating computer assisted language learning (CALL) into the syllabus. Tony demonstrated advances in the Military English website and Robert presented online courses that he has created and implemented in Estonia.



The conference participants



MARK CROSSEY,
TESTING CO-ORDINATOR

Originally, I had hoped that PEP might create a sustainable forum purely for our testers in the uniformed services. This seemed unlikely to happen so I suggested that PEP plugged into an existing organisation, namely EALTA. Several testers were given funding to attend the opening conference, and thus a PEP presence was very strong.

EALTA offers military English language testers the opportunity to further their development alongside testers working in other domains. As an EU-funded body that is likely to gain momentum, it should have the kudos to enable at least some of our host ministries to consider funding participation post-PEP. It also has the advantage of free membership and an electronic presence.

At present, I can see this as a parallel organisation to our own formal testing networks. Informal contacts between our testers are already very good, and I am optimistic that these will continue. Apart from changes to the network and evident opportunities to develop professionally, there are several points of congruence for EALTA and PEP. The most helpful of these is perhaps EALTA's support and use of the Common European Framework of Reference for Languages (CEF), which is a widely used tool throughout PEP.

Most of our testers are eligible for free full membership of EALTA.

The European Association for Language Testing and Assessment (EALTA) held its inaugural conference at the Larix Hotel, Kranjska Gora, Slovenia from 14 to 16 May 2004. The theme was 'Relating language examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment'.

As regards Central Asia and the South Caucasus region (some of whose testers are only eligible for associate membership), I hope that their continued operation as a formal region will lead to long-term networking of their testers.

It was a very high-level event with several eminent language testing academics making presentations. Brian North presented a summary of the CEF, and how it can be applied to language testing. The principal speaker was Professor Charles Alderson from Lancaster University who provided advice on how to develop specifications for tests at each level of the CEF, using the example of the Dutch CEF Construct Group's work.

EALTA: a forum for military English testers' voices in Europe



Charles Alderson and conference delegate Edit Nage, Hungary

EALTA offers military English language testers the opportunity to further their development alongside testers working in other domains

Training at the British Council's English Language Centre in Sarajevo is currently in progress with a series of courses in English language for officers throughout Bosnia and Herzegovina.

Bringing people together in Bosnia and Herzegovina

LARISA MURTIĆ, SARAJEVO ENGLISH LANGUAGE CENTRE MESP, BOSNIA AND HERZEGOVINA



Above: Ian Person with MESP colleagues

The Military English Support Project (MESP) was originally set up by Ian Pearson MBE. It is now led by Murray Keeler who, until recently, was PEP Manager in Uzbekistan. The project here is a 'first' in many ways.

One of them is the fact that for the first time in this area, the courses are based on an interactive multimedia software package from DynEd International. This, in combination with the modern teaching methods practised, makes the courses unique for the students and the country in general.

The results are obvious to both the teachers and the students themselves. 'The classes are unusual,' said one teacher. 'The school's superb. I have never been in one like this. This is the first time I've used computer software to learn English and it's fantastic.'

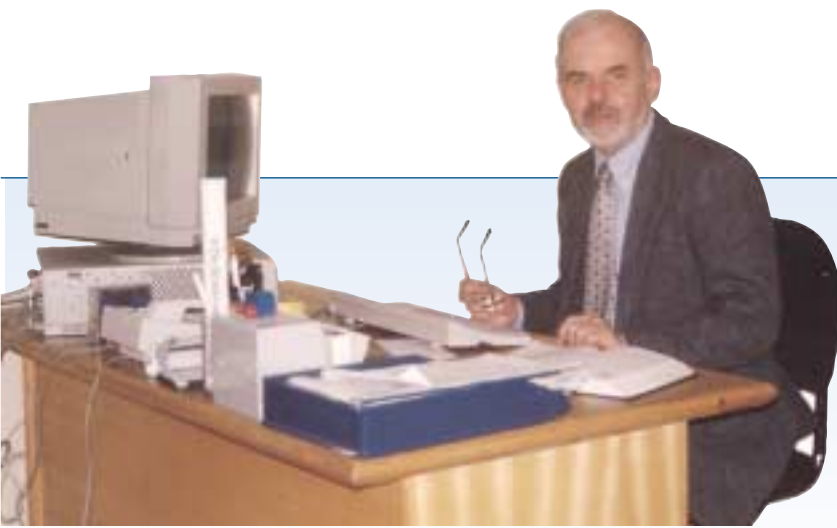
An officer in the class commented: 'The course has a lot of speaking and listening, and we all need exactly that. My progress in English is much better than before.' One officer, in his forties, was particularly pleased to report that he had just finished reading his first book in English.

The second original feature of the project is the 12 countrywide mini-centres, which are run by officer instructors. These instructors, although not English language teachers, have been trained by the project in basic classroom methodology. They work with beginner/elementary level students. These students then continue in the two large centres in Sarajevo and Banja Luka, where teachers deliver a range of courses for pre-intermediate to advanced students.



Above: Students receive certificates on successful completion of the course. *Right:* Inside the British Council's English Language Centre in Sarajevo





Book review

EDDIE RICHARDS, ELT CONSULTANT

CAMPAIGN: ENGLISH FOR THE MILITARY – BOOK 1

by Simon Mellor-Clark and Yvonne Baker de Altamirano,
published by Macmillan Publishers, 2004.

Materials reviewed: Student's Book 1, Class audio CDs and Teacher's Key. The Teacher's Book and Workbook with audio CD pack were not available at the time of writing.

In the previous issue of the PEP newsletter, in an article based on a multinational survey of the language and training needs of personnel deployed in peace support operations, I argued that appropriate English language training must go beyond what is commonly termed 'military English'. I argued that, for example, language for social occasions, language for civil/military relationships and the skills to deal with rapid speech in an unfamiliar accent must be addressed. *Campaign*, Book 1, is 'the first of a new series specifically developed for members of the armed forces who need to learn English for international co-operation'. How well does it meet the criteria that the survey had identified? How far does it meet its own claims that it 'combines the rigorous language analysis of a good ESP course with the "teachability" of a good GE course'?

The first thing you notice on leafing through the materials is the quality of presentation. Pages are well set-out with appropriate pictures and diagrams. The sound on the accompanying CDs is crystal clear and each track (nearly 100 on each CD) is clearly labelled in the book and on the display on your playback equipment.

The 14 units are sequenced grammatically, but not traditionally. In Unit 6, the present simple passive is introduced, suggesting that

the sequencing is based on need and not on notions of difficulty. Other syllabus threads running through the textbook are functions, pronunciation and vocabulary. Each thread shows evidence of prior research into the needs of potential users of the textbook. For example, each unit has a section entitled

The first thing you notice on leafing through the materials is the quality of presentation

'language tactics', which aims to equip the learner with coping strategies, for example on how to manage a telephone conversation when you do not understand everything you hear. Also, in the best tradition of ESP, there are strategies that the learner can apply to understand language input when outside the classroom. These include strategies on how to make sense of compound nouns. Both professional and off-duty topics and situations are dealt with. Each unit finishes with an 'Integrated skills' page, which follows the study cycle of reading and listening for information input followed by written (often diagrammatic) and oral output. The difficulty curve is quite steep: it is not a course book for beginners,

nor for the unmotivated.

I found the CD audio clips particularly interesting in that a very wide variety of accents is presented. Among native speakers of English I identified UK, US, Australian and Indian sub-continent, and many European, Asian and North African accents among the non-native speakers. Since students are likely to come across US accents most frequently in both peace support and training contexts, many of the clips feature US accents. The briefing is the context where personnel on a mission find out what they must do and what is expected of them professionally and where understanding, and the use of strategies to make sure you have understood, are vital. Thus, in the textbook, briefings are often used to introduce and practise language skills. Differences in US and UK English cause enormous confusion at first when non-native speaker personnel have to interact with both UK and US personnel. The book highlights these differences in boxes throughout the book entitled 'World English'.

So, how does this material measure up? There is evidence of language and task analysis and the book certainly looks 'teachable' in the right hands. In terms of the results of the survey mentioned at the beginning of this review, it does attempt to address many of the issues that arose. I was left wondering what ranks *Campaign* was aimed at: probably NCOs and junior officers. I presume that later books will address senior ranks who need to produce more extended discourse – writing skills will need to be addressed more systematically. However, these are minor quibbles. As part of a properly planned language training programme for PSO personnel, *Campaign* will be an asset.



LOYAL SERVICE HONOURS

Over the last few months, PEP staff have been awarded significant honours. Ian Pearson, outgoing PEP Manager, Bosnia and Herzegovina, was awarded an MBE in HM The Queen's New Year Honours. Alistair Fortune (pictured right) received the Distinguished Service Cross of the Estonian National Defence Forces. Finally, Hamish McIlwraith, outgoing PEP Manager Bulgaria, was awarded the State Medal 'For Loyal Service Under the Flags' (left), by order of the Bulgarian Minister of Defence, Nikolai Svinarov.



PEACEKEEPING ENGLISH

The Peacekeeping English Project (PEP) is managed by the British Council on behalf of the Foreign and Commonwealth Office (FCO) and the UK's Ministry of Defence (MOD). The project's main aim is to improve the English language skills of military, police and ministry personnel, mainly in central and eastern Europe, to enable them to participate in UN, NATO and other European peacekeeping and security reform initiatives.

The projects contribute significantly to the FCO/MOD aims of promoting respect for civilian democratic government and practices, and to the British Council's second and third strategic objectives: 'to increase international recognition of the range and quality of learning opportunities from the UK, to promote the learning of English, and to strengthen educational co-operation between Britain and other countries', and 'to enhance awareness of the UK's democratic values and processes, and work in partnership with other countries to strengthen good governance and human rights'.

There are currently 25 individual PEP programmes managed by British Council offices in the region and centrally by the British Council's ELT Group in the UK. These PEPs spread from the Baltic Sea to the Black Sea, and beyond the Urals.

This newsletter and back issues are now online at:
www.britishcouncil.org/english/pep/newsletter/current.htm

Other useful web links:
www.learnenglish.org.uk/militaryenglish
www.britishcouncil.org/english/pep/index.htm

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