

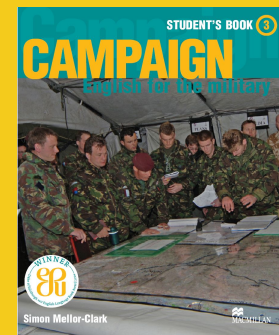
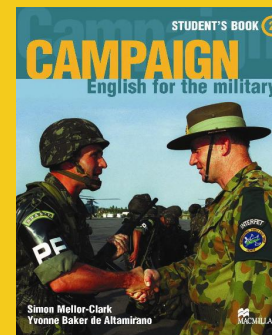
CAMPAIGN

English for the Military

STOCKHOLM
14OCT13



Simon Mellor-Clark
Lead Author & Series Editor



Outline

- **CAMPAIGN** objectives & target population
- **CAMPAIGN** components
- **CAMPAIGN** references & peer review
- **CAMPAIGN** instructional design

Objectives

CAMPAIGN is an English language course for military personnel who need English for their work.



Courtesy: UN Photo Unit

Campaign
CAMPAIGN

English for
the military

Military English vs. English for the Military

- Through interesting topics and motivating tasks, **CAMPAIGN** gives learners the military language they need and, at the same time, develops their general competence in English.
- By focussing on both military language and general competence in English, **CAMPAIGN** trains learners not only to perform predictable tasks but also to deal with unexpected situations in English.

Components

The **CAMPAIGN** components are designed to be an integrated solution to the English language training needs of military forces.

This integrated solution is built on 4 pillars



core
components

supplementar
y
materials

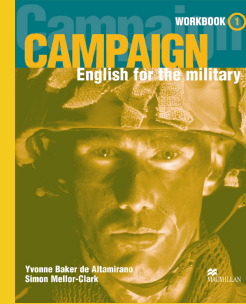
placement &
progress tests

teacher
training
resources

The core components include ...



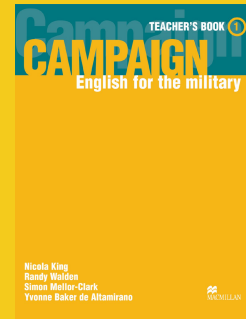
Student's Books



Workbooks



Class Audio CDs

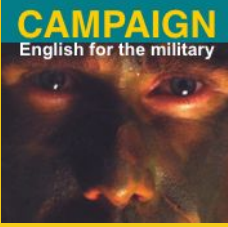


Teacher's Books



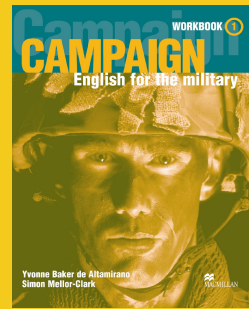
The Student's Books ...

- are based around interesting topics in international contexts
- provide realistic listening, speaking and writing tasks
- require approximately 120 hrs. of classroom instruction at each level
- give students space to learn and talk about their experiences in English.



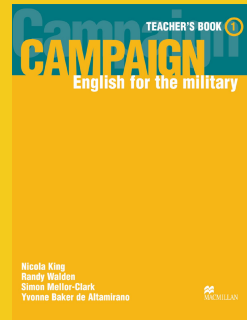
Class audio CDs ...

- include realistic scenarios written by ex-service members
- emphasise listening activities that practice real-world military tasks
- have a wide range of native-speaker and international accents
- provide a clear model for pronunciation
- include up to 3 hrs. material at each level.



Work Books ...

- follow the same syllabus as the Student's Books
- provide approximately 80 hrs. of consolidation material for self-study
- contain a glossary with key words organised by topic
- have an audio CD with tasks that can be used in class or given as homework
- include two review tests for learners to check their progress.



Teacher's Books include ...

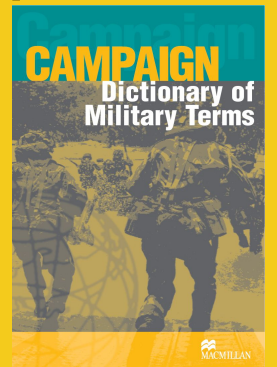
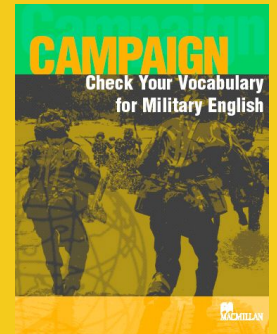
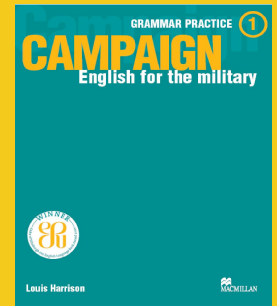
- a comprehensive introduction to teaching English in a military context
- background briefings on important aspects of the military
- notes on methodology
- full answer keys and model answers (“school solutions”).

Core components are available at 3 levels

- CAMPAIGN 1 elementary
- CAMPAIGN 2 low intermediate
- CAMPAIGN 3 upper intermediate

Supplementary materials include ...

- **CAMPAIGN** Grammar Practice Book
 - **CAMPAIGN** Dictionary of Military Terms
 - **CAMPAIGN** Dictionary Workbook
 - **CAMPAIGN** Military English website with ...
- ✓ downloadable maps
 - ✓ useful website addresses for teachers



At each level, **testing resources** include ...

- quick tests every two units
- a mid-course test
- an end-of-course test

Tests are free but can only be obtained by teachers with authorisation from their institution. This guarantees the security of tests.

Teacher training resources include ...

- detailed presentations of the **CAMPAIGN** components
- materials to help teachers with military English
- help with methodology for **CAMPAIGN**
- support for teacher trainers.

Awards & peer review

In terms of peer review, one of the most successful course books in TESP

- Duke of Edinburgh ELT Book Award
- British Council Innovation Award
- BESIG Award for Innovation in ESP



Hugely impressed by this entry, particularly the exemplary Teacher's Book, which is an excellent guide to the specifics of the military, and elements of professional behaviour (good teaching habits) which should be on all teacher training courses. Very well designed Student's Books that welcomes the learner in, and allows the learner space to learn.

Judges comments

British Council Innovations Award

An excellent example of ESP / functional language teaching at its best, and for a very important contribution to peacekeeping.

Judges comments

Duke of Edinburgh ELT Book Award

An unusual and very specific entry but a gem of its genre (ESP).

Judges comments

Duke of Edinburgh ELT Book Award

Campaign is an ideal course for all military personnel who need to learn English for international cooperation and will be a valuable resource for the British Council's Peacekeeping English Project in Central and Eastern Europe. Its unique advantage is that it uses a communicative approach in a military context.'

Paul Woods,
Peacekeeping English Project Manager
British Council

On viewing Book 1, I would like to say
how marvellous and much needed this
military coursebook is

Catherine Furneaux

English Language Training Centre

Britannia Royal Naval College

Instructional design and materials development

what goes on behind an ESP coursebook

Our major concerns at the rationale stage

1. What do users want? User expectations
2. What to include in the books? Syllabus
3. How to teach it? Best practice

WHAT DO USERS WANT?

Expectations of learners, teachers & institutions (the “market”) as factors that affected planning at the rationale stage

The planning (“rationale”) stage

- Direct input from institutions and practitioners especially via PEP project
- Focus groups with teachers and learners
- Experience of writing team
- The “competition” (New ALC, Command English, in-house materials)
- Country reports

Factors that affected our planning for LEARNERS included ...

- Service: most learners are land forces
- Rank & studies: officers, WOs and ORs
- Experience: pre-service or inservice
- Expectations of high training standards
- Low priority given to ELT

Factors that affected our planning for TEACHERS included ...

- Background of instructors:
 - ELT experience but no military training
 - military experience but no ELT training
- Expectations on what a good text book should look like (e.g. explicit focus on form)

Factors that affected our planning for INSTITUTIONS included ...

- Format: extensive or intensive courses
- Session length & planning
- Role / type of testing (backwash effect)
- Restrictions on topics / AW (censorship)
- Budget constraints

SO WHAT?

What conclusions could we draw from the lists of factors & constraints that we collated?

Conclusions (selected)

- Assumed knowledge & skills at each level
- Clear methodology on the page
- Explicit focus on form
- General & military English from day 1
- Borrow from military pedagogy
- Adaptable to different course formats
- Pathways are clear but not fixed
- Adaptable to different services

WHAT TO INCLUDE?

Curriculum design & target language use.

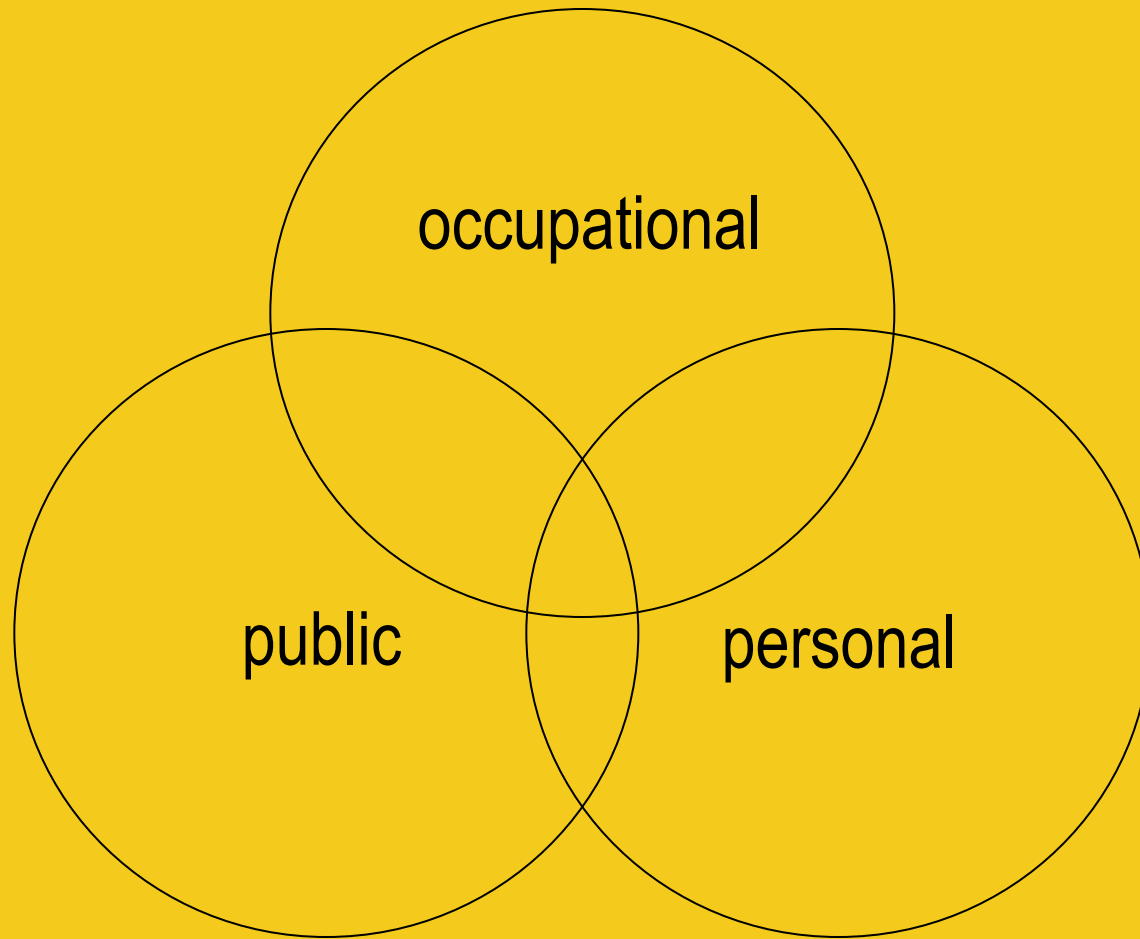
Start point of TESP / TLSP

- It's impossible to teach all of a language
- Some selection must be made
- Select IAW target language use:
 - Topics: what learners will need to talk about
 - Skills: what learners will need to do

In a holistic approach to TLU, the learner is

- a professional language user (largely transactional use of language)
- a user of services (ibid.)
- a sentient being (interactional language)

Corresponding to domains of language use



Needs analysis: TLU in the occupational domain

- Target situation analysis
- Target language analysis

Target situation analysis: Process

- Identify the different situations where learners will need to use language, the tasks that they will need to carry out and the topics that they will need to talk about.
 - Context: eg. Deployment on PSO
 - Situation: Mounting a checkpoint
 - Task: Ask for personal ID, details of journey, etc

Target language analysis: Process

- Analyse the language that proficient users employ in the target situation.
 - conversation analysis (ideal but rarely practicable)
 - corpus analysis (descriptive)
 - restricted code (terminology e.g. AAP-6)
 - rhetorical patterns (doctrinal pubs. & manuals)
 - NATO STANAG 6001 (v2) & ILR scale

Conversation analysis

- Authentic scripts are ideal but rarely practical
- Heavy reliance on scripts written by native-speaker subject-specialist informants (SSIs). Scripts later simplified by the writing team.
- For lower levels, we commissioned scripts from proficient non-native speakers. With correction (where necessary) by writing team.

Corpus analysis

- Bulk language analysis (>25m words)
- Frequency: select in/out of lexical syllabus
- Concordances: collocations and prepositional frameworks
- Often used to confirm / deny introspection
- Organisation (configure IAW service, type of operation, variety, ...)

Support for teachers and organisations

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English for the military

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HRH The Duke of Edinburgh Book Award

Campaign Military English

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Book

Support for learners and teachers of military English from the authors of CAMPAIGN English for the military.



10



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Contact me directly for ...

- supporting documentation
- teacher training resources
- specialist materials development
- F2F and online teacher training

simon@missionenglish.com

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Lead Author & Series Editor

