

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**A SUGGESTED SYLLABUS FOR THE ADVANCED LEVEL ENGLISH
COURSE AT GENDARMERIE SCHOOLS COMMAND IN
ACCORDANCE WITH NATO STANAG 6001 LEVEL 3 PERSPECTIVE**

PhD THESIS

By
Ekrem SOLAK

Ankara
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Supervisor: Prof.Dr. Abdlvahit AKIR

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Ekrem SOLAK' ın JANDARMA OKULLAR KOMUTANLIĞINDA AÇILAN İLERİ
SEVİYE İNGİLİZCE KURSU İÇİN NATO DİL STANDARTLARI 6001 SEVİYE 3
ÇERÇEVESİNDE ÖNERİLEN MÜFREDAT PROGRAMI başlıklı tezi
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ÖZET

JANDARMA OKULLAR KOMUTANLIĞINDA AÇILAN İLERİ SEVİYE İNGİLİZCE KURSU İÇİN NATO DİL STANDARTLARI 6001 SEVİYE 3 ÇERÇEVESİNDE ÖNERİLEN MÜFREDAT PROGRAMI

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Bu çalışmanın amacı, Jandarma Genel Komutanlığına bağlı Jandarma Okullar Komutanlığındaki İleri Seviye İngilizce Kursu için NATO Stanag 6001 3. seviyeye uygun bir müfredat programı hazırlamaktır. Bu çalışmanın gerek dünyada gerekse Türkiye'deki Silahlı Kuvvetler Lisan Okullarında NATO Stanag 6001 dil standartları kapsamında yapılan çalışmalara da katkı sağlayacağı değerlendirilmektedir.

Çalışmada kullanılan veriler; mevcut kursiyer, öğretmen, mezun kursiyer ve kurumdan, NATO Stanag 6001 Seviye 3 Anketi, Mezun Anketi, Öğretmen Anketi, Kursiyer Anketi, Kursiyer İlgi Anketi, NATO Stanag Seviye 3 Sınavı, KPDS Sınav sonuçları vasıtasıyla toplanmıştır. Elde edilen veriler, mevcut kursun özellikle uluslar arası görevlerde başarı getirecek dinleme, okuma, konuşma, yazma becerileri yönüyle yeterli olmadığını göstermiştir. Bu nedenle tavsiye edilen müfredatta özellikle dört dil becerisinin geliştirilmesi hedeflenmiş, mesleki İngilizce ihtiyacını karşılamak maksadıyla da konu içerikli bir programa yer verilmiştir.

Anahtar Kelimeler: NATO Stanag 6001 Seviye 3 müfredat, Jandarma Genel Komutanlığı için müfredat, İngilizce öğretiminde müfredat geliştirme.

**A SUGGESTED SYLLABUS FOR THE ADVANCED LEVEL ENGLISH
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ABSTRACT

The aim of this study is to prepare a suggested syllabus in accordance with NATO Stanag 6001 Level 3 perspective for the Advanced Level English Course at Gendarmerie Schools Command which is subordinate to Gendarmerie General Command. It is believed that this study will contribute to other studies in the context of NATO Stanag 6001 language standards at Language Schools of Armed Forces both at home and in the world.

The data in this study collected from the trainees, teachers, graduates, and the organization by means of NATO Stanag 6001 Level 3 Questionnaire, Graduate Questionnaire, and Teachers Questionnaire, Trainee Questionnaire Trainee Interest Questionnaire, NATO Stanag Level 3 Exam and KPDS Exam. This data proves that the present course is insufficient in reaching language skills objectives; i.e. listening, reading, speaking and writing which are vitally important to be successful in international joint missions. Therefore, in the suggested syllabus, the aim is to improve four language skills and to put into practice a topic-based syllabus to meet the professional needs of the personnel. In addition, a task-based syllabus is given priority for speaking and writing skills which are usually believed to be insufficient in especially international missions.

Key words: NATO Stanag 6001 Level 3 Syllabus, a syllabus for Gendarmerie General Command, syllabus design in ELT

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LIST OF ABBREVIATIONS

ALC	American Language Course
ECL	English Comprehension Level
EU	European
ILR	Interagency Language Roundtable
KPDS	Kamu Personeli Dil Sınavı (Foreign Language Proficiency Examination for State Employees
NATO	Stanag North Atlantic Treaty Organization Standard Agreement
NCO	Non-commissioned Officer
NTG	NATO Training Group
NJSSG	NATO Joint Services Subgroup
PfP	Partnership for Peace
SLP	Standard Language Profile
TAFA	Turkish Air Force Academy
UK	United Kingdom

CHAPTER 1

INTRODUCTION

1.0 Introduction

In this chapter, background to the study, aim of the study, statement of the problem, hypothesis, methodology, scope of the study, subjects, assumptions, limitations, data collection, analysis of the data are explained.

1.1 Background to the Study

Turkey has been an active member of NATO since 1952 and has been participating in many international joint operations in various parts of the world. Some of these missions are administrative duties and some others are combating ones requiring communication and co-operation with the members of other armies. The need for effective communication is particularly acute in these missions and operations where linguistic misunderstanding risk leading to mistakes, which might result in casualties.

Therefore, both NATO and member states have given importance to language learning and standardization activities by establishing professional organizations with educated staff in this field. In this context, the Bureau for International Language Cooperation (BILC) was established within the NATO Training Group / Joint Services Subgroup in 1978. It is a consultative and advisory body for language training matters in NATO and has the following responsibilities. (www.bilc.org.)

1. The dissemination to participating countries of information on developments in the field of language training.

2. The convening of an annual conference at participating nations which review the work done in the coordination field and in the study of particular topics.

In 2002, BILC released a document on the standardization of language training and testing called NATO Stanag (Standard agreement) 6001 explaining the details of language proficiency levels that military personnel are supposed to have in order to participate in joint international missions. Briefly, in this agreement, there are six language proficiency levels in terms of language skills as oral proficiency (listening and speaking) and written proficiency (reading and writing) coded 0 through 5.

The NATO member countries deploying personnel to joint missions have been following the standards above since 2002. Some countries train their soldiers in Army/Navy/Air Force language schools and test the personnel in terms of Stanag 6001. Some other countries rent private organizations to fulfill these missions. In Romania, the Stanag proficiency development work in the Romanian Ministry of Defense has been supported by the British Council, peace keeping English project on behalf of the UK Ministry of Defense and the Defense Language Institute, English Language Center on behalf of the US Department of Defense. Croatian testing team started in 2002 and works in the Foreign Language school within the Croatian Military Academy in cooperation with British Council. In Lithuania, the English Language Test in full compliance with NATO Stanag 6001 promulgated in 2003 is designed to assess the English language proficiency of the candidate in listening, speaking, reading and writing skills for professional use both within the Lithuanian Ministry of Defense, Ministry of Internal Affairs and the Lithuanian Armed Forces. Similarly, there are language teams working co-operatively with British Council in their countries to reach Stanag 6001 goals in Poland, Hungaria and Bulgaria.

In Turkey, there are various language courses including Gendarmerie Foreign Language Course in the military, but there is no syllabus prepared to fulfill NATO language training and testing standards. In addition, no academic study has done neither in the military nor at the universities on NATO language proficiency standards and language training.

1.2 The Aim of the Study

It is the aim of study to prepare a syllabus for the Advanced Level English Course at Gendarmerie Schools Command that fulfills the requirements defined in Level 3 (Minimum professional level). We decided on this level because this was the minimum level for the military personnel to communicate accurately and appropriately in four skills to maintain the communication without misunderstanding.

1.3 Statement of the Problem

In Turkey, all military language training courses including Gendarmerie General Command course lack a sound basis in accordance with NATO Stanag 6001 perspective.

At Gendarmerie Schools Command, English Language Teaching courses are divided into two as Intermediate and Advanced Level English Courses. The duration of the Advanced Level Course is 18 weeks and there are nearly 30 trainees in each term. There are totally 60 trainees in the framework of two terms. They study 37 hours of English a week. In these courses American Language Course (ALC) series are used as course books. These series are designed to prepare the trainees for the ECL (English Comprehension Level) examination based on reading and listening comprehension. Oral and written productions are not assessed at all. On the other hand, trainees have to take KPDS exam (reading comprehension) and English General Screening Exam (listening comprehension) in order to be deployed to joint missions and these exams are totally different from ECL exam in terms of difficulty, language level and language requirements.

Since trainees are assessed in reading and listening comprehension but not in oral and written production, the syllabus and the teachers mainly focus on improving receptive skills rather than productive ones. Therefore, trainees generally complain about not producing the language orally and in written form at the end of the course. In addition, the officers and NCOs deployed to joint missions claim that they have difficulty in speaking and writing during the missions and this fact implies that there is a mission failure in a sense to fulfill the responsibilities.

In this context, we believe that it is vital to restructure the syllabus at Advanced Level English Course at Gendarmerie Schools Command in accordance with the NATO Stanag 6001 Level 3 perspective and this suggested syllabus will set a sample for the other military language schools to adapt their programs to Stanag regulations.

1.4 Hypotheses and Research Questions

The main focus of the study is to enable the officers and the NCOs (Non-commissioned Officers) to communicate effectively and to help them acquire the skills defined at NATO Stanag 6001 Level 3. It is hypothesized that the Advanced Level English Course at Gendarmerie Schools Command lacks a sound basis in terms of syllabus in accordance with NATO Stanag 6001 Level 3 perspective. In this study, the following research questions will be answered:

- What are the language needs of the officers and Non-commissioned officers serving in the Gendarmerie?
- What are the needs and interests of the trainees of the course to reach the goals defined in Stanag 6001 Level 3?
- To what extent does the current program meet the requirements?
- How can NATO Stanag 6001 Level 3 requirements be implemented at Advanced Level English Course?

1.5 Scope of the Study and Subjects

This study is conducted at Gendarmerie General Command and Gendarmerie Schools Command, English Language Teaching Courses in 2009. The subjects are officers and Non-commissioned officers attending Advanced Level English Course, military personnel graduated from these courses and English teachers working in these courses.

1.6 Methodology

First, this study reviews the literature about Gendarmerie General Command and its language training activities, NATO Language Standardization studies and theoretical basis for syllabus design.

Second, a questionnaire is administered to the Advanced Level English course trainees to get their ideas about the objectives, materials, teachers, methods, activities, physical environment and evaluation of the course. This questionnaire is modified from a Ph D Thesis on “Evaluation of English Courses for Gülhane Military Medical Academy.”

Third, “can do” statements defined in NATO Stanag 6001 Level 3 is surveyed the trainees to help them self-assess and to obtain a clear profile of ELT trainees’ strengths and weaknesses.

Fourth, a test prepared in four skills in accordance with the standards of the NATO Stanag 6001 Level 3 is given to trainees to understand whether they can achieve the goals by means of the present syllabus. This test is prepared by Macmillan Company in Britain in parallel with NATO Stanag requirements.

Fifth, a questionnaire is given to the graduated officers to investigate the mission requirements in terms of language proficiency.

Sixth, a questionnaire is administered to the English Language Teachers serving at Gendarmerie Schools Command to get their ideas about the present syllabus. This questionnaire is modified from a Ph D Thesis on “Evaluation of English Courses for Gülhane Military Medical Academy.”

Seventh, data is collected on KPDS scores of the graduated officers from the organization to interpret the realization of objectives.

Eighth, data on the number of personnel deployed to international missions and courses in recent years is gathered to shed light on the importance of foreign language education in this Gendarmerie organization.

Ninth, a questionnaire is administered to the trainees to specify their needs and interests to reflect them to the suggested syllabus.

The final step is to reflect the findings in the syllabus suggested and to prepare sample module with reference to that syllabus. As the aim of the study is to train learners to communicate effectively in the target language and to be successful in their joint missions, a mixture of syllabus types like topic-based, skills-based and task-based syllabus is focused on.

1.7 Assumptions and Limitations

Turkey is an active member of NATO Forces and adequate communication is the vital part of joint operations. In this context, it is assumed that structuring the syllabus of language training courses within the framework of NATO Stanag 6001 perspective helps the military personnel to be more successful in international missions in terms of language achievement.

Since this study is carried out in military context, there will be some limitations on the application of some questionnaires with respect to the number of subjects. The number of subjects in the trainee questionnaire is limited to nearly 30 participants, because the number of the trainees participating the course is determined by the organization for each term. We have similar limitations in terms of the number of English teachers.

Officers graduated from the courses are assigned to remote posts, especially in eastern part of Turkey, the number of subjects in graduate questionnaires is limited to participants serving in the near posts.

1.8 Definition of Terms

NATO Stanag 6001: The aim of this agreement is to provide NATO Forces with a table describing language proficiency levels.

Participating nations agree to adopt the table of language proficiency levels for the purpose of :

- a. Meeting language requirements for international staff appointments.

- b. Comparing national standards through a standardised table.
- c. Recording and reporting, in international correspondence, measures of language proficiency (if necessary by conversion from national standards).

Proficiency Levels

1. The proficiency skills are broken down into six levels coded 0 through 5. In general terms, skills may be defined as follows:

Level 0		No practical proficiency
Level 1	-	Elementary
Level 2	-	Fair (Limited working)
Level 3	-	Good (Minimum professional)
Level 4	-	Very good (Full professional)
Level 5	-	Excellent (Native/bilingual)

Language Proficiency Profile

2. Language proficiency will be recorded with a profile of 4 digits indicating the specific skills in the following order:

Skill A (US : L) Listening
 Skill B (US : S) Speaking
 Skill C (US : R) Reading
 Skill D (US : W) Writing

3. This number of 4 digits will be preceded by the code letters SLP (PLS in French) which is to indicate that the profile shown is the Standardised (S) Language (L) Profile (P).
 (Example: SLP 3321 means level 3 in listening, level 3 in speaking, level 2 in reading and level 1 in writing).

Table 1 **Table of Language Proficiency Levels**

Oral Proficiency Skill

Level	A (US:L) LISTENING	B (US:S) SPEAKING
0 -	No practical proficiency	No practical proficiency
1 -	<u>Elementary</u> <u>Vocabulary</u>: Adequate for routine courtesy and minimum practical needs related to travelling, obtaining food and lodging, giving simple directions, asking for assistance. <u>Listening comprehension</u>: Adequate for very simple short sentences in face-to-face situations. May require much repetition and a slow rate of speech. Fails in situations where there is noise or other interference.	
		<u>Grammar and pronunciation</u>: Errors are frequent and may often cause misunderstanding. <u>Fluency</u>: Adequate for memorised courtesy expressions and common utterances. Otherwise lacking.
2 -	<u>Fair (Limited Working)</u> <u>Vocabulary</u>: Adequate for simple social and routine job needs as giving instructions and discussing projects within very familiar subject-matter fields. Word-meanings often unknown, but quickly learned. <u>Listening comprehension</u>: Dependable in face-to-face communication within well-known subject-matter fields and in common social contexts. Sometimes requires rewording or slowing of conversational speed. Incomplete in the presence of noise or other interference. Seldom adequate to follow a conversation between two native speakers.	
		<u>Grammar and pronunciation</u>: Meaning is accurately expressed in simple sentences. Circumlocution often needed to avoid complex grammar. Foreign-sounding pronunciation very noticeable but usually does not interfere with intelligibility. <u>Fluency</u>: Often impaired by hesitation and groping for words.

Level	A (US:L) LISTENING	B (US:S) SPEAKING
3 -	<u>Good (Minimum Professional)</u> <u>Vocabulary:</u> Adequate for all practical and social conversations and for professional discussions in a known field. <u>Listening comprehension:</u> Adequate to follow radio broadcasts, speech conversations between two educated native speakers in the standard language. Details and regional or dialectic forms may be missed, but general meaning is correctly interpreted.	
		<u>Grammar and pronunciation:</u> Full range of basic structures well understood, and complex structures used. Mistakes sometimes occur, but meaning accurately conveyed. Pronunciation recognisably foreign but never interferes with intelligibility. <u>Fluency:</u> Rarely impaired by hesitations. Flow of speech is maintained by circumlocution when necessary. There is no groping for words.
4 -	<u>Very Good (Full Professional)</u> <u>Vocabulary:</u> Broad, precise, and appropriate to the subject and the occasion. <u>Listening comprehension:</u> Adequate for all educated standard speech in any situation. Undisturbed by noise or interference in moderate amount. May occasionally have difficulty with colloquial or regional dialect variations.	
		<u>Grammar and pronunciation:</u> Errors seldom occur, and do not interfere with accurate expression of meaning. Non-native speaker pronunciation does not interfere with intelligibility. <u>Fluency:</u> Similar to native fluency in known subject fields. Easy for a native speaker to listen to. <u>NOTE:</u> This level reflects extensive experience using the language in an environment where it is the primary means of communication.
5 -	<u>Excellent (Native/bilingual)</u> In all criteria of language proficiency, completely equal to a native speaker of the language. This level of proficiency is not achieved by training, and cannot normally be attained except by natives who have been educated through the secondary level in indigenous schools.	

Written Proficiency Skill

Level	C (US:R) READING COMPREHENSION	D (US:W) WRITING
0 -	No practical proficiency	No practical proficiency
1 -	<u>Elementary</u> Adequate for street signs, public directions, names on buildings, and elementary lesson material. In languages written by alphabet or syllabify, adequate to spell out unknown words and approximate their pronunciation in order to ask a native speaker the meaning.	Has sufficient control of the writing systems to meet limited practical needs. Can produce all symbols in an alphabetic or syllabic writing system. Can write numbers and dates, his own name and nationality, addresses, etc. Otherwise ability to write is limited to simple lists of common items or a few short sentences. Spelling may be erratic.
2 -	<u>Fair (Limited working)</u> Adequate for intermediate lesson material and simple colloquial texts such as children's books. Requires extensive use of dictionary to read short news items. Written material seldom fully understood without translation.	Can draft routine social correspondence and meet limited professional needs. Is familiar with the mechanics of the writing system, except in character systems where ability is limited to a small stock of high-frequency items. Makes frequent errors in spelling, style and writing conventions. Able to write simple notes and draft routine social and limited office messages. Material normally requires editing by a more highly proficient writer.
3 -	<u>Good (Minimum professional)</u> Adequate for standard text materials and most technical material in a known professional field; with moderate use of dictionary, adequate for most news items about social, political, economic, and military matters. Information is obtained from written material without translation.	Can draft official correspondence and reports in a special field. Control of structure, spelling, and vocabulary is adequate to convey his message accurately, but style may be quite foreign. All formal writing needs to be edited by an educated native.

Level	C (US:R) READING COMPREHENSION	D (US:W) WRITING
4 -	<u>Very Good (Full professional)</u> Adequate to read easily and with minimal use of dictionaries, styles of the language occurring in books, magazines and newspapers written for an audience educated to the level of a high school graduate. Adequate to read technical and abstract material in known professional fields. <u>NOTE:</u> This level reflects extensive experience using the language in an environment where it is the primary means of communication.	Can draft all levels of prose pertinent to professional needs. Control of structure, vocabulary, and spelling is broad and precise; sense of style is nearly native. Errors are rare and do not interfere with understanding. Nevertheless, drafts or official correspondence and documents need to be edited by an educated native.
5 -	<u>Excellent (Native/bilingual)</u> In all criteria of language proficiency, completely equal to a native speaker of the language. This level of proficiency is not achieved by training, and cannot normally be attained except by natives who have been educated through the secondary level in indigenous schools.	

www.bilc.org

American Language Course (ALC): Course books designed by United States, Ministry of Defense to teach English to the foreign military personnel.

English Comprehension Level Examination (ECL): reading and listening comprehension-based exam organized by United States, Ministry of Defense for the foreign military personnel to measure their language level.

Gendarmerie General Command (GGC): organization subordinate to Turkish General Staff and Ministry of Interior and performs both military and security missions.

Officer: military personnel from the rank of lieutenant to lieutenant colonel and they are the managers.

Non-commissioned officers: military personnel subordinate to officers.

Trainee: Gendarmerie officers and non-commissioned officers attending at English Language Course

1.9 Data Collection

Data is collected by means of questionnaires administered to trainees, teachers and graduates. These questionnaires consist of open-ended, yes-no questions and “completely agree, agree, no idea, disagree, completely disagree” classification scale. Trainee questionnaire is issued to the participants within a term to collect sufficient number of data about the present course. As for graduate questionnaire, it is surveyed to every individual who can be reached and graduated from the course in the previous years to collect data about the mission requirements in terms of language skills.

In addition, reliable data is gathered from Gendarmerie authorities about the number of personnel attending foreign posts in previous years and some KPDS exam results of the personnel who took the exam after the course to comment on the realization of objectives of the course. Moreover, NATO Stanag 6001 Level 3 exam in four skills taken from Macmillan Company is given to the trainees to measure their level in terms of NATO Standards. By means of this exam, it is possible to match the current program with those of NATO.

1.10 Analysis of data

In this study, both qualitative and quantitative data are collected. Qualitative data is collected from the open-ended questions in the questionnaires and documents whereas quantitative data is collected from the closed items questionnaires

The data obtained from the closed items in the questionnaires is analyzed by using descriptive statistics. For this analysis, SPSS program is utilized. On the other hand, open-ended items in the questionnaires is analyzed by tables.

1.11 Conclusion

NATO Stanag 6001 is a document which helps to standardize language training and testing activities among the members of NATO countries. However, it presents a general description of the phenomenon rather than analyzing all the details. Therefore, it is vital for the member countries to adopt their language training and testing activities in

accordance with this standardization and this change contributes better and effective communication in joint missions.

In this context, it is necessary to prepare a new syllabus for the ELT courses at Gendarmerie Schools Command because there are many Gendarmerie personnel participating international missions. It is an inevitable fact that good command of language brings success and creates an effective communication environment.

The syllabus to be suggested is at Level 3 of NATO Stanag 6001 and it is designed according to those descriptors. It is expected to foster language training activities at ELT courses at Gendarmerie Schools Command and provide an educational environment leading learners to communicate more effectively and appropriately. The syllabus is mixed as topic-based, skills-based and task-based. It is also expected that suggested syllabus will set a good example for the other military language courses.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter reviews the literature on Gendarmerie General Command, its foreign relations, English language teaching activities, language studies in military context and NATO and scientific framework of syllabus design.

2.1 Gendarmerie General Command (GGC)

Gendarmerie, in the framework of authorities given by the laws;

- is responsible for approximately 92% of the national territory,
- provides public order and security for nearly 40% of the total population,
- With its developing force structure and modern equipment,
- is a law enforcement agency having military status and making efforts to establish peace and to prove internal security throughout the country.

Turkish Gendarmerie, within the framework of responsibilities and the powers given by the laws, performs general security and public order duties by merging military with law enforcement agency characteristics.

In addition, it makes significant contributions to both regional and global peace and reliance. In this context, Gendarmerie has three main duties as judicial, administrative and military. In this regard, Turkish Gendarmerie performs the following duties;

- Protection of the fundamental rights and freedoms of individuals,
- Ensuring the public order and security,
- Taking preventive precautions towards criminality and struggle against crime,
- Combating terrorism and organized crime groups,
- Prevention of illegal migration and human trafficking,
- Struggle against cyber crimes,
- Border security,
- Handling crimes and surrendering suspects to judicial authorities,
- Performing the tasks of assistance for those asking for aid and for those needing help and in danger.

2.1.1 International Activities Of Gendarmerie General Command

GGC became the member of the Association of the European and Mediterranean Gendarmerie and Police Forces with Military Status (FIEP) established for the purpose of reinforcing the relations and strengthening solidarity reciprocally between the Law Enforcement Agencies of European Countries and the Countries having Mediterranean coastline.

GGC is also a member of European Network of Forensic Sciences Institutions (ENFSI) in order to follow the technological development changing quickly in the field of forensic sciences. GGC has been participating in all the meetings of these organizations. On-the spot-training and education have been carried out in The Gambia, Georgia and Azerbaijan by Gendarmerie Training Teams within the framework of the signed protocols.

In addition to these training and educations on-the-spot, guest military personnel from Albania, Azerbaijan, Pakistan, Turkmenistan, the Gambia, Georgia, France, Tunisia, Kyrgyzstan, Bosnia & Herzegovina, Ukraine and China have been trained at the training facilities of the Gendarmerie General Command.

Activities related to European Union (EU) are carried out by the Gendarmerie under three main headings as:

- EU Projects,
- Participation in EU Crises Intervention Operations, and
- Activities carried out in the EU Negotiation Process in the context of negotiation chapters related with Gendarmerie.

In the context of EU supported projects, (2) projects have been completed so far and (4) projects are still being carried out. In addition to that, the Gendarmerie has been participating (3) projects which have been carried out by other agencies. Under these projects, Gendarmerie personnel are trained in Turkey and given the opportunity to study EU best standards in Member States.

Within the framework of United Nations and European Union, Gendarmerie General Command has been participating in Operations of Reinforcement and Protection for Peace in Georgia, Bosnia-Herzegovina, Afghanistan, Kosovo, and Sudan.

In 2007, There were totally 273 personnel deployed in international missions. These were 98 officers, 81 Non-commissioned officers and 94 gendarmerie specialized sergeants. In

addition to these numbers, 7 personnel were sent to international courses related to the gendarmerie duties based on English language skills. In 2008, the number of personnel who participated in international joint missions was 265. They were 96 officers, 79 Non-commissioned officers and 90 gendarmerie specialized sergeants. Moreover, 8 personnel were sent to international courses abroad in that year. The number is expected to increase in the following years in accordance with the boosting role of Turkey and Turkish army in the global scene.

On the other hand, the observer status of European Gendarmerie Force which is established in 2004 by (5) EU Member States (France, Italy, Spain, Portugal and the Netherlands) has earned in 2009. International joint duties pave the way for the establishment of mutual understanding for officers, NCOs, specialized gendarmeries by creating a working environment with personnel from EU Member States.

At bilateral level law enforcement cooperation efforts between Turkey and UK; in the context of Turkey's EU harmonization efforts, in accordance with the Action Plan and Strategic Document signed between Turkey and the UK, contributions are made for strengthening law enforcement cooperation in the fields of terrorism, drugs smuggling, organized crime, money laundering and fight against illegal immigration.

2.1.2 English Language Teaching Courses at Gendarmerie General Command

Since great importance is attached to foreign relations in gendarmerie, foreign language education, especially English language teaching, is primarily emphasized in educational environment.

English language teaching courses at the gendarmerie were opened in 1989 at Gendarmerie Schools Command at the elementary level and American Language Course (ALC) series were used as the course books. At that time, the duration of the course was 36 weeks and American Language Course series Book 1-24 were mainly used in the classrooms and laboratories. In 1998, English Courses were divided as advanced and intermediate level according to the needs of the personnel who could use the language at the advanced level. Since then, Advanced Level English Courses have been held twice a year in accordance with the needs of the organization.

At Advanced Level English Course, the objective is to reach 80 points in English Comprehension level (ECL) examination which is primarily based on oral comprehension, vocabulary and grammar. In this course, ALC series from 19 to 30 are used as course books and these books are supplied by audio and interactive CDs. The duration of the course is 18 weeks and some KPDS aimed lessons are embedded into the syllabus. In each term, the number of participants is determined by the headquarters of Gendarmerie according to the needs of the organization. The syllabus of the Advanced Level English Course is presented in appendix 11.

2.2 Language Studies in Military Context

2.2.1 Historical Background of Language Studies in Military Context

The history of language teaching in military context which goes back to the World War II began to be developed scientifically especially by the entry of the United States into World War II. At that time, the United States Army needed personnel who were fluent in some languages to work as interpreters, code-room assistants, and translators. The government entrusted some American Universities to develop foreign language programs for military personnel. With the participation of fifty five American Universities, the Army Specialized Training Program (ASTP) was developed in 1942.

The most important characteristics of this program was to use an informant, that is why it is sometimes known as the “informant method”, since it used a native speaker of the language. The informant served as a source of phrases and vocabulary and provided sentences for imitation and memorization which were the fundamentals of the method. There was also a linguist who did not necessarily know the language, however, was trained to extract basic structure of the language from the informant. Those courses were intensive programs and students studied 10 hours a day and 6 days a week.

The Army Specialized Training Program lasted only two years; however, it attracted considerable attention especially during the World War II. The program could be considered innovative in terms of the procedures used and the intensity of teaching rather than in terms of its underlying theory. On the other hand, it inspired several linguists on the value of an intensive, oral-based approach to the learning of a foreign language. These aspects of the method contributed to the development of Audiolingualism which was a combination of structural linguistic theory, ASTP,

contrastive analysis, aural-oral procedures and behaviorist psychology and its principles are still used in language teaching even today .(Richards and Rodgers: 2001)

Afterwards, the United States Ministry of Defense, Defense Language Institute prepared some documents and series called American Language Course (ALC) Series which were primarily based on ASTP and Audiolingualism and the series have been used in many parts of the world including Turkey in the military context. Later on, towards the end of 1990s, the series were revised and updated according to the current humanitarian development in language teaching and it can be cited that it is now more communicative oriented.

On the British side of Military Language Education, the United Kingdom Foreign and Commonwealth Office, the Ministry of Defense and the Department for International Development has managed a Peacekeeping English Project (PEP) Program since 1996 by means of the British Council. The aim of PEP is to reduce, resolve, and prevent conflict worldwide through improved English language communication. It is maintained that English is needed (1) for interoperability – to enable multinational forces involved in NATO, EU, and UN peace support operations to communicate effectively with each other (2) for humanitarian purposes – to enable military and other security to interact with non-governmental agencies in conflict and post-conflict situations (3) by border guards and police, to combat drug smuggling and human trafficking (4) as a tool for promoting democratic values and respect for human rights . (www.britishcouncil.org/learnenglish_peacekeepers)

British Council provides free on-line language development for military personnel, border guards, and police through the British Council's Learn English Peacekeepers website and contacts some governmental organizations to develop language projects by the representatives of the British Council in the relevant countries.

During the 2000s, as the greatest International Military Organization, NATO has given special importance to language teaching and standardization activities in the military context particularly after the collapse of the former Soviet Union. Because of the increasing number of joint operations like Somalia, Afghanistan, and Iraq generally under the umbrella of NATO, the need for a common language for the troops coming from different nations has been extremely vital. Therefore, NATO has been trying to establish a common understanding of language among the member nations by means of standardization activities like NATO Stanag 6001.

2.2.2 The Historical Development of the NATO Stanag 6001 Scale

During the 50's, the United States Government needed to specify the language ability of Government employees, but at that time, there was no standardized system in the academic community; the Government wanted to develop its own to tackle this problem. The Foreign Service Institute (FSI) formed an interagency committee that formulated a language scale ranging from level 1 to 6, but the scale was not as detailed as it is today. The scale was eventually standardized to six levels, ranging from 0 (= no functional ability) to 5 (= equivalent to an educated native speaker). In 1968, several agencies jointly wrote formal descriptions of the base levels in four skills – speaking, reading, listening, and writing. By 1985, the document was revised under the umbrella of the Interagency Language Roundtable (ILR) by including full descriptions of the plus levels that was adopted into the scoring system. Since then, the document has been known as “ILR Scale”, “ILR Guidelines”, or the “ILR Definitions” (Herzog, 2005).

In 1976, NATO adopted a language proficiency scale related to the Interagency Language Roundtable's 1968 document. This aimed to respond to a need for defining language proficiency and to form a common understanding among member countries. In addition, authorities believed that it must be applicable to all languages and could be used by many different countries whether or not positions were military or civilian. At that time, it was thought this approach would help to meet the language needs when the great diversity of positions, tasks, and roles of military and civilian personnel were taken into consideration (Dubeau, 2006).

The STANAG adopted by NATO in 1976 has been utilized until recently. However, participants in the 1996, 1997, and 1998 Partnership for Peace (PfP) Seminars emphasized inconsistencies among NATO Member Nations' STANAG ratings. According to the Bureau of International Language Coordination (BILC) Report, October 2001, it was expressed that limited details in the original Stanag could cause various interpretations and pressure to inflate officers' ratings to qualify them for assignments, as well as involvement of various criteria like achievement and job-performance resulted in inconsistencies for the same levels of proficiency. (Dubeau, 2006)

In the late 1990's, an opportunity emerged to update the scale with the accession of some countries after the collapse the Former Soviet Union. In 1999 a committee consisting

of expert members from eleven participating countries reinterpreted the descriptors of the original 1976 STANAG. In 2000, the BILC Steering Committee approved the trial of the draft interpretation and the scale was trialed in 2000 and 2001 with participants from 15 countries who attended the first two installments of the Language Testing Seminar, in Garmisch-Partenkirchen, Germany (BILC Report, October, 2001). The NATO Standardizing Agency integrated the updated interpretation and published Edition 2, in 2003. In 2005, another similar international committee effort led to the development of plus levels which were added as an optional component to the six base level document in 2006 (BILC Steering Committee Minutes, June 2006). A plus level in this context is defined as proficiency that is more than halfway between two base levels and as proficiency which substantially exceeds the base skill level but does not fully or consistently meet all of the criteria for the next higher base level (NATO STANAG Plus Level Descriptors - Draft Document, 2005).

2.2.3 Current Applications of NATO Language Issues

Although English and French are official languages at NATO, English is the operational language and the teaching, testing, and using the English language within the NATO community have become more important because of the addition of new countries and increasing number of joint tasks such as peace support operations. Due to the vitality of the language issues, the Bureau of International Language Coordination (BILC) was established within the NATO Training Group (NTG) / Joint Services Subgroup (JSSG) as a consultative and advisory body for language training matters in NATO. The BILC has the following responsibilities:

To disseminate to participating countries print and multimedia instructional materials, tests and information on developments in the field of language training.

- To review the work done in the coordination field and in the study of particular language topics through the convening of an annual conference and seminar for participating nations.
- To act as a clearinghouse for the exchange of information between participating countries on developments in the field of language training.
- To provide the sponsorship of STANAG 6001, Language Proficiency Level (www.dlielc.org/bilc/Constitution2004.doc May 5, 2006).

It has been stressed at the BILC Conferences and Seminars that competency in English language skills is a pre-requisite for participation in exercises, operations, and positions to NATO Multinational Headquarters in all branches. The goal is to improve English language skills of all personnel who are to cooperate with NATO forces in Partnership for Peace (PfP) operations, exercises, and training with NATO staff. These individuals must be able to communicate effectively in English with added emphasis on operational terminology and procedures (NATO Partnership Goal PG G 0355, Language Requirements, 2004). Such goals state that nations should not only address special measures to increase in general the language proficiency of current officers and NCOs but also the integration of adequate language training as part of their normal career development to ensure adequate language proficiency for future officers and NCOs. (NATO Partnership Goal PG G 0355, Language Requirements, 2004).

To follow these principles, governments allocate a large number of human and financial resources to language training and try to achieve the prescribed Standard Language Profile (SLPs) through national systems. There are currently 48 nations using Stanag 6001 criteria in their language systems. They are supposed to establish their own training structure, design their syllabi and teaching materials, implement a testing framework, develop tests and monitor training outcomes.

For example, in some countries like Poland, Hungary, Bulgaria, and Romania there are language units working cooperatively with British Council under the Ministry of Defense in their countries to reach Stanag 6001 goals. However, some countries share the load by collaborating, exchanging materials and best practices. At that point, as an advisory body, BILC offers consultations on language training and testing issues, but does not impose teaching and testing practices on participating nations and common testing practices are suggested. (www.bilc.org)

It can be understood that NATO Stanag 6001 is considered by many countries as the standardization of testing system and they try to establish a testing unit or structure to assess their personnel in terms of the principles. Therefore, it would not be inappropriate to maintain that testing system is developed whereas language training side, namely designing a syllabus or material, is generally neglected. Therefore, in this study, it is believed to be more essential to design a syllabus in accordance with NATO Stanag 6001 by using the “washback effect” which means the impact of testing on language teaching and learning (Alderson and Wall, 1993).

2.2.4 NATO Standardization Agreement (Stanag 6001) Language Proficiency Levels

This document was released by NATO (BILC) in 2003 as the Second Edition and since then member countries follow these principles while deploying personnel for International Joint Missions.

The aim of this agreement is to provide NATO Forces with a table describing Language proficiency levels. Participating nations agree to adopt the table of language proficiency levels for the purpose of :

- d. Meeting language requirements for international staff appointments.
- e. Comparing national standards through a standardized table.
- f. Recording and reporting, in international correspondence, measures of language proficiency.

The proficiency skills are broken down into six levels coded 0 through 5. In general terms, skills may be defined as follows:

Level 0		No practical proficiency
Level 1	-	Elementary
Level 2	-	Fair (Limited working)
Level 3	-	Good (Minimum professional)
Level 4	-	Very good (Full professional)
Level 5	-	Excellent (Native/bilingual)

Language proficiency will be recorded with a profile of 4 digits indicating the specific skills in the following order:

Skill A (US : L)	Listening
Skill B (US : S)	Speaking
Skill C (US : R)	Reading
Skill D (US : W)	Writing

US= United States

This number of 4 digits will be preceded by the code letters SLP (PLS in French)

which is to indicate that the profile shown is the Standardized (S) Language (L) Profile (P).

(Example: SLP 3321 means level 3 in listening, level 3 in speaking, level 2 in reading and level 1 in writing).

The detailed description of all levels is presented in appendix10. Since Stanag 6001 Level 3 (minimum professional level) is targeted in this research, the descriptions of this level in four skills are mentioned here.

For level 3, as oral proficiency skills,

Vocabulary: Adequate for all practical and social conversations and for professional discussions in a known field.

Listening comprehension: Adequate to follow radio broadcasts, speech conversations between two educated native speakers in the standard language. Details and regional or dialectic forms may be missed, but general meaning is correctly interpreted.

Grammar and pronunciation: Full range of basic structures well understood, and complex structures used. Mistakes sometimes occur, but meaning accurately conveyed. Pronunciation recognizably foreign but never interferes with intelligibility.

Fluency: Rarely impaired by hesitations. Flow of speech is maintained by circumlocution when necessary. There is no groping for words.

For level 3, as written proficiency skills,

Reading: Adequate for standard text materials and most technical material in a known professional field; with moderate use of dictionary, adequate for most news items about social, political, economic, and military matters. Information is obtained from written material without translation.

Writing: Can draft official correspondence and reports in a special field. Control of structure, spelling, and vocabulary is adequate to convey his message accurately, but style may be quite foreign. All formal writing needs to be edited by an educated native.

For level 3 (Minimum Professional) the descriptions in four skills are presented in detail below.

Listening Comprehension

Able to understand most formal and informal speech on practical, social, and professional topics, including particular interests and special fields of competence. Demonstrates, through spoken interaction, the ability to effectively understand face-to-face speech delivered with normal speed and clarity in a standard dialect. Demonstrates clear understanding of language used at interactive meetings, briefings, and other forms of extended discourse, including unfamiliar subjects and situations. Can follow accurately the essentials of conversations among educated native speakers, lectures on general subjects and special fields of competence, reasonably clear telephone calls, and media broadcasts. Can readily understand language that includes such functions as hypothesising, supporting opinion, stating and defending policy, argumentation, objections, and various types of elaboration. Demonstrates understanding of abstract concepts in discussion of complex topics (which may include economics, culture, science, technology) as well as his/her professional field. Understands both explicit and implicit information in a spoken text. Can generally distinguish between different stylistic levels and often recognizes humor, emotional overtones, and subtleties of speech. Rarely has to request repetition, paraphrase, or explanation. However, may not understand native speakers if they speak very rapidly or use slang, regionalisms, or dialect.

Speaking

Able to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with considerable ease. Can use the language to perform such common professional tasks as answering objections, clarifying points, justifying decisions, responding to challenges, supporting opinion, stating and defending policy. Can demonstrate language competence when conducting meetings, delivering briefings or other extended and elaborate monologues, hypothesising, and dealing with unfamiliar subjects and situations. Can reliably elicit information and informed opinion from native speakers. Can convey abstract concepts in discussions of such topics as economics, culture, science, technology, philosophy as well as his/her professional field. Produces extended discourse and conveys meaning correctly and effectively. Use of structural devices is flexible and elaborate. Speaks readily and in a way that is

appropriate to the situation. Without searching for words or phrases, can use the language clearly and relatively naturally to elaborate on concepts freely and make ideas easily understandable to native speakers. May not fully understand some cultural references, proverbs, and allusions, as well as implications of nuances and idioms, but can easily repair the conversation. Pronunciation may be obviously foreign. Errors may occur in low frequency or highly complex structures characteristic of a formal style of speech. However, occasional errors in pronunciation, grammar, or vocabulary are not serious enough to distort meaning, and rarely disturb the native speaker.

Reading Comprehension

Able to read with almost complete comprehension a variety of authentic written material on general and professional subjects, including unfamiliar subject matter. Demonstrates the ability to learn through reading. Comprehension is not dependent on subject matter. Contexts include news, informational and editorial items in major periodicals intended for educated native readers, personal and professional correspondence, reports, and material in special fields of competence. Can readily understand such language functions as hypothesising, supporting opinion, argumentation, clarification, and various forms of elaboration. Demonstrates understanding of abstract concepts in texts on complex topics (which may include economics, culture, science, technology), as well as his/her professional field. Almost always able to interpret material correctly, to relate ideas, and to “read between the lines,” or understand implicit information. Can generally distinguish between different stylistic levels and often recognises humor, emotional overtones, and subtleties of written language. Misreading is rare. Can get the gist of higher level, sophisticated texts, but may be unable to detect all nuances. Cannot always thoroughly comprehend texts that have an unusually complex structure, low frequency idioms, or a high degree of cultural knowledge embedded in the language. Reading speed may be somewhat slower than that of a native reader.

Writing

Can write effective formal and informal correspondence and documents on practical, social, and professional topics. Can write about special fields of competence with considerable ease. Can use the written language for essay-length argumentation,

analysis, hypothesis, and extensive explanation, narration, and description. Can convey abstract concepts when writing about complex topics (which may include economics, culture, science, and technology) as well as his/her professional field. Although techniques used to organise extended texts may seem somewhat foreign to native readers, the correct meaning is conveyed. The relationship and development of ideas are clear, and major points are coherently ordered to fit the purpose of the text. Transitions are usually successful. Control of structure, vocabulary, spelling, and punctuation is adequate to convey the message accurately. Errors are occasional, do not interfere with comprehension, and rarely disturb the native reader. While writing style may be non-native, it is appropriate for the occasion. When it is necessary for a document to meet full native expectations, some editing will be required.

2.2.5 Comparison of NATO STANAG 6001 Scale with Some Other International Scales and Tests

Table 2 Comparison Chart of STANAG 6001 Levels with the Other International Exams

Scales					Tests	
STANAG 6001 Standardized agreement 6001 (1976) NATO: & BILC:	CEF Common European Framework COE: Council of Europe		ALTE Scale ALTE: Association of Language Testers in Europe		Cambridge ESOL Cambridge ESOL Examinations. (formerly UCLES)	IELTS
5555 Native/ bilingual					(DIPLOMA)	9
4444 Fully Professional	C2 Mastery	Proficient User	5 Good User	Upper Advanced	CPE	8
	C1 Effective Operational Proficiency		4 Competent User	Lower Advanced	CAE	7
						6
3333 Minimum Professional	B2+ Vantage+	Independent User	3 Independent User	Upper Intermediate	FCE	5
	B2 Vantage					
2222 Limited Working	B1+ Threshold+		2 Threshold User	Lower Intermediate	PET	4
	B1 Threshold					
1111 Elementary	A2+ Waystage+	Basic User	1 Waystage User	Elementary	KET	3
	A2 Waystage					2

According to the comparison table, there are six levels in Stanag 6001 as elementary, limited working, minimum professional, fully professional, and native/bilingual. As for the Common European Framework (CEF) prepared by the Council of Europe, there are basically three levels as basic user, independent user, and proficient user, but each level is divided into two; that is, Basic User as Breakthrough and Waystage; Independent User as Threshold and Vantage; and Proficient User as Effective Operational Proficiency and Mastery. As for the Association of Language Testers in Europe (ALTE) Scale, there are six levels as breakthrough (beginner), waystage user (elementary), threshold user (lower intermediate), independent user (upper intermediate), competent user (lower advanced), and good user (upper advanced). For Cambridge ESOL examinations, there are six levels as KET, PET, FCE, CAE, CPE, and DIPLOMA. Finally as for IELTS, there are nine levels.

In this research, the suggested level will be at minimum professional level (Level 3) in terms of NATO Stanag 6001 and this level is equal to Independent User (vantage) in CEF, Independent User (upper intermediate) in ALTE Scale, FCE in Cambridge ESOL Examinations and level 5 in IELTS.

2.3 Syllabus Design

Although syllabus design studies have been one of the major factors in language teaching for a long time, curriculum development and syllabus design actually began in 1960s as we know it today. Since then, these studies have undergone some changes through time in accordance with the innovations in education, foreign and second language teaching field. Nowadays, it is an inevitable fact that syllabus design and curriculum development are the vital parts of language teaching and learning activities.

Widdowson (1984,26) defines the syllabus as “a framework within which activities can be carried out: a teaching device to facilitate learning.”

According to Allen (1984,61) “syllabus refers to that subpart of curriculum which is concerned with a specification of what will be taught.”

Yalden (1987, 87) considers syllabus as “a summary of the content to which learners will be exposed.”

For Dubin and Olstain (1986,34) “ syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the

curriculum into a series of planned steps leading towards more narrowly defined objectives of each level.”

Richards (2002,69) introduces the syllabus as “the specification of the content and the ordering of what is to be taught.”

According to Hutchinson and Waters (2006, 80) a syllabus can be described as a statement of what is to be learnt.

Although some other definitions of syllabus can be added to those above, there are some common characteristics of a syllabus. Ur (2002) states these characteristics as “ (1) consists of a comprehensive list of: content items (words, structures, topics), process items (tasks, methods) (2) is ordered (easier, more essential items first) (3) has explicit objectives (usually expressed in the introduction) (4) is a public document (5) may indicate a time schedule (6) may indicate a preferred methodology or approach (7) may recommend materials.”

While designing a syllabus, it is helpful to break down the process into components and subprocesses (Dubin and Olstain 1986, Hutchinson and Waters 1987, Nunan 1985, Richards 1990, White 1988). A framework of component is useful for several reasons. Because it provides an organized way conceiving of a complex process and sets forth domains of inquiry for the teacher, in that each component puts forth ideas as well as raises issues for the teacher to pursue.

Graves (1996,12) identifies these components as follows: “ (1) needs analysis (needs assessment): what are my students’ needs? How can I assess them so that I can address them? (2) determining the goals and objectives: what are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals? (3) conceptualizing content: what will be the backbone of what I teach? What will I include in my syllabus? (4) selecting and developing materials and activities: how and with what will I teach the course? What is my role? What are my students roles? (5) organization of content and activities: how will I organize the content and activities? What systems will I develop? (6) evaluation: how will I assess what students have learned? How will I assess the effectiveness of the course? (7) consideration of resources and constraints: what are givens of my situation?”

In this framework, first and the most important step should be considered needs analysis or needs assessment phase. In its simplest definition, needs analysis is collecting information both on the individuals who are to learn a language and on the use which they are expected to make of it when they have learnt it. (Richerich,1983). In

other words, the processes affiliated with analysis of needs provide a course designer a framework for the selection of language content according to the goals of particular learners and thus the possibility of creating tailor-made programs rather than starting with a ready-made syllabus that does not itself discriminate between differing objectives. (Johnson&Johnson, 1998)

2.3.1 Historical Background of Syllabus Design

The history of syllabus design dates back to the emergence of methods because all methods involve some decisions concerning the selection of language items (sentence patterns, functions, words, etc) that are to be used within a course or method. Two aspects of selection in syllabus design drew attention at the beginning of the twentieth century until syllabus design and curriculum development in language teaching began during 1960s as we know it today. Until that time, in Grammar Translation Method (1800-1900), Direct Method (1890-1930), Reading Method (1920-1950), the assumptions underlying early approaches to syllabus design are (1) the basic units of language are vocabulary and grammar, (2) learners everywhere have the same needs, (3) learners' needs are identified exclusively in terms of language needs, (4) the process of learning a language is largely determined by the textbook, (5) the context of teaching is English as a foreign language. (Richards, 2001)

The emergence of new approaches and methods during 1960s moved the syllabus design studies to more scientific perspective. Each method paid special attention to syllabus design within its framework. Therefore, at this point, it is more informative to explain some methods and approaches' syllabus design view points from 1960s on.

2.3.1.1 Situational Language Teaching

In Situational Language Teaching, a structural syllabus and word list are basic to the teaching of English. A structural syllabus is a list of basic structures and sentence patterns of English. Structures are taught within sentences and vocabulary is chosen according to how well it enables sentence patterns to be taught.

In this type of syllabus, situation refers to the manner of presenting and practicing sentence patterns rather than a list of situations. (Richards&Rodgers, 1997)

2.3.1.2 The Audio Lingual Method

Audio Lingualism is a structure-based approach which contains the key items of phonology, morphology and syntax of the language arranged according to their order of presentation. Since the differences between the native tongue and the target language are believed to be the cause of the major difficulties the learner can encounter, contrastive analysis is the main focus of attention. In addition, a lexical syllabus of basic vocabulary items is determined in advance.

The language skills are taught in the order of listening, speaking, reading and writing. Listening is viewed as the training of aural discrimination of basic sound patterns. It is presented orally at first. Written representations are suspended from learners in early stages.

When reading and writing are introduced, students are supposed to read and write what they have already learnt to say orally. This is an attempt to minimize the possibilities of making mistakes both in speaking and writing. (Richards&Rodgers, 1997)

2. 3.1.3 Communicative Language Teaching

In notional syllabus, Wilkins (1976) specifies the semantic-grammatical categories like frequency, motion, location and the categories of communicative function that learners need to express. In functional syllabus, the functions of language like requesting information, expressing agreement are the focus attention. In interactional type, interactions of teacher and students are paramount. In task-based syllabus type, tasks like map reading, doing scientific experiments and story writing are primarily important.

2. 3.1.4 Total Physical Response (TPR)

In Total Physical Response, a sentence-based syllabus with grammatical and lexical criteria is the basic in selecting teaching items. TPR requires initial attention to meaning rather than to the forms of the items unlike grammar-based methods. Grammar is taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use of in the target language situations but

according to the situations in which they can be used in the classroom and the ease with which they can be learnt. TPR sees a need for attention to both the global meaning of language as well as to the finer of its organization. (Richard&Rodgers, 1997)

2. 3.1.5 The Silent Way

The Silent Way adapts a structural syllabus, with lessons planned around grammatical items and related vocabulary. Gattegno (1972), the inventor of the Silent Way claims there is no general Silent Way syllabus, however from the observations, it can be understood that language items are introduced according to their grammatical complexity, their relationship to what has been taught previously and the ease with which items can be presented visually. Typically, the imperative is the initial structure introduced, because of the ease with which action verbs may be demonstrated using Silent Way materials. Vocabulary is selected according to the degree to which it can be manipulated within a given structure and according to its productivity within the classroom setting. (Richards&Rodgers, 1997)

2.3.1.6 Community Language Learning (CLIL)

A CLIL syllabus emerges from the interaction between the learners' expressed communicative intentions and the teachers' reformulations of these into suitable target language utterances. The syllabus is topic-based, with learners nominating things they wish to talk about and messages they wish to communicate to other learners. Specific grammatical points, lexical patterns, and generalizations are selected by the teacher for more detailed study and analysis, and subsequent specification of these is the way to a CLIL syllabus. (Richards and Rodgers, 1997)

2.3.1.7 The Natural Approach

Krashen and Terrell take into consideration the course organization from two points of view. First, they list the goals under four titles: (1) Basic personal communication skills: oral (2) Basic personal communication skills: written (3) Academic Learning Skills: oral (4) Academic Learning Skills: written. Of these, they emphasize that the approach is mainly designed to develop basic communication skills

both oral and written. (Krashen and Terrell, 1983) They maintain that communication goals are expressed in terms of situations, functions and topics which are to be most useful to beginning students.

The second viewpoint holds that the purpose of a language course will vary according to the needs of the students and their particular interests. From this perspective, a list of topics and situations can be understood as syllabus suggestions rather than as specification because of the difficulty of specifying communicative goals that fit the needs of all students. (Richards&Rodgers, 1997)

2.3.1.8 Suggestopedia

A suggestopedia course lasts thirty days and consists of ten units of study. Classes are held four hours of a day, six days a week. The central focus of each unit is a dialogue consisting of 1.200 words and so, with an accompanying vocabulary list and grammatical commentary. The dialogs are graded by lexis and grammar. The whole course also has a pattern of presentation and performance. During the course there are two opportunities for generalization of material. In the middle of the course students are encouraged to practice the target language in a setting where it might be used, such as hotels or restaurants. The last day of the course is devoted to a performance in which every student participates. (Richards&Rodgers, 1997)

2.3.2 Approaches to Syllabus Design

It is Wilkins (1976) who draws attention to the distinction between synthetic and analytic approach to a syllabus design.

2.3.2.1 Synthetic Approach

A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. (Wilkins, 1976)

Synthetic Approach is also known as product-oriented syllabus and emphasizes the product of language learning and is prone to intervention from an authority. (Rabbini , 2002)

2.3.2.1.1 The Grammatical Syllabus

In Grammatical Syllabus, the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to his/her grammar collection. The focus is on the outcomes or the product. (Rabbini , 2002)

Some applied linguists state that the term ‘synthetic’ shouldn’t be restricted to grammatical syllabuses but may be applied to any syllabus in which the content is product oriented. (Widdowson, 1979)

2.3.2.1.2 The Situational Syllabus

In Situational Syllabus, the principle organizing characteristic is a list of situations which reflects the way language and behaviour are used everyday outside the classroom. Thus by linking structural theory to situations the learner is able to induce the meaning from a relevant context. (Wilkins, 1976)

2.3.2.1.3 The Notional and Functional Syllabus

The starting point for a notional/functional syllabus is the communicative purpose and conceptual meaning of language. Finocchiaro and Brumfit (1983) lists some of the benefits of a functional and notional orientation as follows: (1) it sets realistic learning tasks (2) it provides for the teaching of everyday, real-world language (3) communication will be intrinsically motivating because it expresses basic communicative functions (4) it enables teachers to exploit sound psycholinguistics, sociolinguistics, linguistic and educational principles...

However White (1988) claims that “language functions do not usually occur in isolation and there are also difficulties of selecting and grading function and form. The

task of deciding whether a given function (i.e. persuading) is easier or more difficult than another (i.e. approving) makes the task harder to approach.”

2.3.2.2 Analytic Approach

The Analytic Approach or Process Oriented Syllabus does not focus on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course. Wilkins (1975,13) defines the Analytic Syllabus as follows: “ are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes.”

Analytic Syllabuses, in which learners are exposed to language which has not been linguistically graded, are more likely to result from the use of experiential rather than linguistic content as the starting point for syllabus design. Such content might be defined in terms of situations, topics, themes, or other academic and school subjects. (Widdowson, 1979)

2.3.2.2.1 Procedural/Task-based Approach

A Tasked-based Approach assumes that speaking a language is perfected through practice and interaction, and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. Tasks must be relevant to real world language needs of the students. That is, the underlying learning theory of tasked-based and communicative language teaching suggests that activities in which language is used enhance learning. (Rabbini, 2002)

2.3.2.2.2 Learner-Led Syllabus

In this syllabus, the focus is the learner who participates the shaping and the implementation of the syllabus. It is believed that learners’ interests and motivation will increase if they are aware of the course they are studying. (Breen&Candlin, 1984)

Critics suggest that a learner-led syllabus seems radical and utopian in that it will be difficult to monitor as the direction of the syllabus will be largely the responsibility of the learners. (Rabbini, 2002)

2.3.2.2.3 The Proportional Approach

The Proportional Syllabus attempts to develop an overall competence involving a number of elements with theme playing a linking role through the units. This theme is designated by the learners. At the beginning, form will be of central value, but later, the focus will change towards interactional components, the syllabus is designed to be dynamic, not static, with plenty opportunity for feedback and flexibility. The shift from form to interaction can take place at any time and is not limited to a particular level of ability. (Rabbini, 2002)

If the nature of language learning is language as communication, a syllabus based on activities, tasks, objectives of the course as well as the needs of the learners seems advantageous to promote real and meaningful communication. Ideally a hybrid syllabus can be more useful. As Hutchinson and Waters (1987) suggest: “ it is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher.”

2.3.3 The Models of Syllabus Design

A systemic approach has been used in designing a syllabus in language learning at our times. Since syllabus models help designers to achieve a more efficient curriculum projects, four of them are mentioned here.

2.3.3.1 Richards Model

According to Richards, curriculum development process includes needs analysis, goals and objectives, syllabus design, methodology and testing/evaluation. (Richards, 1997)

The purpose of needs analysis is to provide data for obtaining a wide range of input about the content, design and implementation of a language program by involving

learners, teachers, administrators, and employers in the planning process. The collected data can serve as the basis for reviewing and evaluating an existing program.

The goals and objectives are generated by data obtained during the needs analysis and are used in the development of evaluation tools for the course.

Curriculum goals are general statements of the intended outcomes of a language program based on the needs analysis. Objectives are more specific statements of outcome and essential in order to answer questions regarding content, methodology and evaluation. Richards (1997) identifies four types of objectives: behavior-based, skills-based, content-based and proficiency-based objectives.

Methodology can be characterized as the activities, tasks and learning experiences selected by the teacher in order to achieve learning, and how these are used within teaching/learning process. These activities are justified according to the objectives the teacher has set out to accomplish and the content he or she sets out to teach. They also relate to the philosophy of the program, to the view of language and language learning that the program represents, to the roles of the teachers, learners, and instructional materials in the program. (Richards, 1997)

Testing plays an important role in curriculum development since it is a component of both needs assessment and evaluation and has consequences for the design and delivery of instruction as well as for the administration of the program itself. According to Richards (1997) there are four types of traditional tests based on the purpose of use. These are proficiency tests, placement tests, achievement tests and diagnostic test. In addition, a further distinction has been made in recent years as norm-referenced and criterion referenced tests.

Evaluation is concerned with gathering data on the dynamics, effectiveness, acceptability, and efficiency of a program to facilitate decision making. (Richards, 1997)

Richards (1997) classifies the evaluation as summative and formative. Summative evaluation is carried out to measure how effective it is in attaining the goals upon completion of a course or a program and formative evaluation is carried out during the development and implementation of a program to modify and revise aspects of the program or the materials.

In summary, it can be stated that effective language teaching programs are dependent upon systematic data gathering, planning and development within a context that is shaped and influenced by learner, teacher, school, and societal factors.

2.3.3.2 Brown's Model

Brown (1995) separates teaching activities from curriculum activities and claims that his framework helps teachers determine the essential components of curriculum design. In this model, teaching and curriculum activities are considered as related but basically independent. Brown believes that teaching activities are mainly the responsibility of teachers and administrators; however curriculum activities are the responsibility of the curriculum designers.

Brown asserts that a curriculum is a group effort and everyone involved in the program participates in (1) carrying out the needs analysis, (2) setting goals and objectives, (3) resolving testing issues and (4) developing materials.

In needs analysis, the requirements of the learner are analyzed. People to be included in the analysis are the target group, and the needs analyst. Examples of needs analysis are group interviews, tests, inventories, surveys, case ratings, text analysis, interest group meetings, etc. It is important to note that even though the learner is the number one customer and should be the focus of the analysis, other elements like school policies and language policies of the countries ought to be considered as well.

The next stage is to determine goals and objectives. Goals are general institutional aims expressed in broad statements about what must be accomplished by students in order to reach the performance standards required by the course. Objectives are more specific aims and require more statements about the content, skills and subskills necessary to reach a goal. For example, in a military context, giving military briefings is the goal and briefing formats, organization of ideas, supporting details, eye contact are the objectives.

In this model, tests need to be based on a program's goals and objectives. Brown (1995) argues that sound tests can be used to unify a curriculum and give it a sense of cohesion, purpose and control.

Brown thinks that it is relatively easy to adopt and develop materials for a program that is well-defined in terms of needs analysis, objectives and tests. Program evaluation might be defined as the on-going process of information gathering, analysis and synthesis in order to improve all phases of curriculum. Systematic assessment should be continued during the operational phase. Curriculum should be considered as a flexible system that can adapt to new conditions.

2.3.3.3 Hutchinson and Waters Model

According to Hutchinson and Waters (2006) English for Specific Purposes (ESP) is an approach to language teaching the purpose of which is to meet the needs of particular learners. The learners have very specific needs, therefore, the curriculum design process for ESP has to be more focused and tailored than for General English. Hutchinson and Waters believe that designing a course is fundamentally a matter of asking questions for the answers which will provide the basis for the processes involved in curriculum design, materials writing, classroom teaching and evaluation. Hutchinson and Waters organize the processes of curriculum design into three basic areas: language descriptions, learning theories and needs analysis.

Language descriptions include how a language is broken down and described for the purposes of learning. For instance, ‘functional’, ‘structural’, and ‘notional’ refer to ways of analyzing and describing the language. Learning theory explains the basis for the methodology. Behaviourist, cognitive, affective etc. are the terms that describe learning theory.

The needs analysis is the most characteristic feature of ESP. It examines what the learners will have to accomplish in the target situation and enables the course designers to address language use and learning i.e., how people learn to do what they do with the language. The needs analysis provides a basis for a learning-centered approach. The Hutchinson and Waters materials design model is an integrated one. The model consists of input, content focus, language focus and task. The objective of their model is to provide a logical framework for the integration of the various aspect of learning, and to allow for creativity and variety. (Material Development Notebook ID 790, June, 2000)

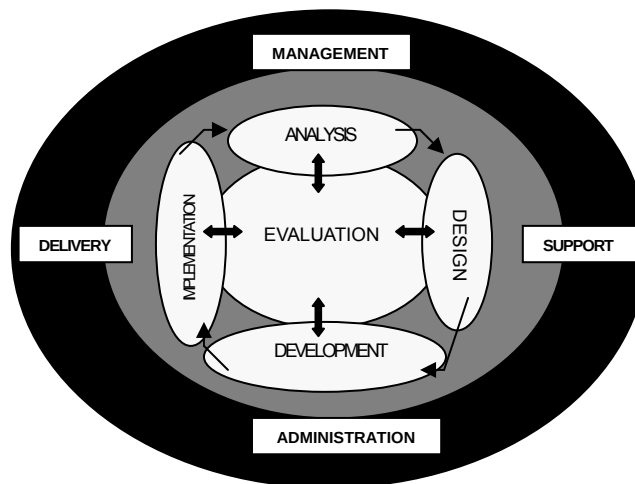
2.3.3.4 Instructional Systems Development Model (ISD Model)

Instructional Systems Development Model was conceptualized by United States Air Force (USAF) to explain concepts, principles, and procedures in the most appropriate, affective, and cost-efficient instruction.

This model seeks to increase the effectiveness and cost-efficiency of education and training by (1) developing instruction based on job-performance requirements, (2)

ensuring that graduates acquire the necessary skills, knowledge and attitudes to do their jobs. The model is composed of three interrelated parts: system functions, ISD phases, and quality improvement. (Department of United States Air Force)

ISD Model



Materials Development Notebook, 2000

The ISD Model consists of the following phases: the analysis phase, the design phase, the development phase, and the implementation phase. The analysis phase is characterized by attempts to collect data relevant to curriculum development from as many sources as possible. The analysis of the occupation, job mission and task performance are important aspects of this phase.

The design phase defines the language objectives, instructional method, study skills, learning strategies, instructional media, strategies and content of the materials. In development phase, the course materials and test instruments are developed. The products of this phase are these: student instructor texts, supplementary materials, glossaries, training aids, language lab workbooks, homework activities, interactive courseware, videos and achievement tests.

In the implementation phase, the materials are used to train students. The curriculum developer must continuously monitor the effectiveness of the materials and must recommend solutions to any identified problems. Because materials in operational

use must be formally and systematically reviewed, a feedback system needs to be established for carrying out the operational evaluation.

Quality Improvement is a management philosophy and methodology adopted to enhance instructional process and product through a continuous, organized creation of beneficial change in the system. The system presupposes that they know their mission, focus on the customer, set goals and standards, manage by fact, foster teamwork, empower team members, and integrate and evaluate quality constantly at all levels of the system. (Materials Development Notebook, Defense Language Institute, 2000, Texas)

2.3.4 Major Types of Syllabuses

Table 3 J. D. Brown's Classification of Syllabuses

SYLLABUSES	WAYS OF ORGANIZING COURSES AND MATERIALS
Structural	Grammatical and phonological structures are the organizing principles –sequenced from easy to difficult or frequent to less frequent
Situational	Situations (such as at the bank, at the supermarket, at a restaurant, and so forth) form the organizing principle -sequenced by the likelihood students will encounter them (structural sequence may be in background)
Topical	Topics or themes (such as health, food, clothing, and so forth) form the organizing principle – sequenced by the likelihood that students will encounter them (structural sequence may be in background)
Functional	Functions (such as identifying, reporting, correcting, describing, and so forth) are the organizing principle –sequenced by some sense of chronology or usefulness of each function (structural and situational sequences may be in background)
Notional	Conceptual categories called notions (such as duration, quantity, location, and so forth) are the basis of organization –sequenced by

	some sense of chronology or usefulness of each notion (structural and situational sequences may be in background)
Skills	Skills (such as listening for gist, listening for main ideas, listening for inferences, scanning a reading passage for specific information, and so forth) serve as the basis for organization - sequenced by some sense of chronology or usefulness for each skill (structural and situational sequences may be in background)
Task	Task or activity-based categories (such as drawing maps, following directions, following instructions, and so forth) - sequenced by some sense of chronology or usefulness of notions (structural and situational sequences may be in background)

(Brown. 1995:7)

Here, various types of syllabus and their characteristics, differences, strengths and weaknesses will be discussed in more detail:

2.3.4.1 Structural Syllabus

Structural Syllabuses, or the grammatical syllabuses, are considered to be the most common type of syllabuses. As the name implies, they focus on grammatical forms. The selection and trading of the content is based on the complexity and simplicity of grammatical items. More precisely, the phonological and grammatical structures are sequenced starting from relatively easy structures and gradually progressing to more difficult ones or from most frequently occurring structures to less frequently occurring ones. Materials are organized around grammar points such as the simple tenses, the passive, adjectives, the subordinate clauses, gerunds and infinitives.

Often one item is introduced at a time and learners are expected to master each structural step and add it to their grammar collection before moving on to the next one. Thus the focus is on the outcomes or the product. The structural syllabuses are rightfully criticized for focusing only one aspect of language, namely grammar, whereas there exist many more aspects to language.

2.3.4.2 Situational Syllabuses

In situational syllabuses the point of departure is situational rather than grammatical. The idea is that language is found in different contexts or situations. The principal organizing feature is a list of situations which reflects the way language and behavior are used everyday outside the classroom. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in such situations. The selection of situations is based on the likelihood of the students to encounter them. Such situations might include at the airport, in a restaurant\ at a hotel, at the dentist, and the like. One advantage of the situational approach is that motivation will be heightened since it is learner- rather than subject-centered (Wilkins, 1976).

2.3.4.3 Topical Syllabus

Topical syllabuses are similar to situational syllabuses in that they are organized around topics, or themes, rather than situations. The selection of topics is based on the author's initiative concerning the importance and relevance of the topics to the lives of students. The topics are sequenced on the basis of their relevance or importance or the level of difficulty of the reading passages involved. Some topics involved might be law, traffic, crime, natural disasters and the like.

2.3.4.4 Notional / Functional Syllabus

The content of language teaching is a collection of the functions that are performed when language is used and of the notions that language is used to express. In notional/functional syllabuses, the language is seen as a tool to perform some functions. The functions can be described as "...the communicative purposes for which we use language" (Nunan, 1988). Possible functions might be greeting, asking for information, changing a topic, introducing

people, saying good bye and so on. This type of syllabus also includes abstract conceptual categories called notions. Nunan (1988) described notions as “the conceptual meanings (objects, entities, states of affairs, logical relationships and so on) expressed through language”. Such notions might include distance, duration, quantity, quality, location, size etc.

Attaching the communicative purpose the utmost importance, this type of syllabus tries to provide real world language. The grading and sequencing of the items are much more complicated. The functions are selected on the basis of their perceived usefulness to the students and they are sequenced on the basis of frequency or usefulness. The notions are selected on the basis of their perceived utility and then are sequenced according to chronology, frequency or the utility of the notions involved.

This type of syllabus is not without criticism either. Language functions do not occur in isolation. For instance, the function persuading cannot be practically divorced from accepting or refusing in the context of language use. The selection and grading are also very difficult; because the task of deciding whether a given function, i.e. persuading is easier or more difficult than another, i.e. approving is not easy to make. The notional/functional syllabuses are also criticized in that a new list replaced the old one. This time a new list consisting of notions and functions have been replaced in the centre where once there were structural items.

2.3.4.5 Skills-Based Syllabus

In skills-based syllabuses, the content of language teaching is a collection of specific abilities that may play a part in using language. Skills are the things that people must be able to do to be competent in a language, relatively independently of the situation or the setting in which the language use can occur.

Skills-based syllabuses are organized around the language or academic skills that the students need in order to learn the language or to function using the language. The situational syllabus and the skills-based syllabus differ in that the situational syllabus groups functions together into specific setting of language use whereas the skills-based syllabus groups linguistic competencies (pronunciation, vocabulary, grammar and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on.

The selection of the skills is based on their perceived usefulness and their sequencing is usually based on chronology, frequency or relative usefulness of the skills involved. For instance, reading for the main idea, listening for the gist, guessing word meaning from context, getting specific information from a radio broadcast, asking for emergency help might be skills involved.

2.3.4.6 Task-Based Syllabus

In task-based syllabuses the question "what" becomes subordinate to the question "how". The focus shifts from the linguistic element to the pedagogical, with an emphasis on learning or learner (Rabbini, 2002). The underlying idea is that the activities and tasks in which language is employed to fulfill meaningful tasks enhance learning.

The defining characteristic is the use of activities which learners may have to do for non-instructional purposes outside the classroom. Tasks must be relevant to the real world language needs of the student. Thus, task-based syllabuses are organized around a variety of different tasks that the students are likely to encounter or perform in the target language such as reading job ads, making appointments, applying for a job, getting accommodation information over the phone, solving a problem, being interviewed and so on. The tasks are defined as activities with a purpose other than language learning. Language learning occurs when the need arises during the performance of a given task. Tasks integrate language and other skills in specific setting of language use. The selection of the tasks is done on the basis of their perceived usefulness to the students.

Task-based syllabuses differ from situational syllabuses in that while situational teaching has the goal of teaching the specific language content that occurs in the situation (a predefined product), task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process) (Rabbini, 2002). The students draw on a variety of language forms, functions and skills, often in an individual and unpredictable way, in completing the tasks.

2.3.4.7 Content-Based Syllabus

In this type of syllabuses, the primary purpose of instruction is to teach some content or information using the target language. The students are simultaneously language students and students of whatever content being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class in which the medium of instruction is the language the students are learning, possibly with linguistic adjustment to make the content more comprehensible.

2.3.5 Syllabus Formats

Syllabuses may be shaped differently on the basis of the organization of the structures, functions, themes and so on. Here five syllabus formats will be briefly discussed:

2.3.5.1 The Linear Format

The linear format is particularly suitable for structural syllabuses. Grading and sequencing are of primary importance. The items are sequenced on the basis of linguistic and pedagogical principles. The grading and sequencing of the items are strict, they cannot be skipped or their order cannot be changed without causing some disruption. As to syllabuses in which there are no specific criteria to determine the linear order, such as notional and functional syllabuses, this type of syllabus is difficult to adopt.

2.3.5.2 The Modular Format

The modular format composed of modules that are independent of each other and thus it achieves maximum flexibility to the teacher and in the materials to be used. It is well suited to

courses that combine thematic or situational language content with a skills orientation. (Dubin and Olshtain. 1986)

2.3.5.3 The Cyclical Format

This type of format is based on the belief that repetition is necessary and it enables the teachers and the learners to study the same topic more than once, each time at the more difficult level. In the cyclical format the underlying assumption is that new subject matter should not be introduced once in the syllabus and then dropped, but rather, it should be reintroduced and recycled at different times and at different levels (Dubin and Olshtain, 1986)

2.3.5.4 The Matrix Format

The matrix format offers maximum flexibility to select topics from a table of contents in a random order (Dubin and Olshtain, 1986). It relies on the design of free sets of topics, situations and tasks or activities later to be matched by the teacher. It is well suited to situational syllabuses as well as task-based and communicative courses. The maximum flexibility of what to study and when to study makes learning the language for general purposes very difficult to design.

2.3.5.5 The Story-Line Format

This shape of syllabus is basically a narration throughout the syllabus. Wilkins (1976) was the first to point to the importance of coherence in a notional and functional syllabus. He suggested that the story-line format might not only ensure thematic continuity but help resolve questions of the ordering of categories in relation to one another as well ((Dubin and Olshtain, 1986).

2.4 Conclusion

It can be concluded that knowing English language is an important part of gendarmerie personnel both at home and in the world. Because, using the language appropriately and accurately is necessary for the accomplishment of the mission. In this context, a syllabus preparing the gendarmerie personnel proficient in four skills helps to increase the performance of the personnel especially in international missions. It is believed that the suggested syllabus which is prepared by considering the scientific approaches to syllabus design accelerates learning and saves time, energy and money of the Gendarmerie Organization in reaching goals and objectives.

CHAPTER 3

METHOD AND DATA COLLECTION

3.0 Introduction

This chapter focuses on the research model, subjects, instruments, data collection and analysis of the data of the study.

3.1 Research Model

The present study is descriptive because the researcher aims to describe current processes or activities and existing beliefs and actual behaviors of subject groups. In addition, survey method is used to collect data about the ongoing programs and subjects' needs in accordance with NATO Stanag 6001. Moreover, Stanag Level 3 exam is administered to language trainees to compare their present level with the NATO standards. Rea-Dickens and Germaine (1992) name this approach as 'descriptive data-based approach'. In this approach, the program is evaluated in progress in order to gather new information with a view to forming new insights into aspects of language teaching and learning.

In terms of syllabus design models, two models are taken into consideration. These are Richards and Brown Models. Brown (1995) asserts that a curriculum is a group effort and everyone involved in the program participates in (1) carrying out the needs analysis, (2) setting goals and objectives, (3) resolving testing issues and (4) developing materials. According to Richards, curriculum development process includes needs analysis, goals and objectives, syllabus design, methodology and testing/evaluation. (Richards, 1997)

While designing a syllabus, it is helpful to break down the process into components and subprocesses (Dubin and Olstain 1986, Huchinson and Waters 1987, Nunan 1985, Richards 1990, White 1988). Graves (1996) identifies these components as follows: "(1) needs analysis (2) determining the goals and objectives (3) conceptualizing content: what will be the backbone of what I teach? (4) selecting and

developing materials and activities (5) organization of content and activities (6) evaluation (7) consideration of resources and constraints.”

3.2 Subjects

This study is conducted at Gendarmerie General Command and English Language Teaching Courses at Gendarmerie Schools Command in Beytepe in 2009. In each term, there are nearly 30 trainees joining the Advanced Level English Course in Beytepe and these participants are the selected gendarmerie officers and NCOs serving in different parts of Turkey. One group of subjects is these 30 trainees attending Advanced Level English Course for 18 weeks and they study English 37 hours a week. NATO Stanag 6001 Level 3 questionnaire, trainee questionnaire and trainee interest questionnaire are given to them to analyze their needs.

The second group of subjects is officers and NCOs at various ranks graduated from these courses between the years 2002 and 2008. Since they serve in various parts of Turkey, it is difficult to reach every graduate. Therefore 40 graduates participate in this study. The third group is the teachers teaching in these courses. Since the number of teachers is 6, all of them participate in the research. There are totally 76 subjects in this research.

3.3 Instruments

The instruments used for this study are “can do” statements for NATO STANAG 6001 Level 3, Trainee Questionnaire, Graduate Questionnaire, Teachers Questionnaire, Trainee Interest Questionnaire, a Stanag Level 3 test in four skills, KPDS scores of the graduates and some statistical data on foreign missions of the Gendarmerie personnel.

“Can do” statements defined in NATO Stanag 6001 is surveyed on 30 trainees to help them self-assess and to obtain a clear profile of ELT trainees’ strengths and weaknesses in terms of NATO Stanag Level 3.

The Trainee Questionnaire is administered to the 30 Advanced Level English Course trainees to get their ideas about the objectives, materials, teachers, methods,

activities, physical environment and evaluation of the course. This questionnaire is modified from a Ph D Thesis on “Evaluation of English Courses for Gülhane Military Medical Academy.”

The Graduate Questionnaire is designed to collect data on mission requirements of the Gendarmerie in terms of English Language proficiency and to ask for graduates’ ideas on the Language Courses they attended. The questionnaire is sent to nearly 160 graduates by emails and posts. Approximately 40 of them responded the questionnaire. This questionnaire is modified from a Masters Thesis on Analysis of ELT at TAFA Advanced English Course from Content Content-Based Instruction Perspective.

The Teachers Questionnaire is administered to six English Language Teachers serving at Gendarmerie Schools Command to get their ideas about the present syllabus and its application. This questionnaire is adapted from a Ph D Thesis on “Evaluation of English Courses for Gülhane Military Medical Academy.”

The Trainee Interest Questionnaire is administered to 30 trainees to specify their professional needs and interests to reflect them to the suggested syllabus.

A test prepared in four skills in accordance with the standards of the NATO Stanag 6001 is given to trainees to understand whether they can achieve the goals by means of the present syllabus. This test is prepared by Macmillian Company in Britain in parallel with NATO requirements.

Data is collected on KPDS scores of the graduated officers from the organization to interpret the outcome of objectives. Data on the number of personnel deployed to international missions and courses in recent years is gathered to shed light on the importance of foreign language education in this organization.

3.4 Data Collection

First, “Can do” statements for NATO STANAG 6001 Level 3, Trainee Questionnaire, Trainee Interest Questionnaire are surveyed to 30 trainees at the end of the semester taking Advanced Level English Course at Gendarmerie Schools Command in Beytepe in 2009. Simultaneously, Teachers Questionnaire was given to 6 teachers teaching at Advanced Level English Course to collect data from teachers’ perspective.

Second, The list of the personnel attended the Advanced Level English Course between the dates 2002 and 2008 was collected from the authorities and the Graduate

Questionnaire was sent to nearly 160 subjects by means of military intra network's emails.

Third, Stanag Level 3 test in four skills was given to 30 trainees to assess their level that they reached at the end of the semester by means of current program. Listening, reading and writing tests were given on the same day successively. As for the speaking skill, speaking topics were assigned one day earlier and topics were presented by the trainees next day.

Fourth, the data on KPDS scores of the graduates and the number of Gendarmerie personnel serving or taking a course abroad in 2007 and in 2008 were asked from the Gendarmerie Authorities to evaluate the current English Course and to understand the role of English Language in this organization.

3.5 Analysis of data

In this study, both qualitative and quantitative data were collected. Qualitative data was collected from the graduate questionnaire whereas quantitative data was collected from teachers, trainees, NATO Stanag 6001, trainee interest questionnaires, NATO Stanag 6001 Exams, KPDS scores of the graduate personnel.

Table 4 The Table of Source of Data and Measurement Tools

Source of Data	Qualitative	Quantitative	SPSS	Excel
Graduate Questionnaire	+	+	-	+
Trainee Questionnaire		+	+	
Teachers Questionnaire		+	+	
Trainee Interest Questionnaire	+	+		+
NATO Stanag 6001 Questionnaire		+	+	
NATO Stanag 6001 Level 3 Exams		+		+
KPDS Exam scores		+		
The number of personnel being abroad		+		

In Graduate Questionnaire, both qualitative and quantitative data were collected and this data was analyzed through SPSS in terms of dependable variables. However, independent variables were represented in the form of charts in Excel program. The data obtained from the closed items in the questionnaires was analyzed by using descriptive statistics through presenting the number of participants, mean and standard deviation. For this analysis, SPSS program was utilized. In Trainee Questionnaire, quantitative data was collected by means of closed items in the form of 5 point likert scale from excellent to bad. Then data was accessed through Excel program and analyzed by means of SPSS Program. Grading was put into use as follows: 1-1.79 bad; 1.80-2.59 insufficient; 2.60-3.39 not bad; 3.40-4.19 good; 4.20-5 excellent. In Teachers Questionnaire, quantitative data was collected by means of closed items in the form of 5 point likert scale from excellent to bad and I completely agree to I strongly disagree. Then data was accessed through Excel program and analyzed by means of SPSS Program. Grading was realized as it was in Trainee Questionnaire. In NATO Stanag 6001 Questionnaire, quantitative data was collected and analyzed as it was done in

Trainee Questionnaire. In Trainee Interest Questionnaire, qualitative data was collected by means of closed items and the scale was graded from very interesting to not interesting. The data collected was represented in charts in Excel Program. In NATO Stanag 6001 Level 3 exam, quantitative data was collected through exams in four skills; listening, reading, writing and speaking. The data collected was represented in the form of charts. Quantitative data was collected and commented about the KPDS exam scores of the graduated personnel and the number of gendarmerie personnel being abroad.

3.6 Conclusion

In this study, Richards and Browns models which are two fundamental models in syllabus design studies are used as research models. Subjects are the personnel of the Gendarmerie General Command attended at Advanced Level English Course at Gendarmerie Schools Command and teachers teaching in this course. NATO Stanag 6001 Level 3, Graduate, Trainee, Trainee Interest, Teacher Questionnaires, NATO Stanag 6001 Level 3 exam and KPDS exam scores are used as data collection instruments. In other words, both qualitative and quantitative data are collected and quantitative data is analyzed by means of SPSS and Excel programs.

CHAPTER 4

ANAYSIS OF THE DATA

4.0 Introduction

This chapter focuses on the findings obtained through the data collection instruments. The data was collected by means of the graduate questionnaire, NATO Stanag 6001 questionnaire, the trainee questionnaire, the teachers' questionnaire and trainees' interest questionnaire. In addition to these questionnaires, official data was gathered and analyzed on the KPDS scores of the graduated personnel from the gendarmerie authorities. Moreover, NATO Stanag Level 3 exams in four skills were administered to the trainees to understand their levels in NATO standards.

4.1 Results

4.1.1 The Graduate Questionnaire

The graduate questionnaire was modified from a questionnaire used in a Masters Thesis which was prepared to analyze ELT at Turkish Air Force Academy Advanced English Course from Content-Based Instruction Perspective. The questionnaire involved 20 questions based on understanding graduates' ideas on the language needs of the gendarmerie personnel and their evaluation of the language courses. The list of the personnel attended the Advanced Level English Course between the dates 2002 and 2008 was collected from the authorities and the questionnaire was sent to nearly 160 subjects by means of military intra network's emails. 40 of them replied the questionnaire. 34 of the subjects (85 %) were officers and 6 of them (15 %) were NCOs. This data collected was taken into consideration in evaluation. The data was displayed in tables prepared in excel program.

Table 5 Average Scores of KPDS, ECL, TOEFL Exams

Exams	The Number of Subjects	Average Scores
KPDS	33	63
ECL	28	80
TOEFL	2	215
TOTAL	63	

Among 40 subjects, 33 of them declared their highest scores from KPDS exams which were taken after their graduation from the language course. The average point of these KPDS exams was 63. It must be reminded that the required KPDS score for participation at the Advanced Level English Course at Gendarmerie Schools Command was 46-59. In other words, subjects increased their scores only 3 points after 18 weeks of attendance at the course.

Among 40 subjects, 28 of them declared their scores from ECL exams which were taken after their graduation from the language course. The average point taken in these ECL exams was 80, which was the minimum requirement for graduating from the course. Among 40 subjects, only 2 subjects declared that they had TOEFL test and the average of their scores was 215. Since mainly KPDS exam was taken into consideration in many activities, especially for the deployment at the international missions by the organization, the personnel did not prefer taking a TOEFL exam, which was also more costly than the others.

Table 6 Years in Military Service

Years	Frequency	Percentage %
0 – 5	2	5
6 – 10	4	10
11 – 15	17	42
16 – 20	14	35
21 – over	3	8
Total	40	100

According to the years of service, 42% of the subjects had the experience between 11 and 15 years. The second highest rate was of the subjects serving in the Gendarmerie for 16-20 years, which was 35%. The participants who had been in the service for 6-10 years formed of the 10% of the subjects. While the rate of subjects at the service for 21 years and over was 8%, subjects serving for 1-5 years constituted 5% of the total rate.

Table 7 Military Branch of the Subjects

Branches	Frequency	Percentage %
Gendarmerie	24	59
Communication	9	22
Personnel	4	10
Engineering	1	3
Quartermaster	1	3
Ordnance	1	3
Total	40	100

According to the branches of the subjects, Gendarmerie, the combatant group, formed the highest rate, which was 59%. Communication branch was the second in succession at a rate of 22%. Personnel branch constituted 10% of the research group.

Engineering, Quartermaster, and Ordnance branches were equal in distribution at a rate of 3%.

Table 8 High School Graduation

Items	Frequency	Percentage %
Military High School	24	59
NCO Preparation School	8	20
State High School	5	13
Vocational High School	2	5
Anatolian High School	1	3
Total	40	100

According to the high schools of the subjects that they had finished, Military High Schools formed the highest rate, 59%. It should be reminded that language education was given special importance including preparatory year at military high schools. The subjects who finished Non-Commissioned Officer Preparation Schools were at a rate of 20%. The subjects who finished State High Schools constituted 13% of the participants. While the subjects who finished any Vocational High School formed 5% of the research, the subjects who finished any Anatolian High School were only 3%.

Table 9 The School Finally Graduated

Items	Frequency	Percentage %
Military Academy	22	54
University	9	23
Master – Ph.D.	8	20
NCO Vocational School	1	3
Total	40	100

According to the schools that the participants finally graduated from, Military Academy occupied the rate of 54%. Secondly, 23% of the subjects graduated from universities. 20% of the participants had Master's or Ph Degree. Finally only 3% of the subjects graduated from Non-Commissioned Officer Vocational Higher School. In other words, the majority of the subjects were the Military Academy graduates.

Table 10 The Place Where English was Learnt Intensively

Item	Frequency	Percentage %
Gendarmerie Language Course	26	53
High School	14	29
Military Academy	3	6
University	4	8
Private Language Course	2	4
Total	49	100

According to the places where English language was intensively learned, the English Course at Gendarmerie Schools was marked at a rate of 53%. Next, 29% of the subjects stated that they learned English intensively at the high schools. It should be recalled that 59% of the subjects graduated from Military High Schools. Then, universities (8%), Military Academy (6%), and Private Language Courses (4%) were claimed by the subjects as the places where the English Language was intensively learned. In other words, the majority of the participants stated that they intensively learned English at Gendarmerie Schools and high schools.

Table 11 Analyses of Language Skills

Items	Reading		Listening		Speaking		Writing		Grammar	
	Fre que cy	%	Fre que cy	%	Fre que cy	%	Fre que cy	%	Fre que cy	%
The Frequency of Usage of Language Skills	12	29	10	24	7	18	6	15	5	14
The Skills that should be Improved for the Profession	13	16	24	30	36	46	6	8	-	-
The Language Skills that should be developed for International Missions	0	0	6	21	16	55	5	17	2	7

According to the language skills that were frequently used in their professions, reading was marked at a rate of 29%. Next, 24% of the subjects cited that they frequently used listening skill in their professions. Then, speaking skill (18%), grammar (15%) and writing (14%) were used by the participants. In other words, while reading skill was the most frequently used one by the subjects, writing skill was the least used one. According to the two skills that were believed to be emphasized, speaking skill occupied 46%, while listening followed it with a rate of 30%. In other words, oral skills were believed to be improved the most. 16% of the subjects stated that reading should have been improved whereas 8% of them considered writing primarily important. As for the subjects who had been abroad, more than half of the participants (55%) considered themselves insufficient in speaking. Listening was the second at a rate of 21%. In other words, oral skills were primarily believed to be insufficient in comparison with other skills. While 17% of the subjects maintained that they were inadequate in writing, only 7% of them stated they were insufficient in grammar. All the participants considered themselves competent in reading.

Table 12 English Levels in Language Skills

Language Skills	Excellent		Good		Not Bad		Insufficient		Bad/Poor	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Writing	0	0	15	39	11	28	11	28	2	5
Speaking	0	0	7	16	21	48	12	27	4	9
Grammar	0	0	17	49	12	34	2	6	4	11
Listening	2	5	13	33	22	54	3	8	0	0
Reading	8	21	24	61	6	15	1	3	0	0

* 5 point likert scale is used in measurement

According to the level of writing skill that the subjects believed to have, 39% of the participants stated that they were good at writing. 28% of them considered themselves “not bad”, and “insufficient” in equal. Nearly, none of the subjects marked themselves as “excellent” and “bad” in writing. It was understood that the majority of the subjects believed that they were “good” and “not bad” in writing. According to the level of speaking skill that the subjects believed to have, nearly half of the subjects (48%) stated that they were “not bad” in speaking skill. While 27% of them marked themselves as “insufficient”, 16 % had the idea that they were good at speaking. No subject claimed he was “excellent” at speaking. It was understood that the majority of the participants believed they were “not bad” and “insufficient” in speaking skill. According to the level of grammar that the subjects believed to have, nearly half of the subjects (49%) expressed that they were “good” at grammar. While 34% of the subjects had the idea that they were “not bad” at grammar, 11% stated that they were “insufficient”. It can be generalized that the majority of the subjects were “good” and “not bad” at grammar. As for the listening skill, more than half of the subjects (54%) considered themselves “not bad” in listening skill, while 33 % of them marked themselves as “good”. In other words, the majority of the participants expressed that they were “good” and “not bad” in

listening. As for the reading skill, more than half of the subjects (61%) believed that they were “good” at reading, while 21 % of the participants stated they were “excellent or good”. On the other hand, only 3% of the subjects cited that they were “insufficient” and none of them believed to be “bad” in reading. In other words, reading skill got the highest positive rates in comparison with others.

In general, none of the subjects considered themselves “excellent” except reading. In all skills, the majority of the participants stated they were “not bad” and “good”. The rate of “bad” in all skills was not so important as to be taken into consideration.

Table 13 The Reasons for Learning English

Items	Frequency	Percentage %
To take part in int. missions which require foreign language knowledge	36	31
To be successful in KPDS and General Screening Examination	22	18
To communicate with the foreigners	24	20
To comprehend the texts written in English	20	17
To translate foreign texts	3	3
To do presentations at conferences in English	10	8
To prepare research reports and articles in English	4	3
Total	119	100

According to the objectives of the subjects in learning English in their professions, 31% of the subjects stated that they learned English to take part in international missions which required foreign language knowledge. 20% of the participants expressed they wanted to learn English to communicate with the foreigners. 18% of them cited that one of their objectives in learning English was to be successful

in KPDS and General Screening Examination. 17% declared that they studied English to comprehend the texts written in English. 8% expressed they learned English to do presentations at conferences in English. 3% stated they learned English to prepare research reports and articles in English. Only 3% cited their objective was to translate foreign texts.

Table 14 Graduates ' ideas about the Course and the English Language

Items	Yes		No	
	Frequency	Percentage %	Frequency	Percentage %
The rate of Graduates Who Think English Course is Helpful	28	70	12	30
The rate of those saying "English Course Helped me Attend International Missions"	10	62	6	38
The rate of those saying "English has Provided Advantages so far in my Profession"	16	40	24	60
The rate of those who believe "English will Provide Advantages in the Future"	31	77	9	23

70% of the subjects believed that the English Course at Gendarmerie Schools was helpful for them, whereas 30% of them maintained that the course was not helpful. While 40 % of the subjects maintained that they had been abroad, 60% of them stated that they had never been abroad. While 62% of the participants stated that the English Language Course at Gendarmerie Schools Command contributed to their attendance

abroad, 38% of them claimed it did not help at all. 40% of the subjects claimed that they had taken advantage of knowing English in their professions. However, 60% of them stated they had not. 77% of the subjects were positive that knowing English would provide some advantages in their professions in the future. Yet, 23% of them believed that it would not.

Table 15 The Reasons for the Failure of English Course

Items	Frequency	Percentage %
The topics don't match with their objectives, needs, and interests.	7	35
They cannot motivate themselves for the lessons because they don't like the method.	3	15
The course book does not comply with the objectives	4	20
Measure and evaluation is not challenging	0	0
Others	6	30
Total	16	100

According to the subjects who considered the course was not helpful (30%), 35% of them stated the topics did not match with their objectives, needs, and interests. 20% of the participants maintained that the course book did not comply with the objectives. 15% of them claimed that they could not motivate themselves for the lessons because they did not like the method. 30% of them stated they had other reasons.

Table 16 Comparison of Language Levels and Skills

Item	Reading		Listening		Speaking		Writing	
	Freq	%	Freq	%	Freq	%	Freq	%
The participants who considered themselves good or excellent in	14	34	10	24	9	22	4	10
The Skills that should be Improved for the Profession	13	16	24	30	36	46	6	8

Although the number of participants who considered themselves good or excellent in reading was 14 (34 %), only 13 (16 %) believed that reading skill should be improved for the profession. As for the listening skill, 24 % considered themselves good or excellent and 30 % marked it important for the profession. We had the highest rate in speaking skill because nearly half of the participants emphasized that speaking should be improved for the profession. However only 22% graded themselves as excellent or good in speaking. As for writing skill, 8 % believed writing skill should be improved and 10 % thought they were good or excellent in this skill.

Table 17 The Mean of Some KPDS Scores According to Some Categories

Categories	Mean of KPDS Scores
Subjects who had been abroad	71
Subjects who had not been abroad	56
Gendarmerie	64
Ordnance	73
Engineering	52
I intensively learnt English at Gendarmerie Language Course	63
I intensively learnt English at Military Academy	59
I have taken advantage of knowing English so far	68
All subjects	63
officers	66
NCO	49

Although the mean of KPDS Scores of the subjects who had been abroad was 71, the mean for the ones who had not been abroad was 56. In accordance with the branches of the subjects, the mean for the gendarmerie, the highest rate of participants, was 64. In this group, ordnance had the highest mean as 73, but engineering had the lowest mean as 52. The mean for the subjects who intensively learnt English at Gendarmerie Language Course was 63 and the mean for the ones who learnt English intensively at Military Academy was 59. The subjects who had taken advantage of knowing English so far had a mean of 68. All the subjects who had participated in Graduate Questionnaire had a mean of 63 in KPDS exams. When we analyze the subjects as officers and NCOs, officers had a mean of 66 and NCOs had a mean of 49.

Table 18 Comparison of the Use of Language Skills with Language Levels of the Participants

Items	Reading		Listening		Speaking		Writing	
	Freq	%	Freq	%	Freq	%	Freq	%
The Frequency of Usage of Language Skills (the most frequently used)	12	29	10	24	7	18	6	15
The participants who considered themselves good or excellent in	14	34	10	24	9	22	4	10

As of the reading skill, the rate of participants who considered themselves good or excellent was 34%. The participants who used the reading skill the most were at a rate of 29%. In listening skill, the rate for the usage of the skill and for the language level was 24%. The participants who used speaking skill the most were at a rate of 18%, 22% considered themselves good or excellent in this skill. In writing skill, while 15% used this skill the most, 10% believed to have good or excellent level.

Table 19 The Relationship between Language Skills and Being Abroad

Items	Reading		Listening		Speaking		Writing	
	Freq	%	Freq	%	Freq	%	Freq	%
The Frequency of Usage of Language Skills (the most frequently used)	9	56	4	26	2	12	1	6
The Skills that should be Improved for the Profession	15	19	23	29	33	41	9	11
The participants who considered themselves good or excellent in	16	36	11	25	9	20	8	16

Subjects who had been abroad used reading skill the most at a rate of 56%. Secondly, listening skill was used at a rate of 26%. Then, speaking skill was marked by 12% of the participants. Writing skill was the least frequently used skill among four skills. 41% of the subjects being abroad believed that speaking skill was the first to be improved for the profession. Next skill was the listening at a rate of 29%. Then, reading skill came at a rate of 19%. In this group, writing skill was the final one which was marked by the 11% of the subjects. 36% believed that they were good or excellent in reading. Secondly, 25% cited to be good or excellent in listening. Next, speaking skill was the third at a rate of 20%. Finally, 16% of the subjects being abroad expressed that they were good or excellent in writing skill.

4.1.2 NATO Stanag 6001 Level 3 Questionnaire

This questionnaire was adapted from an official document released in 2003 by the Bureau of International Language Coordination (BILC) which was an authorized institution of NATO on language issues. This document consisted of the language descriptions in four language skills which were to be acquired by all the military members of the NATO countries so as to participate in international joint missions. The “can do” statements in this document were changed into a five-scale questionnaire form ranging from “I completely agree” to “I completely disagree” and translated into Turkish by the translators working at Gendarmerie General Command. In the questionnaire, there were four sections as Listening, Speaking, Reading, and Writing. The aim of the questionnaire was to collect data on the trainees’ needs and current status in terms of NATO Stanag 6001 Level 3. The data was analyzed in SPSS program based on number of participants, mean and standard deviation.

Table 20 **Descriptive Statistics of Listening Section**

Listening/ Statements	N	Mean	Std. Deviation
1) I can understand most formal and informal speech on practical, social, and professional topics, including particular interests and special fields of competence	30	3,30	,83
2) I can demonstrate, through spoken interaction, the ability to effectively understand face-to-face speech delivered with normal speed and clarity in a standard dialect.	30	3,40	,77
3) I can demonstrate clear understanding of language used at interactive meetings, briefings, and other forms of extended discourse, including	30	2,56	,67

unfamiliar subjects and situations.			
4) I can follow accurately the essentials of conversations among educated native speakers, lectures on general subjects and special fields of competence, reasonably clear telephone calls, and media broadcasts.	30	3,06	,86
5) I can readily understand language that includes such functions as hypothesising, supporting opinion, stating and defending policy, argumentation, objections, and various types of elaboration.	30	2,76	,77
6) I can demonstrate understanding of abstract concepts in discussion of complex topics (which may include economics, culture, science, technology) as well as his/her professional field.	30	2,50	,68
7) I can understand both explicit and implicit information in a spoken text.	30	3,13	,93
8) I can rarely request repetition, paraphrase, or explanation.	30	3,40	,81
9) I can understand native speakers if they speak very rapidly or use slang, regionalisms, or dialect.	30	3,50	,82

* 5 point likert scale is used in measurement

In the listening section, there were 9 items and trainees neither agreed nor disagreed with 1, 4, 5, 7 statements. Subjects agreed with 2, 8, 9 statements and stated positive ideas. In this group, the most remarkable point was 3,5 mean in item 9 which expressed “they may not understand native speakers if they speak very rapidly or use slang, regionalisms, or dialect.” As for statements 3 and 6, subjects mostly expressed negative attitudes towards listening comprehension. The most significant result was 2, 5 mean in item 6 saying “I can demonstrate understanding at abstract concepts during the discussion of complex topics as well as those concerning my professional field.”

Table 21 Descriptive Statistics of Speaking Section

Speaking/ statements	N	Mean	Std. Deviation
10) I can participate effectively in most formal and informal conversations on practical, social, and professional topics.	30	2,86	,77
11) I can discuss particular interests and special fields of competence with considerable ease.	30	2,50	,73
12) I can use the language to perform such common professional tasks as answering objections, clarifying points, justifying decisions, responding to challenges, supporting opinion, stating and defending policy.	30	2,70	,79
13) I can demonstrate language competence when conducting meetings, delivering briefings or other extended and elaborate monologues, hypothesising, and dealing with unfamiliar	30	2,56	,81

subjects and situations.			
14) I can reliably elicit information and informed opinion from native speakers.	30	2,56	,81
15) I can convey abstract concepts in discussions of such topics as economics, culture, science, technology, philosophy as well as his/her professional field.	30	2,70	,79
16) I can produce extended discourse and convey meaning correctly and effectively.	30	2,63	,71
17) I can speak readily and in a way that is appropriate to the situation	30	2,76	,81
18) I can use the language clearly and relatively naturally to elaborate on concepts freely and make ideas easily understandable to native speakers without searching for words or phrases	30	2,73	,86
19) I cannot fully understand some cultural references, proverbs, and allusions, as well as implications of nuances and idioms, but can easily repair the conversation.	30	2,46	,73
20) I can make occasional errors in pronunciation, grammar, or vocabulary which are not serious enough to distort meaning, and rarely disturb the native speaker.	30	2,73	,78

21) Can sometimes express nuances, subtleties, and humor, and may respond appropriately to culturally-related references, including proverbs and allusions.	30	2,73	,94
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* 5 point likert scale is used in measurement

There were totally 12 items in the speaking section and subjects neither agreed nor disagreed with the statements 10, 12, 15, 16, 17, 18, 20, 21. In items 11, 13, and 19, the participants disagreed with the statements at a high rate. The most remarkable one was Item 19, 2,4 mean, expressing “they cannot fully understand some cultural references, proverbs, and allusions, as well as implications of nuances and idioms but can easily repair the conversation”. None of subjects agreed with the statements in speaking section. In other words, subjects were not positive in speaking skill.

Table 22 Descriptive Statistics of Reading Section

Reading/ statements	N	Mean	Std. Deviation
22) I can read with almost complete comprehension a variety of authentic written material on general and professional subjects, including unfamiliar subject matter.	30	3,00	,90
23) I can demonstrate the ability to learn through reading comprehension which is not dependent on subject matter.	30	3,20	,92
24) I can readily understand such language functions as hypothesising, supporting opinion, argumentation, clarification, and various forms of	30	3,20	,80

elaboration.			
25) I can demonstrate understanding of abstract concepts in texts on complex topics (which may include economics, culture, science, technology), as well as his/her professional field.	30	3,23	,93
26) I can most always interpret material correctly, to relate ideas, and to “read between the lines,” or understand implicit information.	30	3,36	,85
27) I can generally distinguish between different stylistic levels and often recognise humor, emotional overtones, and subtleties of written language.	30	3,23	,85
28) I can get the gist of higher level, sophisticated texts, but may be unable to detect all nuances.	30	3,30	,98
29) I cannot always thoroughly comprehend texts that have an unusually complex structure, low frequency idioms, or a high degree of cultural knowledge embedded in the language.	30	3,46	,89
30) I can read somewhat slower than that of a native reader.	30	3,56	,89

* 5 point likert scale is used in measurement

As for the reading skill, there were 9 items asking for the participants’ ideas on their current level in Stanag 6001 Level 3. Subjects neither agreed nor disagreed with

the statements 22, 23, 24, 25, 26, 27, 28. Subjects agreed with the items 29 and 30 and demonstrated positive attitude towards their current level at reading. While Item 22 got the lowest rate with a mean of 3.0, item 30 had the highest rate with a mean of 3,56. Item 30 maintained “they can read somewhat slower than a native speaker.” Likewise, item 29, 3,46 mean, expressed “they cannot always thoroughly comprehend texts with an unusually complex structure, low frequency idioms, or a high degree of cultural knowledge embedded in the language.”

Table 23 Descriptive Statistics of Writing Section

Writing/ statements	N	Mean	Std. Deviation
31) I can write effective formal and informal correspondence and documents on practical, social, and professional topics.	30	2,40	,72
32) I can write about special fields of competence with considerable ease.	30	2,30	,59
33) I can use the written language for essay-length argumentation, analysis, hypothesis, and extensive explanation, narration, and description.	30	2,40	,67
34) I can convey abstract concepts when writing about complex topics (which may include economics, culture, science, and technology) as well as his/her professional field.	30	2,33	,47

35) I can write in a way that the relationship and development of ideas are clear, and major points are coherently ordered to fit the purpose of the text.	30	2,70	,74
36) I can control the structure, vocabulary, spelling, and punctuation adequate to convey the message accurately.	30	2,70	,74
37) I can make occasional errors which do not interfere with comprehension, and rarely disturb the native reader.	30	2,80	,84
38) I can write in a style which may be non-native, it is appropriate for the occasion. When it is necessary for a document to meet full native expectations, some editing will be required.	30	3,00	,94
Valid N (listwise)	30		

* 5 point likert scale is used in measurement

As for the writing skill, there were totally 8 items in the relevant section. Subjects disagreed with items 30, 31, 32, 33 and 34. In this group, Item 32 had a mean of 2,3 which stated “I can write about fields of special competence with considerable ease.” On the other hand, subjects neither agreed nor disagreed with the items 35, 36, 37, 38. In this group, Item 38 got the highest rate with a mean of 3,0 which expressed “I can write in a style which may be non-native, it is appropriate for the occasion. When it is necessary for a document to meet full native expectations, some editing will be required.” In this section, none of the participants agreed with the items.

4.1.3 Trainee Questionnaire

The trainee questionnaire was composed of 5 sections as goals, course books and supplementary materials, method, teachers, activities, learning environment, measurement and evaluation. The questionnaire was modified from the questionnaire used in a Ph.D. thesis prepared to evaluate English courses in Gulhane Military Medical Academy (GMMA). The questionnaire was meant for the trainees attending full-time Advanced Level English Courses at Gendarmerie Schools Command during the educational year 2008-2009. The aim of the questionnaire was to reveal the trainees' ideas on goals, course books, method, learning environment, measurement and evaluation of the current language programme. The questionnaire ranged from "excellent" to "bad" in 5 distinct categories. The data was analyzed in SPSS program based on number of participants, mean and standard deviation.

Table 24 Descriptive Statistics of Goals and Objectives

Goals and objectives	N	Mean	Std. Deviation
1 Translation	30	2,36	,71
2 Listening	30	2,93	1,01
3 Speaking	30	2,63	,99
4 Grammar	30	3,06	1,01
5 Preparation for the exams	30	3,16	,87
6 Writing	30	2,20	,71
7 Reading and Vocabulary	30	3,33	,80
8 General English	30	3,26	,94
9 Professional English	30	2,16	,64

* 5 point likert scale is used in measurement

In the first section, there were 9 items aiming to learn the trainees' ideas about the goals of the current programme. As to the items of translation, writing and professional English, subjects stated they considered the course "insufficient" to reach their goals. The mean was 2,36 for translation, 2,20 for writing and 2,16 for Professional English. On the other hand, subjects graded the course as "not bad" in listening, speaking, grammar, preparation for future exams, reading, vocabulary and General English. In this group, the lowest mean was 2,63 in speaking and the highest

mean was 3,33 in reading and vocabulary. None of the subjects considered the goals as good or excellent.

Table 25 Descriptive Statistics of Language Teaching Materials

Language Teaching Materials	N	Mean	Std. Deviation
10 Course books	30	2,10	1,06
11 Laboratories	30	2,46	,93
12 Computers	30	1,83	,69
13 Number of exercises	30	2,80	,92
14 The type of exercises	30	2,16	,83
15 The content of the books	30	2,16	,91
16 The content of the video material	30	2,13	,86
17 The level of course books	30	2,46	1,04
18 supplementary materials and additional exercises	30	1,93	,78

* 5 point likert scale is used in measurement

The next section which was about course books and supplementary materials was composed of 9 items. In this section, subjects had negative attitude for all items except the number of exercises. In this group, the lowest mean was 1,83 in computers and the highest rate was 2,46 in the level of course books and labs. The mean for the number of exercises was 2,80 which might be evaluated as not bad. None of the subjects found the course as good or excellent.

Table 26 Descriptive Statistics of Methodology, Teachers and Activities

Methodology, teachers and activities	N	Mean	Std. Deviation
19 Language teaching method	30	3,06	,90
20 Grammar teaching activities	30	2,40	,93
21 Vocabulary teaching activities	30	2,66	,80

22 Reading comprehension activities	30	3,13	,86
23 Listening comprehension activities	30	2,86	1,00
24 Writing activities	30	2,06	,86
25 Translation activities	30	2,66	,88
26 Teacher's English	30	3,46	,89
27 Speaking activities	30	2,90	,84
28 Classroom management	30	3,46	1,04
29 Content variety	30	3,13	1,13
30 Task (activity) variety	30	2,73	,98

- 5 point likert scale is used in measurement

The third section was composed of 12 items about the methodology, teachers, and activities of the Advanced Level Course. Subjects considered the course insufficient in terms of writing and grammar activities. The mean for the writing activities was 2,06. The course was marked as not bad in methodology, vocabulary teaching activities, reading comprehension activities, listening comprehension activities, translation activities and speaking activities. However, subjects graded the course as good in teachers English, classroom management, content variety and task variety. In this group, classroom management had the highest mean as 3,46.

Table 27 Descriptive Statistics of Setting

Setting	N	Mean	Std. Deviation
31 Classrooms	30	2,73	1,20
32 Laboratories	30	2,53	1,00

* 5 point likert scale is used in measurement

The fourth section consisted of 2 items on learning environment. Subjects maintained that they found the classrooms and laboratories insufficient.

Table 28 Descriptive Statistics of Evaluation

Evaluation	N	Mean	Std. Deviation
33 Exams	30	2,86	,89
34 Grading	30	3,33	,80
35 Homework	30	3,16	,83
Valid N (listwise)	30		

* 5 point likert scale is used in measurement

In the last section, there were 3 items on the measurement and evaluation of the current programme. Subjects considered exams, grading and homework not bad. Exams had the lowest mean as 2,86 and grading had the highest mean as 3,33.

Generally speaking, the majority of the subjects considered the course insufficient in many aspects especially in reaching their goals, course books, and learning environment. On the other hand, participants' ideas on the method and activities fluctuated from one item to the other but generally it could be stated that the majority had negative attitude towards this section except teachers, classroom management, and the varieties of the topics. In measurement and evaluation section subjects were neutral to exams, homework and grading.

4.1.4 Teachers Questionnaire

This questionnaire was composed of 5 sections and 48 items. These sections were about the goals, course books and language teaching materials, method, and measurement and evaluation of the Advanced Level English course. The questionnaire was adapted from a Ph.D. thesis which evaluated the English Language Courses in Gulhane Military Medical Academy (GATA). The language of the questionnaire was in English because the target group was English teachers. The aim of the questionnaire was to collect data about the current course from teachers' perspective. It could be stated that the teachers' questionnaire was in parallel to trainees' questionnaire to

double check the data about the course. The data was analyzed in SPSS program based on number of participants, mean and standard deviation.

In the first section, demographic information about the teachers was collected. There were one head of English Department and 5 English teachers responding the teachers' questionnaire. 67% (4) of the subjects were males and 33% (2) were females. With regard to years of overall teaching experience of the teachers, 66% (4) had 1-5 years and 17% (2) equally distributed had 11-15 and over 15 years of teaching experience. Similarly, subjects had the same amount of experience of teaching at Gendarmerie Schools Command. In accordance with the qualification of the subjects, 83% (5) had Bachelor of Arts and 17% had a Master Degree. While 67% graduated from Teaching English As a F/S Language Department, 33% graduated from English Language and Literature Department. While 42% of the teachers believed that the present course improved the listening skill the most, 33% thought It was reading. The rate for speaking was 17% and for writing 8%. According to the teachers, the most important skill that should be improved was speaking at a rate of 49%. Following speaking, reading, listening and writing were equally distributed at a rate of 17%.

Table 29 **Descriptive Statistics of Goals and objectives**

Goals and Objectives	N	Mean	Std. Deviation
9 Translation	6	3,50	,54
10 Listening	6	3,83	,75
11 Speaking	6	3,00	,63
12 Grammar	6	3,66	,51
13 Preparation for future exams (General Proficiency, KPDS, ECL etc.)	6	3,66	,51
14 Writing	6	2,50	,54
15 Reading comprehension and vocabulary development	6	4,16	,75
16 General English	6	3,83	,75
17 Professional English	6	3,00	,89

* 5 point likert scale is used in measurement

In the second section, teachers' ideas were asked about the goals of the ongoing programme. There were 9 items graded from "excellent" to "bad/poor" in this part

similar to the one in the trainees' questionnaire. According to the data gathered, teachers considered the goals not bad in speaking, writing and professional English. For teachers the lowest mean was 2,5 in writing. On the other hand, teachers maintained that the course was good in translation, listening, grammar, preparation for future exams, reading comprehension, vocabulary development and general English. In this group, while reading comprehension and vocabulary development had the highest mean 4,1, the mean of translation was 3,5 as the lowest. None of the teachers considered the course insufficient or excellent.

Table 30 Descriptive Statistics of Language Teaching Materials

Language Teaching Materials	N	Mean	Std. Deviation
18 The level of the language in the course books is appropriate to students' level.	6	3,33	1,03
19 Course books are well suited to the students' needs and wants.	6	2,83	,75
20 Students enjoy following the activities in the books.	6	2,66	1,03
21 Activities in the course books are interesting and varied.	6	2,66	1,03
22 Exercises are relevant to the institutional goals.	6	3,33	1,03
23 Subjects in the books are appealing to students.	6	2,50	,83
24 Distribution of emphasis on different skills is relevant to students' needs.	6	2,66	,81
25 Course books need supplementation.	6	4,50	,54
26 Video/CD contents are varied and interesting.	6	2,66	1,03

* 5 point likert scale is used in measurement

The next section was asking for the ideas of the teachers about the course books and language teaching materials of the programme and there were totally 9 items graded from "I completely agree" to "I strongly disagree" in this group. Teachers neither agreed nor disagreed with the items 18, 19, 20, 21, 22, 24, 26. There was no significant difference among them. Nevertheless, teachers disagreed with the idea that "Subjects in the books are appealing to students." The highest mean in this group was 4,5 in item 25. In this item, teachers verified that course books needed supplementation.

Table 31 **Descriptive Statistics of Methodology and Activities**

Methodology and Activities	N	Mean	Std. Deviation
27 Students are pleased with the method followed in classes.	6	2,83	,98
28 I follow the method in the course books.	6	3,66	,81
29 I primarily focus on grammar.	6	3,33	1,03
30 I primarily focus on reading comprehension.	6	3,33	1,03
31 I primarily focus on vocabulary development.	6	3,33	1,03
32 I primarily focus on speaking activities.	6	3,00	1,09
33 I primarily focus on listening comprehension.	6	3,33	1,03
34 I primarily focus on translation.	6	2,50	,83
35 I often vary the method in my classes.	6	3,00	1,09
36 I encourage pair work and group work.	6	3,33	1,03
37 I always speak in English in my classes.	6	3,66	,81
38 I force the students to participate in the classes.	6	3,33	1,03
39 Students are more interested in professional subjects.	6	3,00	1,09
40 I do not give any homework.	6	2,00	,00
41 I provide authentic language material.	6	3,50	1,22
42 Students are more interested in challenging tasks.	6	3,33	1,03

* 5 point likert scale is used in measurement

With regard to the method used in the course, 16 items were asked to the teachers. Teachers neither agreed nor disagreed with the statements 27, 29, 30, 31, 32, 33, 35, 36, 38, 39, 42. In this group, the lowest mean was 2,8 in item 27 stated that “students are pleased with the method followed in classes.” There was no significant difference among the other items. However, teachers disagreed with the idea that “I primarily focus on translation.” and “I do not give any homework.” The latter item got the lowest rate in this group at a rate of 2,0 mean. Otherwise, Subjects agreed with the statements that “I follow the method in the course books. I always speak in English in my classes. I provide authentic language material.”

Table 32 Descriptive Statistics of Evaluation

Evaluation	N	Mean	Std. Deviation
43 Exams cover the language material taught in class.	6	3,66	,81
44 There is a harmony between institutional objectives and exams.	6	3,00	1,09
45 Speaking skill should also be included in the exams.	6	4,33	,51
46 Writing skill should also be included in the exams.	6	4,33	,51
47 Exam questions are challenging.	6	3,00	1,09
48 Exams clearly and fairly indicate students correct level.	6	3,00	1,09

* 5 point likert scale is used in measurement

Six items were asked to subjects on measurement and evaluation of the current programme. The mean of the items was 3,0 for the statements 44, 47, 48. Teachers neither agreed nor disagreed with these items. On the other hand, teachers completely agreed that speaking and writing skill should also be included in the exams. The mean of these items was 4,3. In addition, teachers agreed with a mean of 3,6 that “exams cover the language material taught in class.”

4.1.5 Evaluation of KPDS Scores of Graduate Officers and NCOs

Since KPDS scores were taken into consideration by the authorities for deployment in international joint missions, official records of KPDS scores of the graduates were obtained from the Gendarmerie authorities. According to the official records, there were 272 personnel who graduated from the Advanced Level English Course from 2002 to 2008 and 214 of them had a KPDS score after the graduation. If a graduate had taken several KPDS exams, the highest score was to be taken into consideration.

According to the data obtained, the average of KPDS scores of the graduates was 60. It should be reminded that the language requirement to register at the Advanced Level Course was to get 46 – 59 scores from the KPDS exam. In addition, according to the data obtained from the graduate questionnaire, the average of KPDS scores of the

graduates was 63. In other words, the course did not prove so successful in succeeding KPDS exams by means of the current programme.

4.1.6 Nato Stanag Exams

A NATO Stanag 6001 Level 3 exam in four skills was obtained from the Macmillian Company and administered 30 trainees attending the Advanced Level English Course to measure their proficiency in accordance with NATO Stanag Level 3 perspective. Each skill was measured as 25 points and the total was 100.

Table 33 NATO Stanag 6001 Level 3 Exam Results in Four Skills

Students	Reading	Listening	Writing	Speaking	Total
1	13	8	10	10	42
2	15	12	9	12	50
3	16	16	12	14	61
4	12	12	12	11	51
5	12	8	0	7	32
6	17	12	12	11	58
7	13	15	13	12	60
8	15	16	12	14	65
9	14	19	11	14	67
10	13	11	5	9	48
11	14	10	7	10	52
12	17	15	10	13	67
13	17	16	14	15	75
14	12	15	12	13	66
15	13	16	12	13	69
16	19	16	16	17	84
17	15	15	12	13	72
18	14	15	5	11	63
19	11	13	4	9	56
20	13	8	10	10	61
21	15	12	9	12	69
22	16	12	12	11	73
23	13	15	12	14	77
24	14	19	11	14	82
25	13	11	5	9	63
26	14	10	7	10	67
27	17	16	14	15	89
28	12	15	12	13	80
29	13	16	12	13	83

30	14	15	12	13	84
Average	14,2	13,6	10,1	12	65,5

* Each skill is measured as 25 points. Total score is 100.

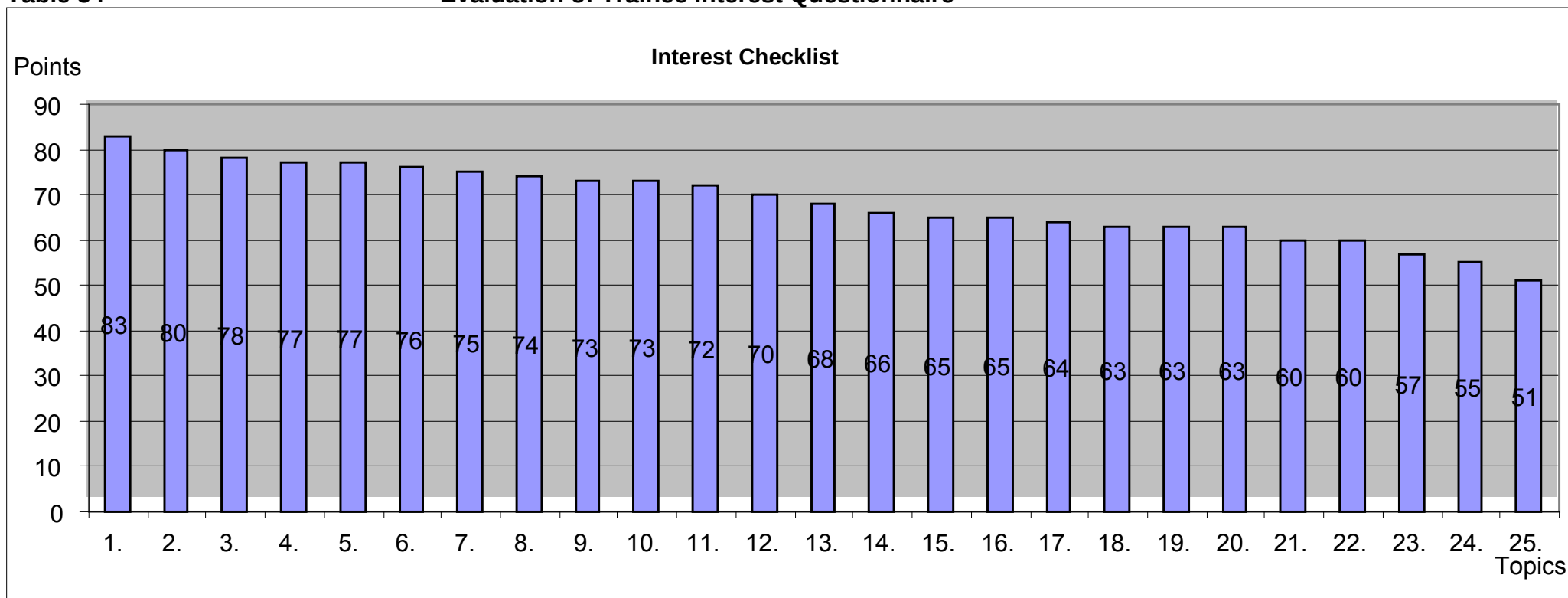
The average score of reading skill of 30 trainees was 14,2 out of 25. For listening, it was 13,6, for speaking it was 12 and for writing it was 10. The average of four skills was 65,5 out of 100. It can be understood that the trainees' level in reading skill was the best and in writing was the worst.

4.1.7 Trainees Interest Questionnaire

Trainees' interest questionnaire was surveyed to understand their professional needs in terms of topics and to use the most beneficial topics while designing a syllabus. 25 topics were specified as a result of interviews with the teachers and gendarmerie personnel. In addition, the duties and responsibilities given to the gendarmerie by laws and regulations were elaborated and relevant topics were added to the questionnaire as an item. Each item was scaled from 3 (very interesting) to 1 (not interesting). Each mark for very interesting was multiplied by 3 and the mark for not interesting was multiplied by one. Then the numbers were added and the result was obtained.

According to the results, the most interesting 10 topics for the trainees were Terrorism and Counter-terrorism, Public order and security, career in the military, communication and language, multinational peace support operations, military briefings, sports and physical training, humanitarian assistance in joint missions, leaders and leadership, human psychology in military context. Most of these topics were the duties of the gendarmerie both inside and outside the country. On the other hand, military history, arms and communication, military engineering / sapper activities, military units and military signalling were among the topics that subjects avoided to mark as a high frequency because these topics were secondarily important for the gendarmerie personnel.

Table 34 **Evaluation of Trainee Interest Questionnaire**



TOPICS

1. Terrorism and Counter-terrorism	83
2. Public order ad security	80
3. Career in the military	78
4. Communication and language	77
5. Multinational peace support operations	77
6. Military briefings	76
7. Sports and physical training	75
8. Humanitarian assistance in joint missions	74
9. Leaders and leadership	63

10. Human psychology in military context	73
11. Crime and punishment	72
12. Cultural differences in joint missions	70
13. Environment and natural diseases	68
14. Military exercises	66
15. Women in the military	65
16. Health	65
17. Hostage rescue	64
18. NATO issues	63

19. Military intelligence	63
20. Science and technology in the military	63
21. Military signalling	60
22. Military units	60
23. Military engineering / sapper activities	57
24. Arms and communication	55
25. Military history	51

4.1.8. Teachers, Trainees and Graduates' Perception about the Course

According to data gathered from the teacher, trainee and graduate questionnaires, it can be understood that there is no full agreement among the subjects in terms of goals and objectives of the course. It can be stated teachers are more positive about reaching the goals but trainees and graduates are hesitant on reaching the whole goals. Since trainees and graduates' goals are to get a good score from KPDS exam, they focus on to improve reading skill and vocabulary knowledge partly neglecting oral skills. The most common characteristics of this group is that they believe the course is sufficient in reading, grammar and preparation for the exams; not bad in listening and speaking though insufficient in professional English and writing.

According to data gathered from the teacher, trainee and graduate questionnaires in terms of language teaching materials, most of the subjects agree that course books, the content of the books, supplementary materials, topics and exercises do not satisfy the subjects' needs. Therefore, language teaching materials should be replaced or revised in accordance with goals and objectives.

In terms of methodology and activities, there is no full agreement among the subjects. Trainees believe that the course is insufficient in terms of writing and grammar activities but not bad in vocabulary teaching, reading comprehension, listening comprehension, translation and speaking activities. As of teachers, the most remarkable point is that they follow the method in the course books and they do not have clear ideas on the priorities of the course.

In terms of measurement and evaluation of the course, subjects do not have clear ideas on exams and grading. However, the most remarkable point in this section is that teachers emphasize that speaking and writing skills should be included in the exams. The following can be summarized as the perception of the trainees, teachers and graduates about the course.

- The course is sufficient in reaching the reading and grammar objectives.
- The course needs improvement in listening and speaking objectives.
- The course is insufficient in reaching professional English, writing and translation objectives.

- The language teaching materials (course book, the content, topics and exercises) should be revised or replaced.
- Teachers are not fully aware of the objectives of the course.
- Exams should be revised
- Learning environment (classroom and labs) should be revised.

4.1.9 Exams

Table 35 The Relationship Between Language Skills and Relevant Exams

Exams	Reading Skill	Listening Skill	Speaking Skill	Writing Skill	The mean of the participants
KPDS	+				63
Stanag Exam	+	+	+	+	65,5
ECL	+	+			92

KPDS is an exam primarily focusing on reading comprehension and vocabulary knowledge. Officers' and NCOs' main aim is to get a satisfactory score from this exam and to be deployed in international missions. Therefore, they specifically try to improve reading skill, grammar and vocabulary neglecting oral skills. According to the data gathered from the graduate questionnaire, the mean of the KPDS scores of the graduates is 63 (40 participants). However, according to the official records, the average is 60 (214 participants). In addition, according to the trainee questionnaire, trainees believe that the current program is not good for preparation of the exams. It can be understood that the course is not satisfactory in reaching the institutional goals. Stanag exam is an exam testing reading, listening, speaking and writing skills. The candidate is expected to get 76-82 from Level 3 exam (minimum professional level) to participate international joint mission. The detailed descriptions of the language levels are presented in the Appendix 10.

Table 36 The Average of NATO Stanag Level 3 Exam in Four Skills

Skills	Reading	Listening	Writing	Speaking	Total
Average	14.2	13,6	10.1	12	65.5

According to the results of the Stanag Level 3 exam administered to the 30 trainees at Gendarmerie Schools Command, the average score of reading skill of 30 trainees is 14,2 out of 25. For listening, it is 13,6, for speaking it is 12 and for writing it is 10. The average of four skills is 65,5 out of 100. It can be understood that the trainees' level in reading skill is the best and in writing is the worst. Moreover, according to the NATO Stanag 6001 Level 3 questionnaire, trainees state that they are not fully capable of understanding the language spoken in the target language. In the same questionnaire, as of speaking skill, trainees do not feel confident about the requirements of this level. As of reading skill, they do not have clear ideas and generally they believe they cannot reach the reading objectives through the current program. As of writing skill, it is understood from the Stanag questionnaire that trainees mostly do not consider themselves proficient enough to achieve Stanag objectives. According to the data gathered from the organization, the mean of trainees' course graduation score from English Comprehension Level (ECL) test is 92. It should be reminded that the aim of the course is to get 80 to graduate from the course. ECL exam is based on listening reading comprehension and grammar. Its difficulty level is not as high as KPDS exam. The following can be summarized as the perception of the teachers, trainees and graduates about the exams.

- KPDS scores of the graduates are not satisfactory when the scores before and after the course are compared.
- According to Stanag Level 3 exam, trainees are not proficient enough to get the required score.
- According to the Stanag Level 3 exam, trainees are the best at reading skill and the worst at writing skill.
- According to the trainees and teachers questionnaires, speaking and writing skills should be included in the exams.

- The course can be considered successful in reaching ECL goals.
- According to the graduate questionnaire, the course should be designed to fulfil the requirements for future exams.
- The current program is not adequate to get the trainees prepare for the exams in four skills.

4.1.10 Skills

4.1.10.1 Reading Skill

In accordance with the graduate questionnaire, graduated personnel believe that reading skill is the most frequently used skill in the profession. In addition, majority of them consider themselves excellent or good in reading skill. On the other hand, none of the participants think that reading skill should be developed for international missions. Moreover, in the same questionnaire, subjects reply the questions on the grounds for learning as follows: 18% study English to be successful in KPDS and General Screening Examination and 17% take up English to comprehend the texts written in English.

As for the trainee questionnaire, subjects think that the present course helps to improve reading skill and vocabulary the most. Furthermore, the trainees believe that reading comprehension activities in the present course are not bad in comparison with other activities.

As for the teachers' questionnaire, while 33% of the subjects believe that the present course improves the reading skill the most, 17% think that reading skill should be improved for the trainees. In accordance with the goals and objectives of the course, teachers state that the course is the best at reading comprehension and vocabulary development. Teachers also cite that the course is good at preparation for future exams like KPDS and ECL. In addition, teachers neither agree nor disagree with the idea that they primarily focus on reading comprehension. In that respect, there is a controversy between the methodology and objectives.

In accordance with NATO Stanag 6001 questionnaire, even though trainees, graduates and teachers perception about the reading skill is generally positive, their response to reading skill in terms of NATO Stanag 6001 Level 3 is not so affirmative. It

can be stated that there is a controversy in the results of reading skill between NATO Stanag 6001 Level 3 exam and perceptions of the teachers, trainees and graduates.

In accordance with the exams, NATO Stanag Level 3 exam, trainee's average score of reading skill is 14.2 out of 25 which is the highest score among four skills. However, it is expected that the passing score should be nearly 20 for a trainee to be successful with regard to language in international joint missions. In terms of KPDS exam, which is mainly based on reading comprehension, the average score is 60 for the graduates according to official data. This score cannot be considered satisfactory in case the requirement for entering the course is 46-59. The following can be summarized as of reading skill.

- Subjects generally consider themselves “good or excellent” in this skill.
- Reading skill is the most frequently used skill in the profession, because subjects spend much time preparing KPDS exam based on reading skill.
- The present course helps to improve reading skill and vocabulary the most.
- According to the results of NATO Stanag Level 3 Exam, trainees' average score of reading skill is lower than required even though their averages in reading skill are higher than other skills.
- Although subjects' perception on reading skill is positive, the outcome of the exams indicates that the course needs improvement in terms of reading skill.

4.1.10.2 Listening Skill

In accordance with the graduate questionnaire, subjects maintain that listening is the second (%24) among four skills in the frequency of use of language skills. Since subjects take General Screening Exam, which is based on listening comprehension, to be deployed to international missions, they spend much time studying to improve this skill. In addition, 30% of the subjects think that listening should be improved for the profession. Moreover, 21 % believe that listening skill should be developed for international missions. With regard to English levels that graduates believe to have 38% consider themselves good or excellent in listening skill. In the questionnaire, 69% of the

graduates mark the reasons for learning English as: to take part in international missions which require foreign language knowledge, to be successful in KPDS and General Screening Examination and to communicate with the foreigners. These aims are based on listening skill in a sense.

As for the trainee questionnaire, subjects believe that the present course is not bad in reaching the goals and objectives. In addition, trainees consider listening comprehension activities not bad with regard to methodology.

According to teachers questionnaire, while 42% of the teachers believe that the present course improves the listening the most, 17% cite that listening should be improved for the profession. Teachers think that the course is good at reaching listening objectives and preparation for future exam. Teachers also neither agree nor disagree with the idea that they primarily focus on listening skill. In that respect, it can be stated that there is a controversy between the objectives and methodology.

In accordance with NATO Stanag 6001 Level 3 questionnaire, data collected is not so positive as subjects expressed in other questionnaires. There is no significant result indicating trainees listening perception excellent or bad.

As for NATO Stanag 6001 Level 3 exam, trainees' average score of listening skill is 13.6 out of 25. However, it is expected that the passing score should be nearly 20 for a trainee to be successful with regard to language in international joint missions. The following can be summarized as of listening skill.

- Subjects generally consider themselves “not bad” in this skill.
- Listening skill is the second in the use of language skills in the profession because subjects spend much time preparing General Screening exam based on listening skill and oral skills are paramount to be successful in international missions.
- The present course partly helps to improve listening skill.
- According to the results of NATO Stanag Level 3 Exam, trainees' average score of listening skill is lower than required.
- There is a controversy between the perceptions of the subjects on listening skills.
- The outcomes indicate that the course needs improvement in terms of listening skill.

4.1.10.3. Speaking Skill

According to graduate questionnaire, 18 % use the speaking skill the most in terms of frequency of use of language skills. 46% declare that speaking should primarily be improved for the profession. Moreover, 55% think that speaking should be developed for international missions. These are highest rate among four skills. 16% of the subjects consider themselves good in this skill. In accordance with reasons for learning English totally 59 % mark the reasons based on speaking skill. These are (1) to take part in international missions which require foreign language knowledge, (2) to communicate with foreigners and (3) to do presentations at conferences in English.

As for the trainee questionnaire, subjects maintain that the present course is not bad in reaching speaking objectives and consider speaking activities not bad as well.

In accordance with teachers' questionnaire, the most important skill that should be improved is speaking at a rate of 49%. In addition, 17% of the subjects believe that the present course improves the speaking the most. According to teachers, reaching speaking objectives is not bad by means of the present course. Subjects neither agree nor disagree with the idea that they primarily focus on speaking activities. Moreover, most of the teachers think that speaking skill should be included in the exams.

As for NATO Stanag 6001 questionnaire, trainees generally have negative attitude towards the achievements of subskills, though all the subjects consider the speaking skill important for the profession.

In accordance with the NATO Stanag 6001 exam, trainees' average score of speaking skill is 12.0 out of 25. It is expected that the passing score should be nearly 20 for a trainee to be successful with regard to language in international joint missions. The following can be summarized as of speaking skill.

- Few subjects consider themselves “good” in this skill.
- Speaking skill should primarily be improved for the profession, because the core of communication is to express himself/herself in an appropriate way.
- Although subjects consider the speaking skill important for the profession, they have negative attitude towards the achievements speaking subskills via the present course.

- According to the results of NATO Stanag Level 3 Exam, trainees' average score of speaking skill is lower than required.
- Speaking skill should be included in the exams.
- The outcomes indicate that the course needs improvement in terms of speaking skill.

4.1.10.4. Writing Skill

According to data collected from the graduate questionnaire, 15% of the graduates use writing skill the most in terms of the frequency of usage language skills. 8% believe that writing skill should be improved for the profession. In addition, 17% state that writing should be developed for international missions. It can be concluded that the rates are lower in writing skill in comparison with other skills.

In accordance with trainee questionnaire, subjects believe that the present course is insufficient in reaching writing objectives. Furthermore, trainees also consider writing activities insufficient in terms of methodology and activities performed in the present course.

As for teachers questionnaire, 8% believe that the present course improves the writing skill the most. In addition, 17% of the teachers think that writing skill should be improved for the profession. Teachers consider the present course insufficient in reaching the writing objectives. Most of the teachers think that writing skill should be included in the exams.

As for NATO Stanag 6001 Level 3 questionnaire, the data collected is not positive in terms of writing subskills. All the trainees mark either disagree or not bad for all subskills. It can be concluded that writing skill should be revised from all perspectives.

In accordance with the NATO Stanag 6001 exam, trainees' average score of writing skill is 10.1 out of 25. It is expected that the passing score should be nearly 20 for a trainee to be successful with regard to language in international joint missions. The outcome of the exam indicates that the course needs improvement in terms of writing skill. The following can be summarized as of writing skill.

- Few subjects use writing skill in the profession. Therefore, very few believe that writing skill should be improved for the profession.
- The attitude of the subjects to the writing skill is commonly negative.
- The present course does not help to improve writing skill.
- According to the results of NATO Stanag Level 3 Exam, trainees' average score of writing skill is lower than required.
- Subjects consider themselves insufficient in writing skill.
- Writing skill should be included in the exams.
- The outcomes indicate that the course needs improvement in terms of writing skill.

4.1.11 Course Content, Materials and NATO Stanag Content

4.1.11.1 The Comparison of the Current Course Content with the Stanag Content

At the current course, American Language (ALC) series from Book 19-30 are used as the main course books. The main objective of these series is to prepare the learners for English Comprehension Examination (ECL) which is based on listening and reading comprehension. Each ALC book is composed of five lessons. In four lessons, there are objectives about vocabulary, listening skill, grammar, reading, writing, speaking and functions. The fifth lesson is the review of the four lessons. Generally, military topics and terminology are covered. Because, these series are designed by Defense Language Institute of U.S.A to teach English to the military personnel of different foreign nationals whose mother tongues are Chinese, Japanese, Arabic, French, Turkish and so forth. Since the alphabetical systems of the languages are different, the difficulty level of the course books can change from one target group to the other. In other words, the difficulty level of the course books are not challenging for Turkish officers in comparison with other nationals. At the end of each book, there are book quizzes based on listening, vocabulary and grammar. These quizzes are not challenging for the learners as stated in the questionnaires. In addition, at the end of the course, learners take final ECL exam and the requirement for the graduation is

minimum 80. Even though some KPDS lessons are embedded into the program, ALC series are the main course of action. It should be reminded that personnel should take KPDS and General Screening Exams to be deployed in international missions. Namely, latter exams are the focus of attention for the military personnel. In other words, there is a controversy between the current course materials and objectives.

NATO Stanag 6001 Language Levels are designed by NATO to specify military personnel language levels to achieve joint missions via appropriate language. There are totally six levels and Level 3 is considered minimum requirement by NATO authorities. As of language skills from NATO Stanag 6001 Level 3 perspective, subjects generally are not so positive about the achievements of objectives. Among four skills, trainees have comparatively positive attitude towards reading, but their viewpoints are negative as of speaking and writing and partly listening. In addition, most of the subjects are not proficient enough to get the required score from NATO Stanag Level 3 exam via the current syllabus.

In the near future, learners will be tested in four skills to measure their language proficiency instead of KPDS, ECL and General Screening Test. Since the learners' aim is to get sufficient score from exams and to be deployed international missions, their focus will be to be successful in this exam based on four skills. Therefore, the suggested syllabus should meet NATO Stanag Level 3 objectives in four skills. The following can be summarized as of the comparison of the current course content with the Stanag content.

- The goals and objectives of the current course do not match with learners' expectations and institutional goals.
- The goals and objectives of the current course do not match with NATO Stanag 6001 Level 3 objectives.
- The goals and objectives should be revised in accordance with NATO Stanag Level 3 perspective.
- The main goal should be to train learners in four skills with regard to NATO Stanag Level 3 standards.
- The content should be restructured in terms of learners' expectations and institutional needs.

4.1.11.2 Graduate, teacher and trainee perception about the current course content and materials

More than half of the graduates who believe the course is not helpful think that topics do not match with their objectives, needs and interests and the course does not comply with the objectives. Trainees have negative attitude towards course books, number of exercises, the type of exercises, the content of the books, the content of the video material, the level of the course books, supplementary materials, additional exercises, grammar teaching activities and writing activities. Furthermore, they consider vocabulary teaching activities, reading comprehension activities, listening comprehension activities, translation activities, speaking activities, content variety, task variety, exams and homework not bad in terms of materials, methodology, activities and evaluation. It can be stated that the course needs improvement with regard to materials, methodology and activities from trainees' point of view.

Teachers maintain that course books, activities, exercises, distribution of skills, video and CD content of the current course are not bad for them. Although majority of the teachers follow the method in the course books, they strongly believe that course books need supplementation. In accordance with the method used in the classroom, teachers generally have no idea especially about the emphasis on some activities. In other words, they are not decided exactly about the practice of some activities. Teachers highly recommend that speaking and writing skills should be included in the exams. The following can be summarized as of current course materials.

- Course books need supplementation. OR it should be replaced or revised.
- The content of the course book should be designed in accordance with learners' ideas based on learners' interest questionnaire and organizational needs.
- Authentic materials should be used as supplementary materials.
- The activities improving speaking and writing skills should be fostered.
- Content and task variety should be provided.
- The setting should be restructured with multimedia systems to train learners in four skills.

- Speaking and writing skills should be included in the exams.

4.2 Conclusion

It can be concluded that the present course is not sufficient in reaching NATO Stanag 6001 Level 3 objectives according to the data collected. Course books should be replaced or revised to meet the NATO Standards. Topics need to be revised in accordance with the learners' needs and interest as well as organizational needs. The setting should be restructured to create an atmosphere to train the learners in four skills. In terms of evaluation, inclusion of speaking and writing skills in assessment motivates the learners to focus on to improve four skills throughout the course.

CHAPTER 5

THE SUGGESTED SYLLABUS

5.0 Introduction

This chapter has three sections and discusses the issues related with the suggested syllabus. The first part consists of objectives, syllabus format, and language teaching materials, learners and teachers roles, the setting, measurement and evaluation of the suggested program. The second part introduces the suggested syllabus for the Advanced Level English Course at Gendarmerie Schools Command.

This chapter is shaped in the framework of Research Question 4: “How can the NATO Stanag 6001 Level 3 requirements be implemented at Advanced Level English Course?” Objectives, syllabus format, language teaching materials, learners and teachers roles, the setting, measurement and evaluation of the suggested program are the focus of attention to answer this question.

5.1 What changes should be made as regards the present general objectives in the program?

It can be stated that the general objectives of the present program cannot be achieved through the current syllabus. Therefore, a competent syllabus is needed to convey the learners to organizational and personal objectives. Since the main target of the program is to lead the personnel to the success in international missions, a new syllabus is mandatory in accordance with NATO standards. The most important characteristics of this syllabus is to create an atmosphere focusing on four language skills and to select relevant topics in terms of military and police missions.

The new program will primarily be skills-based with primary focus on the communication skills, that is, speaking and listening skills. Other skills i.e. reading and writing skills are also taken into consideration because these two skills are needed for the exams and accomplishment of the positions in joint missions. Focusing on four skills in the new program will also lead the personnel to the success in KPDS and

General Screening Exams based on reading and listening skills. In other words, new program can be called multi-functional. Topics in the new program are determined in accordance with learners' and organizational needs. Therefore, topics are related to gendarmerie and military jurisdiction as specified in trainee interest questionnaire. The following objectives in four skills in accordance with NATO Stanag 6001 Level 3 are the focus of the new program.

Listening Objectives

The learners will be able to

1. Understand most formal and informal speech on practical, social, and professional topics, including particular interests and special fields of competence.
2. Demonstrate through spoken interaction, the ability to effectively understand face-to-face speech delivered with normal speed and clarity in a standard dialect.
3. Demonstrate clear understanding of language used at interactive meetings, briefings, and other forms of extended discourse, including unfamiliar subjects and situations.
4. follow accurately the essentials of conversations among educated native speakers, lectures on general subjects and special fields of competence, reasonably clear telephone calls, and media broadcasts.
5. Understand language that includes such functions as hypothesising, supporting opinion, stating and defending policy, argumentation, objections, and various types of elaboration.
6. Demonstrate understanding of abstract concepts in discussion of complex topics (which may include economics, culture, science, technology) as well as his/her professional field.
7. Understand both explicit and implicit information in a spoken text.

8. distinguish between different stylistic levels and often recognises humor, emotional overtones, and subtleties of speech.
9. Rarely request repetition, paraphrase, or explanation.

Speaking Objectives

The learners will be able to

1. Participate effectively in most formal and informal conversations on practical, social, and professional topics.
2. Discuss particular interests and special fields of competence with considerable ease.
3. Use the language to perform such common professional tasks as answering objections, clarifying points, justifying decisions, responding to challenges, supporting opinion, stating and defending policy.
4. Demonstrate language competence when conducting meetings, delivering briefings or other extended and elaborate monologues, hypothesising, and dealing with unfamiliar subjects and situations.
5. Reliably elicit information and informed opinion from native speakers.
6. Convey abstract concepts in discussions of such topics as economics, culture, science, technology, philosophy as well as his/her professional field.
7. Produce extended discourse and convey meaning correctly and effectively.
8. Use structural devices in a flexible and elaborate way.
9. Speak readily and in a way that is appropriate to the situation.
10. Use the language clearly and relatively naturally to elaborate on concepts freely without searching for words or phrases
11. Make ideas easily understandable to native speakers.

12. Not fully understand some cultural references, proverbs, and allusions, as well as implications of nuances and idioms, but can easily repair the conversation. Pronunciation may be obviously foreign.

Errors may occur in low frequency or highly complex structures characteristic of a formal style of speech. However, occasional errors in pronunciation, grammar, or vocabulary are not serious enough to distort meaning, and rarely disturb the native speaker.

Reading Objectives

The learners will be able to

1. Read with almost complete comprehension a variety of authentic written material on general and professional subjects, including unfamiliar subject matter.
2. Demonstrate the ability to learn through reading. Comprehension is not dependent on subject matter. Contexts include news, informational and editorial items in major periodicals intended for educated native readers, personal and professional correspondence, reports, and material in special fields of competence.
3. Understand such language functions as hypothesising, supporting opinion, argumentation, clarification, and various forms of elaboration.
4. Demonstrate understanding of abstract concepts in texts on complex topics (which may include economics, culture, science, technology), as well as his/her professional field.
5. Interpret material correctly, to relate ideas, and to “read between the lines,” or understand implicit information.
6. Generally distinguish between different stylistic levels and often recognise humor, emotional overtones, and subtleties of written language. Misreading is rare.

7. Get the gist of higher level, sophisticated texts, but may be unable to detect all nuances.
8. Not always thoroughly comprehend texts that have an unusually complex structure, low frequency idioms, or a high degree of cultural knowledge embedded in the language. Reading speed may be somewhat slower than that of a native reader.

Writing Objectives

The learners will be able to

1. Write effective formal and informal correspondence and documents on practical, social, and professional topics.
2. Write about special fields of competence with considerable ease.
3. Use the written language for essay-length argumentation, analysis, hypothesis, and extensive explanation, narration, and description.
4. Convey abstract concepts when writing about complex topics (which may include economics, culture, science, and technology) as well as his/her professional field. Although techniques used to organise extended texts may seem somewhat foreign to native readers, the correct meaning is conveyed.

Vocabulary Objectives

The learners will be adequate for all practical and social conversations and for professional discussions in a known field.

Grammar and pronunciation Objectives

The learners will be able to understand full range of basic and complex structures well. Mistakes sometimes occur, but meaning accurately conveyed.

5.2 What type and format of syllabus will be chosen?

It can be maintained that there is difficulty in making clear-cut distinctions among syllabus types. By and large, the program suggested in this study heavily dwells on skills-based, topic-based and task-based syllabus. As for the format of the syllabus, the modular format is commonly used. It is crucial to emphasize that the importance is given to methodology rather than the design in the suggested program.

5.3 What changes will be made in the language teaching materials?

As Hutchinson and Waters (1987) assert that the kind of changes in the language teaching materials previously adopted in an L2 teaching environment is directly related to the degree of match between the properties of the materials and the assessed needs and requirements. The degree of match may result not only in the acceptance, supplementation and modification but also in the removal or total replacement of the materials. The data collected clearly shows that there is a controversy between institutional, individual objectives and course objectives. It is understood that it is impossible to reach NATO Stanag Level 3 objectives via the current syllabus. Therefore, it is necessary to provide materials that will serve the goals based on institutional, individual and professional needs of the learners.

The previously used course book American Language Course series will be replaced by the newly developed materials. However, some parts of the book can still be used in accordance with the relevant topics. The new program will utilize a topic-based syllabus based on selection of primary gendarmerie and military related texts gathered from a variety sources. Campaign 2-3 course books, internet sites, listening passages from Voice of America (VOA), American Language Course series and TOEFL CDs are the supplementary materials that can be used until the new material is prepared in accordance with NATO Stanag 6001 Level 3 objectives. In the newly developed material, the number and the type of exercises should be related to the learners' level and their interest and should focus on improving four skills, mainly speaking. However, speaking skill should be built on sufficient amount of comprehensible input in each unit.

5.4 What will the learner and teacher roles be?

Teacher and learner roles should be defined in an instructional setting in order to implement a new program successfully. It is important to state that a teacher has two important roles to implement a new program. One is as a materials developer and one as an instructor. As a materials developer, a teacher has to select appropriate texts and write appropriate activities for the materials. To achieve this mission completely, the teachers should be given an in-service training before the new program begins and this training should be repeated or revised upon the completion of the each program. As an instructor, teachers need to create a meaningful dialog between themselves and the class during actual teaching and find ways to increase learners' motivation and to encourage them to practice the language that they have learnt. Teachers' encouragement of learners to practice language is crucial as adult learners because they are generally afraid of making mistakes and they avoid practicing the language. Teachers should create a stress-free environment which is a challenging task in a military context.

As for learners, their primary role is to use their initiative to seek, ask for and engage in language and practice the language as much as they can do both in classes and after classes. In addition, they should follow the instructions very well given by the instructors.

5.5 What changes should be made in the setting?

A learning environment equipped with modern educational technologies will facilitate and accelerate the learning process and create a motivating atmosphere for the learners. Therefore, computers and other electronic devices should be replaced by the new ones since they are old-fashioned. The number of the learners in the classroom should be fewer than 16 to have relaxed and healthy learning environment. Moreover, computers in the language laboratories should be updated and each computer can be connected internet to lead the learners to self-practice even after class time.

5.6 What changes should be made in measurement and evaluation?

It is crucial to emphasize that exams not only serve as a criteria to sort out learners as successful or unsuccessful but also provide feedback and help to shape the syllabus via backwash effect. In the new program learning is considered processed-oriented rather than product oriented. Therefore, in measurement and evaluation, each initiative of a learner is taken into consideration as an indication of learner's development within the framework of portfolio assessment. A file will be designed for each learner to keep his/her homework, project, teachers' comments, mid-terms, the final exam. Entrance, mid-term and final exam are practiced in speaking, writing, reading and listening as specified in NATO Stanag 6001 criteria. In other words, apart from the previous program, speaking and writing skills are included in the exams. At the beginning of each course, an entrance exam will be practiced to the learners and it is expected that learners get a score between 50-60 from NATO Stanag Level 3 exam in four skills. A mid-term will be administered upon completion of the each unit, i.e. at the end of each week, to follow the language development of the learner and to provide feedback for further steps. At the end of the course, a final exam in four skills in NATO Stanag 6001 Level 3 is given to the learners and it is expected to get minimum 80 to graduate from the course.

5.7 How will the new program be implemented?

The new program is put into practice three times a year at Gendarmerie Schools Command. First of all, an in-service training is given to teachers for a week to adapt them to the new program. By this means, teachers will be more aware of the objectives of the suggested syllabus and they will learn how to co-operate with the colleagues to adapt and develop materials on this issue. This in-service training is repeated at the end of each course and helpful feedback and revision is provided for the next course.

5.8 Guidelines for the Suggested program

Duration of the course: 12 weeks/360 hours class session. 120 hours self-study in the language lab./ 2 hours every work day.

Age and composition of the learners: the age of the learners range from 22 to 40 and the status of the learners are the Non-commissioned officers and officers.

Entry Level: Intermediate to Advanced level. The minimum requirement from NATO Stanag Level 3 exam is 50-60.

Academic experience: The learners are expected to have a four year university degree. These can be Military Academy or a university degree.

Assessment: Mid-term exams are administered in four skills upon the completion of each unit every week. And a final NATO Stanag Level 3 exam is given at the end of the course term and minimum requirement for having a passing grade is 80. In addition, homework, projects, teachers' comments are taken into consideration.

5.9 Conclusion

The suggested syllabus is shaped in paralel to NATO Stanag 6001 Level 3 objectives in four skills. The main focus is to improve especially speaking skill to communicate appropriately and effectively in international joint missions. A modular format is adapted and topic-based, skills-based, and task-based types are selected to meet organizational and personal needs. In the new program, learners' needs and interests are taken into consideration to put into practice the learner autonomy concept.

The syllabus consists of 12 weeks class session. It is expected that the target group is moved from intermediate to advanced level and they are expected to get 80 points from Level 3 examination at the end of the course. It is believed that portfolio assessment is one of the best means of reaching the specified goals.

Table 37**THE SUGGESTED SYLLABUS FOR NATO STANAG LEVEL 3**

Unit	Title	Objectives/subskills	Vocabulary	Task	Grammar
1	Terroism and Counter-terrorism	- Understanding and participating effectively most formal and informal conversations on terrorism and counter-terrorism - Reading with almost complete comprehension a variety of authentic written material on relevant topic - Using written language for analysis, argumentation, explanation, narration and description.	Insurgency, counter-insurgency Operations cooperation	Draw and describe the organizational chart of your unit	Real and unreal conditions Modals of ability, possibility
2	Public order and security	- Understanding language used at interactive meetings, briefings and other form of extended discourse - Demonstrating language competence when conducting meetings - Conveying abstract concepts in discussion of relevant topics - Using written language for extensive explanation, narration and description.	Security Public order Law Crimes criminals	Write instructions to prepare for an important exercise	Review of present tenses Relative clauses Likes dislikes
3	Career in the military	- Understanding both explicit and implicit information in a spoken text - Producing extended discourse and conveying meaning correctly and effectively - Supporting opinion, argumentation, clarification, narration and description.	Military service Military life Ranks, insignia, recruitment, personel issues	Write a paragraph describing your career in the military	Future tense with will and be going to Present perfect tense
4	Communication and language	- Following the essentials of conversations - Making telephone calls - Supporting opinion - Interpreting material correctly - Relating ideas - Writing correspondence	e-mails interpreters communication public relations	Describe the facilities on your base	Noun clauses Sentence connectors

5	Multinational peace support operations	• Demonstrating understanding of abstract concepts in discussion of complex topics as well as professional field • Using the language for answering objection, clarifying points, supporting opinion • Demonstrating understanding of abstract concepts in texts on complex topics such as culture, science and technology • Writing extensive explanation, narration, description	Ally, take action, intelligence, insurgency, insignia, forces, peacekeeping, fighter, territory, trop, battalion, deploy, battle, emergency,	Match the words with the definitions	Instructions modals of permission and prohibition review of imperatives
6	Military briefings	• Understanding interactive meetings, briefings • Supporting opinion, argumentation, objection, clarifying points, delivering briefings • Using written language for narration and explanation	Meetings Liason, Introduction, Conclusion, discussion	Listen to a briefing and take notes	Causatives Wish clauses Adverbial clauses
7	Sports and physical training	• Understanding face to face speech delivered with normal speed • Using the language to perform common professional task • Understanding abstract concepts in texts on complex topics in Professional field • Using the written language for explanation, narration and description	Exercises Fitness Combat effectiveness	Write instructions for dealing with emergencies	Reported speech Simple past and past perfect
8	Humanitarian assistance in joint missions	• Understanding meetings, briefings clearly • Using the language for answering objection, clarifying points, supporting opinion • Interpreting the text correctly • Using the written language for explanation, narration and description • Making and responding to telephone calls/conversations	Civil-military cooperation Natural disasters Aid Operational briefings Food and drink Non-government organizations	Read the situations and choose the best course of action	Past conditional Gerunds and infinitives Cause and effect Conclusion

9	Leaders and leadership	• Demonstrating understanding of abstract concepts in discussion of complex topics as well as Professional field • Conveying meaning correctly and effectively • Describing problems and suggesting possible solutions • Getting the gist of higher level, sophisticated texts • Using written language for analysis, hypothesis, explanation and description	Leadership qualities, tactical task Military history	Talk about a famous battle in the history of your country	Modals used for past time
10	Human psychology in military context	• Demonstrating through spoken interaction the ability to understand effectively face face speech delivered with normal speed • Discussing particular interests and special fields of competence easily • Recognizing humor, emotional overtones and subtleties of speech • Conveying abstract concepts when writing about complex topics as well as Professional field	Character types Stress Obligation War battle	Talk about a difficult problem or situation when you were in charge and say how you dealt with it	
11	Crime and punishment	• Following accurately the essentials of conversations among speakers, lectures on general subjects and special fields of competence • Using the language for answering objections, clarifying points, justifying decisions, stating and defending policy • Interpreting material correctly • Writing formal correspondence and documents on Professional topics	Law Crime Law enforcement agency criminal	Match the crew with the missions	
12	Cultural differences in joint missions	• Distinguishing between different stylistic levels • Recognizing humor, emotional overtones, subtleties of speech • Conveying abstract concepts in discussion of culture, science, technology and philosophy • Demonstrating understanding of abstract concepts in texts on complex topics such as culture, science and technology.	Culture Local International Cultural stereotypes	Talk about the priorities in your mission	

CHAPTER 6

6.0 Introduction

This chapter includes a sample module prepared in accordance with the suggested syllabus. The topic “multinational peace support operations” is selected from the suggested syllabus and the tasks in the module are prepared to improve the learners in four skills in accordance with NATO Stanag Level 3 perspective.

Table 38 SAMPLE MODULE

TOPIC	MULTINATIONAL PEACE SUPPORT OPERATIONS
SKILLS	LISTENING Demonstrating understanding of abstract concepts in discussion of complex topics as well as professional field • Listen to the passage and fill in the blanks • Listen to the passage and take notes • Listen to the passage and summarize •
	READING Demonstrating understanding of abstract concepts in texts on complex topics such as profession, culture, science and technology • Match the words with the definitions • True and False exercise • Find out the synonym words in the passage • Put the sentences in the correct order
	SPEAKING Using the language for answering objection, clarifying points, supporting opinion • Discuss the relevant issues in pairs • Comment on the relevant picture

	• Discuss the meaning of the given words • Present a briefing and ask and answer questions about it. • Ask and answer questions about a given topic • Act out in a given situation • Discuss advantages and disadvantages of a situation •
	WRITING Writing extensive explanation, narration, description • Write suggestions to solve problems • Write a diary when on duty abroad • Write a meaningful paragraph by using the given words • Prepare a briefing • Fill in a report form • Write a report • Write a paragraph about a given topic • Write an essay about a given topic • Complete the rest of the briefing
GRAMMAR	Reported speech Cause and effect
VOCABULARY	Ally, take action, intelligence, insurgency, insignia, senior officer, threaten, power, target, combat forces, peacekeeping, fighter, territory, trop, battalion, deploy, battle, emergency, engage, border, withdraw, security forces, explode, infrastructure, data processing, armistice, battlefield, on the verge of, halt, caution, trap, war zone, headquarters, rebel, civil war, no-fire zone, hostile act, disperse, commit, enforce, conflict, stabilize, reconciliation, supply, cooperation, restriction

LESSON 1**SESSION 1****Task speaking**

Discuss the following questions in pairs.



What do you understand by the term peace support operations?

Which countries are generally involved in peace support operations?

Task listening speaking

1. Listen to the passage and answer the questions in pairs.

1. Which countries are mentioned in the passage?
2. What are topics that the Secretary of State emphasizes in his speech?
3. Who are the participants in the meeting?
4. Where does the meeting take place?
5. What are the possible threats that the world can face?
6. What is the main idea of the passage?

2. Compare your answers with the other pairs.

Task reading

Match the words in column A with those in Column B.

COLUMN A

1. ally
2. take action
3. counter-terrorism operations
4. Intelligence sharing
5. insurgency
6. reconstruction
7. insignia
8. array
9. host
10. senior officer

COLUMN B

- a. rebuilding
- b. collection, variety of objects
- c. owner of a meeting
- d. high ranking officer
- e. partner
- f. be proactive
- g. exchange of information on critical issues
- h. symbols of rank
- i. activities against insurgency
- k. uprising

Task speaking

In pairs, give an oral summary of the passage.

Task writing

write a meaningful paragraph by using the words given below.



Stabilize, threaten, power, insurgency, take action, ally, target, challenge, operation

SESSION 2

Task speaking

In pairs, discuss the following questions?



What is the function of NATO?

What can be the current situation in Afganistan?

Task reading

1. Match the words in COLUMN A with the ones in COLUMN B

COLUMN A

1. Combat forces
2. Caveat
3. Peacekeeping
4. Risk aversion
5. Counterinsurgency campaign
6. Hostile fighter
7. Territory
8. Troops
9. Battalion
10. Deploy

COLUMN B

- A. avoiding taking risks
- B. land, region
- C. soldiers, militia
- D. military units charged with fighting
- E. antiterrorist operations
- F. to position (troops) in readiness for combat
- H. warning, alarm
- I. maintaining peace
- J. an army unit of a headquarters and two or more companies
- K. belligerent combatant

2. Read the passage first. Write T if the sentence is True and F if the sentence is false**Top Commander Says NATO Needs Changes for Next Operation**

The commander of NATO military forces, General John Craddock, said the alliance must change the way it conducts operations so the next mission does not suffer the same problems as the alliance's effort in Afghanistan.

In his final appearance before the Senate Armed Services Committee, General Craddock said NATO member nations have fallen short on providing the number of combat forces and trainers that Afghanistan needs, and even on providing promised funding to help build the country's own security forces. General Craddock will end his tour of duty later this year.

He urged NATO members to use the Afghanistan experience to improve operations in the future so they do not create a two-tier alliance, with some nations doing most of the work and the others just taking the benefits.

"If we devolve or get to a two-tier [alliance] it will weaken the alliance and we will have much work to do. And we have to get ourselves arranged for the next mission, the next operation, that we send our forces to. We should not do another one arranged like this one in NATO," he said. General Craddock particularly criticized special rules, known as caveats, that many nations put on how their forces can be used. And he accused some members of offering forces for peacekeeping in Bosnia or for the never-used NATO Response Force, rather than for more dangerous missions in Afghanistan.

"There is a risk aversion in NATO that we must continue to address and push nations," Gen. Craddock said.

The general said that attitude among most alliance members makes it impossible for NATO's International Assistance Force in Afghanistan to pursue an effective counterinsurgency campaign, involving clearing areas of hostile fighters, and holding those areas so economic development and governance projects can proceed.

"We do not have enough forces right now, between the Afghan security forces, trained and in place, and ISAF to be able to clear out the insurgents and then hold that [territory] so that development and reconstruction can occur. And that is why the additional United States contributions will go into the south," he explained.

The United States has committed to send an additional 17,000 troops to Afghanistan this year for combat and training missions. General Craddock said NATO nations have not even filled the commander's request for four battalions to be temporarily deployed to help secure the Afghan presidential election in August.

The general also called for NATO nations to strengthen their ability to defend the alliance's home territory, in order to ease concerns among some new members in Eastern Europe in the wake of Russia's invasion of Georgia last year. But he also welcomed the expected

resumption of the NATO-Russia dialogue, which was suspended after the invasion, saying without that things become "more confusing and ambiguous." Those and related issues will be taken up by President Barack Obama and other NATO leaders next week at their summit in France and Germany.

- 1 () General Craddock calls for NATO nations to strengthen their ability.
- 2 () General delivered his speech at the Senate Armed Services Committee.
- 3 () Each member of NATO participates in every effort equally.
- 4 () NATO should change for the next operation.
- 5 () NATO performs perfect operations in Afghanistan.
- 6 () According to General, there is a risk aversion that must be addressed.
- 7 () NATO aims to create a two-tier alliance.
- 8 () USA is not planning to send additional forces to Afghanistan.
- 9 () The main concern of the passage is The risk aversion in NATO
- 10 () NATO leaders hold their next summit next week in France

Task writing speaking



- 1. In pairs, write some suggestions to solve the current problems in Afganistan.**
- 2. Then discuss your suggestions with the other pairs.**

SESSION 3

Task reading writing

1. Match the words on the left with the definitions on the right.

- | | |
|--------------|--|
| 1. Collapse | A. A period of increased economic or business activity, enlargement |
| 2. Break-up | B. Expression of intent to damage or injure intimidation |
| 3. Expansion | C. To fall down or inward suddenly; cave in |
| 4. Recession | D. The act or an instance of breaking up, as a division, dispersal, or disintegration. |
| 5. Pact | E. To keep busy, occupy, employ, attract, commit |
| 6. Battle | F. Economic stagnation |
| 7. Emergency | G. Contract, agreement, treaty |
| 8. Threat | H. Course or method of action, guidelines, position |
| 9. Policy | I. Combat, fight, war |
| 10. Engage | J. A sudden condition demanding immediate action |

2. Read the passage first. Write T if the sentence is True, write F if it is False.

A War in Afghanistan, and a Purpose to Redefine

NATO, the North Atlantic Treaty Organization, is sixty years old. On April fourth, nineteen forty-nine, twelve countries signed the North Atlantic Treaty in Washington. They were allies from World War Two. They promised to protect each other from the growing threat they saw from another former ally, the Soviet Union.

Leaders from NATO countries have gathered for two days of meetings through Saturday in Strasbourg, France, and Kehl, Germany. The summit meetings also brought thousands of troops and police for security and to control protests.

NATO spokesman James Appathurai said the main subject at the sixtieth anniversary meetings would be the NATO operations in Afghanistan. President Obama announced a new policy on Afghanistan and Pakistan last week.

About thirty-eight thousand American troops are currently in Afghanistan. The president is moving to raise that to about sixty-eight thousand by the end of the year.

The collapse of the Soviet Union and the break up of Yugoslavia in the nineteen nineties challenged NATO's traditional position as a defensive alliance. Ten years ago at this time, NATO was bombing Serbia to end its violent campaign against ethnic Albanians in Kosovo.

NATO first brought together the countries of Western Europe with Canada and the United States. Today it includes former enemies of NATO that were members of the Soviet-led Warsaw Pact. NATO's expansion to the east, toward the borders of Russia, has raised Russian concerns.

This week, Albania and Croatia officially joined NATO -- bringing the alliance to twenty-eight nations. And French President Nicholas Sarkozy has decided to return France to NATO's military command for the first time in more than forty years.

Looking to the future, spokesman James Appathurai says there are questions that NATO must answer.

JAMES APPATHURAI: "What do we need to do: Should we do more to fight cyber attacks? Should we do more to engage in energy security? How far should NATO's reach be for operations? Who should our partners be and how should we engage them?"

On Thursday, leaders of major industrial and developing countries met in London to battle the world recession. The Group of Twenty agreed to finance one trillion dollars in additional loans and credits for struggling countries. The money will go to the International Monetary Fund and other lenders.

President Obama said there is no guarantee that all the steps agreed to at the meeting will work, but:

PRESIDENT OBAMA: "I think we applied the right medicine. I think the patient is stabilized. There are still wounds that have to heal. There are still emergencies that could arise. But I think you have some pretty good care being applied."

The American president will meet with European Union leaders in the Czech Republic on Sunday. He talked about the summit at a meeting of mainly French and German students in Strasbourg on Friday. He says that in Prague he will lay out a plan to seek the goal of a world without nuclear weapons. Then Barack Obama heads to Turkey for the last stop on his first trip to Europe as president.

- () 1. On 4 April 1949, North Atlantic Treaty was signed in Washington by twelve countries.
- () 2. NATO's summit meetings bring thousands of troops and police, because Obama announced a new policy on Afghanistan and Pakistan.
- () 3. About sixty-eight thousand American troops are currently in Afghanistan.
- () 4. Former Warsaw Pact members became the members of NATO.
- () 5. The American President says that he will lay out a plan for a world without nuclear weapons.

3. Fill in the blanks with a word from the box below.

a. borders b. campaign c. troops d. spokesman e. additional

1. NATO _____ James Appathurai said the main subject at the meetings would be the NATO operations in Afghanistan.
2. Ten years ago, NATO was bombing Serbia to end its violent _____ against ethnic Albanians in Kosovo.
3. The American President is moving to raise the number of the American _____ in Afghanistan.
4. NATO's expansion to the east, toward the _____ of Russia, has raised Russian concerns.
5. The Group of Twenty agreed to finance one trillion dollars in _____ loans and credits for struggling countries.

Task speaking writing**Discuss in groups of 4-5.**

Explain your ideas about whether NATO should further expand or not. Would the increasing number of the member countries bring advantages or disadvantages to the effectiveness of NATO? Write a report on this subject by providing your reasons.

SESSION 4

Task speaking

Comment on each picture by using the words from the box below. You may use a dictionary.

military operation – troops - security forces – control - withdraw



Task reading

1. Read the following passage about “*British Troops End Mission in Basra*” and find out which words you can use in place of

the expressions written in bold.

British Troops End Mission in Basra, Hand Over to US Task

British forces **turned over** command of military operations in the southern Iraqi city of Basra to US troops on Sunday. A truck bomb that exploded Tuesday in the northern

Iraqi city of Mosul, however, indicates that the military situation in many places is still **tenuous**.

A final **bugle call** marked the handover by British troops in the southern Iraqi province of Basra to U.S. forces, in a ceremony attended by U.S. commander, General Ray Odierno. The British **contingent** in Iraq is gradually reducing its presence before an expected withdrawal of all 4,000 British troops by the end of May.

"We worked really hard with Iraqi security forces to help bring security and stability to Basra. **In terms of** what we wanted to do differently, I think we've been through some difficult times, the campaign's enjoyed **peaks** and it's enjoyed troughs just like most campaigns do and I think it's for people now to reflect on the successes and learn the lessons and I know that process will happen when we get back," he said.

British commanders handed over control of Basra's civilian airport to Iraqi troops last January, during the first phase of their withdrawal.

The top U.S. commander in Iraq, General Ray Odierno, noted that US troops would "stand **shoulder-to-shoulder**" with the Iraqi people and the Iraqi Army, as they "continue to stand on their own."

Analyst Majid Saree told Al Iraqia TV that Iraqi troops are now "well-equipped" and capable of controlling the situation in Basra.

Despite a recent **rash of violence**, U.S. forces are scheduled to withdraw to positions outside major Iraqi cities within the next three months. All U.S. troops are to leave Iraq by the end of 2011 under a military agreement between Iraq and the United States, approved by the Iraqi parliament last November.

2. Compare your answers with your partner.

3. Mark the pairs of words S if they are synonymous and O if they are opposite.

- a. () explode / blow up
- b. () indicate / point out
- c. () hand over / take away
- d. () violence / tenderness
- e. () major / great
- f. () reduce / raise
- g. () tenuous / secure
- h. () agreement / contract
- i. () due to / as a result of
- j. () get back / return

Task writing

Suppose that you are on duty as a part of multinational operations in Iraq. Write a diary summarizing your daily routine.

SESSION 5

Task speaking

Discuss the following questions in groups of 4-5.

How does global warming affect our lives?

Do you think that there will be a shortage of water on earth in the future?

Task reading

Fill in the blanks in pairs using the words below.

Infrastructure, irrigation, Zone, Intelligence, data processing, workshop

Soldiers from the 56th Stryker Brigade Combat Team's geospatial(1) section are playing a role in helping Iraqi leaders prepare to expand(2)and farming throughout Iraq.

The Soldiers are teaching 20 Iraqi technicians on(3) procedures they will use to inventory the Iraqi farmland and irrigation.....(4)

Sgt. 1st Class Marvin Nichols and Pfc. Amanda Po, both with Headquarters Company, 56th Stryker Brigade Combat Team, are presenting a geospatial systems(5) to Ministry of Water Resources and Ministry of Agriculture officials in the International..... (6)The course, that began June 21, will continue throughout the week.

The workshop shows technicians how to compile data, gathered recently by field technicians, to measure canal layouts and amounts of acreage used for growing various crops.

Task speaking writing



In groups of 4–5, discuss the irrigation system in your country and then write a report proposing solutions for the shortage of water.

LESSON 2

SESSION 1

Sri Lanka Says Rebel Defeat Imminent, Urges Surrender

Task Speaking



There is a telephone conversation between an anchorman and one of the Sri Lankan military commanders in the framework of the terrorist group of the Liberation Tigers of Tamil Eelam (LTTE). Read the conversation, then work in pairs and tell your friend what the commander said as shown in the example.

Example:

- *Anchorman: A military commander is going to give us information about the final situation in the region.*
- *Anchorman said that a military commander was going to give us information about the final situation in the region.*



Anchorman: Good evening. In Sri Lanka, a conflict between the government and a terrorist group called Liberation Tigers of Tamil Eelam has been continuing for nearly 25 years. The rebels began their guerilla campaign for a separate Tamil homeland.

Unfortunately many people have died for the sake of this goal. Now a military commander is going to give us information about the final situation in the region. Good evening Sir.

Commander: Good evening.

Anchorman: Would you please inform us about the last incidents in the region?

Commander: We are on the verge of defeating Tamil Tiger rebels and have urged them to surrender. The rebels have been ousted from their last stronghold following fierce fighting that killed 453 rebels and they are now trapped in a small area along with tens of thousands of civilians. Victory in its campaign to wipe out the Tamil Tigers is close at hand. Today the rebels' days are numbered.

Anchorman: How about the group's leaders? Have you ever seized any of them?

Commander: The Liberation Tigers of Tamil Eelam (LTTE) have lost many senior leaders and are now confined in a 20 square kilometres safety zone that has been designated by the government for civilians seeking sanctuary from the fighting.

Anchorman: With the civilians, is it possible to go and conduct offensive operations in that area?

Commander: No, the military plan is that we will have to do a rescue operation because now we have to rescue the civilians first, in order to go for the rest of the LTTE cadres hiding in that area.

Anchorman: Thanks for your information.

Commander: You're welcome. Good evening.

Study the explanation below

<i>DIRECT SPEECH</i>	<i>INDIRECT SPEECH</i>
I complete my mission.	He said (that) he completed his mission.
I am completing my mission.	He said (that) he was completing his mission.
I completed my mission.	He said (that) he had completed his mission.
I have completed my mission.	He said (that) he had completed his mission.
I am going to complete my mission.	He said (that) he was going to complete his mission.
I will complete my mission.	He said (that) he would complete his mission.
I can complete my mission.	He said (that) he could complete my mission.

Task Reading

Match the sentences in group A with their reported speech forms in group B.

A.

1. The army has successfully pushed them out of their strongholds.
2. The army successfully will push them out of their strongholds.
3. The army successfully is going to push them out of their strongholds.
4. The army can successfully push them out of their strongholds.
5. The army successfully pushes them out of their strongholds.
6. The army is successfully pushing them out of their strongholds.

B.

- a. He told us that the army successfully pushed them out of their strongholds.
- b. He told us that the army had successfully pushed them out of their strongholds.
- c. He told us that the army was successfully pushing them out of their strongholds.
- d. He told us that the army could successfully push them out of their strongholds.
- e. He told us that the army successfully was going to push them out of their strongholds.
- f. He told us that the army would successfully push them out of their strongholds.

Task writing

Change the questions to reported speech. Begin your sentences with “He asked”

1. What are the duties of law enforcement agencies?
-
2. When was the Gendarmerie founded?
-
3. Who is responsible for performing such duties in places outside those municipal borders?
-
4. How many members took part in the summit that held in Ankara?
-
5. Where is the officer’s club?
-

Task speaking writing**Correct the errors in the sentences in pairs**

1. He asked what are the training needs of the personel.
2. Last year it was mentioned that Gendarmerie personel will use enhanced statement-taking techniques.
3. I think so that assigning more female personnel is necessary.
4. She stated that is mobile training going to carry out.
5. He told that a meeting was executed in Ankara.

Task Writing speaking

Write down at least three sentences about your mission, experiences and daily life and whisper them to your friend next to you. Your friend is going to report aloud what you said in the classroom.

SESSION 2

Task Speaking

Discuss the following questions in pairs.



a. What do you think about the humanitarian crises around the world?

b. Are the efforts and resources of the international organizations and non-governmental organizations sufficient to stop the genocides?

c. Have you ever served in a mission of humanitarian crisis? Share your experiences with your partner.

Task Listening

Listen to the passage and fill in the blanks with the appropriate places, dates and description in accordance with the incidents mentioned in the passage.

Place	Date	Description
Rwanda		Genocide
	2003	
		Political violence

Task Listening

Have a look at the words below. Listen to the passage again and take notes of the words or expressions that mean:

1. Heir; inheritor
2. A thing that is changing shape
3. Readiness; agreeableness
4. An act of cruelty and violence inflicted by an enemy armed force on civilians or prisoners
5. Impending; forthcoming; about to happen; near; approaching

Task Speaking

Compare your answers with your partner.

Task Writing

Write down your opinions about the steps that should be taken to increase the awareness in your society about humanitarian crises.

SESSION 3

Task Speaking

Work in pairs. Discuss the following questions.



1. How do the non-governmental organizations contribute to the peace negotiations between rebels and a government?
2. Which ways can be suggested to save the civilians from the war zone?

Task

Replace the underlined words with the words from the box.

Watch over Bombarding Armistice Enable Theatre of war Trick
Invitation

1. Tamil Tigers say a two-day truce called by the government is insincere.
2. The rebels have suffered massive battlefield reverses.
3. The rebels have dismissed the brief truce as an act of hoodwinking.
4. Tamil Tigers have called for a long-term ceasefire supervised by the international community.
5. The estimated 100,000 civilians have come under shelling and firing from both sides
6. The truce was declared to allow these civilians to leave the war zone.
7. The government has repeatedly rejected such calls from the rebels.

Task Reading

Read the text below and then write T if the sentence is True, write F if the sentence is False

In Sri Lanka, Tamil Tigers say a two-day holiday truce called by the government is insincere and have called for a long-term ceasefire supervised by the international community. The government has repeatedly rejected such calls from the rebels. The Tamil Tigers say only a long-term truce overseen by the international community can be effective and establish the basis for a political settlement to the country's ethnic conflict. The rebels, who have suffered massive battlefield reverses, say they are prepared to restart peace negotiations with the government. A two-day ceasefire declared by the government ends Tuesday. But the rebels have dismissed the brief truce as an "act of hoodwinking" designed to deflect mounting international concern over the fate of civilians trapped in a narrow area in the northeast along with rebel fighters. The estimated 100,000 civilians have come under shelling and firing from both sides, according to aid workers. Many have been killed or wounded. The truce was declared to allow these civilians to leave the war zone. But the government says very few have come to army-controlled areas.

- ☐ 1. Tamil Tigers prefers to a two-day truce rather than a long-term ceasefire
- ☐ 2. After the truce was declared, many civilians left the battlefield.
- ☐ 3. The government refused a long-term truce.
- ☐ 4. Rebels want to make negotiations with international community for peace.
- ☐ 5. The government rejected the requests of Tamil Tigers.
- ☐ 6. A long-term truce constitutes a basis for a political arrangement to the Sri Lankan ethnic discord.

Task Reading

Use the suitable words from the box to fill in the blanks.

Consistently pro-Tamil ethnic halt 25 years Sinhalese on the verge of a decade-long



“... The government has ... (1) turned down requests for a long ... (2) in the fighting, saying it will give the rebels time to regroup at a time when it is ... (3) crushing them. On Monday, the government stripped Norway of its role as peace broker ending ... (4) Norwegian effort to negotiate an end to the ... (5) conflict. The government action came after ... (6) demonstrators attacked the Sri Lankan embassy in Oslo. The rebels have been fighting for a separate homeland for ethnic Tamils for ... (7). The conflict was triggered by complaints of discrimination against the minority Tamil community by the majority ... (8).”

Task Writing



Compare and contrast Tamil Tigers with PKK terrorist organization and write an essay about this issue.

SESSION 4

Task speaking

Discuss the following topics in pairs



1. Responsibilities of the United Nations

2. Civilians in a conflict area

Task listening writing

1. Listen to the passage and fill in the blanks.

“... U.N. Humanitarian Coordinator John Holmes said the government's ... (1) halt in military operations that ended Wednesday was a "... (2) first step", but the United Nations would have hoped for a longer pause agreed to by both sides. "It is clear that 48 hours was not long enough for us to get significant amounts of more aid or indeed to allow visits by ... (3) workers to the area. And unfortunately, it is also clear that not only did it not allow more civilians to... (4), there seem to be less civilians getting out during the pause than before," he said. Holmes told reporters Wednesday it is clear that the Tamil Tiger rebels of the LTTE, who control a ... (5) strip along the north-eastern coast where the civilians ... (6), are not allowing them to leave. ... The LTTE says the people remaining inside the ... (7) are their supporters and are staying ... (8), a claim the United Nations rejects.”

2. Listen to the text again and write T if the sentence is true, write F if the sentence is false

- () 1. United Nations welcomed a two-day long truce in Sri Lanka.
- () 2. John Holmes found that the truce was enough to save the civilians from the war zone.
- () 3. Civilians says that they are being held against their will.
- () 4. Holmes maintains that the rebels could not have time to escape.
- () 5. If Sri Lankan military began a final offensive against the rebels, this could result in a bloodbath.
- () 6. Aid agencies can help the civilians who want to get out from the conflict zone.

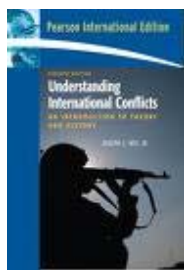
Task reading writing

1. Match the words with the definitions below

- | | |
|--------------------------|--|
| 1. Evacuate | a. the ruthless slaughter of great numbers of people |
| 2. Halt | b. ensnare |
| 3. Offensive | c. so great as to render opposition useless |
| 4. Caution | d. leave |
| 5. Overwhelming majority | e. a temporary or a permanent stop |
| 6. Bloodbath | f. give warning to |
| 7. Get out | g. pertaining to attack |
| 8. Trap | h. remove (persons or things) from a place |

2. Write a meaningful paragraph by using the words above.

Task speaking writing



Discuss in groups of 4-5. Then write a report about “possible solutions for internal conflicts from law enforcement officer’s point of view”

SESSION 5

Task Listening



1. Listen to the passage and answer the questions

- 1) Why do aid groups in Sri Lanka want terrorism to prevail in this island nation?
- 2) What are the accusations that are rejected by one of the international aid organizations working in Sri Lanka?
- 3) How does CARE spokeswoman Melanie Brooks support the organization against the accusations?
- 4) What is the result of Sri Lankan government’s prohibitions on international employees of charity organizations and independent journalists?
- 5) What have the rebels been fighting for since 1983?

2. Match the words with the definitions below

- | | |
|----------------------------|--|
| 1) bloodshed | a) An area where a war takes place |
| 2) swath | b) A war between factions or regions of the same country |
| 3) war zone | c) One who rebels or is in rebellion |
| 4) headquarters | d) An area where fighting is suspended |
| 5) military-held territory | e) support, back up |
| 6) side with | f) carnage, spilling of blood |
| 7) rebel | g) A district that is ruled by military |
| 8) civil war | h) Area |
| 9) no-fire zone | i) A centre of operations or administration |

3. Write True (T) or False (F) in accordance with the passage

- () 1. The country's defense ministry argues that aid groups want terrorism to prevail in Sri Lanka.
- () 2. CARE spokeswoman Melanie Brooks states that the organization have political affiliations.
- () 3. According to the military, the rebels are now controlling a wide swath of the northern part of the country.
- () 4. The government has suggested that United Nations and other organizations are exaggerating the number of civilians killed in the war zone.
- () 5. The rebel group LTTE is considered an international organization by a number of countries.

Task writing

Write down your opinions about the topic below. Then, discuss and share your ideas with your classmates.

What are the functions of International Charitable Organizations? Are there any such organizations in your country? What are their aims and working methods?

LESSON 3**SESSION 1****Task speaking**

Work in pairs. Look at the following words and discuss what they mean. Try to give examples for each of them.

Rules of Engagement**Hostile Act****Hostile Intent****Minimum Force****Non- Deadly Force****Deadly Force**

Task reading writing



1. Read the article “To Shoot or not to shoot” below. Find and write definitions for the following

Rules of Engagement

Hostile Act

Hostile Intent

Minimum Force

Non- Deadly Force

Deadly Force

2. Find and write down examples for the following

Hostile Act

Hostile Intent

Minimum Force

Non- Deadly Force

Deadly Force

Task writing speaking



1. With a partner prepare a briefing based on information in the article.

2. Change partners, give your briefing to your new partner and listen to your partner giving his briefing. Talk about what was the same and what was different. Comment on how well your partner gave his briefing

To shoot or not to shoot?

From our army correspondent



A soldier is at a checkpoint. A man is shouting at him. A section is on patrol. A crowd gathers and throws rocks at it. A soldier sees a local man lift a rifle and point it at another local person. What do soldiers do in these situations? How do they know how to do the right thing? Well, they have learnt rules to help them. They have learnt the Rules of Engagement, which

are the rules that tell a soldier when to use force and when not to use force and how much force to use.

Every conflict and every peacekeeping mission has its own Rules of Engagement, and a soldier has a duty to learn the Rules of Engagement for the mission he is on, but there are some things that are common to all operations.

For example, when do peacekeepers use force? Well, I must repeat, each PKO will have its own specific rules, but generally force can be used in two circumstances. When there is a hostile act or when there is hostile intent. A hostile act is an actual attack on peacekeeping forces, such as

throwing bricks at a patrol. Hostile intent is when there isn't an actual attack, but there is a strong threat of an attack. A soldier sees a person lifting a rifle and aiming at another person. The soldier believes a person will be killed. The person lifting the rifle has hostile intent and the soldier can use force to stop them from firing.

The first rule is that the soldier should use minimum force. That is, he should only use as much force as is necessary. If a young man runs at a soldier with a wooden club, that soldier should not shoot the young man. That would be too much force. A trained soldier can take the wooden club off the young man without harming him too much. He would be using minimum force. However, if three young men with knives are running at a soldier and the soldier has no way of escaping, then that soldier could fire his weapon. That too would be minimum force. Minimum force is using the smallest amount of force necessary in the situation. That could be a little or a lot. It depends on the situation.

But soldiers always try to use non-deadly force. That is force that does not use a rifle or other deadly weapon. Examples of non-deadly force are pushing or hitting. Also, a soldier can physically restrain a person, perhaps by grabbing and holding them, or by putting handcuffs on them, or tying their

hands and legs in some way. Non-deadly force also includes firing your weapon in the air to give a warning.

But soldiers may sometimes have to use deadly force. That is force which is intended or is likely to cause death or grievous bodily harm, that is serious injury, to a person. Examples of deadly force are shooting at people or using another deadly weapon, such as a knife. But soldiers only use deadly force under conditions of extreme necessity and as a last resort, when all other means have failed or cannot be employed. An example would be if a soldier is being fired on and cannot escape. Then he can return fire and use deadly-force. (modified from www.britishcouncil.org/learnenglish-peacekeepers)

SESSION 2

Task Speaking



1. You are with your unit at a checkpoint. A crowd surrounds the checkpoint. The crowd looks dangerous. You think they might attack you. Discuss with a partner the things you can do to stop the crowd attacking you.

2. Change partners and tell your new partner what you discussed with your first partner.

Task Reading speaking



1. Here is a list of the eight stages in the escalation of the use of force. They are not in the correct order. Put them in the correct order in pairs.

- a) Fire warning shots
- b) Report, record, and give medical aid
- c) Show of armed force
- d) Use physical non-deadly means
- e) Use no more rounds than necessary
- f) Use Deadly force - aimed shots
- g) Start negotiations give warnings

2. Read the text “Incident at a Polling Station”. Check whether you put the eight stages in the correct order.

Incident at a Polling Station.



On the 12th of June there was an election. It was the first election in the country after many years of violence. “C” company of a peacekeeping force were protecting a polling station, that is a place where people vote.

The polling station was in a school on a main square in the town.

At about 13.15 hours a large crowd began to gather in the square. Some young men were urging the crowd to protest against the election.

Major Roberts, Commanding Officer of “C” company didn’t like the situation. He decided to negotiate. He sent a translator and a trained negotiator to talk with the young men who were leading the crowd.

The translator came back and reported that the leaders wouldn’t listen to them. Major Roberts decided to issue a warning. He asked the translator to tell the crowd to disperse, that is leave the square, or he would have to move them by force. The translator picked up a megaphone and asked the crowd to leave.

The crowd then began to pick up stones and throw them at “C” company. Major Roberts ordered a show of force. He deployed his soldiers in two lines facing the crowd and ordered them to take their rifles from their shoulders and have them ready for use in their arms.

The crowd still threw stones. Major reports decided to use Non-Deadly force. He ordered his soldiers to move forward as a unit, engage the crowd and push the front row of the crowd back. He also gave permission for his soldiers to hit the people in the crowd on their shoulders or backs, but not on their heads.

A small struggle took place in the square, warning shows were fired and the crowd retreated.

Then one young man in the crowd produced a pistol and raised his hand to point it at the soldiers. Rifleman Chambers immediately used deadly force and fired to kill. The young man was hit.

The rest of the crowd left the square. The young man who had been shot was still alive. Major Roberts immediately ordered a medical attendant to give the young man first aid and then radioed for a military ambulance. The ambulance arrived and took the young man away.

Major Roberts reported the incidence to his CO.

(modified from www.britishcouncil.org/learnenglish-peacekeepers)

3. Answer the following questions about the text.

1. How did Major Roberts try to negotiate with the leaders of the crowd?
2. What warning did Major Roberts give the crowd?
3. How did “C” company show force?
4. What non-deadly force did “C” company use?
5. Why did Rifleman Chambers use deadly force?
6. What did Major Roberts do after the crowd had left the square?

4. Find a partner and ask and answer these six questions.

Task speaking writing

1. In threes, discuss the incident described in the text? Would you do anything different/ was Rifleman Chambers right to shoot the man?
2. In pairs, one of you is Major Robert, the other his commanding officer. Major Roberts should give a written report of the incident to his commanding officer.

SESSION 3**Task Speaking**

Work in pairs. Talk about the purposes of vehicle checkpoints. What can vehicle checkpoints be used for?

Task Reading

1. You are going to read about the rules that should be followed at a Vehicle Checkpoint. Before you read, look at the following questions and try to predict the answers.

- a) What is the minimum number of soldiers required to man a checkpoint?
- b) What are the different duties of a soldier at a checkpoint?
- c) What is the first and most important rule at a checkpoint?
- d) What two ways are there of communicating between a checkpoint and headquarters?
- e) What personal equipment should a soldier have at a checkpoint?
- f) What special equipment is needed to make a checkpoint effective?

2. Now read and try to find the answers to those questions.

Vehicle Checkpoint



So, I will tell you something about the rules and the equipment needed to operate a UN Vehicle Checkpoint.

Let's begin with how many soldiers are required. There should be a minimum of two soldiers manning a checkpoint. Of course, the actual number used depends on traffic and the general situation. If there is a lot of traffic and the situation is dangerous, then you should have more soldiers.

What are the duties of these soldiers? Well, if there are only two soldiers, then one of the soldiers checks people and vehicles. One soldier covers the area where the people and the vehicles are checked. Now, you must remember. The soldier covering the area must be armed and have easy access to a radio and telephone. If more soldiers are manning the checkpoint, one of them could be ready to set up obstacles. These obstacles could stop vehicles trying to force their way through the CHP.

Oh, so that's the number of soldiers used and their duties. What about the rules. Well, the first and most important rule is that all radios, lights and equipment **MUST WORK PROPERLY** and that all books, maps and files are ready for use.

Some things are not allowed in a checkpoint. There should be no private pictures on the walls. Now photographs of young girls with almost no clothes on. And private radios, cassette players and magazines are strictly forbidden. Got that. No radios, cassette players or magazines.

Very important rule. All checkpoints are to be connected to their unit by radio **AND** telephone line. In fact there should be a spare radio and batteries. It is important to have a direct landline to ensure rapid coordination in urgent situations.

As for equipment; every soldier at a checkpoint should have the following personal equipment. A proper uniform with a blue UN beret. A UN ID card. Their personal weapon. A helmet and a flak jacket. Communication equipment. Personal First Aid Kit.

There are many items that may be used to reinforce a CHP or OP. That is to make it stronger. Here are some of them. Concertina wire, different types of bars and drums for reducing speed, string with nails or similar gear to puncture the tyres of vehicles

Heavy concrete blocks (2 tons or heavier)

A vehicle checkpoint also needs lots of signs. There should be a UN sign, indicating what kinds of personnel, weapons, uniforms, etc. are prohibited in the UN zone

Also, the access road should contain signs about 100 to 150 meters from the CHP at both sides with text in English and local language:

YOU ARE NOW ENTERING (LEAVING) THE UN ZONE. REDUCE SPEED TO - - MPH/KM/T. PLEASE HAVE YOUR ID-CARD READY. NO WEAPONS, KNIVES OR EXPLOSIVES ARE ALLOWED IN THE UN ZONE.

(modified from www.britishcouncil.org/learnenglish-peacekeepers)

3. Work in pairs. Ask and answer the questions those six questions.

4. Read the passage again and fill in the blanks.

- a) There should be a minimum of two soldiers a checkpoint.
- b) If there are only two soldiers, then one of the soldiers people and vehicles.
- c) One soldier the area where the people and the vehicles are checked.
- d) These obstacles could stop vehicles trying to their way through the CHP.
- e) The first and most important rules is that all radios, lights and equipment
- f) And private radios, cassette players and magazines are
- g) It is important to have a direct landline to ensurein urgent situations.

Task speaking

Complete the following lists in pairs. Then compare your answers with the other groups.

Personal Equipment

.....

.....

.....

.....

.....

.....

Special Checkpoint Equipment

.....

.....

.....

.....

.....

Task writing



Now prepare a briefing on the topic of Vehicle Checkpoints. Include information about the purposes of checkpoints, the different types of checkpoints and about manning, rules and equipment used at checkpoints.

SESSION 4

Daytime Patrol

Task speaking writing

1. Read the following Rules of Engagement and answer the questions below.

These are just a few of the Rules of Engagement written for the US Army for its operation in Haiti. These are being used for educational purposes only. **THEY MUST NOT BE SEEN AS CURRENT RULES OF ENGAGEMENT.** Every operation has its own Rules of Engagement. It is the duty of all military personnel to know and follow the Rules of Engagement created by his or her commanders for the operation that they are involved in.

Rules of Engagement (ROE): Limitations and Restrictions:

ROE 6: Necessary and proportional force is authorized to control disturbances and disperse crowds threatening essential civic order.

ROE 7: Persons observed committing serious criminal acts will be detained using minimal force necessary up to and including deadly force. Serious criminal acts include homicide, serious assault, rape, arson and robbery.

If you have exhausted all reasonable graduated response techniques and, in your opinion it appears that there will be loss of human life, the use of deadly force may be used (as a last resort). Loss of life includes civilian on civilian violence.

ROE 10: Deadly force is not authorized to disarm Haitians, enforce curfews, or stop looting, unless those individuals involved engage in hostile acts or demonstrate hostile intent.

The looting or loss of non-sensitive equipment from a convoy are not grounds for the use of deadly force. Burglary and larceny are defined as looting, breaking and entering or stealing. These situations only warrant the use of non-lethal force "unless" the perpetrator is armed and displaying a hostile intent. In a situation, the existence of a perpetrator with a weapon displaying hostile intent is grounds for considering deadly force. Hostile intent is defined as: Pointing a weapon at an individual(s); holding hostages; discharging a weapon; striking

an individual(s) with a weapon; and threatening to use the weapon or evidence of recent use of a weapon.

(modified from www.britishcouncil.org/learnenglish-peacekeepers)

- a) Can you use as much force as you wish to break up a crowd?
- b) Can you use force on any crowd?
- c) Can peacekeepers kill a person who is committing a serious criminal act?
- d) What do you have to do before using deadly force?
- e) What must you believe before using deadly force?



2. Find a partner and ask and answer these questions, giving reasons for your answer.

Task speaking

In pairs. Ask and answer the questions about the situation, giving reasons for your answers.

Your platoon is conducting a routine presence patrol during daylight in an urban area. The platoon is temporarily halted at a football field while awaiting a logistics re-supply. While halted at the football field, a large crowd forms.

Example: Question: Is this an unusual patrol? Answer: No, it's a routine patrol.

Task reading speaking

- 1. Put the words on the left with the words on the right to make a common phrase used when talking about Rules of Engagement**

- | | |
|--------------------------------|------------------------|
| 1. Control | a) hostile acts |
| 2. Disperse | b) hostages |
| 3. Commit | c) disturbances |
| 4. Minimal/deadly/proportional | d) curfews |
| 5. Graduated | e) a weapon |
| 6. Enforce | f) force |
| 7. Stop | g) looting |
| 8. Engage in | h) crowds |
| 9. Demonstrate/display | i) response techniques |
| 10. Holding | j) criminal acts |
| 11. Discharging | k) an individual |
| 12. Striking | l) hostile intent |



**2. Now match the phrases with the definitions given below.
(there are three definitions given for number four, one for minimal, one for deadly and one for proportional)**

1. Do things like serious assault, rape, arson and robbery.
2. Punching or kicking someone or hitting someone with a weapon.
3. Using the amount of force that the situation requires, no more or no less.
4. Showing that you may be violent.
5. Make sure that nobody is outside between certain hours, usually dusk to dawn.
6. Firing a rifle, machine gun or pistol.
7. Enough force to kill someone.
8. The lowest amount of force needed to deal with a situation.

9. Actually fighting peacekeepers and/or civilians.
10. Making sure that small arguments and fights don't get too serious.
11. A series of actions, each one getting more serious, trying to control crowds.
12. Keeping people as prisoners.
13. Turning crowds of people into small groups of people who go home or go to a local café.
- 14 Making sure that large groups of people don't steal from shops, factories and offices.

3. Now find a partner and ask and answer questions to check the answers they have. For example; Q "What does controlling disturbances mean?" A "It means making sure that small arguments and fights don't get too serious."

Task speaking reading



1. You are the patrol commander. Read the events below. Working with a partner, decide what you should do in these situations? When you have finished, change partners and share your ideas.

EVENTS

1. The crowd start to throw rocks and fight with one another. You don't know why
2. A man runs to your position. The crowd is chasing him. He asks you to help him.
3. The man asking for help is injured. He has a broken arm and a cut on his head.
4. The re-supply convoy arrives. The convoy is stopped and surrounded by civilians.

5. The patrol leaves the football field. It starts moving through a heavily populated area. Hundreds of people become mixed in with the patrol. The crowd is friendly towards you but shots are fired at the patrol.

6. A civilian approaches the patrol. He says that the patrol is close to a weapons cache in a house. He also says that the people guarding the site are prepared to ambush the patrol if it comes close to the cache.

7. *A reconnaissance element from the patrol goes to investigate the house. It finds that a civilian security company is guarding the house.*

2. Here are some possible solutions to the events you have just read about. Read the solutions. Match the solutions with the events. When you have finished, find a partner and see if he has the same answers.

a) Perform first aid; take the person out of the area. If injuries are severe, evacuate to civilian medical facility.

b) Report the information you gather to the company commander, so the information can be properly processed. Do not raid the suspect site unless overwhelming evidence exists or you are ordered to do so. People often use such reports to get even with an enemy.

c) Seek cover, bring a linguist and a speaker team forward and attempt to calm the crowd. Avoid entering the crowd; if there is potential for loss of life, continue using graduated response techniques for crowd control.

d) Seek cover, try to find where the gunshots are coming from and protect civilians in the area. Do not return fire unless a positively identified target is present. Report to higher commanders and attempt to cordon the suspected sniper site. Once sufficient forces are available, search the target area. Try to pinpoint the sniper.

e) Cordon the site with authority. Bring your linguist forward, and request to speak with the owner of the business or home. Seek permission from the owner to enter and search the Area of Operation (AO). Make it clear to him (respectfully) that you are prepared to search the property with or without permission. If you are denied access, have the linguist (using a loudspeaker) to tell the guards what your intent is and see if they will back down peacefully ("you don't get paid enough to resist us!"). If the owner and the guards remain defiant, continue to cordon and report to higher commanders. If a direct fire conflict is imminent, you are required to seek approval from the Multinational Force (MNF) commander.

f) Remain mounted in the vehicles. Instruct the crowd to remain clear of the convoy and clear a path to the football field. Keep all weapon's visible to the crowd. Do not attempt to back convoy out of the way. Dismount only if required to clear the path using crowd-control techniques.

g) Immediately detain the person. Put him in any available vehicle and take him away from the Area of Operation (AO) as soon as possible. Once you are out of sight of the crowd talk to the person. Check his identity. Check his name against lists of dangerous people that your commander has given you. Evaluate the need to evacuate him to an Intelligence team for interrogation. Release the person if you think he is harmless.

Note: In some nations, when the local police take an individual from a crowd, that person is never seen again. The populace feels that when the police or the military detains an individual, justice is done, and they normally feel content. By taking the individual away, you have made the crowd happy, and it will calm down quickly.

(modified from www.britishcouncil.org/learnenglish-peacekeepers)

Task reading writing speaking

1. Read the report about a soldier giving a report on a patrol and fill in the report form below

Corporal Harris reporting.

Right, well, today, that's June 24th we did a recce patrol.

Our destination was the Red Farmhouse.

And the aim of the patrol. Well, the aim of the patrol was to recce the farmhouse for possible enemy forces. That was to recce the farmhouse for possible enemy forces. We used an aerial map supplied by intelligence.

This was a four man reconnaissance patrol. There was myself, Corporal Harris as leader, and Privates Williams, Johnson and Hardy.

Our task was to get as close to the farmhouse as possible without being detected, observe all actions for two hours, and get back safely. So that was, get close to the farmhouse without being detected, observe all actions for two hours, get back safely.

The route out was the Blue Route. The route back was the Red Route. So Blue Route out and Red Route back.

The terrain. For the first kilometre there was a steep climb, the route then flattened out for the next four kilometres and then descended for the final two kilometres. So, first kilometre a steep climb, then flattened out for four kilometres, then descended for two kilometres.

The patrol met no enemy during the route out or the route back. However, a platoon of light infantry was occupying the farmhouse. I'll repeat that important bit of information. A platoon of light infantry were occupying the farmhouse.

The patrol successfully recce the farmhouse without being detected. We observed one light infantry platoon occupying the farmhouse. We recommend that artillery fire be targeted on the farmhouse.

This report filed by Corporal Harris on the 25th June at Oh Five Hundred hours.
 (modified from www.britishcouncil.org/learnenglish-peacekeepers)

Patrol Report	
Date	Destination of Patrol
Aim	
Maps	
Size and Composition of Patrol	
Task	
Routes (out and back)	
Terrain	
.....	
Enemy	
.....	
Conclusions and Recommendations	
Date	Time hrs
Signature of Patrol Commander	

2. Compare your answers with your pairs.

SESSION 5**Task Pre-reading**

Try to put the following events in the order in which they happened.

- () Three soldiers left a nightclub in a car
- () The vehicle arrived at a hospital.
- () More shots were fired at the vehicle.
- () The driver got out.
- () They drove along a main road and then turned onto the road going to their base.
- () A fallen tree blocked the road.
- () Another soldier started driving, he turned the car around and raced back to the city
- () The driver was shot and killed.

Task reading

Read the text below and answer the following questions about the text.

Vehicle Security Two dead, one injured in an ambush.

Lieutenant Yildirim and Sergeant Ates were killed yesterday when local terrorists ambushed the car they were travelling in. Corporal Dagdeviren received three bullet wounds, one to the shoulder and one to the left arm, but is not in a serious condition. He is recovering now in the military hospital. The incident happened at eleven p.m when the three soldiers were returning from a nightclub. Their vehicle had just turned off the main road going north out of the city and onto the road leading from their base. According to an eyewitness, a local resident, the vehicle was forced to stop when it came to a tree that had been felled and was lying across the road. Lieutenant Yildirim got out of the car to inspect the obstacle. He was immediately fired upon by an unknown number of gunmen who were hiding in the bushes and he was immediately killed. Corporal Dagdeviren then took the wheel of the vehicle, and, under a hail of bullets, executed a u-turn and headed back to the city centre. Both he and St Ates were hit

in the escape, however, Corporal Dadeviren managed to continue driving and drove straight to the hospital. Sergeant Ates was found to be dead on arrival. Corporal Dagdeviren's wounds were found to be not serious and he was admitted to the hospital where he is now recovering. A team was immediately sent to the scene of the ambush and Lieutenant Yildirim's body was retrieved. The family of the deceased has been informed and an investigation into the ambush is now underway.

1. Where had the three soldiers been?
2. On what road were the soldiers travelling when they were forced to stop?
3. Why did they have to stop?
4. What did Yildirim do?
5. Where were the people who fired on Lieutenant Yildirim?
6. What did Corporal Dagdeviren do?
7. What happened to the body of Lieutenant Yildirim?
8. What is happening now?

Task speaking

Work in pairs. A is a friend of Corporal Dagdeviren who is visiting him in hospital. He wants to find out about the incident. B is Corporal Dagdeviren. Ask questions to find out about the incident. B answers the questions using information provided in the text. When you have finished switch roles so A is Corporal Dagdeviren and B is the investigation officer.

Task writing



Write a paragraph about what can be done to prevent these types of incidents.

LESSON 4

SESSION 1

Task Speaking

Discuss in pairs



Look at the picture and guess what happened.

Have you ever experienced a natural disaster? OR do you have any acquaintances that experienced any natural disasters? Share it with your partner.

Task Reading

Match the words in column A with the definitions in column B.

A

- a. earthquake
- b. flood
- c. avalanche
- d. landslide
- e. storm

B

- 1. downward mass movement of earth or rock
- 2. strong atmospheric disturbance which brings strong winds and sometimes precipitation
- 3. any sudden disturbance within the Earth manifested at the surface by a shaking of the ground.
- 4. high-water stage in which water overflows its natural or artificial banks onto normally dry land
- 5. large mass of snow that moves rapidly down a mountain slope, sweeping and grinding everything ath.

Task Listening

Listen to the text and fill in the blanks. The words written in italics are synonymous with the missing words.

Southern Africa Floods Affect Hundreds of Thousands



The United Nations Office for the Coordination of Humanitarian Affairs reported (*immoderate*) (1) rainfall is causing (*destruction*) (2) with the lives and livelihoods of hundreds of thousands of people in seven Southern African countries.

The hardest hit countries are Angola and Namibia, which are experiencing the worst floods since 1963. The UN Office for the Coordination of Humanitarian Affairs reported in Angola, 21 people have been killed and an estimated 200,000 affected.

It said the number is (*probably*) (3) to increase once UN aid workers are able to reach areas that currently are (*unreachable*) (4) because of the floods.

Official figures indicate more than 3,200 houses have been destroyed, (*in addition to*) (5) more than 100 schools. It said schools and other public buildings are being used as shelters. So, classes are (*stopped*) (6)

OCHA Spokeswoman, Elizabeth Byrs, told VOA all provinces are reporting widespread destruction of crops and food reserves. She said (*undernourishment*) (7) rates are likely to increase in the coming weeks.

"In Angola, the floods and also the elephants, which are affected by the floods also - the elephants have destroyed 180 fields where the crops were mature. The animals are going to the places where they can be (*secure*) (8) " she said.

UN and private aid agencies on Monday issued a flash (*request*) (9) for \$2.75 million to support the immediate needs of up to 350,000 people affected by floods in Namibia.

OCHA reported 92 people have died and 13,000 have been displaced. It said more than 50 percent of roads have been damaged in the affected areas and this is making it extremely (*troublesome*) (10) for people to get to health facilities, schools and market places.

Task Listening

Listen to the text again and find out what the numbers refer to.

	1963	200,000
2.75	3,200	13,000

Task Writing

Correct the statements according to the text.

1. The classes are interrupted because more than 200 schools are destroyed.
2. According to Elizabeth Byrs, malnutrition rates are likely to increase in the coming weeks because the cholera epidemic is spreading throughout the southern Africa.
3. The numbers of people that have been killed and affected are likely to increase because fields are destroyed by floods.

4. According to Byrs, persistent warmer than normal sea surface temperatures over the Indian Ocean are conducive to destruction of fields.

Task Writing

Write a report answering the following questions.



In your organization, are there any specific military units specialized in natural disasters? What is the extent of their duties? Have they ever taken a role in these kinds of missions in a foreign country? Explain.

SESSION 2

Task speaking

What is the function of Turkish Gendarmerie in Multinational Operations?

What kind of missions does it assume within these operations throughout the world?

Task listening writing

1. Listen to the passage and put the paragraphs in order.

UN Expert Says Peace Possible in Somalia

() a) Bari says people who cannot afford to leave, suffer a precarious existence. He says there are few work or educational opportunities. He says war and drought have affected the food supply and hospitals are devoid of even basic facilities.

() b) The U.N. investigator says he was unable to visit Somalia because of the security risks. And, so, he says he gathered the information for his report from Somali refugees in neighbouring Kenya and Yemen.

() c) A U.N. Special Investigator says he believes Somalis are ready to make peace and the international community should seize the opportunity to push this process along. The expert has presented a grim view of the current situation in Somalia to the U.N. Human Rights Council in Geneva.

() d) "On top of this, there are unscrupulous traders who exploit the plight of the people for personal gain," said Bari. "There can hardly be a worse example in the world where ordinary people are faced with such a hopeless situation. Added to this, of course, is the fact that the people of Somalia have to live in constant fear for their lives because of the war that rages around them almost all the time."

() e) In presenting his report to the U.N. Human Rights Council, independent expert Shamsul Bari described the multiple horrors experienced by the Somali people during nearly two decades of conflict. He notes more than one million people have been displaced, hundreds of thousands have been killed and many more maimed or wounded.

() f) But Shamsul Bari says he is convinced that after years of unending war, the people of Somalia are more ready now than ever to give peace a chance.

2. Listen to the passage again and complete the missing words or expressions

He says the efforts of the Special Representative of the Secretary-General for Somalia Ahmedou Ould Abdullah are (1)_____ tangible results.

"The Djibouti Peace Agreement, which he has so painstakingly worked out in the last one year, has already led to the complete (2)_____ of the Ethiopian troops from Somalia, the enlargement of the Transitional Federal Government, the election of a new president and the formation of a government of (3)_____ under a new prime minister," said Bari.

"This has created a new (4) _____ and a window of opportunity for lasting peace and security in Somalia which must not be lost," he added.

Bari urges the international community to support the new government to ensure its

success. He says the United Nations has a key role to play in (5) _____ to Somalia. He says the protection and promotion of human rights and humanitarian law in Somalia must be inextricably linked to the political process. He says it is of utmost importance that (6) _____ stabilization forces be deployed in Somalia, as foreseen in the Djibouti Peace Agreement.

Task reading

Complete the sentences with the appropriate form of the words from the box.

- Conflict	- Displace	- Devoid	- Withdraw
- Enlargement	- Stabilize		

- 1) The government will try to _____ the cost of living.
- 2) The troops _____ from the country as a result of the Peace Agreement in 2001.
- 3) The soldiers were _____ of adequate equipment after the last operation.
- 4) The account of one eyewitness _____ with that of the other.
- 5) The new departments formed a considerable _____ in the company.
- 6) The flood _____ houses from their foundations last month.

Task writing

Write an essay based on the following.

Compare this situation with Turkey about its continuing struggle with terrorism.

SESSION 3

Somali Piracy Exposes Weakness in UN Law of the Sea

Task Speaking



Look at the picture. You are the captive of Somali pirates and you don't know if you will ever be released. All the pirates want is ransom for your life and they make you speak to the state officials in order to persuade them to give the money to the pirates. If the money is not paid, the crew shall be killed one by one so you have to tell them how serious the situation is. Make a speech telling the situation, how they have captured you, and the risk you are under for the time being.

Task Listening

Listen to the passage and fill in the blanks.

1. pirate attacks took place last year near the Suez Canal.
2. The pirates in Somalia are not from villages.
3. European countries dump their toxic and waste at Somali waters.
4. has signed memorandums of understanding with the United States, Britain, and the European Union.
5. The Law of the Sea was signed in by almost countries.
6. The place where Somalia is situated in is known as

Task Speaking writing



Work in pairs. One of the students is the speaker. The other one is the war correspondent. The speaker shall ask questions about the current situation in Somalia and the war correspondent shall answer them.

Example:

Speaker: Good evening Ahmet. You are in Somalia now. Is there any development about the Turkish vessel which was attacked by the Somali pirates yesterday? Could you talk to a government official about the issue?

Ahmet: Well, as you know one of the crew was a female and she was pregnant. The situation is really delicate now. We are told that she is about to give birth to her child...

- Go on the conversation with your partner.
- Write a short report about what happened to the pregnant lady.

Task Problem solving

Look at the definitions given below and try to find out their meanings within the puzzle.

R	H	I	J	A	C	K	T	I
E	L	A	W	J	D	E	N	K
S	U	A	R	A	U	P	B	E
O	C	A	L	A	M	I	T	Y
U	R	Y	T	E	P	R	A	M
R	A	N	S	O	M	A	C	O
C	T	O	X	I	C	T	K	D
E	I	R	C	U	U	E	L	E
M	V	A	W	A	S	T	E	R
N	E	U	R	O	P	E	A	N

- 1 to steal something in transit
- 2 contemporary, present-day
- 3 one who robs or commits illegal violence at sea
- 4 collective wealth, source
- 5 deal with or solve a problem
- 6 profitable, source of high income
- 7 dispose of
- 8 those from Europe
- 9 remnant, left over
- 10 the price paid or demanded to set free someone
- 11 trouble, disaster
- 12 poisonous
- 13 systematized rules of a state

Task speaking writing



Do you agree with the suggestion that the Law of the Sea should be amended? Why, why not?

Discuss it with your partner and write a paragraph giving your reasons.

SESSION 4

Task listening reading writing

1. Listen to the passage and fill in the blanks.

The head of the United Nation's peacekeeping mission in the Democratic Republic of Congo says (1) progress has been made in (2) conflict areas in the East, but that the Lords Resistance Army continues to pose a serious (3) to civilians there.

Alan Doss told the U.N. Security Council Thursday that the (4) between the governments of Congo and Rwanda has led to a real change on the ground in North Kivu since mid-January. That is when two of the main (5) groups - the CNDP and PARECO - followed by other armed groups (6) an end to the conflict and their readiness to (7) into the Congolese army.

2. Match the words with their synonyms.

- | | |
|-------------------|------------------|
| 1. significant | a. announce |
| 2. stabilize | b. unite |
| 3. threat | c. important |
| 4. reconciliation | d. settlement |
| 5. rebel | e. restore peace |
| 6. declare | f. risk |
| 7. integrate | g. insurgent |

3. Find the right forms of the words below.

<u>Noun</u>	<u>Verb</u>	<u>Adjective</u>
success	.....	.....
.....	discipline	.....
threat	.....	.....

reconciliation	.....	.....
.....	.....	integrated
.....	stabilize	.....
.....	.....	rapist
.....	.....	dependent

4. Listen to the passage again write (T) if the statement is true and (F) if the statement is false.

1. () The United States acts as mediator between Congo and Rwanda.
2. () Fighters of FDLR are forced to go home.
3. () The UN mission needs 18 helicopters for deployment.
4. () Lords Resistance Army has agreed to cease fire and make peace.
5. () The UN has sent 17.000 troops to Congo for peacekeeping missions.
6. () Sexual violence is an important problem in Congo.

Task writing



Write a report explaining the current situation in Congo and comment about the possible humanitarian crisis that might break out there. Make suggestions to tackle the problematic issue.

SESSION 5

Task listening

1. Listen to the text and fill in the blanks in pairs.

The two outside----- (1)are deliberately attacking civilians as a military tactic and are ----- (2)for the vast majority of the civilian deaths in the area. According to ---- -- ----- (3) Watch, the FDLR has killed more than 400 civilians and the LRA more than 1,000 civilians since the fighting began. Human Rights Watch accuses the Congolese army of failing to protect civilians from the two rebel forces and of being involved civilian killings itself. The organization also found that Congolese forces are illegally ----- -(4) the local population into forced labor. The local civilians continue to suffer from ----- (5)instances of rape by the Congolese forces. Since the start of military ----- --(6) in January, the human rights group found that the rates of ----- (7)cases have doubled and tripled across the region. ----- (8)of abuse by the Congolese army raise questions about the role of the U.N. ----- (9)in the region assigned in March to logistically support the Congolese forces.

2. Listen to the text again answer the following questions about the text in pairs.



What kind of abuses do people of Congo face?

What is the reaction of the UN to the abuses?

Who is responsible for the allegations of abuses?

What do human rights watch groups do in the region?

Who is Anneke Van Woudenberg?

Task speaking

Discuss the following statement in groups of 4-5.

Civilian organizations should be involved more in peace-support operations than military organizations.

Task writing

Write a summary of the passage (70–80 words)

LESSON 5**SESSION 1****Task Listening**

Listen to the passage and answer the following questions about the passage.

- 1) What suspended North Atlantic Treaty Organization's ties with Russia?
- 2) When was the US and NATO war effort put under risk?
- 3) Which issue was specifically addressed by NATO Secretary – General Scheffer following a foreign ministers meeting in Brussels?
- 4) What would Jason Lyall expect Russians to do about cooperating with NATO or the US on Afghanistan?

5) Why would Russia try to make it difficult for the US to move troops and equipment into the region?

Task

Match the words with the definitions below.

- | | |
|---------------------|--|
| 1) Instability | a) perform an operation |
| 2) Operate | b) be undecided |
| 3) Mandate | c) arrange a discussion for mutual agreement |
| 4) Banner | d) limitation |
| 5) Deal a blow | e) the most forward line of a combat force |
| 6) Air base | f) territorial boundary |
| 7) Supplies | g) unsteadiness, lack of stability |
| 8) Front | h) a base for military aircraft |
| 9) Cooperation | i) provisions and equipment |
| 10) Negotiate | j) flag |
| 11) Restriction | k) put under risk |
| 12) Land border | l) collaboration |
| 13) be of two minds | m) an authoritative command |

Task

Write True (T) or False (F)

- () 1. All of the United States troops in Afghanistan serve under the NATO banner
- () 2. Russia was not helpful in the Manas affair.
- () 3. Non- lethal equipment is equipment that is not designated for war fighting

- () 4. The Russians have a lot of incentives to help United States on the issue.
- () 5. Russia does not have a land border with Afghanistan.

Task writing speaking



What do you think about NATO's operations in Afghanistan and Russians' attitude towards this issue? Write a report and compare it with your classmates.

SESSION 2

CAUSE AND EFFECT

Study the examples

***Because/Since/As** the invasion has a lot of support from the local population, it becomes harder to advance on the territory.*

*It becomes harder to advance on the territory, **because/since/as** the invasion has a lot of support from the local population.*

*The invasion has a lot of support from the local population, **so** it becomes harder to advance on the territory.*

*It becomes harder to advance on the territory, **for** the invasion has a lot of support from the local population.*

*The invasion has a lot of support from the local population, **therefore/thus/hence** it becomes harder to advance on the territory.*

***Because of/On account of/Owing to/ Due to/As a result of** a lot of support from the local population, it becomes harder to advance on the territory.*

***In view of** his outstanding achievement, he is promoted to major.*

We use because, since, as, so, for, therefore, thus, hence to give reasons and conclusions based on facts and assumptions. Because of/On account of/Owing to/ Due to/As a result are also used to express reasons but use Noun Phrase after these expressions.

Task grammar

1. Complete the second part of the statements by using *because, therefore, thus, hence, on account of, as, since* in your own words

1. The forces deployed in that region are probably their best troops,
2. -----, they do not have special equipment.
3. Their supply line are overextended,
4. The Air force cannot redeploy their aircrafts to a base,
5. -----, those forces have already been on the ground.
6. The United Kingdom will lead a multinational force for Rafiki,

7. -----, two army divisions have crossed the border into Rafiki.

8. No food aid is reaching the refugee camps in Yera,

2. Rewrite the following sentences, using the words in parantheses

1. Since he was ill, he missed many exercises. (on account of)

2. She had an accident because she drove recklessly (owing to)

3. Because he had outstanding achievement, he was awarded with a medal. (so)

4. The accident occured because the machine had been poorly maintained (because of)

5. Since she worked hard, he got a promotion. (as a result of)

6. He is not likely to be promoted as he lacks experience. (Consequently)

7. Because of the last month's terrorist attack, a four-man special forces team
deployed to the area. (Owining to)

8. The proposal was rejected because it was not practical. (since)

3. Fill in the blanks by using *because, therefore, thus, hence, on account of, as, since, consequently, because of*.

1. She worked diligently, She succeeded.
2. The meeting was canceled the attack.
3. He felt no fear..... he was a braveman.
4. he is very old, he decided to retire.
5. He was arrested his involvement in criminal activities
6. the present system has become inefficient, we must device a new system.
7. She was assigned to that position her qualifications.
8. regular exercise improves one's physical fitness, they exercise two hours every day.

4. Write a meaningful paragraph about the effectiveness of multinational operations. Use *because, therefore, thus, hence, on account of, as, since* in your paragraph.

SESSION 3

Task speaking

In groups of 4-5, discuss the following questions.



Why are the briefings used for?

What kind of language structures are used in briefings?

Task reading speaking

In pairs, read the passage and put the sentences in correct order.

Disaster Exercise



Ladies and Gentlemen, good afternoon to you all.

I want to talk to you today about the Civilian Disaster Exercise which will take place next week. We want to test whether our anti-terrorist and natural disaster plans are good enough to cope with a real disaster. As you know, we will have simulated chemical attack on Taksim Square carried out by unknown terrorists. They use a nerve agent called sarin and the simulated attack will happen during the rush-hour period.

We hope many ordinary travellers will help us in the exercise and some will pretend to be injured or dead. During the exercise, we will use volunteer medical crews from the army and also off-duty personnel from several hospitals around Istanbul. All simulated casualties will be taken to the hospital within a couple of hours and the square will be back to normal after less than 2 hours. This will be a very useful exercise and will show that we are up to the task of dealing with an attack on public places by chemical agents. Next June we want to practice a nation-wide disaster by an attack from biological agents. We already have the outline plans of that simulation, and I will discuss those with you later. Any questions?

- () During the exercise, we will use volunteer medical crews from the army civilian.
- () We want to test whether our anti-terrorist and natural disaster plans are good enough to cope with a real disaster.
- () Ladies and Gentlemen, good afternoon to you all.
- () I want to talk to you today about the Civilian Disaster Exercise which will take place next week.
- () All simulated casualties will be taken to the hospital within a couple of hours.
- () Next June we want to practice a nation-wide disaster.

Task reading writing

In pairs, fill in the blanks by using the words below.

exercise, outline, agents, volunteer, task, casualties, disaster. During the (1) we will use.....(2) medical crews from the army and also off-duty personnel from several hospitals around Istanbul. All simulated(3) will be taken to the hospital within a couple of hours and the square will be back to normal after less than 2 hours. This will be a very useful exercise and will show that we are up to the..... (4) of dealing with an attack on public places by chemical (5) Next June we want to practice a nation-wide(6) by an attack from biological agents. We already have the(7) plans of that simulation, and I will discuss those with you later.

Task speaking

In pairs, give an oral summary of the briefing.

Task writing

Complete the rest of the briefing and share it with your partner.

Ladies and Gentlemen,

Today I would like to brief you on next month's exercise in Izmir, code-named Operation Clearance. The exercise will take place in and around the small county of Guzelyali. I asked you all to be here, it is vitally important that everyone knows what he or she is doing.

SESSION 4**Task speaking****Discuss in pairs**

1. What do you know about the contribution of Turkish Armed Forces to Peace Support Operations?
2. Do you agree or disagree with the idea that Turkish Armed Forces should contribute to as many Peace Support Operations as possible all over the world?
3. In which countries, does Turkish Armed Forces contribute to Peace Support Operations?

Task reading

Look at the table below. Ask and answer the questions based on the table.

1. In which country does Turkey contribute the most? Why do you think so?
2. What is Turkey's contribution in Bosnia-Herzegovina?
3. In your opinion, what can be reasons for Turkey's contribution to Sudan?
4. What is the difference between Turkey's contribution to Lebanon and Kosovo?
5. In what country, does Turkey play a leading role?

OPERATIONS WHICH TURKEY CURRENTLY PARTICIPATES IN

Bosnia-Herzegovina	Turkish Armed Forces contribute 255 personnel to Operation Althea, which has been in progress under EU leadership since 02 December 2004. The Turkish Force is deployed in Sarajevo.
Kosovo	Turkey assigned 8 additional F-16 aircraft and 3 refueling aircraft to NATO to deploy out of Bandırma and İncirlik Air Bases. Turkey also granted permission to NATO aircraft to use Balıkesir, Bandırma and Çorlu airfields. Additionally, a Turkish frigate assigned to the Standing Naval Force Mediterranean (STANAFORMED) in the Adriatic and a mine-hunter assigned to the Standing Mine Countermeasures Group participated in the operation.
Afghanistan	Turkey participated in the initial phase of ISAF Operation with a 300 strong company-level force. During the ISAF-II phase from 20 June 2002 to 10 February 2003, Turkey served as the lead nation. In this phase, the Turkish contribution was increased to battalion-level with approximately 1300 personnel. From 13 February to 04 August 2005, Turkey led ISAF for the second time. Turkish 3rd Corps, as NATO Rapid Deployment Corps - Turkey, led the ISAF-VII Operation, a Turkish Brigade served as Kabul Multinational Brigade. During the same period, Turkish Armed Forces also ran the Kabul International Airport. The force level was increased to battalion-level with approximately 1450 personnel. Additionally, Turkey contributes 15 expert personnel to Operation Mentoring Liaison Team (OMLT) in order to train Afghan National Army.
Darfur/Sudan	As part of NATO's logistic support to Africa Union Operation in Darfur, Turkey assigned a C-130 aircraft.
Lebanon	Turkey has been contributing an Engineer Construction Company and Naval Assets in the Maritime Task Force to UN Interim Force in Lebanon since October 2006

Task speaking reading

Discuss In groups 4-5.



1. Have a look at the table below. United Nations wants Turkey to contribute the following mission. Discuss the advantages, disadvantages, the amount of force to contribute and write a report for the command floor to make a decision.

Operation Country	Mandate
Haiti	Stabilisation operation: support transitional government to develop secure, stable environment; SSR; DDR; protection of civilians under imminent threat; assist restoration and maintenance of rule of law; support constitutional and political processes to foster democratic good governance; support and monitor free and fair elections; support transitional government to promote and protect human rights, particularly of women and children; monitor and report on human rights, including returning IDPs and refugees



2. Where else should Turkish Armed Forces contribute to Peace Support Operations? Why?

CHAPTER 7

CONCLUSION AND SUGGESTIONS

7.0 Introduction

This chapter focuses on the conclusions based on the results of the study. The problem of the study is that “Does Advanced Level English Course at Gendarmerie Schools Command lack a sound basis in terms of syllabus in accordance with NATO Stanag 6001 Level 3 perspective?” While answering this problem, data are collected from the trainees of the Advanced Level English Course at Gendarmerie Schools Command, teachers teaching at that course, graduates of the course and the Gendarmerie Organization. Questionnaires, exams and institutional data are the main sources of information. The following are the research questions supported by the results and findings and then the conclusions reached at the end of the study.

7.1 Conclusion

Research Question 1:

“What are the language needs of the officers and Non-commissioned officers serving in the Gendarmerie?”

The graduate questionnaire and institutional data are used to answer this question. The data collected is important because it reflects the opinions of the personnel who work on the field and know professional language needs of the organization very well. Supposing that one of the objectives of the present course is to be successful in KPDS exam and to be deployed in international missions, the collected data proves that the present course is not satisfactory in reaching these objectives. Since the learners are adults they have somewhat

language learning background, it should have been easier to reach the objectives, however they cannot take advantage of the situation.

Graduates use the language skills frequently in the order of reading, listening, speaking and writing. Reading and listening are the first because they spend much to prepare for the exams based on reading and listening skills. On the other hand, it is vitally important to improve speaking and writing skills for the international missions. Therefore, learners have to be improved in four skills to be successful in every phase of his/her professional life. It is also understood that the course book and topics do not match with the real objectives, needs and interests. In other words, it indicates a controversy between means and ends.

Research Question 2:

“What are the needs and interests of the trainees of the course to reach the goals defined in Stanag 6001?”

The NATO Stanag 6001 questionnaire, the trainee questionnaire, the teachers questionnaire, and the trainee interest questionnaire are used for answering this question.

According to the data collected from the NATO Stanag 6001 Level 3 questionnaire, the learners are not positive to reach NATO Stanag 6001 Level 3 objectives through the current syllabus. Especially, speaking and writing skills as productive skills are far from the Level 3 objectives. In the attainment of goals, it is believed that the present course is helpful in reading comprehension, vocabulary development, and General English and grammar objectives though it does not help carry the learners to the speaking, writing and professional English objectives. It can be also concluded that the present course book does not serve to move the learners to the organizational objectives. It is believed that taking into

consideration the four skills in measurement and evaluation will increase the learners' performance by using the washback effect in language teaching.

In terms of organizational needs and learners interests, professional topics such as terrorism and counter-terrorism, public order and security, career in the military, communication and language, multinational peace support operations, military briefings, sports and physical training, humanitarian assistance in joint missions, leaders and leadership, human psychology in military context will be the focus of attention to increase learners motivation and to meet professional needs.

Research Question 3:

“To what extent does the current program meet the requirements?”

NATO Stanag 6001 Level 3 exam in four skills and official data of KPDS scores of the Gendarmerie personnel graduated from the Advanced Level English Course are used to answer this question.

According to the data gathered from NATO Stanag 6001 Level 3 exam, most of the learners are not proficient enough in terms of language requirements at Level 3. In other words, it is not possible to reach NATO Stanag 6001 Level 3 objectives through the current syllabus. The official KPDS scores of the graduates taken from the authorities confirm the statement above.

Research Question 4:

“How can the NATO Stanag 6001 Level 3 requirements be implemented at Advanced Level English Course?”

The suggested syllabus is designed as a twelve-week intensive course to train learners in accordance with NATO Stanag 6001 Level 3 objectives. This level is the minimum professional level which consists of language skills that all the military or law enforcement officers should have to communicate effectively and appropriately in

international joint missions. The main characteristic of the suggested program is to focus on four skills because in joint missions, using four skills is vital due to the achievement of the mission.

Topics in the suggested syllabus are elaborated carefully to meet the professional needs of the learners. Topics are directly related with gendarmerie duties and responsibilities given by law and regulations. Most of the tasks in the syllabus require pair and group work to maximize communication and interaction. The tasks are designed so as to stimulate higher order thinking skills such as analyzing, synthesizing and reasoning effectively. The tasks and activities also improve critical thinking skills by asking the learners to find out questions such as how, why and what as defined in NATO Stanag 6001 Level 3.

Vocabulary and idioms are selected in accordance with topics to meet the requirements at Level 3. Since topics can be considered as content-based as in vocabulary, they stand for a terminology involving both military and law enforcement agencies. Grammar is embedded into the topics and it is rarely given explicitly. The learner is at the center of all the activities and tasks in the syllabus. The teacher is the initiator, facilitator of the process of language learning and exploration. He/she is also a kind of program designer updating and revising the program in terms of the feedback taken from the organization and the learners.

As to assessment, portfolio assessment, which involves both norm-referenced and criterion-referenced assessment tools, is proposed in the syllabus. The assessment reflects the aims and objectives of the syllabus, therefore, alternative assessment tools go hand in hand with the traditional ones in the syllabus. It is believed that the learners are assessed in a continuous and systematic way throughout the year. The portfolio suggested comprises the following tools: NATO Stanag 6001 Level 3 exam in four skills, teacher observation, assignments, projects, homework and presentations. It is hoped that this study will be useful to convert the current course into a more fruitful one both for the learners and for the organization.

7.2 Suggestions for Further Study

Language issues have been vital within the framework of NATO (joint missions) in recent years, but there is almost no academic study analyzing this issue professionally both at home and all over the world. It is hoped that this study is the first step to pave way for further studies and sets a sample for the other military organizations such as Navy, Air Force and Army in Turkey.

It is suggested that a course book covering the 12-week educational year for the Advanced Level English Course at Gendarmerie Schools Command be prepared. The course book should be designed around the topics and skills in the suggested syllabus and should be in line with the module prepared in accordance with the syllabus.

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Appendix 1

NATO DİL STANDARDI SEVİYE 3 ANKETİ

Bu anket, İngilizce Tekamül Kursundaki İngilizce eğitim sisteminin öğrencileri ileri kur düzeyinde NATO STANAG 6001 seviye 3 düzeyine ne ölçüde taşıdığının sorgulanması amacıyla yapılan bir çalışmada kullanılmak amacıyla uygulanmaktadır. Aşağıdaki maddelere ilişkin yazacağınız bilgiler, İngilizce Tekamül Kursundaki İngilizce eğitiminin daha verimli hale getirilmesinde katkı sağlayacaktır. Bu anket kesinlikle başka herhangi bir amaç için farklı yerlerde **kullanılmayacaktır**.

Ankete katıldığınız için teşekkürler.

Aşağıdaki NATO dil becerileri ile ilgili görüşlerinizi 5 ten 1 e kadar uygun kutucuğu “X” ile işaretleyerek belirtiniz.

5=Kesinlikle katılıyorum 4= Katılıyorum 3= Kararsızım 2= Katılmıyorum 1= Kesinlikle katılmıyorum

Dinlediğini Anlama	5	4	3	2	1
1. Belirli ilgiler ve özel uzmanlık alanlarını da kapsayan uygulamalı, sosyal ve mesleki konular üzerine resmi ve resmi olmayan konuşmaları anlayabilirim.					
2. Sözlü etkileşim boyunca, standart bir ağızda normal hız ve netlikte yapılan yüz yüze konuşmayı etkili bir biçimde anlayabilme becerisini gösterebilirim.					
3. Alışılmadık konu ve durumları da kapsayan etkileşimsel toplantılar, brifingler ve diğer kapsamlı söylevlerde kullanılan dili net olarak					

anlayabilirim.					
4. Anadil kullanan eğitimli kişiler arasındaki konuşmaların özünü, genel ve özel uzmanlık alanları üzerine yapılan dersleri, makul ölçüde net telefon konuşmalarını ve medya yayınlarını doğru olarak takip edebilirim.					
5. Varsayım ortaya koyma, düşünceyi savunma, politika belirleme ve savunma, tartışma, itiraz etme ve detaylandırmanın değişik türleri gibi işlevleri kapsayan dili kolaylıkla anlayabilirim.					
6. Kendi uzmanlık alanında olduğu gibi karmaşık konuların (ekonomi, kültür, bilim, teknolojiyi kapsayabilir) tartışılması sırasında da soyut kavramları anlayabilme becerisi sergileyebilirim.					
7. Bir sözlü metinde hem açıkça verilmiş hem de örtülü olan bilgileri anlayabilirim.					
8. Nadiren tekrarlama, başka sözcüklerle anlatma ya da açıklama talep edebilirim.					

Konuşma	5	4	3	2	1
9. Ana dilde konuşan kişileri, hızlı konuştukları ya da argo, bölgesel dil veya lehçe kullandıklarında anlamayabilirim.					
10. Uygulamalı, sosyal ve mesleki konulardaki birçok resmi ve resmi olmayan konuşmalara etkili bir şekilde katılım gösterebilirim.					
11. Belirli ilgileri ve özel uzmanlık alanlarını büyük ölçüde kolaylıkla tartışabilirim.					
12. Dili, itirazlara cevap verme, bazı noktaları netleştirme, kararları haklı çıkarma, zorluklara cevap verme, düşünceyi savunma, politika belirtme					

ve savunma gibi mesleki görevleri yerine getirmede kullanabilirim.					
13. Toplantıları yönetirken, brifing ya da diğer kapsamlı ve detaylı monologlar verirken, hipotez öne sürerken ve yabancı olduğu konu ve durumlarla ilgilenirken dilde yeterlilik sergileyebilirim					
14. Ana dilde konuşan kişinin verdiği bilgi ve düşüncüyü güvenilir bir şekilde ortaya koyabilirim.					
15. Kendi uzmanlık alanında olduğu kadar ekonomi, kültür, bilim, teknoloji, felsefe gibi konuların tartışılmasında da soyut kavramları iletebilirim.					
16. Kapsamlı söylevlerde bulunabilir ve anlamı doğru ve etkili bir şekilde nakledebilirim.					
17. Kolaylıkla ve duruma uygun bir şekilde konuşabilirim.					
18. Dili, net ve nispeten doğal olarak kavramları detaylandırmada serbestçe kullanabilir ve kelime ya da deyim aramaksızın ana dilde konuşan kişiler tarafından kolaylıkla anlaşılacak görüşler öne sürebilirim.					
19. Nüans ve deyimlerdeki imaları, bazı kültürel atıfları, atasözlerini ve kinayeleri tam olarak anlamayabilir fakat bunu iletişim sırasında kolaylıkla telafi edebilirim.					
20. Telaffuzda, dilbilgisinde ya da kelime kullanımında ara sıra meydana gelebilecek anlamı çarpıtacak kadar ciddi olmayan ve ana dilde konuşan kişiye nadiren karışıklık yaşatabilecek hatalar yapabilirim.					

21. Genel olarak biçimsel seviyeleri birbirlerinden ayırabilir, mizahı, duygusal imaları ve konuşma inceliklerini çoğu kez fark edebilirim.					
---	--	--	--	--	--

Okuduğunu Anlama	5	4	3	2	1
22. Alışılmadık konuları da kapsayan genel konular ve uzmanlık konuları üzerine yazılmış özgün materyalleri neredeyse eksiksiz olarak anlayabilirim.					
23. Konuya bağlı kalmadan okuduğunu anlayarak öğrenme becerisini sergileyebilirim.					
24. Varsayım üretme, düşünceyi destekleme, tartışma, açıklama ve detaylandırmanın birçok türü gibi dil işlevlerini kolaylıkla anlayabilirim.					
25. Kendi uzmanlık alanında olduğu gibi karmaşık konular (ekonomi, kültür, bilim, teknolojiyi kapsayabilir) üzerine yazılmış metinlerde bulunan soyut kavramları anlayabilme becerisini sergileyebilirim.					
26. Neredeyse her zaman materyali doğru bir şekilde yorumlayabilme, fikirler arasında ilişki kurma ve “satır aralarını okuma” ya da dolaylı olarak verilen bilgiliyi anlama becerisini gösterebilirim.					
27. Genel olarak biçimsel seviyeleri birbirlerinden ayırabilir, mizahı, duygusal imaları ve yazım dilinin inceliklerini çoğu kez fark edebilirim.					
28. Yüksek seviyedeki karmaşık metinlerin ana fikirlerini anlayabilir fakat tüm ince ayrıntıları tespit edemeyebilirim.					
29. Nadiren görülen karmaşık yapılara, düşük sıklıkta görülen deyimlere ya da dile gömülü haldeki kültürel bilgiye yüksek derecede sahip olan metinleri tamamı ile anlayamayabilirim.					

30. Anadilde okuyanlardan biraz daha yavaş okuyabilirim.					
--	--	--	--	--	--

Yazma	5	4	3	2	1
31. Resmi ve resmi olmayan yazışmaları ve uygulamalı, sosyal ve mesleki konulardaki belgeleri etkin bir şekilde yazabilirim.					
32. Özel uzmanlık alanları ile ilgili oldukça rahat bir şekilde yazı yazabilirim.					
33. Yazım dilini makale uzunluğunda tartışma, analiz, varsayım ve kapsamlı açıklama, öyküleme ve betimleme için kullanabilirim.					
34. Kendi uzmanlık alanı ile ilgili olduğu kadar karmaşık konular (ekonomi, kültür, bilim ve teknolojiyi kapsayabilir) üzerine yazarken de soyut kavramları ifade edebilirim.					
35. Düşünceler arasındaki ilişki ve gelişimi net ve önemli noktaları metnin amacına uyması için mantıklı bir sırada olacak şekilde yazabilirim.					
36. Mesajı doğru olarak iletebilmek için yapı, telaffuz ve noktalama uygunluğunu kontrol edebilirim.					
37. Anlamayı engellemeyen ve anadilde okuyan kişileri nadiren karışıklığa sevk edebilen ara sıra meydana gelebilecek hatalar yapabilirim.					
38. Lüzumuna/duruma uygun bir şekilde anadil kullanıcıları gibi yazamayabilirim.					

Appendix 2

Reliability

Notes

Output Created		15-MAY-2009 09:47:31
Comments		
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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34 q35 q36 q37 q38 /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
Resources	Elapsed Time	0:00:00,00
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	Processor Time	0:00:00,00

Scale: ALL VARIABLES

Case Processing Summary

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Cases	Valid	30	100,0
	Excluded(a)	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,930	38

Appendix 3

KURSIYER ANKETİ

Bu anketin yapılış amacı, İngilizce Tekamül Kursuna katılan kursiyerlerin kursun hedefler, dil öğretim malzemeleri, öğretim metodu, ortam ve değerlendirme ile ilgili görüşlerini almaktır. Sorulara vereceğiniz içten ve durumunuza uygun yanıtlar Jandarma Okullar K.lığındaki İngilizce eğitim sistemiyle ilgili gerçekçi verilerin elde edilmesi ve bunların çözümlemesi sonucunda sistemdeki olası sorunların giderilmesi çabasında yol gösterici olacaktır.

Teşekkürler.

İngilizce kursundaki öğretim programını aşağıdaki konularda ne kadar başarılı buluyorsunuz?

Aşağıda belirtilen konuların ele alınışı ve öğretimi ile ilgili görüşlerinizi 5 ten 1 e kadar uygun kutucuğu işaretleyerek belirtiniz..

5=Çok iyi 4=İyi 3= Orta 2= Yetersiz 1= Kötü / Zayıf

I. HEDEFLER (Kurs programı aşağıdaki hedeflere ne kadar hizmet etmektedir?)		Çok iyi	İyi	Orta	Yetersi	Kötü /
1.	Tercüme	5	4	3	2	1
2.	Dinleme	5	4	3	2	1
3.	Konuşma	5	4	3	2	1
4.	Gramer	5	4	3	2	1
5.	Sınavlara hazırlık	5	4	3	2	1
6.	Yazma	5	4	3	2	1
7.	Okuma ve kelime bilgisi	5	4	3	2	1
8.	Genel İngilizce	5	4	3	2	1
9.	Mesleki İngilizce	5	4	3	2	1
İlave etmek istediğiniz görüşlerinizi yazınız.						
II. DİL ÖĞRETİM MALZEMELERİ (Derslerde kullanılan materyaller nasıldır?)						
10.	Ders kitapları	5	4	3	2	1
11.	Laboratuarlar	5	4	3	2	1
12.	Bilgisayarlar	5	4	3	2	1
13.	Alıştırmaların miktarı	5	4	3	2	1

14.	Alıştırmaların çeşitliliği	5	4	3	2	1
15.	Kitapların içeriği	5	4	3	2	1
16.	Video/CD materyalinin içeriği	5	4	3	2	1
17.	Kitapların seviyelerinin öğrencilere uygunluğu	5	4	3	2	1
18.	Ders yardımcı malzemeleri ve ilave alıştırmalar	5	4	3	2	1

III. ÖĞRETİM METODU, ÖĞRETMENLER ve DERS İÇİ AKTİVİTELER (nasıl?)

		Çok	İyi	Orta	Yeter	Kötü /
19.	Dil öğretim metodu	5	4	3	2	1
20.	Grammer öğretme aktiviteleri	5	4	3	2	1
21.	Kelime öğretme aktiviteleri	5	4	3	2	1
22.	Okuma-anlama aktiviteleri	5	4	3	2	1
23.	Dinleme-anlama aktiviteleri	5	4	3	2	1
24.	Yazma aktiviteleri	5	4	3	2	1
25.	Tercüme aktiviteleri	5	4	3	2	1
26.	Öğretmenin İngilizce'si	5	4	3	2	1
27.	Konuşma aktiviteleri	5	4	3	2	1
28.	Sınıf yönetimi ve sınıftaki düzen	5	4	3	2	1
29.	Konulardaki çeşitlilik	5	4	3	2	1
30.	Aktivitelerdeki çeşitlilik	5	4	3	2	1
	İlave etmek istediğiniz görüşlerinizi yazınız.					

IV. ORTAM (Ders işlenen ortamlar nasıldır?)

31.	Dershaneler	5	4	3	2	1
32.	Laboratuarlar	5	4	3	2	1
	İlave etmek istediğiniz görüşlerinizi yazınız.					

V. DEĞERLENDİRME (Ölçme ve değerlendirme nasıldır?)

33.	Sınavlar	5	4	3	2	1
34.	Not verme ve derecelendirme	5	4	3	2	1
35.	Ödevler	5	4	3	2	1

İlave etmek istediğiniz görüşlerinizi yazınız

Reliability**Appendix 4****Notes**

Output Created		15-MAY-2009 09:39:18
Comments		
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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34 q35 /SCALE('ALL VARIABLES') ALL/MODEL=ALPHA.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded(a)	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,912	35

TEACHERS' QUESTIONNAIRE

Appendix 5

PART I. GENERAL

1. POSITION

Head of English Department ()

English Instructor ()

2. GENDER

Female () Male ()

3. Years of overall

teaching experience: 1-5 years () 6-10 years ()

11-15 years () Over 15 years ()

4. Years of teaching

1-5 years () 6-10 years ()

at Gendarmerie

Schools Command (GSC): 11-15 years () Over 15 years ()

5. QUALIFICATIONS:

BA () MA () Ph.D. ()

6. University department graduated from:

BA English Language and Literature ()

Teaching English as a F/S language ()

Other, please specify:

MA..... English Language and Literature ()

Teaching English as a F/S language ()

Other, please specify:

Ph.D. English Language and Literature ()

Teaching English as a F/S language ()

Other, please specify:

7. Which two language skills do you think the present English courses improve most?

Listening ()

Reading ()

Writing ()

Speaking ()

8. Mark the two most important skills that should be improved for your students.

Listening () Reading ()

Writing () Speaking ()

PART II. ENGLISH COURSE

GOALS: Please indicate your ideas about each of the following statements by marking the relevant box.

How successful do you think are the courses in relation to the attainment of the following goals?

Mark your ideas from 5 to 1.

	5= Excellent	4= Good	3= Not bad	2= Insufficient	1=Bad/Poor
9.	Translation				
10.	Listening				
11.	Speaking				
12.	Grammar				
13.	Preparation for future exams (General Proficiency, KPDS, ECL etc.)				
14.	Writing				
15.	Reading comprehension and vocabulary development				
16.	General English				
17.	Professional English				

Additional comments:

COURSE BOOKS & LANGUAGE TEACHING MATERIALS:

Please indicate your ideas about each of the following statements by marking the relevant box.

	5= I completely agree	4= I agree	3= I have no idea	2= I disagree	1= I strongly disagree
18.	The level of the language in the course books is appropriate to students' level.				
19.	Course books are well suited to the students' needs and wants.				
20.	Students enjoy following the activities in the books.				
21.	Activities in the course books are interesting and varied.				
22.	Exercises are relevant to the institutional goals.				
23.	Subjects in the books are appealing to students.				
24.	Distribution of emphasis on different skills is relevant to students' needs.				
25.	Course books need supplementation.				
26.	Video/CD contents are varied and interesting.				

Additional comments:

METHOD: Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2= I disagree 1= I strongly disagree

27.	Students are pleased with the method followed in classes.	5	4	3	2	1
28.	I follow the method in the course books.	5	4	3	2	1
29.	I primarily focus on grammar.	5	4	3	2	1
30.	I primarily focus on reading comprehension.	5	4	3	2	1
31.	I primarily focus on vocabulary development.	5	4	3	2	1
32.	I primarily focus on speaking activities.	5	4	3	2	1
33.	I primarily focus on listening comprehension.	5	4	3	2	1
34.	I primarily focus on translation.	5	4	3	2	1
35.	I often vary the method in my classes.	5	4	3	2	1
36.	I encourage pair work and group work.	5	4	3	2	1
37.	I always speak in English in my classes.	5	4	3	2	1
38.	I force the students to participate in the classes.	5	4	3	2	1
39.	Students are more interested in professional subjects.	5	4	3	2	1
40.	I do not give any homework.	5	4	3	2	1
41.	I provide authentic language material.	5	4	3	2	1
42.	Students are more interested in challenging tasks.	5	4	3	2	1

Additional Comments:

MEASUREMENT & EVALUATION: Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2= I disagree 1= I strongly disagree

43.	Exams cover the language material taught in class.	5	4	3	2	1
44.	There is a harmony between institutional objectives and exams.	5	4	3	2	1
45.	Speaking skill should also be included in the exams.	5	4	3	2	1
46.	Writing skill should also be included in the exams.	5	4	3	2	1
47.	Exam questions are challenging.	5	4	3	2	1
48.	Exams clearly and fairly indicate students correct level.	5	4	3	2	1

Additional Comments on measurement and evaluation:

Reliability**Appendix 6****Notes**

Output Created		15-MAY-2009 09:58:46
Comments		
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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
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Resources	Elapsed Time	0:00:00,01
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	Largest Contiguous Area	786944 bytes
	Workspace Required	1952 bytes
	Processor Time	0:00:00,02

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	6	100,0
	Excluded(a)	0	,0
	Total	6	100,0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,988	40

MEZUN ANKETİ

Appendix 7

Bu anketin yapılış amacı, Jandarma Genel K.lığı bünyesinde verilen İngilizce Dil Kurslarının daha verimli hale getirilmesi için yapılacak bir çalışmaya katkı sağlayacak veriyi toplamaktır. Sorulara vereceğiniz içten ve durumunuza uygun yanıtlar İngilizce eğitim sistemiyle ilgili gerçekçi verilerin elde edilmesi ve bunların çözümlemesi sonucunda sistemdeki olası sorunların giderilmesi çabasında yol gösterici olacaktır.

Teşekkürler.

- | | |
|--|-------------------|
| 1. Askeri statünüz | subay astsubay |
| 2. Mesleğinizde kaç yıldır görev yapıyorsunuz? | ----- |
| 3. Sınıfınız | ----- |
| 4. En son ECL notunuz | ----- |
| 5. En son KPDS notunuz | ----- |
| 6. En son TOEFL notunuz | ----- |
| 7. Mezun olduğunuz lise | ----- |
| 8. En son mezun olduğunuz okul | ----- |

9. İngilizce'yi **yoğun olarak** öğrendiğiniz okul/ortamı “**X**” ile işaretleyiniz.

Lise () Özel Dil Kursu () Jandarma Dil Kursu () Harp okulu ()
Astsubay Meslek Yüksek Okulu () Üniversite () Diğer (belirtiniz) -----

10. Aşağıdaki İngilizce dil becerilerinden mesleğinizde “**en sık**” kullandığınızı 1 ; “**en az**” en az kullandığınızı 5 olacak şekilde derecelendiriniz.

okuma ()	dinleme ()
yazma ()	konuşma ()
	dilbilgisi ()

11. Aşağıdaki dil becerilerindeki hissettiğiniz İngilizce **düzeyinizi** uygun parantez içerisine “X” koyarak belirtiniz.

	çok iyi	iyi	orta	zayıf	çok zayıf
okuma	()	()	()	()	()
dinleme	()	()	()	()	()
yazma	()	()	()	()	()
konuşma	()	()	()	()	()
dilbilgisi	()	()	()	()	()

12. Mesleki açıdan geliştirilmesi gerektiğine inandığınız en önemli iki yabancı dil becerisini işaretleyiniz.

- Dinleme ()
 Okuma ()
 Yazma ()
 Konuşma ()

13. Bulunduğunuz mesleki konumda İngilizce en önemli hangi üç amaç için gereklidir?

- () Yabancı dil gerektiren yurt dışı görevlere katılabilme
 () KPDS ve Genel Dil Sınavlarında başarılı olabilme
 () Yabancılarla günlük konuşmaları yapabilme
 () İngilizce yazılı yayınları anlama
 () İngilizce yayınları tercüme etme
 () Bir konferansta İngilizce sunu yapabilme
 () İngilizce makale ve araştırma raporu hazırlayabilme
 () Yabancılarla günlük konuşmaları yapabilme

14. Görev veya özel amaçlı yurt dışında bulundunuz iseniz en çok eksikliğini hissettiğiniz dil becerilerini parantez içerisine “X” koyarak veriniz!

- () Okuma
- () Dinleme
- () Yazma
- () Konuşma
- () Dilbilgisi

15. Daha önce aldığınız İngilizce kursunun yararlı olduğunu ve şimdiki meslek hayatınızı olumlu etkilediğini düşünüyor musunuz?

- () Evet () Hayır

16. Yukarıdaki soruya yanıtınız HAYIR ise bunun sizce önemli değerlendirdiğiniz neden veya nedenlerini işaretleyiniz.

- () Derslerdeki konuların bizim ilgi, ihtiyaç ve hedeflerimizle uyuşmaması
- () Ders işleyiş metodunu beğenmediğim için kendimi yeterince derse verememem
- () Ders kitaplarının amaca yönelik olmaması
- () Değerlendirme sisteminin zorlayıcı olmayışı
- () Diğer

Evet Hayır

17. Dil kursunu bitirdikten sonra yurtdışı kurs veya göreve gittiniz mi ? () ()

18. Yanıtınız "EVET" ise, bu göreve gitmenizle dil kursuna katılmış olmanın katkısı oldu mu? () ()

19. Meslek yaşamınızda şu ana kadar İngilizce düzeyinizden (bilginizden) dolayı herhangi bir avantaj yaşadınız mı ? () ()

20. Gelecekte iyi bir İngilizce bilgisinin Meslek yaşamınızda size avantaj sağlayacağına inanıyor musunuz? () ()

KURSIYER İLGİ ANKETİ

Appendix 8

Değerli Kursiyerler,

Derslerde meslek hayatınızda size faydası olacağına inandığınız ve işlendiğinde daha çok motive olduğunuz konularla ilgili bir anket çalışması yapmaktayız. Ankete isim yazmaksızın ilginizi çeken konu başlıklarını “X” ile işaretlemeniz beklenmektedir. Katılımınız için teşekkür ederiz.

1= İlginç değil 2= İlginç 3= Çok ilginç

KONU	1	2	3
1. Terörizm ve terörizme karşı koyma			
2. Asayiş ve güvenlik			
3. Askeri ortamda kariyer yapma			
4. İletişim ve dil			
5. Çok uluslu barışı destekleme operasyonları			
6. Askeri brifingler			
7. Spor ve beden eğitimi			
8. Müşterek görevlerde insani yardım			
9. Liderler ve liderlik			
10. Askeri ortamda insan psikolojisi			
11. Suç ve ceza			
12. Müşterek görevlerde kültürel farklılıklar			
13. Çevre ve doğal felaketler			
14. Askeri tatbikatlar			
15. Askeriyede kadın			
16. Sağlık			
17. Rehine kurtarma			
18. NATO konuları			
19. Askeri istihbarat			
20. Askeriyede bilim ve teknoloji			
21. Muhabere			
22. Askeri birimler			
23. İstihkam			
24. Silahlar ve cephaneler			
25. Askeri tarih			

Diğerleri (lütfen eklemek istediğiniz konuları yazınız).....

Appendix 9

NATO STANAG LEVEL 3 TEST

Name

Listening

Time allowed: 35 minutes

You will hear each recording ONCE only.

Task 1 Listen to the interview. Decide whether the statements are True or False. An example (0) has been done for you.

- 0 The interview is about the experiences of an embedded journalist. True
- 1 The soldiers accepted the journalist completely from the start. _____
- 2 The journalist felt suspicious. _____
- 3 The journalist was an ex-Marine. _____
- 4 The soldiers' families were following the journalist's TV reports. _____
- 5 The first two weeks were the most difficult for the journalist. _____
- 6 It was difficult to apply the ROE because rebels were mixed in with the local population.

- 7 The journalist was disappointed with the soldiers' performance. _____
- 8 The soldiers worked with local aid organisations to help rebuild the local infrastructure.

- 9 The journalist lost touch with the contingent after he returned home. _____
- 10 The most important moment for the journalist was the day he left theatre. _____

Task 2 Listen to question time after a briefing. Choose the correct answers A, B or C. An example (0) has been done for you.

- 0 Those present ...
- A are about to listen to a briefing.
- B have just listened to a briefing.
- C have been told the briefing will be delayed.

1 The main speaker is a ...

A press and information officer.

B General.

C NATO representative.

2 The first question from the floor claims that the speaker _____ the role the special forces had played in the first 48 hours.

A was unclear about

B glossed over

C avoided talking about

3 The special forces did not ...

A do any strategic reconnaissance.

B participate in direct action missions.

C take part in an amphibious landing.

4 The General does not want to give any details about the ...

A role the press played in deception operations.

B amphibious landing.

C involvement of French forces.

5 The French did not ...

A stop fighting.

B seize Objective White.

C set up a screen across the left flank.

6 The General _____ to comment on the number of enemy casualties.

A refused

B was unable

C reluctantly agreed

7 The estimated number of enemy casualties ...

A cannot be divulged for security reasons.

B is expected to be in the tens of thousands.

C will be released as soon as it is known.

8 According to one of the speakers, politicians are talking about ...

A withdrawing troops from the area.

B sending additional troops to the area.

C re-arming and rebuilding the enemy's army.

9 The General says that he _____ the Congressman's comments.

A has already commented at length on

B was not at all surprised by

C is not authorised to talk about

10 The General ends the briefing by saying that he now has to ...

A meet senior politicians.

B return to the fighting.

C catch a flight.

Task 3 Listen to the start of a meeting and answer the questions using no more than SIX words in each answer. An example (0) has been done for you.

0 Who is speaking? *The chairperson*

1 How many new members are there? _____

2 What happened to Lt Col Brunelli? _____

3 Why will the Spanish representative not attend? _____

4 Why is Major Hansen absent? _____

5 After talking about absences, what does the chairperson move on to?

6 How many administrative announcements are there? _____

7 Classified papers may be left overnight with whom? _____ Campaign

3 End course listening test 2

8 What time does the cocktail party start? _____

9 Where is the cocktail party taking place? _____

10 Who is hosting the cocktail party? _____

Task 4 Listen to the news broadcast. Complete the sentences using no more than six words. An example (0) has been done for you.

0 Otero is a province in Rafiki.

1 Severe food shortages are the result of _____ together with a failed harvest.

2 There are over 1 million Ndulu _____ in the refugee camps.

3 The UN peacekeepers in Otero were attacked by Otero
_____.

4 Nigerian soldiers were attacked as they were escorting a
_____.

5 During the attack four UN soldiers were killed and _____ were wounded.

6 Patrolling by UNOR forces is confined to the immediate
_____.

7 Between Rafiki and Otero _____
have been cut in the last two weeks.

8 Emergency Aid to refugees has called on
_____ to condemn the OLF.

9 In the attack on the Amatshe refugee camp, more than _____
were killed.

10 The rebel movement had
_____ with the government of
President Tommy Blas last year.

Name

Reading

Time allowed: 35 minutes

Task 1 Read the texts and decide which sentence A, B or C best fits the gap. An example (0) has been done for you.

0 Enlisted personnel salute all commissioned officers and commissioned officers salute their superiors. _____ The officer returns the salute and will generally offer a similar greeting.

A Even a recently-commissioned second lieutenant outranks the Chief Master Sergeant of the Air Force.

B The way in which officers salute differs from country to country and service to service.

C The salute is a sign of respect towards the officer's commission and is generally accompanied by a polite greeting.

1 Please refer to your joining letter for your reporting date. _____

The nearest railway station is Basingstoke and trains depart from Waterloo station, London every 30 minutes.

A On arrival, you should take a taxi from Basingstoke station to the garrison.

B You will need to make your own transport arrangements to the garrison.

C You are reminded that all mess bills are to be paid on a monthly basis.

2 The purpose of fascines is to breach ditches and other small gaps up to 3 m deep and 4.5 m wide. Fascines are cylindrical in shape. _____ They are carried in loads on the back of the Armoured Vehicle Royal Engineers (AVRE).

A They are generally made from plastic, but they can also be made from logs.

B To deploy the fascines, the AVRE reverses, stops at the edge of the gap and then drops the fascines into the gap.

C The hose is then exploded, breaching a lane approximately 180 m long and 7.5 m wide.

3 It was a cold, wet afternoon and I was travelling in a press convoy along a quiet road. As the convoy turned a corner, our driver stopped. A blue van was blocking the road ahead and we were suddenly surrounded by a group of masked gunmen armed with assault rifles. _____ He ordered us to get out of the vehicle and to line up.

A Suddenly the hood was pulled off my head.

B One gunman opened the car door.

C Another forced me to lie face down on the ground.

4 Whether or not they wear a uniform, all persons directly participating in military operations are combatants. _____ All other persons, including civilians, medical personnel, chaplains, prisoners of war and enemy wounded, are considered non-combatants.

A Combatants are proper targets that can be attacked.

B They cannot be directly targeted unless they engage in hostile acts.

C The direct targeting of civilians is a breach of the Law of Armed Conflict.

5 On the night of March 9, 1945, 334 USAF B-29 bombers dropped a total of 1,700 tons of bombs on the Japanese capital, Tokyo. _____ The objective of the raid was to destroy Japan's ability to produce war materials as well as the Japanese Government's will to continue the war.

A Forty-one square kilometres of the city was destroyed and more than 100,000 civilians died in the firestorm.

B At this point, the Japanese Government had already decided it was not in the nation's best interests to continue the war.

C At that point, the US Armed Forces decided that it would be best to hold the next round of talks in Houston.

6 After last month's terrorist attack, the MOD announced that a special forces team will deploy to Giros. _____ It is believed the team will be in Giros for at least two months.

- A It will deploy to the island to advise Giros authorities on counter-terrorist operations.
- B Reports on the deaths of three of the terrorists have just been confirmed.
- C The situation was described as very tense and potentially life-threatening.

7 SAS personnel are frequently deployed abroad both for team tasks – training overseas special forces operatives – and on exercise with SF operatives from other countries.

_____ Although the SAS are considered to be one of the best CT units in the world, they have always been the first to admit that they are continually looking for better ways of doing things.

- A The Regiment was formed during WWII.
- B They are also sent to friendly countries to give advice or as observers.
- C These have only increased slightly during the past few years.

8 I am re-sending information regarding the final arrangements for the next regional group meeting. Attached you will find a draft agenda and summary report of the last meeting.

_____ I will assume that the final draft is acceptable if no objections are raised by 1 December.

- A Please feel free to contact me at your earliest convenience.
- B It would be appreciated if you could review the attached specifications and let me have your comments.
- C And, if you do wish to be picked up at the airport, I shall be happy to arrange this at no extra cost.

9 It is unlawful to attack medical personnel, facilities and vehicles provided they are properly marked with a red cross or red crescent. _____ Note that it is a serious breach of the Law of Armed conflict to store weapons together with medical supplies or to place combat assets in a medical facility or vehicle.

- A Superior orders are no defence if a crime has been committed.
- B The direct targeting of civilians is a breach of the Law of Armed Conflict.
- C Medical personnel may carry weapons as long as they are used only to defend a medical facility against unlawful attack.

10 Few people in the military today can argue that we do not need the media. Firstly, media coverage has a direct effect on public opinion. _____

Thirdly, the media has undeniable strategic value either in simply making soldiers feel good about the work they do or by influencing the enemy.

A Secondly, because embeds are usually selected from national media.

B Next, no one could say that the media didn't do as they were requested.

C Furthermore, we all know that the media can influence political decisions regarding military operations.

Task 2 Read the text and choose the most appropriate answer A, B or C. An example (0) has been done for you.

0 Cut or remove the casualty's clothing to expose the wound. You must not remove clothing stuck to the wound because additional injury may result. Do not attempt to clean the wound.

The text is about ...

A being ambushed.

B wounding the enemy.

C administering first aid.

1 For security reasons, it is recommended that you travel to the barracks in civilian clothes. You are to wear the combat/field uniform of your service during normal working hours and for exercises. You are to wear dress uniform for ceremonial occasions. You will also need a suit or jacket and tie for evening wear in the mess. There will be a copy of mess dress regulations in your room, but if you have any doubts, please ask the other mess members who will be happy to advise you on the dress regulations.

This text comes from ...

A a copy of mess dress regulations.

B a set of mess rules.

C some joining instructions.

2 I was one of 12 participants on a five-day hostile environment course run by a company that specialises in survival courses for journalists, aid workers and others who work in dangerous parts of the world. With an alarming increase in the number of deaths of journalists in recent years, these kinds of courses have become so popular that some news agencies, like the BBC, will not allow journalists to travel to war zones unless they have done a recognised training course.

The importance of hostile environment training courses for journalists ...

A is being recognised as essential by some employers.

B could soon be undermined by BBC reports.

C appears to have dwindled in popularity.

3 Provided they are unarmed, wounded enemy combatants are considered to be *hors de combat*, or 'out of the fight', and are not to be attacked. Similarly, it is illegal to fire upon aircrew parachuting from a disabled aircraft unless they commit a hostile act. However, airborne troops (paratroopers) are lawful targets as they descend.

This Law of Armed Conflict excerpt is about ...

A legitimate targets.

B wounding hors de combat troops.

C providing the unarmed with weapons.

4 Mar 27, 5.06 p.m. I don't know about other countries, but in the UK armed forces we put a lot of emphasis on combat skills because we train for high intensity warfare and then adapt for peacekeeping. soldier _1

Mar 27, 5.36 p.m. Sorry. That doesn't answer my question. I'm not going to let you off the hook so easily. Julie_t

Mar 27, 5.54 p.m. One argument is that women can't do an infantryman's job since they lack the upper body strength...

The above is an excerpt from a/an ...

A web chat.

B email.

C manifest.

5 The age of modern warfare, at least in Europe, began around the middle of the 17th century. Up until this period, wars were waged by families, tribes, religious groups, cities and even businesses. The treaty of Westphalia in 1648 brought about the end of this period and from this time, the state had complete control on war and the way war was fought. Many analysts have called the period from 1648 to 1850 the first generation of modern warfare or 1GW.

The Treaty of Westphalia ...

A changed the nature of war.

B altered the way in which 1GW had been viewed.

C proclaimed a period of peace between 1648 and 1850.

6 Fourth Generation Warfare (4GW) largely results from cultural, ethnic and religious conflict although it is also a product of globalisation and modern communications technologies. In 4GW, the state loses its control on war and nation states find themselves in conflict with guerrillas, insurgents, terrorists and even drug cartels.

The message is that 4GW will be ...

A conventional.

B asymmetrical.

C cultural.

7 The terrain of Rafiki makes lines of communication difficult. There are a large number of unimproved dirt roads and tracks, but the only hard surface roads trafficable by heavy vehicles are Route 2 across the Wangari Highlands, Route 4, running along the coast up to Rakava and Route 4 that runs from Rakava through the Moanu Vally and across the eastern part of Odera.

An appropriate heading for the text would be ...

A Communication.

B Terrain.

C Key Transportation.

8 1 to use all necessary means to implement Resolution 470, which had called for the withdrawal of Matatan troops from the territory of Rafiki.

2 to use all necessary means to restore international peace and security in the area.

3 to facilitate the provision of humanitarian assistance and the access of international humanitarian workers to the Rafikian people in need.

The above is part of ...

A the rules of engagement.

B a UN mandate.

C International Humanitarian Law.

9 Second Generation Warfare (2GW) was largely brought about by developments in firepower, communications and transport. New technologies like barbed wire and the machine gun greatly increased the destructive power employed on the battlefield with the result that the old line and column tactics became suicidal. Thus, the aim in war became attrition – to wear down the enemy to the point of collapse. 2GW was fought by generals with no room for independence and no initiative on the part of junior commanders.

In 2GW, line and column tactics...

A were commonplace.

B became things of the past.

C improved a side's chances of winning.

10 1 I am now in a position to confirm the final dates. The meeting of the working group will be held in Budapest from 8–12 May, starting at 1000 on Monday, 8 May.

2 Please consult the attachment for the agenda for the meeting.

3 For further details please click on the link at the bottom of this message.

Regards

Captain V. K. Mallory

The text comes from a/an ...

A e-mail.

B letter.

Task 4 Complete the text using any ONE word in each space. An example (0) has been done for you.

Dear Colonel McTavish

I am writing (0) regarding the final arrangements for the next working group meeting. Attached (1) _____ will find the provisional agenda and summary report of the second group meeting. I would be most grateful if you would review the attached documentation and get back to me with any comments you might have. If no objections are raised by 1 November, I shall assume that the final draft is acceptable.

At (2) _____ stage I need a final list of national delegates so, could you please let me know the name and rank of representatives and the names of any (3) _____ spouses. Spouses (wives or husbands) are very welcome to join (4) _____ for the evening social activities and for the sightseeing tour, but please note that there will be (5) _____ separate programme.

Regarding (6) _____, I am currently negotiating a special rate with the Balmoral Hotel. You are, of course, free to make your own (7) _____, but if you wish to stay at the same hotel as the other representatives, please (8) _____ the number of rooms required, and your arrival and departure dates ASAP. Also, if you wish to be picked up at the airport, please let me know your flight details, (9) _____ dates and times of arrival and departure, as well as flight numbers. Please note that it is the (10) _____ of representatives to pay for their own accommodation.

Yours sincerely

Major B. Kelly

Name

Speaking Time allowed: 10–12 minutes

Task 1 (Prepared Presentation – 5 minutes)

Ask students to give a five minute presentation to the class on a topic of their choice from *Campaign 3*.

(This should be prepared at home. Students may use any available equipment during their presentation. Unit 8, delta will be of help as a reference point.)

Task 2 (Questions from the floor – 5 minutes)

Student should then respond to questions from classmates on the content of the presentation.

You may want to mark student performance on some of the following:*

- 1 Personal introduction, function
- 2 Structure of presentation: Clarity of structure/question protocol, etc.
- 3 Language (appropriacy, level, style)
- 4 Delivery – pronunciation, vocal clarity etc.
- 5 Response to questions from the floor, e.g. ability to understand and respond succinctly, requests for reformulation of questions etc.

Name**Date**

.....

.....

Writing**Time allowed: 35 minutes****Writing**

In no more than 400 words, write an essay about the extent to which all military leaders should exhibit the same leadership qualities.

Some people say it is possible for successful leaders to demonstrate different leadership qualities with relation to the following categories:

- **the particular situation**
- **the period in time**
- **their military education/training**
- **the prevailing political/social situation**
- **the level of education/training of subordinates.**

Choose two successful military leaders and briefly outline their different leadership qualities and the successes they achieved.

Appendix 10**NATO STANDARDIZATION AGREEMENT (STANAG) 6001****AIM**

4. The aim of this agreement is to provide NATO Forces with a table describing language proficiency levels.

AGREEMENT

5. Participating nations agree to adopt the table of language proficiency levels for the purpose of :

- g. Meeting language requirements for international staff appointments.
- h. Comparing national standards through a standardised table.
- i. Recording and reporting, in international correspondence, measures of language proficiency (if necessary by conversion from national standards).

GENERAL

6. The descriptions at Annex A give detailed definitions of the proficiency levels in the commonly recognised language skills: oral proficiency (listening and speaking) and written proficiency (reading and writing).

PROFICIENCY LEVELS

7. The proficiency skills are broken down into six levels coded 0 through 5. In general terms, skills may be defined as follows:

Level 0		No practical proficiency
Level 1	-	Elementary
Level 2	-	Fair (Limited working)
Level 3	-	Good (Minimum professional)
Level 4	-	Very good (Full professional)
Level 5	-	Excellent (Native/bilingual)

LANGUAGE PROFICIENCY PROFILE

8. Language proficiency will be recorded with a profile of 4 digits indicating the specific skills.

9. This number of 4 digits will be preceded by the code letters SLP (PLS in French) which is to indicate that the profile shown is the Standardised (S) Language (L) Profile (P).

(Example: SLP 3321 means level 3 in listening, level 3 in speaking, level 2 in reading and level 1 in writing).

IMPLEMENTATION OF THE AGREEMENT

10. This STANAG will be considered implemented when a nation has issued the necessary orders/instructions to adopt the table and to put into effect the procedures detailed in this agreement.

INTERPRETATION OF THE LANGUAGE PROFICIENCY LEVELS

LEVEL 0 (NO PROFICIENCY)

LISTENING COMPREHENSION

1. No practical understanding of the spoken language. Understanding is limited to occasional isolated words. No ability to comprehend communication.

SPEAKING

2. Unable to function in the spoken language Oral production is limited to occasional isolated words such as greetings or basic courtesy formulae. Has no communicative ability.

READING COMPREHENSION

3. No practical ability to read the language. Consistently misunderstands or cannot comprehend the written language at all.

WRITING

4. No functional writing ability.

LEVEL 1 (ELEMENTARY)

LISTENING COMPREHENSION

5. Can understand common familiar phrases and short simple sentences about everyday needs related to personal and survival areas such as minimum courtesy, travel, and workplace requirements when the communication situation is clear and supported by context. Can understand concrete utterances, simple questions and answers, and very simple conversations. Topics include basic needs such as meals, lodging, transportation, time, simple directions and instructions. Even native speakers used to speaking with non-natives must speak slowly and repeat or reword frequently. There are many misunderstandings of both the main idea and supporting facts. Can only understand spoken language from the media or among native speakers if content is completely unambiguous and predictable.

SPEAKING

6. Able to maintain simple face-to-face communication in typical everyday situations. Can create with the language by combining and recombining familiar, learned elements of speech. Can begin, maintain, and close short conversations by asking and answering short simple questions. Can typically satisfy simple, predictable, personal and accommodation needs; meet minimum courtesy, introduction, and identification requirements; exchange greetings; elicit and provide predictable, skeletal biographical information; communicate about simple routine tasks in the workplace; ask for goods, services, and assistance; request information and clarification; express satisfaction, dissatisfaction, and confirmation. Topics include basic needs such as ordering meals, obtaining lodging and transportation, shopping. Native speakers used to speaking with non-natives must often strain, request repetition, and use real-world knowledge to understand this speaker. Seldom speaks with natural fluency, and cannot produce continuous discourse, except with rehearsed material. Nonetheless, can speak at the sentence level and may produce strings of two or more simple, short sentences joined by common linking words. Frequent errors in pronunciation, vocabulary, and grammar often distort meaning. Time concepts are vague. May often use only one tense or tend to avoid certain structures. Speech is often characterised by hesitations, erratic word order,

frequent pauses, straining and groping for words (except for routine expressions), ineffective reformulation, and self-corrections.

READING COMPREHENSION

7. Can read very simple connected written material, such as unambiguous texts that are directly related to everyday survival or workplace situations. Texts may include short notes; announcements; highly predictable descriptions of people, places, or things; brief explanations of geography, government, and currency systems simplified for non-natives; short sets of instructions and directions (application forms, maps, menus, directories, brochures, and simple schedules). Understands the basic meaning of simple texts containing high frequency structural patterns and vocabulary, including shared international terms and cognates (when applicable). Can find some specific details through careful or selective reading. Can often guess the meaning of unfamiliar words from simple context. May be able to identify major topics in some higher level texts. However, may misunderstand even some simple texts.

WRITING

8. Can write to meet immediate personal needs. Examples include lists, short notes, post cards, short personal letters, phone messages, and invitations as well as filling out forms and applications. Writing tends to be a loose collection of sentences (or fragments) on a given topic, with little evidence of conscious organization. Can convey basic intention by writing short, simple sentences, often joined by common linking words. However, errors in spelling, vocabulary, grammar, and punctuation are frequent. Can be understood by native readers used to non-natives' attempts to write.

LEVEL 2 (LIMITED WORKING)

LISTENING COMPREHENSION

9. Sufficient comprehension to understand conversations on everyday social and routine job-related topics. Can reliably understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to speaking with non-natives. Can understand a wide variety of concrete topics, such as personal and family news, public matters of personal and general interest, and routine work matters presented through descriptions of persons, places, and things; and narration about current, past, and future events. Shows ability to follow essential points of discussion or speech on topics in his/her special professional field. May not recognise different stylistic levels, but recognises cohesive devices and organising signals for more complex speech. Can follow discourse at the paragraph level even when there is considerable factual detail. Only occasionally understands words and phrases of statements made in unfavorable conditions (for example, through loudspeakers outdoors or in a highly emotional situation). Can usually only comprehend the general meaning of spoken language from the media or among native speakers in situations requiring understanding of specialised or sophisticated language. Understands factual content. Able to understand facts but not subtleties of language surrounding the facts.

SPEAKING

10. Able to communicate in everyday social and routine workplace situations. In these situations the speaker can describe people, places, and things; narrate current, past, and future activities in complete, but simple paragraphs; state facts; compare and contrast; give straightforward instructions and directions; ask and answer predictable questions. Can confidently handle most normal, casual conversations on concrete topics such as job procedures, family, personal background and interests, travel, current events. Can often elaborate in common daily communicative situations, such as personal and accommodation-related interactions; for example, can give complicated, detailed, and extensive directions and make non-routine changes in travel and other arrangements. Can interact with native speakers not used to speaking with non-natives, although natives may have to adjust to some limitations. Can combine and link sentences into

paragraph-length discourse. Simple structures and basic grammatical relations are typically controlled, while more complex structures are used inaccurately or avoided. Vocabulary use is appropriate for high-frequency utterances but unusual or imprecise at other times. Errors in pronunciation, vocabulary, and grammar may sometimes distort meaning. However, the individual generally speaks in a way that is appropriate to the situation, although command of the spoken language is not always firm.

READING COMPREHENSION

11. Sufficient comprehension to read simple authentic written material on familiar subjects. Can read straightforward, concrete, factual texts, which may include descriptions of persons, places, and things; and narration about current, past, and future events. Contexts include news items describing frequently recurring events, simple biographical information, social notices, routine business letters, and simple technical material intended for the general reader. Can read uncomplicated but authentic prose on familiar subjects that are normally presented in a predictable sequence that aids the reader in understanding. Can locate and understand the main ideas and details in material written for the general reader and can answer factual questions about such texts. Cannot draw inferences directly from the text or understand the subtleties of language surrounding factual material. Can readily understand prose that is predominately constructed in high frequency sentence patterns. While active vocabulary may not be broad, the reader can use contextual and real-world cues to understand texts. May be slow in performing this task, and may misunderstand some information. May be able to summarise, sort, and locate specific information in higher level texts concerning his/her special professional field, but not consistently or reliably.

WRITING

12. Can write simple personal and routine workplace correspondence and related documents, such as memoranda, brief reports, and private letters, on everyday topics. Can state facts; give instructions; describe people, places, and things; can narrate current, past, and future activities in complete, but simple paragraphs. Can combine and link sentences into connected prose; paragraphs contrast with and connect to other paragraphs in reports and correspondence. Ideas may be roughly organised according to major points or straightforward sequencing of events. However, relationship of ideas

may not always be clear, and transitions may be awkward. Prose can be understood by a native not used to reading material written by non-natives. Simple, high frequency grammatical structures are typically controlled, while more complex structures are used inaccurately or avoided. Vocabulary use is appropriate for high frequency topics, with some circumlocutions. Errors in grammar, vocabulary, spelling, and punctuation may sometimes distort meaning. However, the individual writes in a way that is generally appropriate for the occasion, although command of the written language is not always firm.

LEVEL 3 (MINIMUM PROFESSIONAL)

LISTENING COMPREHENSION

13. Able to understand most formal and informal speech on practical, social, and professional topics, including particular interests and special fields of competence. Demonstrates, through spoken interaction, the ability to effectively understand face-to-face speech delivered with normal speed and clarity in a standard dialect. Demonstrates clear understanding of language used at interactive meetings, briefings, and other forms of extended discourse, including unfamiliar subjects and situations. Can follow accurately the essentials of conversations among educated native speakers, lectures on general subjects and special fields of competence, reasonably clear telephone calls, and media broadcasts. Can readily understand language that includes such functions as hypothesising, supporting opinion, stating and defending policy, argumentation, objections, and various types of elaboration. Demonstrates understanding of abstract concepts in discussion of complex topics (which may include economics, culture, science, technology) as well as his/her professional field. Understands both explicit and implicit information in a spoken text. Can generally distinguish between different stylistic levels and often recognises humor, emotional overtones, and subtleties of speech. Rarely has to request repetition, paraphrase, or explanation. However, may not understand native speakers if they speak very rapidly or use slang, regionalisms, or dialect.

SPEAKING

14. Able to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with considerable ease. Can use the language to perform such common professional tasks as answering objections, clarifying points, justifying decisions, responding to challenges, supporting opinion, stating and defending policy. Can demonstrate language competence when conducting meetings, delivering briefings or other extended and elaborate monologues, hypothesising, and dealing with unfamiliar subjects and situations. Can reliably elicit information and informed opinion from native speakers. Can convey abstract concepts in discussions of such topics as economics, culture, science, technology, philosophy as well as his/her professional

field. Produces extended discourse and conveys meaning correctly and effectively. Use of structural devices is flexible and elaborate. Speaks readily and in a way that is appropriate to the situation. Without searching for words or phrases, can use the language clearly and relatively naturally to elaborate on concepts freely and make ideas easily understandable to native speakers. May not fully understand some cultural references, proverbs, and allusions, as well as implications of nuances and idioms, but can easily repair the conversation. Pronunciation may be obviously foreign. Errors may occur in low frequency or highly complex structures characteristic of a formal style of speech. However, occasional errors in pronunciation, grammar, or vocabulary are not serious enough to distort meaning, and rarely disturb the native speaker.

READING COMPREHENSION

15. Able to read with almost complete comprehension a variety of authentic written material on general and professional subjects, including unfamiliar subject matter. Demonstrates the ability to learn through reading. Comprehension is not dependent on subject matter. Contexts include news, informational and editorial items in major periodicals intended for educated native readers, personal and professional correspondence, reports, and material in special fields of competence. Can readily understand such language functions as hypothesising, supporting opinion, argumentation, clarification, and various forms of elaboration. Demonstrates understanding of abstract concepts in texts on complex topics (which may include economics, culture, science, technology), as well as his/her professional field. Almost always able to interpret material correctly, to relate ideas, and to “read between the lines,” or understand implicit information. Can generally distinguish between different stylistic levels and often recognises humor, emotional overtones, and subtleties of written language. Misreading is rare. Can get the gist of higher level, sophisticated texts, but may be unable to detect all nuances. Cannot always thoroughly comprehend texts that have an unusually complex structure, low frequency idioms, or a high degree of cultural knowledge embedded in the language. Reading speed may be somewhat slower than that of a native reader.

WRITING

16. Can write effective formal and informal correspondence and documents on practical, social, and professional topics. Can write about special fields of competence with considerable ease. Can use the written language for essay-length argumentation, analysis, hypothesis, and extensive explanation, narration, and description. Can convey abstract concepts when writing about complex topics (which may include economics, culture, science, and technology) as well as his/her professional field. Although techniques used to organise extended texts may seem somewhat foreign to native readers, the correct meaning is conveyed. The relationship and development of ideas are clear, and major points are coherently ordered to fit the purpose of the text. Transitions are usually successful. Control of structure, vocabulary, spelling, and punctuation is adequate to convey the message accurately. Errors are occasional, do not interfere with comprehension, and rarely disturb the native reader. While writing style may be non-native, it is appropriate for the occasion. When it is necessary for a document to meet full native expectations, some editing will be required.

LEVEL 4 (FULL PROFESSIONAL)

LISTENING COMPREHENSION

17. Understands all forms and styles of speech used for professional purposes, including language used in representation of official policies or points of view, in lectures, and in negotiations. Understands highly sophisticated language including most matters of interest to well-educated native speakers even on unfamiliar general or professional-specialist topics. Understands language specifically tailored for various types of audiences, including that intended for persuasion, representation, and counseling. Can easily adjust to shifts of subject matter and tone. Can readily follow unpredictable turns of thought in both formal and informal speech on any subject matter directed to the general listener. Understands utterances from a wide spectrum of complex language and readily recognises nuances of meaning and stylistic levels as well as irony and humor. Demonstrates understanding of highly abstract concepts in discussions of complex topics (which may include economics, culture, science, and technology) as well as his/her professional field. Readily understands utterances made in the media and in conversations among native speakers both globally and in detail; generally comprehends regionalisms and dialects.

SPEAKING

18. Uses the language with great precision, accuracy, and fluency for all professional purposes including the representation of an official policy or point of view. Can perform highly sophisticated language tasks, involving most matters of interest to well-educated native speakers, even in unfamiliar general or professional-specialist situations. Can readily tailor his/her use of the language to communicate effectively with all types of audiences. Demonstrates the language skills needed to counsel or persuade others. Can set the tone of both professional and non-professional verbal exchanges with a wide variety of native speakers. Can easily shift subject matter and tone and adjust to such shifts initiated by other speakers. Communicates very effectively with native speakers in situations such as conferences, negotiations, lectures, presentations, briefings, and debates on matters of disagreement. Can elaborate on abstract concepts and advocate a position at length in these circumstances. Topics may come from such areas as economics, culture, science, and technology, as well as from his/her professional field.

Organises discourse well, conveys meaning effectively, and uses stylistically appropriate discourse features. Can express nuances and make culturally appropriate references. Speaks effortlessly and smoothly, with a firm grasp of various levels of style, but would seldom be perceived as a native speaker. Nevertheless, any shortcomings, such as non-native pronunciation, do not interfere with intelligibility.

READING

19. Demonstrates strong competence in reading all styles and forms of the written language used for professional purposes, including texts from unfamiliar general and professional-specialist areas. Contexts include newspapers, magazines, and professional literature written for the well-educated reader and may contain topics from such areas as economics, culture, science, and technology, as well as from the reader's own field. Can readily follow unpredictable turns of thought on any subject matter addressed to the general reader. Shows both global and detailed understanding of texts including highly abstract concepts. Can understand almost all cultural references and can relate a specific text to other written materials within the culture. Demonstrates a firm grasp of stylistic nuances, irony, and humor. Reading speed is similar to that of a native reader. Can read reasonably legible handwriting without difficulty.

WRITING

20. Can write the language precisely and accurately for all professional purposes including the representation of an official policy or point of view. Can prepare highly effective written communication in a variety of prose styles, even in unfamiliar general or professional-specialist areas. Demonstrates strong competence in formulating private letters, job-related texts, reports, position papers, and the final draft of a variety of other papers. Shows the ability to use the written language to persuade others and to elaborate on abstract concepts. Topics may come from such areas as economics, culture, science, and technology as well as from the writer's own professional field. Organises extended texts well, conveys meaning effectively, and uses stylistically appropriate prose. Shows a firm grasp of various levels of style and can express nuances and shades of meaning.

LEVEL 5 (NATIVE/BILINGUAL)

LISTENING COMPREHENSION

21. Comprehension equivalent to that of the well-educated native listener. Able to fully understand all forms and styles of speech intelligible to the well-educated native listener, including a number of regional dialects, highly colloquial speech, and language distorted by marked interference from other noise.

SPEAKING

22. Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country or areas where the language is natively spoken. The speaker uses the language with great flexibility so that all speech, including vocabulary, idioms, colloquialisms, and cultural references, is accepted as native by well-educated native listeners. Pronunciation is consistent with that of well-educated native speakers of a standard dialect.

READING COMPREHENSION

23. Reading proficiency is functionally equivalent to that of the well-educated native reader. Able to fully comprehend all forms and styles of the written language understood by the well-educated native reader. Demonstrates the same facility as the well-educated, non-specialist native when reading general legal documents, technical writing, and literature, including both experimental prose and classical texts. Can read a wide variety of handwritten documents.

WRITING

24. Writing proficiency is functionally equivalent to that of a well-educated native writer. Uses the organisational principles and stylistic devices that reflect the cultural norms of natives when writing formal and informal correspondence, official documents, articles for publication, and material related to a professional specialty. Writing is clear and informative.

2008 – 2009 EĞİTİM VE ÖĞRETİM YILI İNGİLİZCE TEKÂMÜL KURSU ÖĞRETİM PLANI

Appendix 11

KURSUN ADI: 22'NCİ DÖNEM İNGİLİZCE TEKÂMÜL KURSU DERSİN ADI: İNGİLİZCE HAFTALIK DOZAJI: 37 SAAT YILLIK DOZAJI: 605 SAAT

KONU KODU	KONULAR VE AŞAMALARI	AMAÇLAR	SÜRE			Öğretim Metodu ve Teknikler	Kaynak, Araç, Gereçler	Diğer Grup Öğretmenleriyle İşbirliği	Sınav Tarihi	DİYECEKLER (Gezi, Gözlem, Ödev, Özel Konular, vb.)
			Hafta	Tarih	Saat					
1	BOOK 19 few/little, a few/a little; past unreal if, wish: past unreal situation; too/very: reported present progressive: verb + passive	Expressing possibility about past actions/ about speculation/ about past hypothetical events Expressing regret	1 2	20.01.2009 27.01.2009	30	Active	Computer, barko, cd, video cassettes, audio cassettes		27.01.2009	Daily Homework
2	KPDS Structure	Learning basic grammar structures of English	1	20.01.2009 23.01.2009	8	Active	Grammar books			Daily Homework Self study
3	BOOK 20 Present prog. Passive: past. prog. Passive; direct object+passive infinitive; passive causative with have and get; so that ; rep. Simple past tense: as much/many+noun+as	Expressing reasons and purposes	2 3	28.01.2009 04.02.2009	28	Active	Computer, barko, cd, video cassettes, audio cassettes		04.02.2009	Daily Homework
4	KPDS Vocabulary	KPDS Vocabulary	2 3	26.01.2009 03.02.2009	9	Active	Preparation books			Daily Homework Self study

5	BOOK 21 Too adverb+to infinitive; reported past progressive; so/much...that, how+adj./adv.; present perfect passive; whose as a relative adj.; past perfect passive; subjunctive	Making comparisons/ evaluations Expressing cause and effects	3 4	05.02.2009 12.02.2009	35	Active	Computer, barko, cd, video cassettes, audio cassettes		12.02.2009	Daily Homework
6	BOOK 22 Adv. Closes of manner with as if/as though, reducing adj. clauses to adj. Phrase, emphatic do; get-passive; reported present perfect	Requesting and offering help Identifying and describing people	4 5	13.02.2009 20.02.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		20.02.2009	Daily Homework
7	KPDS Translation	Translating sentences from Turkish to English and English to Turkish	3 4	05.02.2009 11.02.2009	5	Active	Preparation books			Daily Homework Self study
8	BOOK 23 Adv. Clauses of time, rep Present perfect progressive; prepositions of direction; should, ought to, should have	Seeking and reporting facts Giving sequenced instructions Expressing expectations	6 7	23.02.2009 02.03.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		02.03.2009	Daily Homework
9	KPDS Cloze Test	Completing the missing parts in a paragraph	4 5	13.02.2009 17.02.2009	3	Active	Preparation books			Daily Homework Self study
10	BOOK 24 Gerund as a direct object/subject of sentence tag questions; subjunctive; to-infinitive as direct object; indirect speech; verbs of perception+bare infinitive	Giving factual information Expressing events in the future Making observations	7 8	03.03.2009 10.03.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		10.03.2009	Daily Homework

11	KPDS Sentence Completion	Completing the missing part in a sentence.	5 6	18.02.2009 23.02.2009	3	Active	Preparation books			Daily Homework Self study
12	BOOK 25 Coordinating conjunctions, correlative conjunctions, adverb clause of place; already/yet; anymore/still; adverbs of time; be about to; of constructions; so, yet, nor, always; anticipatory it	Expressing alternatives, giving additional information, narrating an experience at a hospital Expressing approval and disapproval	8 9	12.03.2009 20.03.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		20.03.2009	Daily Homework
13	KPDS Irrelevant sentence	Finding irrelevant sentence in a passage	6	24.02.2009 26.02.2009	3	Active	Preparation books			Daily Homework Self study
14	BOOK 26 be allowed/permit to; review of prog. tenses; s.past tense vs.present perfect tense;reduction of adverbial; clauses to modifying phrase, no matter, in spite of, despite, regardless of, some/any/no/every, repositions of time	Asking for and giving/denying permission, asking for and giving opinions, giving contrastive information Inquiring about and describing a trip	11 12	30.03.2009 06.04.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		06.04.2009	Daily Homework
15	KPDS Appropriate sentence for the situation	Finding the appropriate statement	6 7	27.02.2009 05.03.2009	4	Active	Preparation books			Daily Homework Self study
16	BOOK 27 will/won't, wouldn't; expressing willingness and refusal, present participle vs. gerund, adverb clause of manner with as, same, similar, different, alike, be to; expressing necessity/obligation,-ever words	Expressing willingness and refusal Expressing similarities and differences Inquiring about and expressing obligation and nonobligation Expressing condition	12 13	07.04.2009 14.04.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		14.04.2009	Daily Homework
17	KPDS Completing the dialogue	Finding the appropriate statement for the dialogue	7 8	06.03.2009 13.03.2009	5	Active	Preparation books			Daily Homework Self study

18	BOOK 28 Modal auxiliaries; to-substitution, a+time word, time sequence, future perfect tense, future perfect progressive, if clauses, noun clauses, nonrestrictive adjective clauses, participial phrases as a sentence modifiers	Making reservations Asking for and giving sequenced instructions for doing something Hypothesizing about actions and conditions Asking for and giving information	13 14	15.04.2009 22.04.2009	30	Active	Computer, barko, cd, video cassettes, audio cassettes		22.04.2009	Daily Homework
19	KPDS Closest meaning	Finding the closest meaning	9	16.03.2009 19.03.2009	4	Active	Preparation books			Daily Homework Self study
20	BOOK 29 Review of causatives, time expressions, review of verb, go + gerund, adj. and prep. combinations, review of verb + object + infinitive, indirect speech, review of -ly, prepositions by and with, past modals	Inquiring about and expressing frequency, likes and dislikes, reporting what someone else has said, asking for and giving information on how something is done in regard to manner, means and instrument	14 15	24.04.2009 01.05.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		01.05.2009	Daily Homework
21	KPDS Passage Comprehension	Understanding a passage	11	30.03.2009 01.04.2009	3	Active	Preparation books			Self-study daily homework
22	BOOK 30 Infinitive/gerunds subject in anticipatory it constructions, sequencing of adverbs, that noun clause as subject in pre-verb position, changing embedded questions to infinitives, conjunctions rather than/as well as/but not	Expressing gratitude, asking for and giving information, suggesting a course of action Expressing and responding to sympathy	16 17	04.05.2009 11.05.2009	34	Active	Computer, barko, cd, video cassettes, audio cassettes		11.05.2009	Daily Homework
23	KPDS Practice tests	Revision + Application	11 16	02.04.2009 08.05.2009	22	Active	Preparation books			Daily Homework Self study

24	Professional Terminology professional and military terminology widely used by the Gendarmerie Personnel	Enabling the trainees to get the hang of the terminology that they will make use of within the scope of their professional duties assigned to them.	18	14.05.2009 21.05.2009	37	Active	Computer, barko, cd, video cassettes, audio cassettes		12.05.2009 13.05.2009	Daily Homework
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ANSWER KEY

LESSON 1

SESSION 1

Listening Passage

Gates Calls on Persian Gulf States to Help More in Iraq, Afghanistan.

Secretary Gates told the military officers that the United States will continue to stand by its allies in the Middle East, even as it reaches out to Iran. He accused Iran of "regional meddling," which he said "has already cost far too many lives." And he said Iran's future "must not include a nuclear weapon" or further "destabilizing activities."

But Gates also sought to reassure the military leaders from 11 Middle Eastern nations of continued U.S. support, particularly if Iran continues its current policies.

"Even as the U.S. engages with Iran, we will move to strengthen nonproliferation norms and work with allies and partners to see that their fundamental security interests are protected," said Robert Gates. "Where necessary, we will take action by conducting counter-terrorism operations and sharing intelligence for the interdiction of illegal shipments of weapons or materiel."

Secretary Gates said groups that Iran supports, such as Hamas and Hezbollah, threaten the stability of Arab states as well as their main target, Israel. He also accused Iran of continuing to train and supply violent "groups trying to destabilize" Iraq's elected government.

Gates called on countries of the Persian Gulf and other regional powers - like Egypt, Jordan and Lebanon - to do more to support stability in Iraq.

"The embrace of Iraq by its fellow Gulf states will help contain the ambitions of Iran," he said. "As I have said before, the Iraqi people want to be your partners. Given the challenges in the Gulf and the reality of Iran, you should wish to be theirs."

Answers to questions

1. Iraq, Afghanistan, Lebanon, Israel, Iran, Pakistan, Egypt, Jordan.
2. Chiefs of defense forces and other senior officers.
3. The current status of Afghanistan and Iraq, Iran's nuclear threats.
4. In an ornate hotel ballroom

5. Iran's nuclear efforts

6. International community should be interested in the construction process of Afghanistan and Iraq and countries react altogether to Iran's nuclear efforts

Matching

1e2f3i4g5k6a7h8b9c10 d

SESSION 2

Matching

1D 2H 3I 4A 5E 6K 7B 8C 9J 10F

True False

1T 2T 3F 4T 5F 6T 7F 8F 9F 10T

SESSION 3

Matching

1.C 2.D 3.A 4.F 5.G 6.I 7.J 8.B 9.H 10.E

True False

1.T 2.F 3.F 4.T 5.T

Fill in the blanks

1. D 2. B 3.C 4.A 5.E

SESSION 4

Answers

In terms of: in connection with, regarding, in the sense of

shoulder-to-shoulder: together, with a joint effort

turn over : change direction

tenuous : fragile

bugle call: sounding military signal

contingent: delegation

rash of violence: large number of unexpected events

peak: summit

Synonym Antonym

a. S b. S c. O d. O e. S f. O g. O h. S i. S j. S

SESSION 5

Fill in the blanks

1. Intelligence 2. irrigation 3. data processing 4. infrastructure 5. workshop 6. Zone

LESSON 2

SESSION 1

Matching

1. b 2. f 3. e 4. d 5. a 6. c

Error correction

1. He asked what the training needs of the personnel **are**.
2. Last year it was mentioned that Gendarmerie personnel **would** use enhanced statement-taking techniques.
3. I think (**so**) that assigning more female personnel is necessary.
4. She stated that mobile training **was** going to carry out.
5. He told **me** that a meeting was executed in Ankara.

SESSION 2

Listening Passage

Rwanda Genocide Triggered Greater Awareness and Response to Other Humanitarian Crises

Fifteen years after the Rwandan genocide, there's greater awareness about humanitarian crises around the world. However, response is still not always up to the level that can prevent war crimes and genocides.

Sam Bell, advocacy director of the Genocide Intervention Network, says the human slaughter of 1994 has had lasting implications.

"What happened in Rwanda is still fresh in the minds of a lot of Americans and a lot of policymakers and is referred to quite often by the mainstream media and by concerned citizens across the world. So, in that sense, it still lives with us," he says.

With the improvement in technology and the greater willingness of people to speak out, word of humanitarian crises spreads faster around the world.

Bell says, "One thing is information and we're talking about atrocities that are imminent or ongoing. The (US) State Department is just one institution that has undertaken steps to ensure that we have the information that we need to make policy decisions in a timely way." He says that former Secretary of State Condoleezza Rice and her successor, Hillary Clinton, both believe in what's called transformational diplomacy.

"Taking people from capitals and putting them into the country. One of the criticisms of our response to Rwanda is that folks in the US embassy were not aware of things happening beyond Kigali or even in Kigali. And one point of emphasis for the past secretary of state and this current secretary of state is people need to be in the field getting the relevant information from a whole number of stakeholders besides government ministers," he says.

Capability to respond to crises has improved, although Bell says much more improvement is needed.

"We were not prepared to respond in a forceful way to the atrocities that occurred in Rwanda. And a number of things have happened in the interim, including the African Union starting to field missions and deploying to places like Darfur. After Rwanda, NATO intervened in Kosovo. And there have been a number of other initiatives," he says.

Besides a military response, diplomats often get to the crisis scene faster. For example, former UN Secretary-General Kofi Annan helped mediate an end to Kenya's

political violence in late 2007 and early 2008. More than a thousand people died following the disputed elections.

The Genocide Intervention Network advocacy director says the average citizen is today more likely to respond upon hearing about atrocities.

Bell says, "While we are not at a place yet where the world is responding to and preventing all genocides and mass atrocities, people in places all over the world, including the United States, are alive on these issues. People are calling their representatives. We have set up a toll-free hotline: 1800-GENOCIDE, which 25,000 people have used to call their elected officials."

Bell says that when the Darfur crisis began in 2003, few Americans had heard of the region in western Sudan. Now, he says that more than 50 percent of Americans are aware of the situation.

Bell says that the next step is being able to prevent atrocities and genocides following early warnings.

Table answer

Place	Date	Description
Rwanda	1994	Genocide
Darfur	2003	Genocide
Kenya	2007-2008	Political violence

Answers

1. Successor 2. Transformational 3. Willingness 4. Atrocity 5. Imminent

SESSION 3

Answers

1. Armistice

2. Theatre of war

3. Trick

4. Watch over

5. Bombarding

6. Enable

7. Invitation

True False

1. F 2. F 3. T 4. F 5. T 6. T

Answers

1. consistently

2. halt

3. on the verge of

4. a decade-long

5. ethnic

6. pro-Tamil

7. 25 years

8. Sinhalese

SESSION 4

Listening Passage

UN Says Longer Pause in Fighting Needed in Sri Lanka

The United Nations top humanitarian official welcomed a 48-hour pause in fighting in Sri Lanka's conflict zone, but cautioned that it was insufficient to get in enough aid or to evacuate many of the more than 100,000 civilians trapped by the fighting between the government and Tamil rebels.

U.N. Humanitarian Coordinator John Holmes said the government's two-day-long halt in military operations that ended Wednesday was a "valuable first step", but the United Nations would have hoped for a longer pause agreed to by both sides.

"It is clear that 48 hours was not long enough for us to get significant amounts of more aid or indeed to allow visits by humanitarian workers to the area. And unfortunately, it is also clear that not only did it not allow more civilians to get out, there seem to be less civilians getting out during the pause than before," he said.

Holmes told reporters Wednesday it is clear that the Tamil Tiger rebels of the LTTE, who control a 14-square-kilometer strip along the north-eastern coast where the civilians are trapped, are not allowing them to leave.

"So it is clear that the LTTE did not allow those who wished to leave, civilians who wished to leave the area during this pause, to do so. They seem to have been actively prevented from doing so during the pause, as they have been before," he said.

The LTTE says the people remaining inside the so-called safety zone are their supporters and are staying voluntarily, a claim the United Nations rejects.

Holmes said U.N. staff members, the International Committee of the Red Cross and other aid agencies have spoken with many people there who have said they are being held against their will and are desperate to get out, and that the "overwhelming majority" want to leave.

There is also fear the Sri Lankan military will begin a final offensive against the rebels, which Holmes warns could result in a "bloodbath."

Fill in the blanks

1. two-day-long 2. valuable 3. humanitarian 4. get out 5. 14-square-kilometer 6. are trapped

7. so-called safety zone 8. voluntarily

True False

1. T 2. F 3. T 4. F 5. T 6. F

Matching

1. h 2. g 3. e 4. f 5. c 6. a 7. d 8. b

SESSION 5

Listening Passage

Aid Organizations in Sri Lanka Deny Siding with Rebels

One of the international aid organizations working in Sri Lanka is rejecting the military's accusation it is part of a "vicious coalition" seeking to prolong the country's civil war.

In a statement posted on its Internet site, the Defense Ministry mentioned by name CARE International. It accused one of its local workers, who reportedly died last week in shelling in a "no-fire zone," as being a "hardcore" cadre of the Liberation Tigers of Tamil Eelam. A bitterly worded military release Tuesday accused CARE and other international aid groups of actively supporting terrorism in Sri Lanka.

From its international headquarters in Geneva, CARE spokeswoman Melanie Brooks tells VOA the organization, which has operated in Sri Lanka since 1950, has never sided with the rebels during the decades-long civil war.

"CARE does not support terrorist activities," Brooks said. "CARE is not a political organization and we do not have any political affiliations."

Melanie Brooks says the government is well aware of the humanitarian mission of international aid organizations, such as hers.

"We do obviously work very closely with the communities in Sri Lanka, with the

government in Sri Lanka," Brooks said. "And everything that we do must be done in cooperation with communities and the people of Sri Lanka on the ground."

The military says the rebels, fighting for Tamil independence, are now confined to less than 30 square kilometres of jungle and beach. The rebels once controlled a wide swath of the northern part of the country.

A number of international organizations have recently spoken about the toll the latest clashes in northern Sri Lanka are taking on civilians.

The government has accused the United Nations and other organizations of inflating the numbers of civilians killed and trapped in the war zone.

While some local workers of international aid groups remain in the conflict area, the Sri Lankan government prohibits international employees of such organizations, as well as independent journalists, from traveling to the north. That has made it difficult to verify the situation there.

Sri Lanka's government says since Tuesday more than 1,500 civilians crossed into military-held territory near the last town still held by the Tamil Tigers.

The rebels have been fighting since 1983 for a Tamil homeland free of control of the island's Sinhalese majority. The rebel group LTTE is considered a terrorist organization by a number of countries, including the United States and India.

Answers

- 1) Aid groups find continued bloodshed there "a lucrative business" and want terrorism to prevail in the South Asian island nation.
- 2) One of the international aid organizations working in Sri Lanka is rejecting the military's accusation it is part of a "vicious coalition" seeking to prolong the country's civil war.

3) CARE spokeswoman Melanie Brooks denies the accusations and tells that the organization has never sided with the rebels during the decades-long civil war. She also says that CARE does not support terrorist activities, it is not a political organization and does not have any political affiliations.

4) That has made it difficult to verify the situation there.

5) The rebels have been fighting since 1983 for a Tamil homeland free of control of the island's Sinhalese majority.

Matching

1) f 2) h 3) a 4) I 5) g 6) e 7) c 8) b 9) d

True False

1. T, 2. F, 3. F, 4. T, 5. F

LESSON 3

SESSION 1

Rules of Engagement rules that tell a soldier when to use force and when not to use force and how much force to use.

Hostile Act an actual attack on peacekeeping forces

Hostile Intent when there isn't an actual attack, but there is a strong threat of an attack

Minimum Force only use as much force as is necessary

Non- Deadly Force force that does not use a rifle or other deadly weapon

Deadly Force force which is intended or is likely to cause death or grievous bodily harm

Answers

Hostile Act throwing bricks at a patrol

Hostile Intent a person lifting a rifle and aiming at another person.

Minimum Force disarming a young man who has a club

Non- Deadly Force pushing, hitting, grabbing, holding, putting on handcuffs, tying hands and legs

Deadly Force **shooting at people or using another deadly weapon, such as a knife.**

SESSION 2

Answers

Start negotiations give warnings

Show of armed force

Use physical non-deadly means

Fire warning shots

Use Deadly force - aimed shots

Use no more rounds than necessary

Report, record, and give medical aid

Answer the questions

1. How did Major Roberts try to negotiate with the leaders of the crowd? **He used a translator and a trained negotiator**
2. What warning did Major Roberts give the crowd? **He would move them by force**
3. How did "C" company show force? **They deployed in two lines facing the crowd and held their rifles in their hands**
4. What non-deadly force did "C" company use? **They pushed the crowd back and hit protestors on their backs and shoulders. (not on the head)**
5. Why did Rifleman Chambers use deadly force? **A young man pointed a pistol at him.**
6. What did Major Roberts do after the crowd had left the square? **He ordered a medical attendant to give the young man first aid and radioed for a military ambulance**

SESSION 3

Answer

Don't get the students to write down answers. Just ask them to tell a partner what answers (if any) they heard. Half answers and partially correct answers are acceptable.

Answers

- There should be a minimum of two soldiers **manning** a checkpoint.
- If there are only two soldiers, then one of the soldiers **checks** people and vehicles.
- One soldier **covers** the area where the people and the vehicles are checked.
- These obstacles could stop vehicles trying to **force** their way through the CHP.
- The first and most important rules is that all radios, lights and equipment **must work properly**
- And private radios, cassette players and magazines are **strictly forbidden**
- It is important to have a direct landline to ensure **rapid coordination** in urgent situations.

Answer

Personal Equipment

UN Uniform + blue beret
 Personal Weapon
 Helmet and flak jacket
 Communication Equipment
 First Aid Kit

Special Equipment

Concertina Wire
 Bars and Drums
 string with nails
 Heavy concrete blocks

SESSION 4

Answers

a) No you can't. You can only use necessary and proportional force.

(Proportional force is the right amount of force for the incident the army is trying to control, so minor incidents need a small amount of force, major incidents need more force. The force used should not be "out of proportion" to the incident that requires force)

b) No, you can't. You can only use force on a crowd that is threatening civic order.

c) Yes. Peacekeepers have a right to use deadly force on people committing serious criminal acts.

d) You have to exhaust all reasonable graduated response techniques.

(Graduated response techniques are a series of actions that get increasingly more severe. They start with something small, like, negotiating with ringleaders, move through more serious actions, like showing weapons, to very serious actions until the last measure taken is use of deadly force)

e) You must believe that there will be a loss of human life.

Answers

Is this an unusual patrol? – No, it's a routine patrol.

Are there lots of streets and buildings around? - Yes, it's an urban area.

Is the patrol on the move? - No, it is temporarily halted at a football field.

Does the patrol need more supplies? - Yes, the patrol is waiting for a logistics re-supply.

When the patrol arrives at the football field, is there a big crowd there already? - No, but a big crowd forms as the patrol is at the football field.

Matching

1 – c 2 – h 3 – j 4 – f 5 – i 6 – d 7 – g 8 – a 9 – l 10 – b 11 – e 12 – k

Answers

1. Commit criminal acts
2. Striking an individual
3. Proportional Force
4. Demonstrating or displaying hostile intent
5. Enforcing a curfew
6. Discharging a weapon
7. Deadly Force
8. Minimal Force
9. Engage in hostile acts
10. Controlling disturbances
11. Graduated Response Techniques
12. Holding hostages
13. Dispersing crowds
14. Stopping looting

Situation - Solution

- | | |
|----|---|
| 1. | C |
| 2. | G |
| 3. | A |
| 4. | F |
| 5. | D |
| 6. | B |
| 7. | E |

Patrol Report: Answer Sheet

Patrol Report

Date: **June 24th**

Destination of Patrol: **Red Farmhouse**

Aim: **Recce the farmhouse for possible enemy forces**

Maps: **aerial map (supplied by intelligence)**

Size and Composition of Patrol: **Four man Patrol. Cpl Harris + 3 privates**

Task: **get close to farmhouse, observe all actions**

Routes (out and back): **Blue out, red back**

Terrain:

1st K steep climb. Next 4K flat. Last 2K descending

Enemy: **Platoon of light infantry occupying farmhouse**

Conclusions and Recommendations: **Successful reconnaissance. Recommend artillery fire directed at the farmhouse**

Date: **25th June** Time: **05.00 hrs**

Signature

of

Patrol

Commander

.....

SESSION 5

Answers

- (1) Three soldiers left a nightclub in a car
- (8) The vehicle arrived at a hospital.
- (5) More shots were fired at the vehicle.
- (4) The driver got out.
- (2) They drove along a main road and then turned onto the road going to their base.
- (3) A fallen tree blocked the road.
- (7) Another soldier started driving, he turned the car around and raced back to the city
- (6) The driver was shot and killed.

Answers

1. They were at the night club.
2. On the main road going north out of the city and onto the road leading from their base.
3. The vehicle was forced to stop when it came to a tree that had been felled and was lying across the road.
4. Lieutenant Yildirim got out of the car to inspect the obstacle.
5. They were hiding in the bushes.
6. Corporal Dagdeviren took the wheel of the vehicle.
7. A team was immediately sent to the scene of the ambush and Lieutenant Yildirim's body was retrieved.
8. an investigation into the ambush is now underway

LESSON 4

SESSION 1

Listening Passage

Floods Affect Hundreds of Thousands

The United Nations Office for the Coordination of Humanitarian Affairs reported excessive rainfall is causing havoc with the lives and livelihoods of hundreds of thousands of people in seven Southern African countries.

The hardest hit countries are Angola and Namibia, which are experiencing the worst floods since 1963. The UN Office for the Coordination of Humanitarian Affairs reported in Angola, 21 people have been killed and an estimated 200,000 affected. It said the number is likely to increase once UN aid workers are able to reach areas that currently are inaccessible because of the floods.

Official figures indicate more than 3,200 houses have been destroyed, as well as more than 100 schools. It said schools and other public buildings are being used as shelters. So, classes are interrupted.

OCHA Spokeswoman, Elizabeth Byrs, told VOA all provinces are reporting widespread

destruction of crops and food reserves. She said malnutrition rates are likely to increase in the coming weeks.

"In Angola, the floods and also the elephants, which are affected by the floods also - the elephants have destroyed 180 fields where the crops were mature. The animals are going to the places where they can be safe," she said.

UN and private aid agencies on Monday issued a flash appeal for \$2.75 million to support the immediate needs of up to 350,000 people affected by floods in Namibia.

OCHA reported 92 people have died and 13,000 have been displaced. It said more than 50 percent of roads have been damaged in the affected areas and this is making it extremely difficult for people to get to health facilities, schools and market places. Byrs said concern is rising about the situation in Zambia because the heavy rains are likely to worsen a cholera epidemic in the country.

"There are up to 6,624 cases from last September until 26th of March. And, the cholera situation which had improved, we fear that because of the rain, we fear an upswing of the cholera," she said.

The outlook is not good. Byrs said the heavy rains are likely to continue for several more weeks. She said the persistent warmer-than-normal sea surface temperatures over the Indian Ocean are conducive to the formation of tropical disturbances like cyclones, and flash flooding.

Matching

a. 3 b. 4 c. 5 d. 1 e. 2

Answers

(1) excessive (2) havoc (3) likely (4) inaccessible (5) as well as (6) interrupted (7) malnutrition (8) safe (9) appeal (10) difficult

Answers

1963: The hardest hit countries are Angola and Namibia, which are experiencing the worst floods since 1963.

2.75: UN and private aid agencies on Monday issued a flash appeal for \$2.75 million to support the immediate needs of up to 350,000 people affected by floods in Namibia.

3,200: Official figures indicate more than 3,200 houses have been destroyed.

13,000: OCHA reported 92 people have died and 13,000 have been displaced.

200,000: The UN Office for the Coordination of Humanitarian Affairs reported in Angola, 21 people have been killed and an estimated 200,000 affected.

Answers

1. The classes are interrupted because schools are being used as shelters.

2. According to Elizabeth Byrs, malnutrition rates are likely to increase in the coming weeks because there is a widespread destruction of crops and food reserves.

3. The numbers of people that have been killed and affected are likely to increase Heavy rains are conducive to spreading of contagious diseases.

4. According to Byrs, persistent warmer than normal sea surface temperatures over the Indian Ocean are conducive to the formation of tropical disturbances like cyclones.

SESSION 2

Listening Passage

Peace Possible in Somalia

A U.N. Special Investigator says he believes Somalis are ready to make peace and the international community should seize the opportunity to push this process along. The expert has presented a grim view of the current situation in Somalia to the U.N. Human Rights Council in Geneva.

In presenting his report to the U.N. Human Rights Council, independent expert Shamsul Bari described the multiple horrors experienced by the Somali people during nearly two

decades of conflict. He notes more than one million people have been displaced, hundreds of thousands have been killed and many more maimed or wounded.

Bari says people who cannot afford to leave, suffer a precarious existence. He says there are few work or educational opportunities. He says war and drought have affected the food supply and hospitals are devoid of even basic facilities.

"On top of this, there are unscrupulous traders who exploit the plight of the people for personal gain," said Bari. "There can hardly be a worse example in the world where ordinary people are faced with such a hopeless situation. Added to this, of course, is the fact that the people of Somalia have to live in constant fear for their lives because of the war that rages around them almost all the time."

The U.N. investigator says he was unable to visit Somalia because of the security risks. And, so, he says he gathered the information for his report from Somali refugees in neighbouring Kenya and Yemen.

But Shamsul Bari says he is convinced that after years of unending war, the people of Somalia are more ready now than ever to give peace a chance.

He says the efforts of the Special Representative of the Secretary-General for Somalia Ahmedou Ould Abdullah are yielding tangible results.

"The Djibouti Peace Agreement, which he has so painstakingly worked out in the last one year, has already led to the complete withdrawal of the Ethiopian troops from Somalia, the enlargement of the Transitional Federal Government, the election of a new president and the formation of a government of national unity under a new prime minister," said Bari.

"This has created a new momentum and a window of opportunity for lasting peace and security in Somalia which must not be lost," he added. Bari urges the international community to support the new government to ensure its success. He says the United Nations has a key role to play in bringing peace to Somalia. He says the protection and promotion of human rights and humanitarian law in Somalia must be inextricably linked to the political process. He says it is of utmost importance

that peacekeeping/stabilization forces be deployed in Somalia, as foreseen in the Djibouti Peace Agreement.

Answers

a – 3 b – 5 c – 1 d – 4 e – 2 f - 6

Answers

1) Yielding 2) withdrawal 3) national unity 4) momentum 5) bringing peace 6) peacekeeping

Answers

1) stabilize 2) withdrew 3) devoid 4) conflicts 5) enlargement 6) displaced

SESSION 3

Listening Passage

Somali Piracy Exposes Weakness in UN Law of the Sea

The explosion of piracy off the coast of Somalia in recent years has exposed a weakness in the United Nations maritime law that makes high seas piracy illegal throughout the world.

In the waters off Somalia's nearly 4,000-kilometer-long coast, warships from more than a dozen countries have formed what U.N. Secretary General Ban Ki-moon recently described as "one of the largest anti-piracy flotillas in modern history."

Ships from NATO, European Union member states, and others have been dispatched there in recent months to fight a sharp upsurge in the hijacking of vessels and crew for ransom. The United Nations says the 111 pirate attacks that took place last year in the sea corridor linking the Suez Canal and the Indian Ocean represent an increase of nearly 200 percent over 2007.

Operating from remote fishing communities in north-eastern and central Somalia, pirates have earned tens - perhaps even hundreds - of millions of dollars in ransom. They have disrupted global trade and have caused untold damage to the world's economy.

Horn of Africa analyst at Chatham House in London, Roger Middleton, says the international community must take some of the blame for the calamity.

"Part of the thing is that people looked at Somalia and said, 'This country is so messed up, there is no point in worrying about it. They will just fight among themselves and there will be no consequences for the rest of the world.' And actually there are consequences for the rest of the world, which we are beginning to see now," Middleton said.

In 1991, Somalia descended into war after the fall of the regime of Dictator Mohamed Siad Barre. During the next decade, some European and Asian countries took advantage of the chaos in Somalia and sent their commercial fleets to fish in Somali waters. Other European countries sent to Somalia thousands of drums of toxic waste, including nuclear waste, to be dumped at sea.

Without a coast guard to monitor and prevent such illegal activities, Somali fishermen began organizing and arming themselves to confront waste dumpers and to collect fees from foreign vessels taking fish out of their waters. Middleton says what began as a legitimate fight against foreign exploitation turned into a criminal enterprise when everyone discovered its lucrative potential.

"Lots of people who are pirates now are not from coastal villages. They are not fishermen. They are from inside, former militiamen and they are motivated entirely by money. The fact that illegal fishing and dumping of toxic waste still goes on in Somalia is excellent PR [public relations] for the pirates. It means that when they capture a ship and they talk to a news organization and say, 'We are just defending Somali waters,' and so on, that plays very well in the communities they need to get support from along the coast," he said.

The warships patrolling the Gulf of Aden and the Indian Ocean are doing so under the legal framework of the United Nations Convention on the Law of the Sea and Security Council resolutions.

Signed in 1982 by more than 150 countries, the Law of the Sea defines piracy as illegal acts committed on the high seas for private ends. It also states that all countries have a right to seize and prosecute those committing pirate acts on the high seas.

But maritime law specialists say the convention clearly did not consider the emergence of failed states like Somalia, and neglected to address the question of what happens if a pirate attack takes place not on the high seas, but within a country's territorial waters or in its neighbour's waters.

The international law on piracy assumes that individual states would assume the responsibility of policing and patrolling their own waters and to prosecute those seized in the act of piracy. But not all states have the resources and capacity to ensure maritime security within their waters. This is now being highlighted by the on-going piracy problem in Somalia, which after 18 years is still trying to establish a functioning government.

In recent months, Somalia's neighbour, Kenya, has signed memorandums of understanding with the United States, Britain, and the European Union to accept suspected pirates and to prosecute them in Kenya. But those agreements have come under fire from local and international human rights groups and lawyers, who argue that Kenya has yet to pass relevant laws regarding piracy and that its corrupt judicial system cannot be trusted to conduct free and fair trials.

Kenya's Foreign Minister Moses Wetangula has defended the government's position, saying Kenya is making an important contribution toward restoring maritime security in east Africa. But in a speech before a gathering of foreign envoys in Nairobi last December, he acknowledged the piracy problem is likely to continue unless Somalia achieves political stability.

"Partly, this menace is born out of our collective failure to resolve the problems of Somalia," he said. "It is the lawlessness of Somalia that has given the breeding ground

for what is now an unprecedented threat to trade activities, to cruise ships, to many things."

The international community agrees that a multilateral approach is needed to tackle the piracy issue. Within the United Nations, there has been serious debate about whether to create a maritime peacekeeping force for Somalia.

Somalis say they believe if the international community had cared about what was happening off the coast of Somalia in the 1990s, there would be no crisis to resolve now.

Answers

1. 111 2. Coastal 3. Nuclear 4. Kenya 5. 1982/150 6. Horn of Africa

Answer Key

R	H	I	J	A	C	K	T	I
E	L	A	W	J	D	E	N	K
S	U	A	R	A	U	P	B	E
O	C	A	L	A	M	I	T	Y
U	R	Y	T	E	P	R	A	M
R	A	N	S	O	M	A	C	O
C	T	O	X	I	C	T	K	D
E	I	R	C	U	U	E	L	E
M	V	A	W	A	S	T	E	R
N	E	U	R	O	P	E	A	N

1. hijack 2. modern 3. pirate 4. resource 5. tackle 6. lucrative 7. dump 8. European
9. waste 10. ransom 11. calamity 12. toxic 13. law

SESSION 4

UN: LRA Remains Threat to Civilians in Eastern Congo

The head of the United Nation's peacekeeping mission in the Democratic Republic of Congo says significant progress has been made in stabilizing conflict areas in the East, but that the Lords Resistance Army continues to pose a serious threat to civilians there.

Alan Doss told the U.N. Security Council Thursday that the reconciliation between the governments of Congo and Rwanda has led to a real change on the ground in North Kivu since mid-January. That is when two of the main rebel groups - the CNDP and PARECO - followed by other armed groups, declared an end to the conflict and their readiness to integrate into the Congolese army.

Fighters from the Democratic Liberation Forces of Rwanda or FDLR have also begun voluntarily going home. Doss said more than 500 fighters and their dependents have been repatriated this year.

Doss, who heads the U.N. mission known as MONUC, said this change has brought new challenges, including paying salaries and providing food and ammunition to the newly integrated troops. But he said it has also brought a very important success - the release of many child soldiers.

"A significant success in the accelerated integration is MONUC's separation of almost 1,100 children associated with armed groups since the beginning of the process earlier this year," said Doss.

Doss said the U.N.'s immediate efforts are focused on consolidating the peace process in the Kivus and containing the threat of armed groups such as the Lord's Resistance Army.

"The LRA has dispersed into small groups, who have sown terror and taken revenge by

looting, raping, maiming, abducting and killing civilians in a vast area stretching from northern Ituri to the border with the Central African Republic," said Doss.

He said most of these attacks occurred between late December 2008 and mid-January 2009. Altogether, about 1,100 civilians were killed, hundreds abducted and 200,000 displaced.

"The number of attacks has gone down significantly in recent weeks, but there are indications that the LRA may be regrouping, and a new wave of attacks in the future cannot be ruled out," added Doss.

Doss said U.N. peacekeepers are also faced with protecting civilians from reprisal attacks from the FDLR and undisciplined members of the Congolese security forces. The mission is also working with the government to combat sexual violence, which is at epidemic levels in eastern Congo.

In November, the U.N. Security Council approved a temporary surge of 3,000 additional peacekeepers for the 17,000-strong mission in Congo, but so far those troops have yet to materialize. Doss said several countries have confirmed their intention to provide soldiers and police, but the mission still needs 18 helicopters for rapid deployment and reaction.

Answers

(1) significant (2) stabilizing (3) threat (4) reconciliation (5) rebel (6) declared (7) integrate.

Answer

1. c 2 e 3 f 4d 5 g 6 a 7 b

Answer

Noun

success

discipline

threat

reconciliation

Verb

succeed

discipline

threaten

reconcile

Adjective

successful

disciplinary

threatening

reconcilable

integration	integrate	integrated
stability	stabilize	stable
rape	rape	rapist
dependence	depend	dependent

Answers

1. The United States acts as mediator between Congo and Rwanda. (F)
2. Fighters of FDLR are forced to go home. (F)
3. The UN mission needs 18 helicopters for deployment. (T)
4. Lords Resistance Army has agreed to cease fire and make peace. (F)
5. The UN has sent 17.000 troops to Congo for peacekeeping missions. (T)
6. Sexual violence is an important problem in Congo. (T)

SESSION 5

Congo Civilians Suffering Abuse from All Sides of Conflicts

The alleged acts of abuse against civilians in the region include the burning of villages, sexual assaults, killings, abductions, and forced labor. The Congolese army has been fighting the Ugandan Lord's Resistance Army, or LRA, in northern Congo since December and the

Hutu Democratic Forces for the Liberation of Rwanda, or FDLR, in eastern Congo since January. The two outside rebel forces are deliberately attacking civilians as a military tactic and are responsible for the vast majority of the civilian deaths in the area. According to Human Rights Watch, the FDLR has killed more than 400 civilians and the LRA more than 1,000 civilians since the fighting began.

Human Rights Watch accuses the Congolese army of failing to protect civilians from the two rebel forces and of being involved civilian killings itself. The organization also found that Congolese forces are illegally conscripting the local population into forced labor.

The local civilians continue to suffer from widespread instances of rape by the Congolese forces. Since the start of military operations in January, the human rights group found that the rates of rape cases have doubled and tripled across the region.

Allegations of abuse by the Congolese army raise questions about the role of the U.N. peacekeepers in the region assigned in March to logistically support the Congolese forces.

Anneke Van Woudenberg, a Congo researcher for Human Rights Watch, says that the U.N. peacekeepers' relative inaction towards stopping the human rights violations of their partner is unacceptable.

"What worries us is that there has been limited attempt by U.N. peacekeepers to try to reduce the abuses by the Congolese army," said Van Woudenberg. "They need to take urgent steps to try and reduce the abuses or they will risk becoming complicit in those abuses."

U.N. officials in Congo were not able to be reached for comment.

In one instance on May 10, it is alleged that the FDLR killed 86 civilians - the majority of whom were women and children - in the town of Busurungi. This attack was possibly in retaliation for a Congolese attack in late April against an FDLR position of Rwandan refugees near Busurungi. The LRA, known for its tactic of abducting civilians to fill its ranks, appears to be behind the spike in adult and child abductions in the area.

Human Rights Watch researchers have undertaken nine missions to the region since January to monitor the situation on the ground. It is estimated that more than one million people in the region have been displaced in the region since this round of fighting began.

Answers

1. rebel forces 2. Responsible 3. Human rights 4. Conscripting 5. Widespread 6. Operations 7. Rape 8. Allegations 9. Peacekeepers

Answers

1. Sexual assaults, killings, abductions, forced labor.
2. The United Nations fails to react against the abuses.
3. Congolese Army
4. Human Rights Watch accuses the Congolese army of failing to protect civilians from the two rebel forces and of being involved civilian killings itself.
5. Anneke Van Woudenberg is a Congo researcher for Human Rights Watch.

LESSON 5

SESSION 1

Listening Passage

Can NATO and Russia Cooperate on Afghanistan?

NATO has been operating in Afghanistan since 2003. The alliance has more than 60,000 troops as part of a U.N. mandated contingent known as the "International Security Assistance Force". It is the military alliance's first mission outside the Euro-Atlantic region.

The United States has 38,000 troops in Afghanistan, some of which serve under the NATO banner.

Analysts say the U.S. and NATO war effort in Afghanistan was dealt a blow when the government in Kyrgyzstan [last month] decided to evict U.S. forces from the Manas air base the United States has leased since 2001.

The U.S. ambassador to NATO during the Clinton administration, Robert Hunter, says Russia was not helpful in the Manas affair.

"Russia has already done something to hurt, namely leaning on the Kyrgyz to close down the air base in a place called Manas, which the United States was using to transit supplies into Afghanistan. At the same time, the Russians have said that non-lethal equipment, that is equipment that is not designed for war fighting, can transit through its country," Hunter said.

Columbia University's Robert Legvold says the Russians are of two minds when it comes to Afghanistan.

"They clearly are uncomfortable with a NATO and a U.S. military presence in Central Asia. But I think they genuinely are concerned about failure in Afghanistan, which would allow the Taliban back into power and create potential instability in Central Asia which is their southern front. So we will have to see where they go in the longer run. But right now they have not been as helpful as they could have been, even if you put the best face on it," said Legvold.

NATO Secretary-General Jaap de Hoop Scheffer did try to put the best face on it when he addressed reporters earlier March 5 following a foreign ministers meeting in Brussels. He specifically addressed the issue of NATO-Russia cooperation on Afghanistan, especially finding an alternative supply route to the Manas air base.

"Russia has shown an interest, and I think we should be happy about that, to work together with NATO on the so-called 'northern route.' And we are, as you know, in NATO, already for quite some time, negotiating with Central Asian states to make that northern route possible. So Afghanistan is a case in point where, I think, NATO and Russia can better work together," he said.

But Jason Lyall from Princeton University's Woodrow Wilson School of Public and International Affairs questions whether Russia will cooperate either with NATO or with the United States on Afghanistan.

"At the present time, no. The Russians do not really have a lot of incentives to help the United States on this particular issue. So I would be surprised if we saw Russians exerting any leverage to help out on this particular matter. And I would actually expect them to keep trying to make themselves as difficult as possible for the United States to move troops and equipment into the region," Lyall said.

Lyall believes Moscow is disingenuous when it talks about helping the U.S. or NATO effort in Afghanistan.

"There are all of these restrictions on the aid right now. The Russians are saying that they will help with non-lethal aid, which is not clear what that is," Lyall said. "And then obviously Russia doesn't have a land border with Afghanistan and so it [supplies] has to be traveled through the air. And so this makes it much more cumbersome for the United States to operate - it would put restrictions on the kind of aid and assistance that they can bring through, and cargo that they can bring through. So it is not clear exactly what the Russians are doing other than playing this game of on the one hand shutting down Manas and on the other hand looking like they're not."

Analysts say whether Russia helps NATO in Afghanistan or not, the situation in that country will dominate the alliance's upcoming summit marking NATO's 60th anniversary.

Answers

- 1) NATO's ties with Russia were suspended as a result of Moscow's five-day war with Georgia.
- 2) The US and NATO war effort was put under risk when the government in Kyrgyzstan decided to evict U.S. forces from the Manas air base the United States has leased since 2001.
- 3) He specifically addressed the issue of NATO-Russia cooperation on Afghanistan, especially finding an alternative supply route to the Manas air base.
- 4) He would actually expect them to keep trying to make themselves as difficult as possible for the United States to move troops and equipment into the region.
- 5) Because Russians do not have a lot of incentives to help the US on this particular issue.

Answers

1 g 2 a 3 m 4 j 5 k 6 h 7 i 8 e 9 I 10 c 11 d 12 f 13 b

Answers

1) F 2) T 3) T 4) F 5) T

SESSION 2

Answers

optional

Answers

9. He missed many exercises on account of being ill.
10. She had an accident owing to driving recklessly
11. He had outstanding achievement, so he was awarded with a medal.
12. The accident occurred because of the poor maintenance.
13. He got a promotion as a result of working hard
14. He lacks experience, consequently he is not likely to be promoted.

15. Owing to the last month's terrorist attack, a four-man special forces team deployed to the area.

16. Since it was not practical, the proposal was rejected.

Answers

1. therefore 2. because of 3. because 4. since, because 5. on account of 6. since, because 7. because of 8. as, since, because

SESSION 3

Answers

(4) During the exercise, we will use volunteer medical crews from the army civilian

(3) We want to test whether our anti-terrorist and natural disaster plans are good enough to cope with a real disaster.

(1) Ladies and Gentlemen, good afternoon to you all.

(2) I want to talk to you today about the Civilian Disaster Exercise which will take place next week.

(5) All simulated casualties will be taken to the hospital within a couple of hours

(6) Next June we want to practice a nation-wide disaster

Answers

1. exercise, 2. outline, 3. agents, 4. volunteer, 5. task, 6. casualties, 7. disaster.

SESSION 4

Answers

1. Afghanistan. Because, Turkey has cultural and historical ties with Afghanistan.

2. Turkish Armed Forces contribute 255 personnel to Operation Althea, which has been in progress under EU leadership since 02 December 2004.

3. Because, Turkey helps Sudan via NATO membership

4. Turkey helps Kosova more than Lebanon. Turkey assigned 8 additional F-16 aircraft and 3 refueling aircraft to NATO to deploy. a Turkish frigate assigned to the Standing Naval Force Mediterranean (STANAFORMED) in the Adriatic and a mine-hunter assigned to the Standing Mine Countermeasures Group participated in the operation. Turkey has been contributing an Engineer Construction Company and Naval Assets in the Maritime Task Force to UN Interim Force in Lebanon since October 2006
5. Afganistan