Linguapeace

Language Audit

Report

This report presents the results of the first stage of the on-going Linguapeace project aimed at analysing the current practices and the needs analysis regarding ELT for peacekeeping forces. That first stage is a language audit of the learning needs of peacekeepers as perceived by the target group and their teachers. This introductory section will lay the groundwork by discussing a number of relevant issues. In Europe one can easily expose oneself to the English language through a variety of mass media such as television, radio, newspapers, magazines, tapes, and computer software. There is also TV channels and two radio stations that broadcast in English. In addition, several English language newspapers and journals are published locally. There are also numerous cultural and other institutions as well as companies, which use English as a means of communication.

In the past 10-12 years, political, socio-cultural and economic circumstances in Eastern Europe have undergone many changes. The number of peacekeepers from these countries and their representation in various missions like the ones in Bosnia and Kosovo dramatically increased, and thus the peacekeeping profession has achieved higher sociopolitical and socioeconomic status.

In general terms, needs analysis (also called needs assessment) refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of this particular group of students. In the case of language programs, those needs will be language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for re-evaluating the precision and accuracy of the original needs assessment. Thus needs assessment is an integral part of systematic curriculum building. For example, when a curriculum is being developed from scratch for a completely new language program, the best place to start is with needs assessment. However, even for well-established foreign language programs, there is a need to occasionally re-evaluate its goals and objectives as the training group necessities change over time. This chapter discusses the parameters necessary to perform a successful needs analysis, as it is intended both to guide the creation of a new curriculum and to re-evaluate existing perceptions of the students' needs. Since sound needs analysis forms a rational basis for all the other components of a systematic language curriculum, examining the aims, procedures, and applications of needs assessment will create a sound foundation for further discussion of the curriculum.

Needs analysis (in the formal and technical sense) is relatively new in language teaching circles. However, needs analyses have been conducted informally for years by teachers who wanted to assess what language points their students needed to learn. Indeed, the various activities usually called "approaches" are different expressions of this desire to figure out what students need to learn. Information sources for such informal needs assessments might include scores on an overall language proficiency test, facts gathered from a background questionnaire that asks where and for how long students have had previous language training, or impressions gleaned from teacher and student interviews about the students' cognitive and linguistic abilities. Thus, two points seem immediately obvious when thinking about needs analysis. First, informal needs analysis is not a new thing; indeed, good teachers since the birth of the teaching profession have been conducting some form of needs assessment. Second, needs analysis involves the gathering of information to find out how much the students already know and what they still need to learn.

In more formal terms, needs assessment, as defined by Richards, Platt, and Weber is "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs assessment makes use of both subjective and objective information (e.g., data from questionnaires, tests, interviews, observation)." The definition then goes on to prescribe topic areas on which information should be obtained. These will be discussed below.

The needs assessment refers to an array of procedures for identifying and validating needs, and establishing priorities among them.

Here, the phrases *needs analysis* will refer to the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation.

Needs analysis in ESL curriculum development. Teaching English as a Foreign Language (TEFL) literature has widely discussed the value and importance of needs analysis in language program/curriculum development. The necessity and impact of needs analysis in language teaching and learning has been advocated not only for ESP (English for Special Purpose) students but also for second/foreign language students in general. The importance of needs analysis for a peacekeeping English language course can be viewed from various perspectives such as learner-centered curriculum, task-based curriculum, performance assessment, proficiency-oriented curriculum, and motivation.

Conclusions regarding the Language Audit Needs Analysis:

1. In a learner-centred curriculum, teachers' reconciliation in content selection through extensive consultation with students about their learning needs and interests is critical; needs analysis helps teachers create in-class activities in which the students can utilize learned skills and knowledge as tools to meet their real-life needs in meaningful ways.
2. Needs analysis helps teachers understand "local needs" of students or the needs of a particular group of students and make practical decisions in pedagogy and assessment for improvement.
3. Needs analysis could be a central component of performance assessments, whose purposes are to test students' ability to perform tasks in real-world situations.
4. Needs analysis is an integral component of task-based syllabi; real-life target tasks should be identified by a needs analysis.
5. In proficiency-oriented instruction/curricula, needs analysis helps teachers understand the potential differences in learning expectations between themselves and their students.
6. Obtaining input from the students about a planned or existing program through a needs analysis is fundamental to the design, implementation, evaluation, and revision of the program.
7. A program that attempts to meet students' perceived needs, will be more motivating and successful.

Current Practices Analysis/Survey (Teacher Questionnaire). The final version of the teacher questionnaire (see under 'Questionnaires') contained a background information section that asked for relevant data, e.g., the courses the teachers had taught; their years of teaching experience; and their native language backgrounds. The CPA questionnaire also included questions related to the ELT provision to military and police officers prospective to take part in peacekeeping operations. Some sections on the questionnaire asked the teachers for open-ended comments regarding the survey.

Needs Analysis Questionnaire. The final version of the Needs Analysis Questionnaire (see under 'Questionnaires') also contained a background information section that asked for relevant data from 100 peacekeepers from three countries: the Netherlands, Slovakia and Bulgaria. The NA questionnaire was divided into 25 sections defined as clusters of peacekeeping activities.

Another questionnaire called ***Situations of Language Use*** has also been developed for interviewing other supporting services in peacekeeping such as liaison officers, interpreters, etc. (see under 'Questionnaires').

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COMMENTS

on

THE STATE OF ENGLISH LANGUAGE TRAINING (ELT) FOR

PEACEKEEPERS

(Special thanks to Mr Hamish McIlwraith, PEP manager, Bulgaria)

Current Practices Survey

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The ELT Context

The overwhelming majority of teaches in the Military and Police Academies are dedicated professionals. They come from a very strong educational background. However, it is fair to say that teaching in the institutions is 'traditional'. Language goals are often determined by 'the book' or other factors such as language achievement tests rather than the language proficiency needs of the students. There is a heavy reliance on 'core' textbooks (for instance the *American Language Course*), and obsolete equipment including language laboratories. Teaching is often linguistically 'heavy' and of dubious pedagogical value.

Despite this traditional teaching inheritance, it is apparent that many teachers have a fairly good knowledge of more modern approaches to language teaching. However they lack the confidence, experience and support to apply them in their own classrooms.

Modern professional standards are made more difficult by the fact that there is severe shortage of computer support and other basic teaching equipment including, overhead projectors & screens, portable audio tape recorders, photocopiers, televisions and video cassette players.

Much of what happens in one academy naturally runs parallel to what happens in another. All staff are under great pressure to perform. As a result, there are common problems. All of the academies face shortages of staff, cash, materials & hardware, and opportunities for professional development. It is one of the aims of the *Linguapeace Project* to address these concerns.

In reality, the amount of exposure to English language teaching and training in the Military Academies is barely adequate to maintain the already low levels of English language ability in the Bulgarian and Slovak Armed Forces. This severe problem is compounded by the fact that often learners do not automatically progress from one stage of language learning to another. As a result, by the time learners return to the classroom they have lost much of the language ability they had formerly. Inevitably there is a great deal of remedial work at the beginning of new courses instead of progress.

In addition, it is essential that there is professional support for this initiative (and other similar initiatives) through structured and sustained teacher training.

NCOs' English Language Training

At present there is no formal English language training provision for NCOs in the Armed Forces. This has led to language difficulties in exchange visits for Bulgarian NCOs on partnership programs, NCO exchanges with foreign armies and missions abroad.

It is essential to radically restructure the English language teaching and testing delivery systems to meet the interoperability needs of the Armed Forces.

The 'rationale' for this is that "competency in the English language is *a pre-requisite* for training, participation in operations and postings to NATO multinational HQs". It is also that the training should be *'aggressively expanded'* to all relevant personnel from higher HQ down to single unit commanders deployed with a NATO-led multinational force. Finally, it should be noted that "this Partnership Goal is *indispensable* to assist in preparing for the obligations of possible future NATO membership".

Recommendations:

Courses should be created according to students' *needs* rather than based on the selection of a coursebook. Such a need would be reflected in the design of the course. Implicit in this is a shift in teaching approach, which in turn would require *considerable financial commitment* by the relevant institutions in teacher training & development, all in syllabus & materials design. It is impossible to imagine a successful outcome without an investment in the teaching staff.

Students would be grouped according to both ability and function. Groups could be based on the individuals selected in the following areas (reflecting the key personnel).

Security Policy
Staff Planners
General Staff & Armed Forces branches
Finances, Procurement & Logistics
Commanders – from Brigade to Platoon

Each member selected for these groups would have to take an English language entry/placement test. Responsibility for test development and administration should be given to the *Interoperability Centres*. Priority for training would be given to the most proficient language users.

Class sizes should aim for an optimum 12. This would mean that 12/13 classes would need to be devoted to these students. Is each class is taught by a minimum of 2 teachers, the staffing requirement for this initiative is 24/26 teachers nationwide. Note that this estimate does not take account of existing courses. It *may* be possible to incorporate this burden within the existing structures, though this would seem unlikely.

Maintaining the students' language competence is hugely important. All those who attend a six-month course must *additionally* attend short, regular English language refresher courses. The ideal bodies to deliver these courses are the *Interoperability Centres,* as established in most CEE countries.

English Language Systems Needs for the Peacekeeping Forces from CEE

It should be noted that there has been considerable progress in English language and testing provision over the past years. Most of these achievements concern English language provision and testing. For example, almost 2000 Armed Forces civilian & military personnel have been tested according to STANAG 6001 since 1999 in Bulgaria. These will significantly enhance Central and East European countries' potential language interoperability with NATO & PfP allies.

It is fair to suggest that the English language testing system is maturing well. The English language delivery system, however, needs urgent attention. Up until this point, *immediate* needs have been successfully targeted through English language courses based on training key personnel as described in NATO Partnership Goals. There is now an opportunity to address unresolved *medium-*

and *long-term* issues in the English language delivery system. A realistic target is to have a shift in training focus in the next few years.

These issues are:

➢ Changing the training basis from '*textbook-based*' courses to '*needs-based*' courses
➢ Developing sustainable Distance Learning & Self Access support programmes

These should be approached in the context of transparency. This is essential in order to best coordinate CEE military and police initiatives, and inputs by France, Germany, the United Kingdom and the United States. This will avoid duplication of efforts.

'Textbook-' and 'Needs-based' Courses Issue

➢ Currently, many CEE national programmes are based on General English coursebooks. This has been useful in addressing the immediate need of improving participants' basic language ability.

➢ There are medium- and long-term needs that require a shift in emphasis towards focusing on course participants' language real needs for their jobs and future careers.

➢ This is best achieved by performing an English Language Needs Analysis on each class of students. This will determine the students' English language strengths and weaknesses.

➢ With this information, a focused language programme is produced for each new group of students, using the most appropriate materials. It is highly likely that material selection will vary from group to group and course to course depending on need.

It is very probable that unless this approach is adopted, CEE will not be able to develop an English language delivery system that fully meets the European and NATO standards.

The success of such an approach depends on two factors:

➢ Training the teachers to conduct meaningful English Language Needs Analyses
➢ Significant investment in audio, text, video and computer-based materials for training & self-study purposes

Distance Learning & Self-Access Programmes Issue

➢ **Distance Learning** is the application of text- and/or computer-based materials to provide online or correspondence courses for personnel unable to physically attend an English language course.
➢ **Self-Access** is the provision of resources to supplement classroom teaching, and to provide the self-study means for students between courses to maintain their language level.

There needs to be greater coordination of efforts in developing Distance Learning & Self Access systems. Currently, the UK PEP and US Military Liaison Teams train specific individuals in Military and Police Academies and Schools using facilities donated by the US Defence Language Institute and the CEE MODs.

The investment in materials and resources for needs-based training can also be used for self-access purposes.

Linguapeace

Needs Analysis

1   Introduction

The Linguapeace Needs Analysis has been executed by interviewing 100 persons who have been actively involved in peacekeeping operations. They belong to the three main types of forces and namely: 1) Army (incl. Marines), 2) Military Police, and 3) Civilian Police, from three countries: the Netherlands, Slovakia and Bulgaria. The interview sheet used for these interviews can be found in the Annex (Chapter 5).

Field experience and rank (at least at the level of the NCO, non-commissioned officer) have been the most important pre-selection criteria. If countries have participated in several peacekeeping operations it was also necessary to have a pool of respondents reflecting the diversity of countries visited. We made sure respondents understand that the questions referred to their latest peacekeeping operation.

The Interview sheet (see Chapter 5) had been developed to be completed by the respondent after a brief explanation by the interviewer. To our experience the interviews were most efficiently carried out by gathering a group of respondents supervised by one interviewer.

If respondents were interviewed in a group, care had to be taken that respondents fill up their sheet independently. The interview had been divided into two parts: the first part regarding rather general information concerning the respondent and his peace keeping experience, the second part contained questions on the language needs when performing specific peace keeping tasks.

After the respondent finished the interview sheet the interviewer made sure that especially the first page contained the correct and complete information.

The needs analysis was divided into two parts: collection of general data (Chapter 2) and collection of more specific language needs (Chapter 3). These chapters give a brief instruction how to carry out the interview, while the second part contains the method how to abstract the results from the obtained data. In Chapter 4 you will find the results of this method applied to the data gathered from the peacekeepers from the Netherlands, Slovakia and Bulgaria. These examples may well serve to illustrate the method described in Chapters 2 and 3.

The present needs analysis is restricted due to limited resources available. In the example given in Chapter 3 the total number of respondents was 16 from the Netherlands, 32 from Slovakia and 52 from Bulgaria (in order to reach the total of 100). In the case of the data presented in Chapter 3 there are 8 categories: 4 types of forces ('Army' and 'Marines', Military Police and Civilian Police) x 2 types of ranks (NCOs and officers). With the present relatively small number of respondents, it is obvious that data interpretation has to be performed with some precaution. The present analysis is only meant to give a relatively more solid basis for the results of the previously executed interviews with key persons. However, the method here described is applicable on high numbers of respondents as well. In fact, it should be encouraged to interview as many persons as possible, as this will allow extract more reliable conclusions.

2   Part 1 of the interview sheet: General data

2.1   The interview

2.1.1   General information

General information was required to classify the respondent, with type of service, native language, rank and function being the most important parameters. As the number of respondents was relatively limited, they were only divided in two categories: non-commissioned officers and officers. As ranks in the armies of different countries are not equal, PCT, as a responsible project

partner, was to be contacted on how respondents were to be divided between the two categories before processing the data. Partners were also aware that different types of service might use different ranks as well.

The data obtained was also important to make it possible to contact the respondent in case of difficulties interpreting the data during data processing. Partners had to make sure the place, name and telephone number of the respondent were made available, which was a little hard to do as most of the respondents preferred to remain anonymous especially in Bulgaria and Slovakia.

2.1.2 Language information

Only numbers had to be filled in. It was not necessary answers to be very exact, an estimate would do (normally peacekeepers will not have exact data on number of peacekeepers and nations involved in an operation, but for the interview it was sufficient to know whether there were troops/task forces of one, a few or many nations involved). Respondents speaking other languages (apart from their mother tongue and English) were asked to mention what languages they spoke. The intention was to know what languages respondents used at working level (or higher).

2.1.3 Frequency of communication

Here the answers consist of circling either 'daily', 'weekly', 'sometimes' or 'never'. We experienced no problems concerning answering these questions, but during data analysis it has to be kept in mind that different respondents (NCOs and officers) may refer to different 'headquarters'.

2.1.4 Your activities during the last peacekeeping operation

This question was meant to facilitate the answering of the second part of the interview. This question includes all the activities (themes) mentioned in the second part of the interview. In principle the second part needs only answers to themes after which a cross is put to answer this question. However, to our experience, several respondents discovered that although they mentioned in this part of the interview that they were not actively involved in a theme, they realized while reading the issues mentioned for each activity in the second part, that they had executed part of the tasks mentioned. To get a complete picture of someone's activities, please ask them kindly to also read (briefly) the activities mentioned in part two of themes they think they have not been involved in.

2.2 Data processing

Data processing starts with the division of the respondents among the different categories: respondents of each peacekeeping service were divided between NCOs and officers.

Presentation of the of the data collected in part one can be limited to mention the number of respondents, the percentages of respondents mastering each of the mentioned languages and percentage of respondents actively involved in the different themes (clusters of activities). To make an easy overview possible, percentage considered high (above 70%) or low (below 30%) can be printed in red or blue, respectively. For easy detection of differences between categories it is helpful to put a '+' or a '−' beyond lines in which the percentages of the second column is more than double, respectively less than half that of the first column. If one of the columns remain a zero (0 per cent), there is only put a '+' or a '-' if the other column contains on the same line a value above 50 per cent.

The answers of frequency of communication have been transferred into a score ranging from 0 (all respondents report that they never communicated with the group of people referred to) to 100 (all respondents report daily communication). The score has been calculated by transferring the answers to values according to the following table:

answer	value
daily	5
weekly	1
sometimes	0.2
never	0

The score of all respondents are summed, divided by: (5 times the number of respondents) and multiplied by 100.

Example: If 2 out of 3 respondents answered they communicated weekly with English speaking colleagues and the answer of the third one was 'daily' then the communication score should be calculated as:

(1*5 + 2*1 + 0*0.2) / (5*3) * 100 =

7 / 15 * 100 =

47.

3. Part 2 of the interview sheet: Specific language information

3.1. The interview

The second part of the interview starts with the following information:

EXPLANATION

Please mention in the following part of the questionnaire which languages you have used during your last peace keeping operation and if you used these languages in reading, listening, speaking or writing. If you did not perform an activity just put a cross in the column 'irrelevant' and pass to the next line.

Example:

During your last peace keeping operation you did not had any communication with the headquarters. With your colleagues you talked in Dutch, Netherlands (N), but you had to write reports in both English (E) and Dutch (N). Some of your colleagues came from France and to them you used to speak French (F). With the local population you spoke English and Croatian. With the local authorities you spoke Russian (RU). During all important meetings with the local population an interpreter was available.

All interpreters translated the local language (Croatian in this example) in English and vice versa. You did not have any contacts with the local military forces.

Names of languages are abbreviated: E = English, F = French, G = German, N = Dutch, Netherlands, S = Slowakian, B = Bulgarian, R = Romanian, RU = Russian, SR = Serbian, CO = Croatian etc. If other languages were involved please write full name and abbreviation used.

Your interview sheet will in this case look like this:

Example	IMPORTANCE			USAGE			
	essential	useful	irrelevant	reading	Listening	speaking	Writing
communication with:							
Headquarters			x				
Colleagues	N, E	F		N, E	N, E, F	N, E, F	N, E
Interpreter	E				E	E	
Local authorities	RU	E			E, RU	E, RU	
Local military forces			x				
Local population	E	CO		CO	E, CO	E, CO	

N.B. It should be noted that, in combined reports, mother tongues of peacekeepers interviewed (N, B and S in this particular case) might be commonly referred to as MT (mother tongue).
It should also be noted that in this particular case we used N, S and B instead of the accepted NL, SK and BG for simplicity.
Instead of the commonly accepted order of language skills: listening, reading, speaking and writing (L, S, R, W) PCT re-arranged the order to reading, listening, speaking and writing (R, L, S, W) on the grounds of the frequency of use of these skills found with the Dutch peacekeepers.

All questions of the second part of the interview had to be answered in the same way: first, to indicate which language had been useful or essential, and then, indicate if these languages had been applied in reading, listening, speaking or writing. Thus, the same languages are mentioned in the 'importance' and 'usage' columns for each activity. However, in some cases people may answer that a certain language is important, but they may miss to mention the language in question in the 'usage' columns. To our experience in most cases this means that the language mentioned in the 'importance' columns is considered as useful (or even essential), but the respondent was not able to use the language because he did not master it.

E.g. For the interrogation of a local involved in an accident with a truck of the international peaceforce, the use of the local language is important, but usually the officials do not dominate that language sufficiently to apply. To make interpretation of the data easier you may use this (or an other) example to explain to the respondents that only in such cases the 'importance' and the 'usage' parts of the interview sheet may contain different languages on the same line.

The first part of the interview is printed as 'portrait', the second part as 'landscape'. To make answering more convenient some interviewers decided to distribute both parts separately. In this case one should make sure that *before* starting the interview all respondents have put their name on part two. One has to check on this immediately when the respondents hand in their completed interview sheets.

3.2 Data processing

In part two of the interview respondents had to indicate for each peacekeeping activity the importance of the languages they had used during their peacekeeping mission and how they applied/used these language(s). To make the data gathered in different countries comparable, the languages used were divided in four groups. English makes up Group 1, the native language/mother tongue of the peacekeeper makes Group 2, Group 3 consists of the local language(s) in the peacekeeping area, Group 4 consists of all other languages. Group 4 languages may be used either to communicate with other peacekeepers within the force, or with the local population.

3.2.1 The importance of languages

The importance of a language have been calculated by giving a value to each answer: 'essential' = 1, 'useful' = 0.5 and 'irrelevant' (or no answer) = 0. For each category of respondents the average value per activity was taken as the 'importance score'.

Thus, for each activity, we got the picture about the 'essential language' and those languages, which had been useful. Such a complete picture will only come available if a high number of respondents fill in the interview sheets and they truly reflect the 'average peacekeeper'. Within the Linguapeace project the answers of 100respondents would allow us to extract relatively accurate data. Thus, our data can be regarded as good enough to get an impression on the importance of the different languages. To make this possible the importance scores were translated into bars and placed in columns. Each column represents a (group of) language(s)

column	language(s)	color
1	English	blue
2	Mother tongue	red
3	Local language(s)	green
4	Other languages	brown

The length of the bar corresponds with the importance score:

score	interpretation	bar length
0	not important or no data	no bar at all
0.33 or lower	slightly important	1 unit
from 0.33 to 0.7	moderately important	2 units
above 0.7	very important	3 units

3.2.2   The use of languages

The usage of languages was reported by activity for each category of respondents. For each language the number of times it was mentioned to be *r*ead, *l*istened, *s*poken or *w*ritten has been put in a table. Languages were again put in the same four groups: English, mother tongue, local language(s) and other language(s). The table was subsequently transferred into a graphic.

Example from the Dutch analysis:
Three respondents (here indicated by the numbers 1, 4 and 16) gave the following answers on activity 0, communication:

Respondent number	**1** USAGE				**4** USAGE				**16** USAGE			
	R	**L**	**S**	**W**	**R**	**L**	**S**	**W**	**R**	**L**	**S**	**W**
communication with:												
0 headquarters					E	E	E	E	E	E	E	E
0 colleagues	N E	N E G	N E G	E N	N	N	N	N	E N	E N F G	E N F G	E N
0 interpreter					E L	E L			E		E	
0 local authorities		N	N		E	E						
0 local military forces		N	N		E L	E L						
0 local population		N	N		E L	E L				E L G		E L G

These answers were then transformed in the following table:

	R	**L**	**S**	**W**
English	4	10	11	4
Mother	3	6	6	3
Local	0	4	4	0
Other	0	4	4	0

E.g. Reading in English was mentioned 4 times, reading Dutch (Mother) 3 times. Speaking in ***Other*** languages and ***L***ocal languages were both 4 times mentioned. Note that other languages got a score of 4 because respondent 16 spoke both ***F***rench and ***G***erman with colleagues (2 points) and German with local population (1 point), while respondent 1 spoke German with his colleagues (1 point). This resulted in a total of 4.

The table was than transformed into the following graphic by using Excel software:
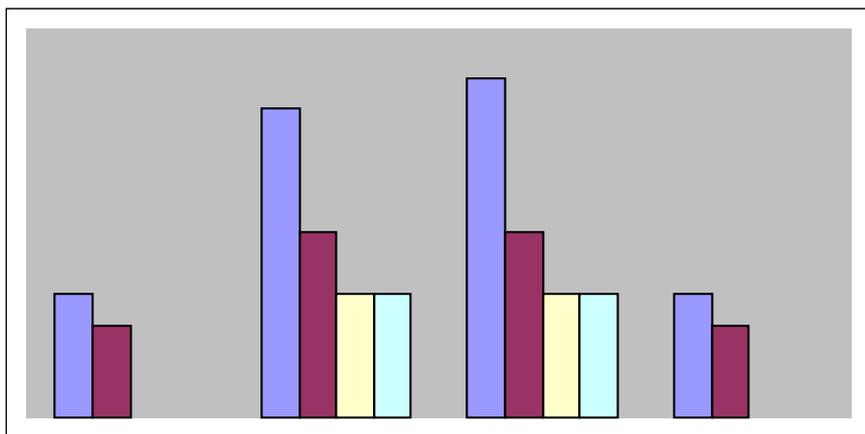
These graphics show what languages (English=blue, Mother tongue=red-brown, Local languages=yellow or Other languages=light-blue) are read, listened, spoken or written. Reading, listening, speaking and writing is represented by the four groups of columns in the graphic. In the above picture the two groups in the middle (listening and speaking) are complete, in the left (reading) and the right (writing) groups the yellow and light-blue columns are missing. The relative frequency of using these different ways per language is represented by the height of the column (the higher the column, the more frequent the way of communication had been used).

All graphics were printed in such a way that differences between bars are best noted. Graphics were designed to give to best possible optional effect. The length of the columns cannot be compared between graphics, as the relation between counts and length of the bar differs between graphics. (This was necessary as for some activities scores were high while others had general low or even zero scores.) Finally, to get some impression how active respondents have been in communication, the score of all 4 categories were summed and divided by the number of respondents. These average scores by language groups and ways of communication can be found in Graphic 3 of Chapter 4.

Results of the Needs Analysis

General information

Languages spoken

The data concerning the general data of Army and Marines (Dutch only), Military Police (MP) and Civilian Police (CIVPOL) can be found in Tables 1-4 respectively. The respondents were divided into two main groups: officers and non-commissioned officers.

The number of people interviewed is 100 key persons from the different countries taking or who has already taken part in peacekeeping operations throughout the world: Somalia, Kambodja, Bosnia, Croatia, Kosovo, Macedonia, etc.

It should be noted that in countries like Bosnia, Croatia, Kosovo and Macedonia the Slavic speaking peacekeepers from Bulgaria and Slovakia communicated with the locals in Russian or their native language, therefore the percentage received under local languages is so high.

Table 1   General information Army

	Officers	NCO	
Number of respondents	**15**	**15**	
Languages spoken			
Mother tongue	100%	100%	
English	100%	33.33%	
German	33.33%	33.33%	
French	33.33%	20%	
Other languages	80%	40%	
Frequency of communication			
Within the peaceforce with			
Colleagues with same mother tongue	100%	100%	
Colleagues speaking English	50%	40%	
Colleagues speaking other language	13.33%	6.67%	
Interpreters	53.33%	13.33%	
Headquarters	20%	13.33%	
Outside the peaceforce with			
Local authorities	33.33%	13.33%	
Local (para) military forces	46.67%	26.67%	
Local population (civilians)	46.67%	26.67%	
Themes (clusters of activities)			
Management of the multinational forces	66.67%	0%	
Observing movements, recce patrols	100%	80%	
Manning checkpoints and border posts	100%	66.67%	
Verifying ceasefires	66.67%	40%	
Desk research (intelligence), investigations	66.67%	13.33%	
Detention and confiscation, etc.	66.67%	40%	
Taking witness statements, interrogations	40%	13.33%	
Escorting civilians and refugees	40%	26.67%	
Providing humanitarian assistance (agencies)	13.33%	0%	
Monitoring elections	13.33%	13.33%	
Helping civil administration	60%	13.33%	
Fostering human rights	40%	13.33%	
Co-operation with local police force	66.67%	13.33%	
Telecommunication	100%	40%	
Negotiations	100%	0%	
Logistics and supplies	40%	26.67%	
Quarter making	40%	60%	
Equipment of troops	40%	60%	
Environment	0%	0%	
Safety, health and hygiene	13.33%	0%	
Emergency situations	100%	13.33%	
First aid	33.33%	26.67%	
Weather forecast	40%	13.33%	
Reporting	100%	13.33%	

Table 2   General information Marines (Dutch only)

	Officers	NCO	
Number of respondents	**3**	**7**	
Languages spoken			
Mother tongue	100%	100%	
English	100%	100%	
German	33%	57%	
French	67%	0%	
Other languages	0%	0%	
Frequency of communication			
Within the peaceforce with			
Colleagues with same mother tongue	100%	100%	
Colleagues speaking English	47%	71%	
Colleagues speaking other language	3%	5%	
Interpreters	41%	12%	
Headquarters	15%	38%	
Outside the peaceforce with			
Local authorities	15%	7%	
Local (para) military forces	47%	25%	
Local population (civilians)	47%	28%	
Themes (clusters of activities)			
Management of the multinational forces	67%	57%	
Observing movements, recce patrols	100%	86%	
Manning checkpoints and border posts	100%	57%	
Verifying ceasefires	67%	43%	
Desk research (intelligence), investigations	67%	57%	
Detention and confiscation, etc.	67%	43%	
Taking witness statements, interrogations	67%	14%	
Escorting civilians and refugees	33%	29%	
Providing humanitarian assistance (agencies)	33%	43%	
Monitoring elections	0%	14%	
Helping civil administration	67%	14%	
Fostering human rights	67%	57%	
Co-operation with local police force	67%	29%	
Telecommunication	100%	71%	
Negotiations	100%	43%	
Logistics and supplies	33%	43%	
Quarter making	33%	57%	
Equipment of troops	33%	43%	
Environment	0%	0%	
Safety, health and hygiene	67%	71%	
Emergency situations	100%	71%	
First aid	33%	57%	
Weather forecast	67%	43%	
Reporting	100%	43%	

Table 3   General information Military Police

	Officers	NCO	
Number of respondents	**15**	**15**	
Languages spoken			
Mother tongue	100%	100%	
English	100%	100%	
German	100%	40%	
French	33.33%	33.33%	
Other languages	86.67%	80%	
Frequency of communication			
Within the peaceforce with			
Colleagues with same mother tongue	100%	100%	
Colleagues speaking English	100%	40 %	
Colleagues speaking other language	40%	33.33%	
Interpreters	66.67%	60%	
Headquarters	100%	60%	
Outside the peaceforce with			
Local authorities	73.33%	33.33%	
Local (para) military forces	20%	13.33%	
Local population (civilians)	66.67%	40%	
Themes (clusters of activities)			
Management of the multinational forces	100%	66.67%	
Observing movements, recce patrols	66.67%	66.67%	
Manning checkpoints and border posts	66.67%	20%	
Verifying ceasefires	33.33%	0%	
Desk research (intelligence), investigations	66.67%	66.67%	
Detention and confiscation, etc.	66.67%	66.67%	
Taking witness statements, interrogations	66.67%	100%	
Escorting civilians and refugees	33.33%	33.33%	
Providing humanitarian assistance (agencies)	33.33%	0%	
Monitoring elections	33.33%	66.67%	
Helping civil administration	33.33%	0%	
Fostering human rights	33.33%	66.67%	
Co-operation with local police force	100%	100%	
Telecommunication	100%	100%	
Negotiations	66.67%	66.67%	
Logistics and supplies	66.67%	33.33%	
Quarter making	66.67%	33.33%	
Equipment of troops	66.67%	0%	
Environment	33.33%	0%	
Safety, health and hygiene	66.67%	66.67%	
Emergency situations	100%	100%	
First aid	33.33%	100%	
Weather forecast	66.67%	100%	
Reporting	66.67%	66.67%	

Table 4   General information Civilian Police

	Officers	NCO	
Number of respondents	**15**	**15**	
Languages spoken			
Mother tongue	100%	100%	
English	100%	100%	
German	80%	60%	
French	33.33%	33.33%	
Other languages	100%	100%	
Frequency of communication			
Within the peaceforce with			
Colleagues with same mother tongue	100%	100%	
Colleagues speaking English	100%	60%	
Colleagues speaking other language	60%	40%	
Interpreters	73.33%	33.33%	
Headquarters	86.67%	33.33%	
Outside the peaceforce with			
Local authorities	80%	60%	
Local (para) military forces	46.67%	26.67%	
Local population (civilians)	100%	80%	
Themes (clusters of activities)			
Management of the multinational forces	0%	0%	
Observing movements, recce patrols	100%	66.67%	
Manning checkpoints and border posts	100%	53.33%	
Verifying ceasefires	86.67%	80%	
Desk research (intelligence), investigations	100%	80%	
Detention and confiscation, etc.	86.67%	73.33%	
Taking witness statements, interrogations	93.33%	20%	
Escorting civilians and refugees	80%	93.33%	
Providing humanitarian assistance (agencies)	53.33%	46.67%	
Monitoring elections	80%	73.33%	
Helping civil administration	80%	40%	
Fostering human rights	80%	60%	
Co-operation with local police force	80%	60%	
Telecommunication	100%	66.67%	
Negotiations	100%	40%	
Logistics and supplies	66.67%	33.33%	
Quarter making	0%	0%	
Equipment of troops	0%	0%	
Environment	33.33%	26.67%	
Safety, health and hygiene	66.67%	66.67%	
Emergency situations	100%	100%	
First aid	33.33%	66.67%	
Weather forecast	66.67%	0%	
Reporting	100%	80%	

Frequency of communication

During their peacekeeping missions the respondents most frequently communicated with colleagues from the same country (colleagues having the same mother tongue). In most cases English-speaking colleagues were mentioned as being the next most frequently contacted group and the English – as the language of the official communication.

The data demonstrate that the Civilian Police and the Marines do not very frequently make use of interpreters. Most of the CIVPOL are good enough at English and manage to do without interpreters in the local language. As far as the MP is concerned we came to the conclusion that they rely more on interpreters. This can possibly be explained by the fact that they operate in smaller units compared to ARMY and they seem to have more frequent contacts with local authorities and local population. Due to the specifics of the ARMY it is mainly the officers who speak English as required by NATO STANAG 6001.

The situation with the NCOs is totally different – their competence in English is quite poor, esp. with the Slovak and Bulgarian peacekeepers and is usually based on the peacekeepers' school English. There we have to make the conclusion that NCOs need special attention with regard to EFL training. At the same time a considerable part of them have a fair knowledge of German, esp. those who have been trained in the special NCO camps in Germany under a NATO initiative. The NCOs also show willingness to communicate in local languages, though, somewhat to our surprise, we discovered that officers have more frequent contacts with the locals than the NCOs.

Themes (clusters of activities)

Telecommunication and emergency situations were mentioned as the most frequently executed tasks by all peacekeepers. Most MP and CIVPOL officers mentioned co-operation with the local police force as one of their activities. 'Environment' and 'Monitoring elections' were the less frequently mentioned activities.

IMPORTANCE OF LANGUAGES

The importance of the languages for execution of the different activities (the 24 themes or clusters of activities can be found on the Interview Sheet (Chapter 5). The results of the interviews taken can be found in Table 3 (Linguapeace needs analysis: Importance of languages).

Already the first view at Table 3 makes clear that the dominant color is blue: English is most frequently mentioned as the essential language to perform peacekeeping activities. However, a more detailed look at the table makes also clear that for only a few activities English is mentioned as the only language of communication. The tasks of 'verification of ceasefires', 'monitoring elections' and 'helping civil administration' are executed by (almost) exclusively using the English language. However, these tasks are not frequently executed by most of the respondents.

The Army and the Marines use their mother tongue very frequently for the execution of tasks considering the organization of the troops (management of the forces, manning checkpoints, escorting persons, communication, equipment). For all peacekeepers' activities concerning personal health and safety (activities 20, 21 and 22), mother tongue remains an important language. Mother tongues, rather remarkably, turned out to be frequently used for contacts with the local population by the MP and CIVPOL (activities 5, 6 and 7). This can be explained by the fact that several respondents used, Russian and Bulgarian speaking interpreters to execute these important tasks. Noting this we have to take into consideration that most Slovak and Bulgarian peacekeepers have studied Russian under the Communist regimes and can speak it. Another point is that in missions in Bosnia, Kosovo, Macedonia etc., the local languages are very close to Slovak and Bulgarian (belonging to the same Slavic language group). Therefore many locals prefer either Russian or their own languages to communicate with other Slavic-speaking people (peacekeepers in this case) and vice versa.

Local languages and other languages were obviously considered more important by the MP and CIVPOL than by the Marines and the Army. The explanation of this observation is that the MP and CIVPOL operate in small units or even individually, and these small groups usually contain people of different nationalities, and their tasks imply frequent contacts with many people outside their own unit. The MP and CIVPOL used the 'other languages' mainly to communicate with colleagues from either German or French origin. In

interviews executed before the Needs Analysis questionnaire was elaborated, it was stressed that these 'other languages' were important to smoothen co-operation within the peaceforce. In fact we expected to find those languages more important than it is shown in Table 3. Possibly the explanation is that people find 'other languages' (and also 'local languages') important, but that they are not in sufficient demand to use them. This could also explain why in general those languages were frequently mentioned when respondents were asked about the importance of the language, but less frequently mentioned as languages, which they actually used during execution of tasks.

The fact that even within a multinational peaceforce people with limited language skills can function well was demonstrated by one of the MP NCOs, who wrote his English standard reports in Dutch. (A colleague was used to translate it in English.)

The usage of languages

In Graphic 1 the usage of languages is shown in the general communication (Activity 1 of the interview sheet). As it was mentioned before, the graphic shows that the MP and CIVPOL use more frequently 'other languages' and local languages. However, reading and writing were limited to English and mother tongue.

In Graphic 2 (Parts 1, 2 and 3) the usage of languages is shown per activity. A general observation is that most pictures presented in this graphic have similar-sized right and left half. This reflects that in almost all cases not only listening and speaking were reported to have been practised simultaneously (not very surprising, by the way), but also reading and writing.

With exception of Activities 4 ('verifying ceasefires') and 18 ('equipment of troops') with all of the activities speaking and listening turned out to be the most frequently used means of communication. For activities, which were apparently executed less frequently (e.g. Activities 3, 8, 17, 19, 21 and 22) the central columns of listening and speaking are much higher than the reading and writing columns. Again, Graphic 2 shows that the MP and CIVPOL more frequently use the local languages than the Marine sand the Army. It may be important to note that the local language was reported to have been used not only in situations where the local population is actively looked for (investigations, road blocks etc.), but also in case of emergency (Activity 21).

Finally it can be noted that the mother tongue tends to be most frequently used for writing. This effect is particularly pronounced when the average usage of the languages is calculated (Graphic 3: Use of languages).

In Graphic 3 the average usage of languages is depicted per language by each of the categories of respondents (Category 1 = Army officers, 2 = Army NCOs, 3 = Marine officers, 4 = Marine NCOs, 5 = MP officers, 6 = MP NCOs, 7 = CIVPOL officers, 8 = CIVPOL NCOs). The graphic clearly indicates that officers' report to be involved in a wider range of activities compared to NCOs. Officers report to have been talking and speaking about more or less in 50 of the total of 143 subtasks mentioned on the Needs Analysis interview sheet (24 activities with on average 6 subtasks). NCOs mention on average to have spoken and listened in around 30 subtasks. This observation is probably due to the difference in tasks of officers and NCOs: officers are responsible for many activities, while NCOs are more actively involved only in a limited number of activities. As mentioned in the previous paragraph: writing is rather frequently done in the mother tongue, especially with NCOs.