A SUGGESTED NEGOTIATED ESP SYLLABUS FOR MULTINATIONAL PEACEKEEPING OPERATIONS WITHIN A CONSTRUCTIVIST PERSPECTIVE

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İngilizce Adı: A Suggested Negotiated ESP Syllabus for Multinational Peacekeeping Operations within a Constructivist Perspective

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ÇOK ULUSLU BARIŞI KORUMA HAREKATLARI İÇİN GÖRÜŞMELERE DAYALI ÖZEL AMAÇLI YAPILANDIRMACI BİR BAKIŞ AÇISI İLE HAZIRLANAN İNGİLİZCE İZLENCE ÖNERİSİ

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ÖZ

Karşılıklı ilişkilerin çok yoğun olduğu çağımızda, askeri güçlerin rolleri de savaş çıkarmaktan tüm milletler arasında barışı sağlama yönüne doğru değişmiştir. Dolayısıyla askeri güçlerin iş birliği içerisinde beraber çalışması kaçınılmaz bir sonuç olmuştur. Bu bağlamda, İngilizce askeri ortamlarda ortak bir dil olarak işlev görmektedir. Bu şu anlama gelmektedir: İngilizce karşılıklı olarak askerlerin birbirini anlamaları için ve birbiriyle iletişime geçmeleri için ortak bir dil olarak kullanılmaktadır. Ayrıca askeri personel olan kişiler kendi ülkelerine ve dolayısıyla dünya barışına hizmet etmek için çeşitli ülkelerden gelmektedirler. Kendi ülkesini temsil etme sorumluluğunu üstlenmek aynı zamanda onu kendi dil becerileriyle temsil etme manasına gelmektedir. Etkin bir şekilde iletişim kurmak ve ortak dili mükemmel bir şekilde kullanmak, iş gücünü yansıtmak, kendi kültürünü temsil etmek, uluslararası ve çok uluslu görevleri gerçekleştirirken kendine güvenmek, sosyal, askeri ve diğer alanlarda ihtiyaçlarını ifade etmek anlamlarına gelmektedir. Bunlar İngilizcenin askeri personel için neden bu kadar önemli olduğunu gösteren nedenlerden sadece birkaçıdır. Bu çalışma, ana dili İngilizce olmayan ancak İngilizcenin iletişim dili olarak kullanılacağı çok uluslu askeri ortamlarda çalışan ya da çalışacak olan askeri personelin dil ihtiyaçlarını belirlemeyi ve dolayısıyla bu ihtiyaçları karşılamayı amaçlamaktadır. Bu bağlamda tüm ihtiyaçlar düşünüldüğünde, her şeyden önce bu çalışmanın amacı askeri personelin dil becerilerini güçlendirmelerine yardım etmek

maksadıyla görüşmelere dayalı özel amaçlı İngilizce bir izlence geliştirmektir. Çok uluslu birliklerin ortamını değerlendirdiğimizde, anketler, görüşmeler ve araştırmacının kendi gözlemleri yardımıyla üç çeşit dil ihtiyacı belirlenmiştir. Bu dil ihtiyaçları sosyal, askeri ve diğer ihtiyaçlar olarak gruplandırılmıştır. Bu çalışmanın ulaşmak istediği sonuç askeri personelin İngilizceye ihtiyaç duyduğu alanlarda bu ihtiyaçlarını karşılamaktır. Mesela askeri ihtiyaçlardan bir tanesi askeri personele verilecek olan görevlerde gerekli askeri terimleri öğretmek olabilir. İhtiyaç analizleri sürecinden sonra, belirlenen dil ihtiyaçlarını karşılamak için bir izlence geliştirilmiştir. Bu bağlamda askeri personel için bir izlence düzenlenmiştir. Bu izlencenin askeri personel çok uluslu harekatlarda görev almadan önce uygulanması planlanmıştır. Sonuç olarak personelin görevlerini başarılı bir şekilde tamamlaması umulmaktadır. Ayrıca bu izlence Yapılandırmacı bir bakış açısıyla görüşmelere dayalı olarak geliştirilmiştir. Görüşmeler önemlidir çünkü bu izlence personelin ihtiyaçlarını kapsamaktadır. İzlencenin oluşturulmasında personelin fikirleri, beklentileri ve ihtiyaçları hayati derecede önem taşımaktadır. Son olarak daha ileriki araştırmalar için, görüşmelere dayalı özel amaçlı bu izlencenin uygulaması takip edilebilir. Ayrıca ana dili İngilizce olmayan askeri personelin çok uluslu barışı sağlama harekatlarında, bu izlence sonucunda başarılarının artıp artmadığı değerlendirilebilir. Bu alanda elinizdeki çalışmanın bir başlangıç olması umulmaktadır.

Bilim Kodu:

Anahtar kelimeler: Özel Amaçlı İngilizce, Görüşmelere Dayalı İzlence, Barışı Sağlama Harekatları, Yapılandırmacılık, Dil İhtiyaçları

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(M.S Thesis)

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ABSTRACT

In this era of close interrelations, the role of military forces has also changed from offering battle to offering peace to all nations. Therefore, the military forces' working together in collaboration with multinational units has become an inevitable result. Within this context, English serves as a military *lingua franca* in military environment. That is, English is used as the common language in order to communicate with and to understand one another. Furthermore, the military personnel come from various countries to serve for their own country and for the world's welfare. Taking the charge of representing your country comes to mean representing it through your language skills, as well. Communicating effectively and using the common language perfectly mean expressing your workforce, representing your culture, being confident when carrying out international and multinational missions, being able to express your needs in social, military and other areas of life. These are just some of the reasons indicating why English is so important for the military personnel. This study aims at determining and therefore covering the language needs of military personnel whose L1 is not English, but who work or will work in the future in multinational military environments where English is used as the communication medium. Considering all the needs within this context, the aim of this study in the first place is to develop a negotiated ESP syllabus for the military personnel in order to help them strengthen their language skills. Taking into account the environment of multinational units, three kinds of language

needs are determined by the help of questionnaires, interviews and the researcher's own observations. These language needs are grouped into three: Social, military and other general needs. The result that this study intends to achieve is to cover the language needs of military personnel in the areas where they will need to use English. For instance, one of the military language needs might be to prepare them with the necessary military terms for the missions which they will be charged with. After the needs analysis process, a suggested syllabus has been developed to fulfil these language needs. In this sense, a syllabus has been designed for the military personnel. This syllabus has been planned to be applied before the personnel goes to the multinational peacekeeping operations. Therefore it is expected that the personnel will be ready to accomplish his/ her missions successfully. Moreover the syllabus has been designed through negotiations within a constructivist perspective. Negotiations are important because the syllabus aims to cover the needs of the personnel. Their ideas, expectations and needs have therefore been vitally important in the construction of the syllabus. Finally for the further research, it is suggested that the implementation of the negotiated ESP syllabus can be examined whether it helps to prepare the military personnel whose L1 is not English for the multinational peacekeeping operations or not. It is expected that this study will be an initiation for further studies in this area.

Science Code :

Key Words : ESP, Negotiated Syllabus, Peacekeeping Operations, Constructivism, Language needs

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LIST OF ABBREVIATIONS

ALC : American Language Course

ALM : Audiolingual Method

ANOVA : Analysis of Variance

ASTP : Army Specialized Training Program

CLT : Communicative Language Teaching

EFL : English as a Foreign Language

ESL : English as a Second Language

ESP : English for Specific Purposes

EU : European Union

GTM : Grammar Translation Method

NATO : North Atlantic Treaty Organization

PEP : Peacekeeping English Project

TBLT : Task-Based Language Teaching

UN : United Nations

CHAPTER I

INTRODUCTION

Background to the Study

In this era of technological developments which enable every person to communicate both visually and aurally within seconds no matter how far they are, it is a necessity for language teaching practices to keep pace with all these high speed developments. The fact remains that it is not that easy for teaching process, but the studies are continuing in order to make language teaching and learning process more applied and handier. Within this context, English for Specific Purposes is an important "learning-centred approach" as Hutchinson and Waters (1987) call in their book. Within language learning process to have a specific purpose is very natural and together with the specific purpose, learning the target language becomes more oriented. Learning English for specific purposes is based on the ground that the learners already have an acquaintance with the language but they are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. Taking into consideration the specific areas English is required; medicine, business, administration, economics, science, technology and military are some of the basic areas which come to the mind at first. Out of these areas the military is the specific area which will be dealt in this study.

As it is implied before, for the ESP language teaching, it is assumed that the learners already have the basic knowledge of the language and they sue for the specific language

knowledge. The purpose of language learning and teaching is to learn the specific language needs in the job-related area. In the military, therefore, language learning is concentrated on the military vocabulary, military abbreviations, military speeches, orders and so on. Since English is very important for the military environment, learning and using the language efficiently can be a great qualification while representing your own country abroad. This importance has increased in the last years due to the fact that the World has become smaller and smaller and power conflicts have increased in the last few years. In the following paragraph, two important factors of language training for the military will be explained.

The importance of English language training for the military has grown enormously day by day in the last decades. This growth is largely the result of two factors: The changing role of the military and changes in defence relations. Firstly, military forces today are increasingly deployed on humanitarian assistance and peace operations. These deployments are usually, although not exclusively, under the auspices of the United Nations or NATO. English is often the operational language of this mission: the official language that different national contingents use to talk to each other as well as to communicate with the peacekeeping headquarters. Secondly, the armed forces of different countries work and train together. When soldiers, sailors or airmen go on exercise, they need to communicate in a common language, and in this respect "English has become a military *lingua franca*" (Boyle and Mellor-Clark, 2006, p. 4). When the situation of military personnel who are assigned abroad is identified, it can be easily understood that English is the medium of communication. Considering the environments where the personnel are present, English language becomes more prominent for them in three areas: Military, social and other or general areas. Therefore, to have adequate knowledge of the language in the specific areas related to the military, diplomatic and social needs becomes significant. Furthermore, "inclination towards teaching for a special purpose is based on a more basic tendency to centre language teaching on the needs of the learner" (Türker, 1989, p.2) so the learners' needs direct the teacher towards a method which will help them satisfy the needs and insufficiencies. Here satisfying the personnel's language needs in the specific area they are working in becomes more important than satisfying other needs.

At that point, taking the needs of the learner as the core of language teaching leads us to one indispensable answer, that is ESP. Therefore, identifying the needs of officers who are assigned or who have been assigned abroad, designing a suggested negotiated syllabus for them seems to be of great importance and of necessity.

For an effective ESP program which will serve as a fulfiller of the needs in the specific area, the purposes and the needs of the subject group should be clearly determined. After that, the program or the syllabus should be carefully planned and implemented. Finally, the overall evaluation of the program should be done to be sure it meets the needs of the subjects and it serves for the purposes of the subject group. Therefore, planning process is crucial for an effective ESP program.

It is supposed that there may not be a well-planned ESP program which covers the assessed needs of the personnel who is assigned abroad or who will be assigned abroad in the military. Therefore to recognize the importance of such a lack of material and to study to compensate this insufficiency within the realm of military language teaching and learning is of great importance and this contribution to the literature is the main aim of this study.

Aim of the Study

This thesis, in the first place, attempts to disclose the need for the suggestion of a syllabus which will serve as a basis in national and international language teaching programs to be designed for the subject group who are supposed to be the military personnel assigned abroad. Secondly, it attempts to analyse the needs and integrate the findings with the fundamental concepts of ESP in order to devise the outline of the quasi-negotiated syllabus within a constructivist perspective.

The aim of the study includes the needs analysis of the officers or military personnel who have been assigned abroad or who will be assigned abroad and their expectations of such a syllabus. It is aimed to create a suggested negotiated syllabus covering their military, social and other general language needs.

Statement of the Problem

Considering "the use of English as the international language of technology, science and commerce", it has become a necessity to meet the needs of learners of EFL in specific areas such as military (Teodorescu, 2010, p.68). Since military personnel have many social business and military relations with people from other nationalities, the use of English as the common medium of communication has become inevitable. In that respect, although General English courses meet the general need, they may not be sufficient for the specific purpose intended.

As a military *lingua franca*, English is one of the most important areas in military schools. Even though preparatory classes were removed by Turkish National Educational Ministry from high schools, Turkish Armed Forces continued to have preparatory classes for some years along and removed them a few years later than the other national high schools. Moreover, at Turkish Military Academy, English is still one of the courses which have the most hours (10 to 18 hours for the freshmen and 3 hours for the sophomores, juniors and seniors each week).Considering the significance English language has in the military, it becomes a requisite to have a good knowledge of the language. However, it is not easy as language learning process requires a consistent hard study. Moreover when the military personnel graduate from the academy, university or other institutions and they start to work, their language learning process is consequently interrupted or even comes to a full stop until it becomes necessary again. Therefore if an officer or military personnel is assigned abroad, he or she will most probably need a reminder. In this context, it is necessary to have a syllabus which will serve as a reminder and preparatory for the military based purposes to be applied in a program before beginning active duty abroad. Therefore negotiating the needs of the subjects and presenting such a syllabus which will be applied in a program becomes an issue to be emphasized for the learners in military environment.

Hutchinson and Waters (1987) say that the purpose of an ESP course is to enable learners to use the language adequately in a target situation, that is, the situation in which the learners will use the language they aim to learn. Designing a syllabus for a specific purpose depends on finding out what the situation is; therefore, the first and very important thing is to "identify the target situation and then carry out a rigorous analysis of the linguistic

features of that situation" (Hutchinson and Waters, 1987, p.12). Questionnaires and interviews prepared for this study aim to draw a map for the needs and purposes of the subject group and the researcher tries to combine the needs and purposes in order to serve as an ESP syllabus prepared within a constructivist perspective. Moreover this study tries to identify the situation and it tries to be a remedy for the military staffs who are assigned abroad or who will be assigned abroad in the future.

Hypothesis and Research Questions

It is supposed that the military personnel assigned abroad may not be adequately prepared for their mission from the language needs perspective. Therefore, it is hypothesized that there is a need for a syllabus for the military personnel who are assigned abroad to work at multinational units in multinational tasks, operations or duties together with personnel from other countries in an environment where English is the means for communication and interaction. Taking into account such an environment, their needs are supposed to be in three areas: Military, social and other general language areas. By means of this syllabus, the personnel may be more aware of the situations they will encounter and they may be more prepared linguistically for the missions they have to carry out in such environments. Finally it is supposed that they can carry out successfully not only the military duties but also social connections and relations more freely and confidently as they will be more prepared through the suggested syllabus prepared for them.

Within this context, in this study the answers of the following questions are given:

1. Is there a meaningful difference between the language needs of the military personnel who have been assigned abroad and who have not been yet?
2. What is the relation between military, social and general language needs of the personnel who have done any kind of preparation for his/her assignment and who have not done?
3. Does participating in a language course affect the language needs of the personnel?

4. Is there a meaningful difference between the language needs of the personnel who have different language levels (1.elementary/ pre-intermediate, 2.intermediate/ advanced)?

Scope of the Study

This study suggests a negotiated syllabus in order to be applied in a program which is designed for the military personnel who are or will be assigned abroad in the near future. Within this interconnected military environment, there are many duties abroad to be held and every year or even more often some selected personnel are assigned abroad in various bases for many different duties. Therefore there is a significant need for language proficiency in order to catch NATO STANAG 6001 standards. This syllabus is designed through quasi-negotiations, interviews and questionnaires. The topics are classified according to the military, social and other language needs of the personnel within a constructivist perspective.

Significance of the Study

Considering English as the medium of communication in multinational peacekeeping operations, such kind of a syllabus is of paramount importance. Moreover, not having a program prepared for multinational operations including an ESP syllabus for the needs of officers who are going abroad on duty for multinational peacekeeping operations increases the necessity of the study.

It is a suggested fact that there is a need for such a syllabus covering military, social, and other areas for the personnel who are going abroad on duty in order to participate in multinational organizations and to represent his country. Although each kind of service, specialization, and task has its own terminology, all learners in this study are military personnel and have certain core needs. Generally, they will need to be able to explain problems, give suggestions, and correctly address superiors and subordinates. They will need to acquire communication skills such as giving or attending a briefing, using the radio, referring to map data and attending meetings (Boyle and Mellor-Clark, 2006).

Taking into account all these practices, a suggested negotiated syllabus for these specific purposes and needs will be inevitable to serve as guidance for those subjects.

Moreover, the study will contribute to the ESP literature through designing a quasi-negotiated syllabus according to the needs of the officers who go abroad for multinational military operations within the coverage of NATO. Additionally, the thesis is expected to serve as a guide for the officers who are going abroad in terms of military, social and general needs. It is aimed to prepare a handy syllabus in which the very specific needs of the subject group will be taken into account.

Limitations

First limitation to this study is that it is impossible to reach all of the officers or military personnel who are going abroad on duty and to identify their needs according to the questionnaire which is going to be applied for needs analysis. The study group is limited to officers or military personnel who have gone, who are going abroad and who seriously want to go abroad and to their answers which they will give to the questionnaire.

Second limitation is that due to the limited or small sample available for the study, the results may not be generalized for all such cases. However it is expected to serve as a basis in national and international language teaching programs.

Finally, there will not be opportunity to observe the subject group's work place or tasks they carry out in their foreign missions abroad. In this matter the researcher will be dependent on the ideas of the participants of the study who have been abroad.

Assumptions

It is assumed that the study group reflects the general perceptions of the military personnel who have been assigned abroad for multinational peacekeeping operations and their expectations from such kind of a syllabus. Moreover, it is assumed that the study will serve as a basis in national and international language teaching programs despite the fact that it is not possible to apply the survey questions to all military personnel who have been assigned

abroad for multinational military operations. The answers to the survey questions will be accepted as the basis for developing a suggested negotiated syllabus.

It is assumed that this study will disclose the subject group's ideas, needs, and desires about the necessary language for military, social and recreational areas and these are going to be improved and finally added to the syllabus.

Definition of Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the dissertation.

English for Specific Purposes: ESP is based on designing courses, programs and syllabi to meet learners' needs (Hutchinson and Waters, 1987, p.3).

Constructivism: "Constructivism is a philosophy of learning that refers to the ideas that learners construct knowledge for themselves --- each learner individually (and socially) constructs meaning --- as he or she learns." (Abbasoğlu, 2005, p.10)

Negotiated Syllabus: It involves a process in which the teacher and the learner work together in order to design the language learning process giving a high priority to learners' needs.

Military Peacekeeping Operations: Peacekeeping refers to the activities that tend to create conditions which favour lasting peace and if there is any kind of trouble military operations are carried out to provide peace in such.

NATO STANAG 6001:"A STANAG (or STANdardisation AGreement) is an international military standard created by NATO in order to regulate equipment, procedures, tactics, training and everything that affects how armed forces from different countries work together on operations and exercises." STANAG 6001 is a language proficiency scale designed to allow comparisons of language ability in different countries. It consists of a set of descriptors of proficiency skills broken down into six levels. (Boyle and Mellor-Clark, 2006, p. 5)

Conclusion

Since the armed forces work not only in their own country but also in multinational units in cooperation with other countries, English as the basic means of communication has a significant place in the military environment. In such military environments, the purpose of language use is generally for specific reasons. These include social, military and other needs. In this thesis, as a result of the needs, wants and expectations of military personnel, a syllabus within an ESP and constructivist perspective will be suggested. The first chapter has illustrated the basic grounds for this study. The next chapter will give an overall review of the related literature.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

In this part of the study, the relevant literature will be examined. The topics which are relevant to the study are: English Language Methodology, English for Specific Purposes, the place of military purposes within ESP, syllabus design, negotiated/ process syllabuses, needs analysis, and the place of needs analysis within syllabus design, constructivism, and constructivist perspective towards syllabus design.

English Language Methodology

Language as the core of communication has been exposed to many approaches which try to make it more effective for the learner and the teacher. Starting from grammar translation it extends up to communicative method and it continues searching for better alternatives than the former ones. But all approaches, methods and techniques have contributed at least one item to the methodology which still continues to be improved by taking lessons from the past. First of all, there comes Grammar Translation Method which takes translation of the texts from the target language into the learner's mother tongue and visa verse. Grammar is the starting point and it uses reading as a technique. Later the Direct Method opposes to GTM as the latter lacks pronunciation and spelling. The Direct Method attempts to make second language learning more like first language learning. After that, Audio-lingual Method taking language learning as a set of habits to be formed comes. The methods era goes on with Communicative Language Teaching, Suggestopedia, Total Physical

Response, and Community Language Learning till the post methods era. In this respect, as Richards and Rodgers state, together with "the rise and fall of a variety of language teaching approaches and methods, … the quality of language teaching will improve if teachers use the best available approaches and methods".(Richards and Rodgers, 2001, p.14)

When the history of English Language Methodology is examined, it can be clearly seen that the methods have emerged due to some kind of need or in opposition to one or more of the former ones or as a result of the new trends.

> The most active period in the history of approaches and methods was from the 1950s to the 1980s. The 1950s and 1960s saw the emergence of the Audiolingual Method and the Situational Method, which were both superseded by the Communicative Approach. During the same period, other methods attracted smaller but equally enthusiastic followers, including the Silent Way, the Natural Approach, and Total Physical Response (Richards and Rogers, 2001, p.15).

As it is stated above, all the approaches and methods try to do their best in order to serve for the sake of language learning process. Moreover, they try to cover needs and demands of learners. At this point, one of the approaches shines out: English for Specific Purposes which will be explained in detail in the following parts. This method is designed to focus on the needs and purposes of the learners directly rather than wandering around the ways of how to teach English. However, before having a deep look at ESP, the methods and approaches in ELT will be reviewed by analysing their standpoints towards syllabus and syllabus design.

Grammar Translation Method

In this method, the aim of learning a language is to read its literature and to get as much as you can from the underlying discipline and to improve your intellectual capacity by studying that language. Therefore, when one chooses language items, literary texts and translation of these texts are the primary technique to be applied. Moreover, vocabulary and grammar teaching are at the core of learning the language. The needs of the learners are accepted as the same within the context of learning English as a foreign language (Richards and Rodgers, 2001, p.5). Grammar Translation Method views language learning

as memorizing rules and facts in order to understand and to manipulate the morphology and syntax of the foreign language. At this point, it can be said that "the first language is maintaining as the reference system in the acquisition of the second language"(Stern, 1983, p.455). When GTM was very popular, it focused on seven principals to be applied:

1. The aim of learning a language is to be able to read its literature and mental discipline.
2. Reading and writing are the major focus; little or no systematic attention is paid to speaking and listening.
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.
4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and from the target language.
5. Accuracy is emphasized. Students are expected to attain high standards in translation.
6. Grammar is taught deductively.
7. The student's native language is the medium of instruction.

(Richards and Rodgers, 2001, p.6)

Although Grammar Translation Method is a difficult method for students, it is still used in some parts of the world where understanding literary texts is the primary focus of foreign language study.

The Direct Method

In Direct Method, the technique changes, however, as it is in the Grammar Translation Method, the needs of learners are not at the core of the method and the needs of all learners are accepted the same. It is thought that everyday language items, everyday vocabulary and sentences are the needs of the learners of a language. Grammar and new teaching points are taught orally in the target language without using any native language (Richards and Rodgers, 2001, p.11).

The syllabus in the Direct Method is composed of daily situations and topics which are considered to be the goal of learning a language, while linguistic structures are ignored. In short the syllabus is based upon situations or topics (Larsen-Freeman, 2000, p.28-29).

The Audiolingual Method

Audiolingual Method also known as the Army Method is based on linguistic structures which are thought to underlie in language learning process. The syllabus is a linguistic syllabus in which phonology, morphology, and syntax of the language are presented according to the order of learning.

The language skills are taught in the order of listening, speaking, reading, and writing. Structures of both languages, the target and the native, are presented within a contrastive perspective to provide the learners with the differences they can encounter. A lexical syllabus for basic vocabulary items is used to make learners familiar with the context (Richards and Rodgers, 2001, p.59).

Total Physical Method

The underlying theory in TPR is shaped by the disciplines like psychology, learning theory, and humanistic pedagogy. Together with all these theories, it is assumed that the learners learn the language through physical (motor) activities. Child first language acquisition is also taken as an example in second language teaching, because children first learn the commands and do the activities the commands tell them (Richards and Rodgers, 2001, p.73).

As Richards and Rodgers say, the type of syllabus which is used in TPR is a sentenced-based syllabus which includes items of grammatical and lexical criteria. The principal but not primarily focus of syllabus in TPR is meaning rather than forms and structures. Moreover, grammar is taught inductively. In the classroom, imperative drills are generally used in order to convey meaning. In order to strengthen the reception of the meaning, role plays and slide presentations are also included within this method (Richards and Rodgers, 2001, p.76).

The Silent Way

Gattegno, who is the inventor of the Silent Way, believed that teaching is just a means to serve the learning process rather than to dominate it. In order to help learning process, a syllabus based on linguistic structures is followed. The teacher composes situations that focus student attention on the structures of the language. Therefore, the situations provide a vehicle for students to perceive meaning (Larsen-Freeman, 2000, p.65). Language items are introduced according to their grammatical complexity, from the easiest to the hardest and according to their relationship to what has been taught previously, and with the ease with which items can be presented visually. As in the Silent Way, teaching and learning process start with the items learners already know and move on towards the items they do not know, in which the relationship between the learned items plays an important role. Typically, the imperative is the initial structure introduced because action verbs may be demonstrated more at ease by 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 and Rodgers, 2001, p.84).

Community Language Learning

Community Language Learning derives a lot of features from the Humanistic Psychology and in this method, human beings are very important. They are considered not just as learners but also as "whole persons" (Larsen-Freeman, 2000, p.89). In this respect the first important thing in teaching and learning process is to create a secure environment for the learners in which they will feel comfortable and confident. At this early stage, typically the students generate the material because they are the ones who decide on what they will say in the target language. But later on, after the students feel more secure, the teacher might prepare specific materials which consist of particular grammar points, pronunciation patterns, and vocabulary. As a result, it can be understood that CLL does not use a conventional language syllabus, which in advance sets out the grammar, vocabulary, and other language items to be taught and determines the order in which they will be covered; rather, the syllabus is composed through topic-based items which learners nominate to talk about and communicate with the other learners. In this sense, a CLL syllabus emerges from

the interaction between the learners' communication and the teacher's reformulations of these into suitable target-language utterances (Richards and Rodgers, 2001, p.93).

Suggestopedia

Suggestopedia is also a humanistic based (humanistic-based?) approach which cares about the feelings of the learners. The syllabus is vocabulary based and grammar is taught deductively. The selection is made according to the situations which the learners will probably encounter in the target language. Dialogues are written and their translations are also given in the students' native language (Larsen-Freeman, 2000, p.82). An example course of Suggestopedia takes almost 30 days which consist of ten units. Each unit focuses on a 1200-word dialogue with a vocabulary and grammar list attached to it. The dialogues are categorized according to their lexis and grammar points (Richards and Rodgers, 2001, p.103).

Whole Language

Whole Language looks at the language from the interactional perspective which is most obviously a social one viewing language as a vehicle for human communication. At this stage it connects the readers and writers of the first and second language. In the syllabus of Whole Language, there is an emphasis on the use of authentic materials rather than artificial ones. The syllabus is composed of specially prepared texts and exercises designed to practice individual reading skills as well as exercises designed to practice individual reading skills. Students not teachers are the selectors of learning materials and activities.

Multiple Intelligences

Multiple Intelligences (MI) is a learner-based philosophy which defines human intelligence with multiple dimensions that must be acknowledged and developed in education. Howard Gardner, who is the creator of MI theory, claims that traditional IQ tests measure only logic and language; however, the brain has other equally important types of intelligence. MI thus belongs to a group of instructional perspectives that focus on differences between

learners and the need to recognize learner differences in teaching (Richards and Rodgers, 2001, p.115).

In this theory, there is no syllabus prescribed or recommended for language teaching process. However there is a basic developmental sequence that has been proposed as an alternative to what we have elsewhere considered as a type of syllabus design (Lazear in Richards and Rodgers, 2001, p.118).

Neurolinguistic Programming

Neurolinguistic Programming (NLP) refers to a training philosophy. The forerunners of this theory are John Grindler, a psychologist, and Richard Bandler, a student of linguistics. They were interested in how people influence each other and in how the behaviours of very effective people could be imitated (Richards and Rodgers, 2001, p.125).In the application process of this theory, it can be said that rather than a language teaching method, the beliefs of the teacher play the main role. If the teacher believes and applies the four key principles and thirteen presuppositions which lie at the heart of NLP in his or her language teaching classes, it is NLP which shapes the teacher's teaching process no matter what method he or she is using. Therefore, when looking at the standpoint towards syllabus in NLP, it is obvious that not the things taught but the way they are taught by the teacher becomes important and this is what composes the syllabus in this theory.

The Lexical Approach

The lexical approach, as its name explains, is an approach towards language teaching which puts vocabulary teaching at the centre of language learning process. It takes vocabulary not just as words but as chunks. As described in the book of Dave Willis (1990) *The Lexical Syllabus*, the underlying thought and design in lexically based language teaching is that rather than a grammar based teaching, if we teach the most frequent word chunks used in English, it would be easier to handle the language. Therefore, the syllabus should be composed of words most frequently used in English and the content of this syllabus is determined by the frequency of words. The lexical syllabus is also a structural

syllabus in which how the structures should be exemplified is also indicated (Willis, 1990, p.32).

Competency-Based Language Teaching

Competency-Based Education (CBE) is an educational movement which focuses on the outcome or output of learning in the development of language programs. Competency-Based Language Teaching is therefore an application of CBE. It seeks to teach language in relation to the social context in which it is used. It suggests that language always appears a medium of interaction and communication between people for the achievement of specific goals and purposes. In this respect, it can be said that the syllabus of a competency-based language teaching program focuses not on what students know about the language but on the things they can do with it. The focus on competencies or learning outcomes predominate the curriculum framework and syllabus specifications (Docking in Richards and Rodgers, 2001, p.144).

Communicative Language Teaching

Communicative Language Teaching (CLT) has its grounds in all the changes observed in the British language teaching tradition since late 1960s. Until that time, Situational Language Teaching was the dominating approach in all the methods. However as the linguistic theory underlying Audiolingualism was rejected in the United States in the mid-1960s, British representatives of applied linguistics began to question the theoretical assumptions underlying Situational Language Teaching (Richards and Rodgers, 2001, p.153).The applied linguists of that time believed that there is a need in language teaching to focus on communicative proficiency rather than on mere mastery of structures. In 1971, a British linguist called Wilkins proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabi for language teaching. He later expanded his study by writing a book called *The Notional Syllabuses* (1976), which had a significant impact on the development of Communicative Language Teaching (Richards and Rodgers, 2001, p.154).

The Communicative Approach in language teaching takes its roots from a theory which regards language as a means of communication. Hymes (1972) refers to this communication ability as "communication competence" which is the focus of a communicative syllabus as well. Hymes's theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Along with what Hymes says, Halliday points at the importance of functional use of language together with the communicative competence the learners have (Halliday, 1970, p.145).

The syllabus of Communicative Language Teaching has been discussed since it emerged in ELT arena. The first syllabus proposed was a notional syllabus, which specified the semantic- grammatical categories and the categories of communicative function that learners need to express. Later on, this syllabus was developed into a syllabus that includes descriptions of the objectives of foreign language courses for European adults, the situations in which they might typically need to use a foreign language, the topics they might need to talk about, the functions they need the language for, the notions make use of in communication, as well as the vocabulary and grammar needed (Richards and Rodgers, 2001, p.163). However discussions for an ideal syllabus continued, Widdowson (1979) argued that notional-functional syllabi just replace grammar topics with functional and notional topics. He also asserted that functional and notional syllabi do not specify communicative processes which are aimed at the beginning of language learning process. Widdowson was not the only one who searched for a more developed syllabus, Yelden (1983) also proposed a new model for a communicative syllabus. All the proposals and models still continue because the search for an ideal one has not been achieved yet. Moreover, the Communicative Language Teaching is also a popular teaching method in most contemporary institutions in the world.

The Natural Approach

The Natural Approach developed by Tracy Terrell and Stephen Krashen is identified with the traditional approaches to language teaching. The traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language" and in these traditional methods there is no reference to grammatical analysis,

grammatical drilling, or a particular theory of grammar (Krashen and Terrell, 1983, p.9). It is believed that the Natural Approach has many things in common with the naturalistic principles found in successful second language acquisition. Although the names are similar with the Direct Method which is also known as the Natural Method, the Natural Approach places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and it is less interested in accurate production of target-language sentences. In the heart of the Natural Approach underlies an emphasis on exposure, or *input*, rather than practising the language; boosting emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and willingness to use written and other materials as a source of comprehensible input. Its emphasis on the central role of comprehension connects it to other comprehension-based approaches in language teaching (Richards and Rodgers, 2001, p.179).

When it comes to the syllabus in the Natural Approach, it can be seen that there are two perspectives towards syllabus design in this method. First, there is a list of some typical goals for language courses and there are some suggestions to be applied in a natural course. The list consists of goals under four headings:

1. Basic personal communication skills: oral (e.g., listening to announcements in public places)
2. Basic personal communication skills: written (e.g., reading and writing personal letters)
3. Academic learning skills: oral (e.g., listening to a lecture)
4. Academic learning skills: written (e.g., taking notes in class)

From all of these areas, it can be concluded that the Natural Approach is primarily "designed to develop basic communication skills- both oral and written" (Krashen and Terrell, 1983, p.67).The second perspective towards syllabus is that "the purpose of a language course will vary according to the needs of the students and their particular interests" (Krashen and Terrell, 1983, p.65).

> The goals of a Natural Approach class are based on an assessment of student needs. We determine the situations in which they will use the target language and the sorts of topics they will have to communicate information about. In setting communication goals, we do not expect the students at the end of a particular course to have acquired a certain group of structures or

> forms. Instead we expect them to deal with a particular set of topics in a given situation. We do not organize the activities of the class about a grammatical syllabus. (Krashen and Terrell, 1983, p.71)

From this point of view, it can be said that rather than specify communicative goals which necessarily fit the needs of all students, any list of topics and situations contributes as input to the syllabus in Natural Approach. Moreover, while one selects these topics and situations or anything that can be input, the important thing is to create a low affective filter, to attract the students' interest and to make them enjoy learning the language by fostering a friendly, relaxed atmosphere.

Cooperative Language Learning

Cooperative or collaborative learning essentially involves students learning from each other in groups. But here the way that students and teachers work together is very important. In cooperative learning, teachers teach students collaborative and social skills so that they can work together effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Jacobs, 1998, p.21).

Cooperative Language Learning does not assume any particular form of language syllabus since activities from a wide variety of curriculum orientations can be taught through cooperative learning and collaboration. Cooperative learning is generally used in teaching content classes, in ESP classes, in four skills classes, grammar, pronunciation, and vocabulary classes. As a definition of collaborative teaching, it can be said that it is the systematic and carefully planned use of group-based procedures in teaching as an alternative to teacher-fronted teaching (Richards and Rodgers, 2001, p.195-6).

Content-Based Instruction

Content-Based Instruction is "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (Krahnke, 1987, p.65). Considering this definition, it can be said that content-based instruction is grounded on two basic principles:

1. People learn a second language more successfully when they use it as a means of acquiring information, rather than as an end in itself.
2. Content-Based Instruction better reflects learners' needs for learning a second language. (Richards and Rodgers, 2001, p.207)

The syllabus in Content-Based Instruction differs according to the content the learners are interested in; therefore, the syllabus varies widely in its details and format. Generally CBI follows a theme-based model in which content and instructional sequence is chosen according to language learning goals. It can be said that the syllabus is a topical syllabus, the organization of which is built around specific topics and subtopics (Richards and Rodgers, 2001, p.212).

Task-Based Language Teaching

Task-Based Language Teaching refers to an approach towards language teaching which centres on the use of tasks. Planning and instruction of language teaching share similar principles with the Communicative Language Teaching, so it can be suggested that Task-Based Language Teaching is a way of applying the Communicative Language Teaching. The principles of the activities which are carried out in both of the approaches are:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process. (Willis, 1996, p.54)

Rather than a conventional syllabus, TBLT prefers a task-based syllabus. In a conventional syllabus, the content of a course is specified; however, in a task-based syllabus the tasks which will be carried out during a program are specified (Richards and Rodgers, 2001, p.230). Nunan (2001) suggests in his book two types of tasks:

1. Real-world tasks, which are designed to practice or rehearse those tasks that are found to be important in needs analysis and that turn out to be important and useful in the real world

2. Pedagogical tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks

(Nunan, 2001, p.89)

Considering a task-based syllabus, it can be said that not the program but the tasks carried out in this program designs the syllabus and its content. Task-based syllabi are therefore structured around a series of these tasks.

English for Specific Purposes

> Once upon a time there was a city called ELT. The people of ELT led a comfortable, if not extravagant, life, pursuing the noble goals of literature and grammar. … Now it happened that the city was surrounded by high mountains and legend had it that the land beyond the mountains was inhabited by illiterate and savage tribes … Few people from ELT had ever ventured into that land. Then things began to change. … the adventurers found a rich and fertile land. They were welcomed by the local inhabitants and they founded a new city, which they called ESP (Hutchinson and Waters, 1987, p.1).

Hutchinson and Waters, who are considered as the pioneers of ESP, start their book with a fairy tale which tells the story of how ESP began its way in ELT methodology. This short fairy tale briefly but clearly explains the importance of ESP in the methodology. It says that when the city of ELT was surrounded by high mountains and savage tribes, ESP came and opened a door towards these high mountains. It is ESP that became a bridge between the illiterate inhabitants who wanted to learn English just for their specific area of profession and EFL. Therefore below is explained the wide atmosphere of ESP to give information about its place within this thesis.

Language learning and teaching methodology covers a wide range of approaches, methods and techniques all of which have been trying to find the best way or ways to teach foreign language. In this respect, to find the most useful and applicable method suitable for the purpose of the language learners, their needs play a great role in deciding how to design language learning program or course. Growing demand for English regarding the learners' needs leads the methodology to place the needs of the learners at the basis of what and how to teach. Therefore, as Chris Kennedy (1990) states, the demands and requirements towards English as a common medium of communication have resulted in the expansion of

one particular aspect of English Language Teaching – namely the teaching of English for Specific Purposes. Thus, it is obvious that ESP is an inseparable part of ELT which opens a gate and lays a bridge between the wide world of English language teaching and the specific area where it is targeted. Hence, one development that affected the field of ELT was the move towards a focus on the learners' purposes rather than the purposes of the language itself. According to Kennedy, ESP has its own implications within language teaching where the needs are the focus. It says "[t]his had implications for ELT programs in that the learner and his needs were now taken as a central to the problem of deciding course content" (Kennedy, 1990, p.3).

After a learner's or a group's specific purpose in learning the language is determined, it becomes easy to set the goals within the framework of needs analysis. In general terms, needs analysis or needs assessment deals with the activities which are used to gather information that will serve as the basis for developing a syllabus that will meet the learning needs of a particular group of students (Brown, 1995, p.15). The particular group who will be involved in the needs analysis has to be decided in this process. Later, the type of information which should be gathered from the subject group has to be decided. The instruments which will be used in the needs analysis process have to be decided. In this study, the methods through which the needs are planned to be analysed are questionnaires and interviews.

Advantages of ESP

There are significant advantages of ESP if the learners know their specific needs and purposes. In such a situation, designing an ESP course becomes very advantageous. Fundamentally there are four advantages which Strevens mentions (Strevens in Dudley-Evans and St John, 1998, p.9), these are as follows:

- Wasting time is minimized as it focuses on the learners' core needs.
- It is more pleasurable as the topics and content are related to the learners' area of profession.
- Encouraging learning is easier than in other methods.

- ESP programs are more cost-effective compared with 'General English' programs.

When thinking on these advantages it can be said that ESP is time-saving, money-saving and effort-saving. Moreover it is pleasurable from the learners' points of view, because its focus, relevance and cost-effectiveness "ensure that its aims are widely accepted by learners" (Dudley-Evans and St John, 1998, p.10). All these qualities of ESP make the learning process more motivating. It is true because learners know what their aims are and they are eager to learn English to improve in their career.

Implementing ESP as a Teacher or Course Designer

ESP is a special method within ELT which takes the needs of the learner as its focus. Moreover it is designed according to the purposes of the learners' speciality. These are the two things that make ESP more important for this study. At this point needs analysis becomes very important for a course designer or teacher. Considering the course designing procedure, Hutchinson and Waters clearly explain how to plan a course in their book by focusing on the process through which the raw data is being interpreted. Course design is the process by which the unprocessed data about a learning need is explained in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In practical terms this covers the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured (Hutchinson and Waters, 1987, p.65).

Assuming that we have gathered all the data necessary for a course design such as needs analysis, learners' wants and interests, external qualifications such as classroom facilities and time, teachers' theoretical views and experience of the classroom they have, still it is of utmost importance to take into account all these differences together in order to design a qualified syllabus. Within this context, these differences which affect course design can be categorised in three main types: language-centred, skills-centred and learning-centred.

1. **Language-centred course design:** It is the simplest form of course design and one of the most familiar one within the ELT environment. From the ESP standpoint, it can be said that language-centred course design tries to make a direct connection between the results of the target situation analysis and the ESP course content. The procedure of this approach can be seen below in Figure 1. Although it is accepted as a logical approach towards course design, it still has some weaknesses to be taken into account. First, although it may seem to take into account the learners' needs, it just passes by the learner and it does not enter the whole environment of the language. Therefore it lacks the general purposes of the General English and it can be said that it is not learner-centred but "learner-restricted" (Hutchinson and Waters, 1987, p.67). Second, this kind of a course does not have any flexibility towards the changing environment and motivation of the learners. Once the target situation is done, the course designer is locked into this situation having no other options to add, eliminate or change. Third weakness of language-centred approach towards course design is that it has accepted a systematisation for language learning process; however, it is not so simple to apply such a thing into learning and teaching process because the evidence that we learn systematically is rather weak to prove itself. Finally this approach towards course design pays no or very little attention to factors which play an important role in learning process. Moreover, data gathered from the learners' target situation is only at the surface level (Hutchinson and Waters, 1987, p.68).
2. **Skills-centred course design:** The skills-centred approach to ESP has been widely used in a number of countries where the needs of the learners are to read subject texts in English. Particularly in Latin America, in the universities and colleges, the need to read in English has led towards such an approach because the subject texts are not available in the mother tongue. The basic theoretical thought underlying this approach is that there are some certain skills and strategies which the learner uses in order to produce or to comprehend discourse; therefore, when integrating these skills and strategies with the learning objectives, the learners are expected to reveal them through their performance and competence. The pragmatic basis underlying in skills-centred course design is the distinction between goal-oriented courses and process-oriented courses. In a goal-oriented course, it is probable that most of the learners will fail because the interpretation of the needs can change from one learner to the other and

drawing the frame around these needs and objectives is rather difficult. The process-oriented approach tries to avoid this problem by removing the distinction between the ESP course and the target situation. The emphasis in the ESP course, then, is not on achieving a particular set of goals, but on enabling the learners to achieve what they can within the given constraints (Hutchinson and Waters, 1987, p.69-70).

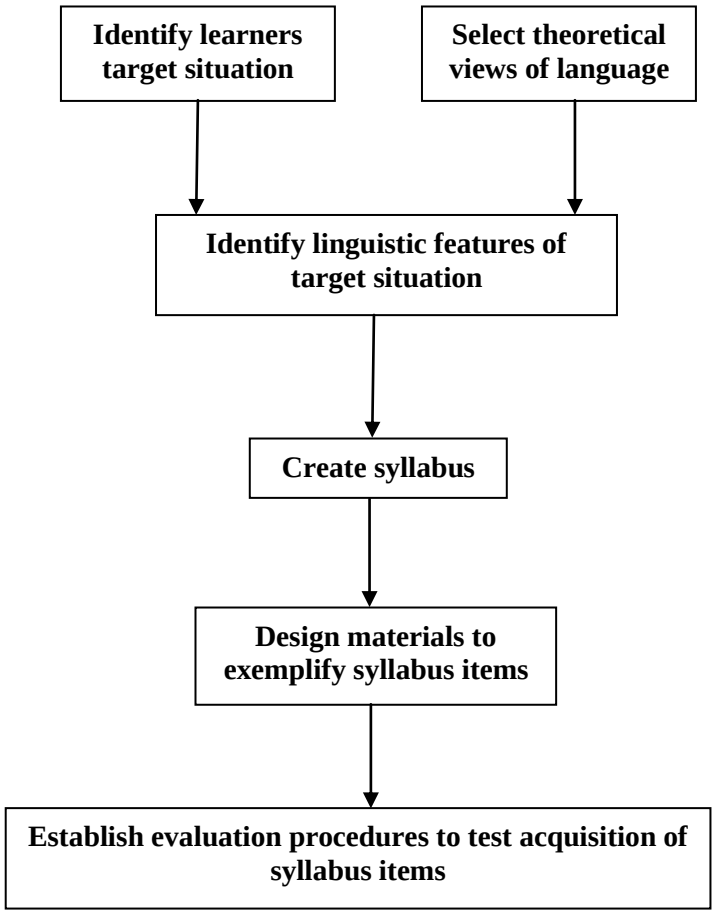


Figure 1. A language-centred approach to course design (Hutchinson and Waters, 1987, p.66)

3. **A learning-centred course design:** First of all, it is necessary to reveal the distinction between "Learner-centred approach" and "learning-centred approach". The learner-centred approach is based on the principle that learning is totally determined by the learner. Although the teacher can affect the learner, he or she is alone while interpreting and processing the information in his or her mind. Learning therefore is an internal process. Moreover it is not just a mental process; it is also a process of negotiation between individuals and society. Society sets the target which is

performance in the target situation in the case of ESP, and the individuals must do their best to get as close to this target as is possible or to reject it. The route is determined by the learner. In the learning process, then, there is more to consider than the learner. That is why the term "learning-centred" is used rather than "learner-centred". Here the concern is to maximise learning and the learner is just one of the factors affecting this learning process. A learning-centred approach towards an ESP course basically wants to discover what is beyond the competence and performance of the target situation, so it looks for how one acquires that competence, as it is seen in Figure 2.

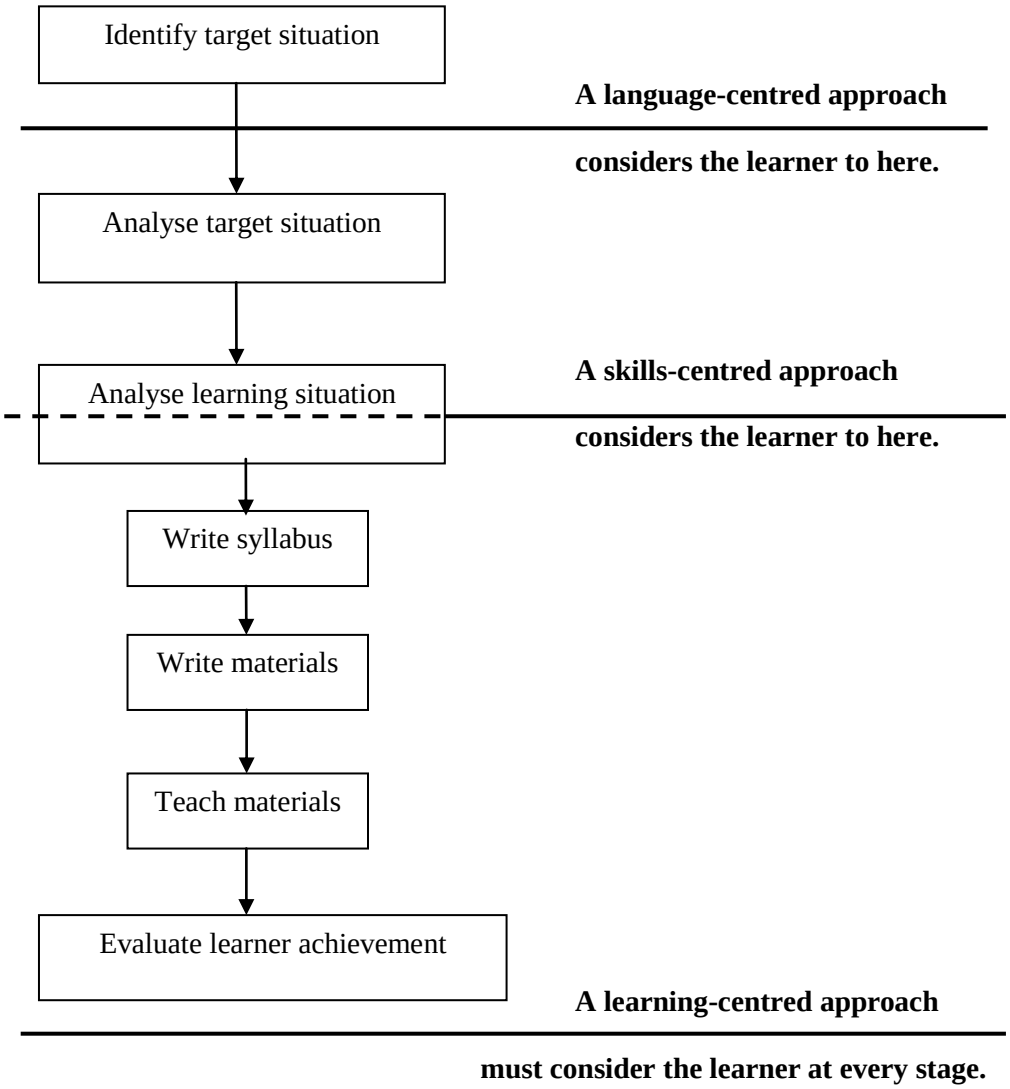


Figure 2. A comparison of approaches to course design (Hutchinson and Waters, 1987, p.73).

Considering the three approaches to ESP course design, the last one is seen to cover the needs of the learner at every stage and it deals with the content and the methodology at a versatile base. The question of how the data of a needs analysis can be used to design an effective ESP course can be answered in the light of these approaches. The target situation must be analysed deeply and all factors concerned with learning must be considered in the course design process. Moreover the learning-centred approach must be more dynamic and interactive in order to maximise the potential of the learning situation.

Military Purposes within ESP

When one focuses on the needs and purposes of learning a second language which are, in fact, interconnected, what is observed to emerge is the area of learning a language for military purposes. As Hutchinson and Waters say in the introduction part of their book, "the city of ELT was surrounded by high mountains … the land beyond the mountains was inhabited by illiterate and savage tribes called Scientists, Businessmen and Engineers". In this land there was one more tribe which was called the Army. Here come the needs of military personnel in order to survive while fighting for their country, but this fighting, in today's world is not just by weapons in battle fields, but by communicative skills in diplomatic and multi-national army bases. Therefore in such a field where everybody communicates in one common language, learning this language becomes the weapon in the hands of military personnel in order to fight for their country. Figuratively speaking, the world is a tiny ball and people are tiny spots on it, so these spots are close to one another and they have to work together in order to have a strong visual attraction. That is, countries in the world work together and military interactions are inevitably at the top of this cooperation. Especially in peacekeeping operations, different countries speaking the same language work hand in hand. That's why language learning becomes the key point when the personnel are selected for foreign missions in the Army.

All general definitions related to ESP lead us to a primacy of needs analysis. ESP is a "goal-directed" approach and the ESP courses are developed from needs analysis, which "aims to specify as closely as possible what exactly it is that students have to do through the medium of English" (Robinson, 1991, p.3). When military purposes are viewed from

this aspect, the methodology and the content of the ESP must be applied according to the needs of the military personnel and the context in which they will be using the language.

History of the Language within the Military Context

English has gained great importance in the military forces since very early times. However, the history of language teaching in the military which goes back to the World War II began to be developed scientifically especially by the entry of the United States into the 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 searched for experts in English teaching and therefore entrusted some American Universities to develop foreign language programs for military personnel. For this purpose, with the participation of fifty five American Universities, the Army Specialized Training Program (ASTP) was developed in 1942. The most important feature of this program was to use a native speaker of the language, an informant, which is why it is sometimes known as the "informant method". 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 is a combination of structural linguistic theory, ASTP, contrastive analysis, aural-oral procedures and behaviourist psychology. Its principles are still used in language teaching even today (Richards and Rodgers, 2001, p.34). Afterwards, the United States Ministry of Defence, Defence Language Institute prepared some documents and series called American Language Course (ALC) Series, which were primarily based on ASTP and Audiolingualism. 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 Common Wealth Office, the Ministry of Defence and the Department for International Development have 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 in order 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 (British Council, 2014).

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.

Needs Analysis

In general terms, needs analysis which is also called as needs assessment refers to the activities involved in gathering information that will serve as the basis for developing a curriculum, syllabus or program that will meet the learning needs of a particular group of

students (Brown, 1995, p.35). In fact, needs analysis has been carried out informally in some forms since the birth of teaching profession, according to which good teachers have gathered information to find out how much students already know and what they still need to learn. However, in formal terms, needs analysis is defined as "the process of determining the needs for which learners require 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)." (Richards, Platt and Weber, 1985, p.189).

According to J. D. Brown, there are some certain steps and procedures to be followed in the process of needs analysis. These are 1.Making basic decisions about needs analysis, 2.Gathering information 3.Using the information (Brown, 1995, p.36). The three procedures involve some basic questions and answers which are going to be explained. The first one is about making decisions related to the subject group, the information needed and the points of view that should be taken. The gathering information procedure starts with the types of questions that will be asked and answered and types of instruments that will be used to gather the needed information. The last procedure is how to use the information and the decisions in order to create a syllabus, curriculum or program (Brown, 1995, p.36-70).

Within this dissertation, the aim is to serve for the needs of the military personnel who cooperate with foreign military forces and who therefore use English language as the communication medium. At this point it is very important to make the correct analysis of their language needs. As the world military powers have to work together at one or another mission, they have to cooperate and communicate interactively. That is why English language needs assessment is very important in order to make this cooperation and communication more and more effective.

What needs analysis is and why it is so important are two questions to be asked and answered which are mentioned above. Here some more information will be given. First, some of the definitions of needs analysis can be handled. According to Nation and Macalister (2010, p.24), needs analysis is all about the aims and content of a program. It looks at the already existing knowledge of the learners and what they do not have but need to know. Secondly, needs analysis can be analysed as a group of steps which are used in

order to gather information about learners and their communication activities (Nunan, 1988, p.75).In this study, the steps used are questionnaires and interviews in order to determine military personnel's needs for the missions they perform in the multinational operations. Through these steps, it is aimed to gather information about the participants' needs and wants.

Specifically looking, the point is that there is a difference between the needs analysis for general purposes and the needs analysis for specific purposes. Within ESP, needs are not just an existence but rather they are the awareness of the learners. That is, the ESP learners know what they need, what they want, and what they expect. Therefore what distinguishes the General course from an ESP course is "the awareness of a need" (Hutchinson and Waters, 1987, p.53).

Syllabus Design

Syllabus has been one of the items which lie at the heart of language teaching process. It is in fact the program offered to the learners (Johnson, 25). A syllabus designs the things to be learned, the time needed and the method/ methods of the learning process. Therefore in general it can be said that syllabus is a frame for the lesson plan. As Sarıgöz in his article states the lesson planning is a complicated process which requires knowing the needs and aims of the target population. After the needs and aims are determined as the parts of needs analysis process, it comes to plan the program and to decide how to achieve these aims and how to fulfil the needs. Syllabus tries to do this.

If a syllabus is considered as a program, it is a fact that there is not only one type of program to be offered to the learners. There are many types developed in order to satisfy different methods and approaches. Grammar or Structural Syllabus, Notional or Functional Syllabus, Situational or Topical Syllabus, Skill-based Syllabus, Task-based Syllabus and Content-based Syllabus are basic syllabus types especially known in the communicative approach. However in this study "negotiated syllabus" will be taken as an example to design the program. The difference between a negotiated syllabus and the others is that as Nation and Macalister (2010, p.149) claim, negotiated syllabus is not designed just by the teacher but together with the learners. This is a process which includes both the teacher and

the learner working together and taking decisions together according to the needs and aims of the learners. That is why negotiated syllabi are also called "process syllabuses" (Breen, 1987).

On the other hand, Nunan (1988, p.27) categorizes syllabuses into two: Product-oriented syllabuses and Process-oriented syllabuses. He states the distinction between the two as that in product syllabuses, the focus is on the knowledge and skills which learners should gain as a result of instruction, but in process syllabuses, the focus is on the learning experiences themselves.

Approaches to Syllabus Design

The first person who touches to the distinction of analytic and synthetic syllabi is Wilkins (1976, p.75). These two approaches to syllabus design will be explained below.

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, p.60).

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, p.37).

- **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 to add it to his/her grammar collection. The focus is on the outcomes or the product (Rabbini, 2002, p.39). Some applied linguists state that the term 'synthetic' should not be restricted to grammatical syllabuses but may be applied to any syllabus in which the content is product oriented (Widdowson, 1979, p.75).
- **The Situational Syllabus**: In Situational Syllabus, the principle organizing characteristic is a list of situations which reflects the way language and behaviour are used every day outside the classroom. Thus by linking structural theory to

situations the learner is able to induce the meaning from a relevant context (Wilkins, 1976, p.48).

- **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, p.58) list some of the benefits of a functional and notional orientation as follows: (1) it sets realistic learning tasks (2) it allows 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."

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. According to Wilkins (1975, p.13), Analytic Syllabuses "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, p.73).

- **Procedural/Task-based Approach:** A Task-based Approach assumes that speaking a language is perfected through practice and interaction. It uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. Tasks must be relevant to real the world language needs of the students. That is, the underlying learning theory of task-based and communicative

language teaching suggests that activities in which language is used enhance learning (Rabbini, 2002, p.60).

- **Learner-Led Syllabus:** In this syllabus, the focus is the learner who participates into the shaping and the implementation process of the syllabus. It is believed that learners' interests and motivation will increase if they are aware of the course they are studying (Breen and Candlin, 1984, p.43). 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, p.59).
- **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. Hence the syllabus is designed to be dynamic, not static, with plenty of opportunities 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."

Syllabus Types

In their book, Hutchinson and Waters define a syllabus as a simple document which says what will be learnt or what should be learnt (1990, p.80). However, of course, there are several steps before reaching the final document for the learning process. One of these steps is to decide on what type of syllabus to use in order to fulfil the needs of the learners. At that point, the teacher's role as a course designer starts to make decisions about what to teach and when to teach the particular content. There are different types of syllabus which

differ in organization and material selection. Brown (1995) summarizes seven types of syllabus according to their organization shown in Table 1.

Table 1: Syllabus Types according to J. D. Brown

SYLLABUSES	WAYS OF ORGANIZING COURSES AND MATERIALS
Structural	Grammatical and phonological structures are the organizing principled-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) from 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) from 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 idea, 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) serve as the basis for organization – sequenced by some sense of chronology or usefulness of notions (structural and situational sequences may be in background).

(Brown, 1995, p.7)

Looking from a more detailed perspective, we can say that structural syllabuses focus on the grammar points and the organization and the sequence are done according to the structures to be learned. Situational syllabuses as the name refers, consist of contexts or situations where language is specifically used. For example, it takes situations in which language is used for example at a gym, at the theatre, at a bank etc., as the basic points to be learned. Topical syllabuses are similar to situational syllabuses as Brown (1995, p.9) states in his book. However they are organized according to the themes rather than situations. Themes and topics are selected with regard to the needs of the learners.

Functional syllabuses which are often considered together with the notional syllabuses are organized and sequenced by the functions language presents. Some functions of language can be exampled as introducing oneself, ordering a meal, apologizing, greeting, and asking a place etc. The notional syllabuses focus on the semantic unit and they are designed around the general notions such as space, time, obligation, distance and so on (Olshtein and Dubin, 1987, p.37). These notions are sequenced according to chronology and frequency.

The skill-based syllabuses take the four basic skills as their main focus. The syllabus is designed around the academic skills that learners will most need throughout their learning life. For instance, in a reading course, skills such as skimming, scanning, guessing vocabulary and inferring are used to fulfil the needs of learners.

Lastly task-based syllabuses which appeared in recent years are constituted around the activities which are most useful for learners. Tasks include different activities which are selections from life. Making appointment, filling out a form, reading advertisements can be given as examples of tasks.

As a conclusion, it can be said that they are designed in order to organize the learning of language. They sometimes need to be combined in order to achieve the best result which is planned.

Negotiated Syllabuses

Together with the enormous developments in the area of syllabus design, negotiated syllabuses also known as process syllabuses are totally different from the ones above in that they are completely learner centred, taking the learners' needs as the main resource and demanding full participation in the designing process (Clarke, 1989, p.13). Negotiated syllabuses are designed with learners together and learners are present at every stage of syllabus organizing process such as content selection, mode of working, assessment, and route of working and so on. However in such a large scale negotiated model, both teachers and learners would have considerable difficulty as Clarke states in his article (1989, p.13), so the solution is not to reject student participation totally but to allow for a limited part of their participation which will make it more useful for both sides. Before syllabuses are

mentioned with some elements negotiated, the requirements for a negotiated syllabus will be given in Table 2, briefly explaining the requirements in six steps taken from Nation and Macalister (2010, p.152-153).

Table 2. Requirements for a Negotiated Syllabus

1.	**Negotiation procedure**	How will the negotiation be carried out?/ When will it be done? How often will it be done? Who will organize it? Who will check whether it is actually done or not?
2.	**Participation**	Who will work with who? Individual work, pair work, groups working with the teacher, the teacher working with the whole class are some possible choices.
3.	**Procedure**	What kind of activity will be worked on? Role play, information gap tasks, guided writing, extensive reading, and oral drills are some possible answers.
4.	**Learning goals**	What will be the focus of work? Increasing speaking fluency, learning new vocabulary, learning how to organizing written assignments, learning how to understand and give directions are some possible negotiation examples.
5.	**Course evaluation**	Continual evaluation of the previous decisions and the learning resources are two crucial steps in evaluation of the syllabus. Re-thinking and re-negotiation are the results of evaluation. The appropriateness of the chosen activities is evaluated through a re-negotiation process.
6.	**Resources and materials**	There should be a large amount of resource materials available for the teacher and the learners to decide on and choose from.

(Nation and Macalister, 2010, p.152-153)

Taking into consideration the requirements for a negotiated syllabus, it can be clearly seen that a complete negotiated syllabus has several requirements and a long process of hard work of both sides. Negotiation is definitely of paramount importance so it cannot be abandoned; however, to make the negotiation more effective, Clarke (1989) suggests a syllabus with some elements negotiated or a quasi-negotiated syllabus. In such a syllabus, some parts are under the control of the teacher whereas some are negotiated with the students. Here are some possibilities of a quasi-negotiated syllabus as Nation and Macalister state in their book (2010, p.153):

- A time is left for negotiated activities which have been negotiated with the teacher and learners before.
- One or more of the four types of decisions (participation, evaluation, procedure, learning goals) is chosen as the negotiation item.

- One or more of the skills is planned through negotiation. For example, the learners negotiate the types of reading activities that they will do.
- One or more parts of the inner circle of the curriculum design diagram is open to negotiation. For example the content of the lessons can be negotiated, while the teacher retains control of language focus, presentation and assessment.

Syllabus Formats

Syllabuses have to be shaped in a format which is suitable for the needs and objectives of the learners and course designers. Therefore there appear different formats according to the organization of the content. There are five formats of syllabuses which are briefly mentioned below.

The Linear Format

This is very suitable for the structural syllabuses because grading and sequencing are very important and they cannot be changed or skipped. However, this format of syllabus is very difficult to be applied to the functional and notional syllabuses; since they do not have any specific criteria to determine the linear order (Solak, 2010).

The Modular Format

In the modular format, the syllabus is designed of modules which are independent from each other and these modules provide flexibility to the teacher (Dubin and Olshtain, 1987). This flexibility of use makes this format very suitable to the situational and topical syllabuses together with a skills-based approach.

The Cyclical Format

This format, as its name suggests, is based on the belief that repetition of the same topics is necessary. Therefore, in this format the same topic is not seen only once but it is recycled at different times and on different levels (Dubin and Olshtain, 1987).

The Matrix Format

As Dubin and Olshtain claim in their book, a syllabus designed in matrix format has a "maximum flexibility" (1987, p.48). It enables the teacher to choose a topic, a situation, an activity or a task from a table of contents listed randomly. It is suitable for the situational, task-based and communicative syllabuses, but it is difficult to adapt to the courses with general purposes.

The Story-Line Format

Wilkins (1976) was the first to mention when coherence in syllabus is in question. In story-line format, the topics are related with each other and there is coherence between the units. Ordering the topics is not a problem because in such a syllabus format the events or topics are given according to the narration. Moreover there is continuity between the themes in a story-line format.

Constructivist Perspective

In a constructivist perspective of learning, the focus is on the learning experiences and students are actively involved in every part of learning process in order to reach new understandings (Abbasoğlu, 2005, p.1). "One person one world" is the main idea behind the constructivism. Every person represents another world which waits to be discovered and it creates its own reality itself. That is, in the learning process which is believed to continue till the end of every person's life starting in the mother's womb, every individual constructs his/her own understandings; therefore they cannot be separated from this process. Meaning is to be constructed by individuals through their own experiences.

Considering the ideas related to constructivist perspective, it is obvious that individuals have to be involved in every part of learning program. Accordingly, negotiations become very important when deciding on what and how to teach. When we look at language learning, negotiating with the learners especially during the syllabus designing process presents opportunity for learners to collaborate and fill in the gaps according to their own understandings. Passing to the methods in English Language Teaching, there shines

English for Specific Purposes because it focuses on the needs and purposes of the learners that is why it is easy to combine these two.

In this context, taking into consideration the techniques used in the constructivist learning, as Fosnot (in Abbasoğlu, 2005, p.2) states, a syllabus aiming at creating autonomous, inquisitive thinkers who question, investigate and reason can be designed in order to fulfil the needs and the purposes of the learners. The techniques some of which are discovery learning, scaffolding, fading, cognitive apprentices, and collaborative learning can be easily applied to a negotiated ESP syllabus.

Constructivist Learning

Constructivist learning refers to the assumption that humans develop by engaging in the personal and social construction of knowledge. Humans make personal meanings for themselves and they create shared meanings with others. Thus, humans construct knowledge; they do not receive and internalize pre-digested concepts without simultaneously reacting to them and engaging them within our own mental maps and previous experiences. For constructivist learning, it can be said that learners construct their own knowledge and that teachers do not just transfer knowledge to learners. Individual learners connect what teachers expect them to learn with their own experience. Learners themselves engage in the social construction of knowledge. They make personal meaning for themselves, develop shared meaning with others, and then reflect on their meaning making in the public arena of the classroom. For example, teachers who deliberately design learning activities so their students can make personal and shared meaning out of concepts, processes, and attitudes welcome the constructivist learning perspective (Gagnon and Collay, 2001, p.x).

Constructivist Syllabus Design

In a constructivist learning environment, it is clear that the learner or the student himself or herself is completely involved in the process of constructing knowledge. Therefore, a constructivist syllabus indispensably has to embody learners in designing process. That is, a syllabus which aims to have a constructivist perspective towards learning and teaching

process has to be designed according to the construction of learners. In such a syllabus, process writing, problem-based learning activities, investigative learning activities or discovery learning should be included. Moreover, in such a constructivist environment the teacher searches for learners' understanding of concepts, and then structures opportunities for students to refine or to revise these understandings by posing contradictions, presenting new information, asking questions, encouraging research, and/ or engaging learners in inquiries designed to challenge current concepts (Brooks and Brooks, 2001, p.ix).

Conclusion

Considering all the topics mentioned above, it can be concluded that from the beginning of English Language Teaching period, it is aimed to find or to create the best for both learners and teachers. In this pursuit, determining the needs, setting goals and designing the best for the learners are issues which are tried to be reached in this thesis. Reviewing the literature makes it easy to create the necessary background.

CHAPTER 3

METHOD AND DATA COLLECTION

Introduction

In this chapter, the method that has been followed is explained. The study, in general, has been a qualitative research; however, there has been some quantitative data gathered as well. The subjects, the instructional materials and data collection instruments are introduced. Needs analysis has been carried out in order to gain a basis for the syllabus which has been designed in the light of the subjects' needs. After the needs analysis and the data collection process, the results have been examined with the help of statistics in the data analysis part and the general frame of the syllabus has been drawn in the light of these research analyses.

Subjects

The subjects of this study have been 50 military personnel or with different ranks which have been chosen randomly from different bases at Turkish Armed Forces. The questionnaire prepared for the study has been administered to the subjects in order to determine the language needs for abroad assignments. 10 of the participants have been interviewed by the researcher. The interviewees have been randomly chosen out of the ones who have been assigned abroad before. As there are a great number of personnel who have been abroad before, the interviewees have been chosen out of the ones who have been assigned in different countries, with different ranks, working in different missions and positions.

The subjects of the interview were all Turkish. They have been randomly chosen out of Turkish military personnel who have been assigned abroad. The ages of the subject group differ according to the experience they have. The subjects also have various ranks from sergeant to colonel. Although there have been some females, the most of the personnel has consisted of male participants, due to the male majority in the armed forces.

Instructional Materials

The listening and reading materials used in the units of the syllabus have been developed by the researcher with the help of the data gathered from the interviews, questionnaires and the experience of the researcher. Textbooks, course books and novels written in the field of military English or in the related fields have been analysed in this process. Listening and reading texts and scripts have been designed by the researcher in order to be used in the course program which can be improved as a result of this study. Listening and video materials related to the unit's topic has been studied on the internet by the learners and these resources can also be used in the negotiation hours of the course. In these negotiation classes, the students can negotiate what has happened during the week or the materials used during the week. NATO's homepage has also been offered as a study resource page to be used to draw a map for the learners' assignments.

Data Collection Instruments

Data collection has been carried out through both quantitative and qualitative research methods. According to Dörnyei, quantitative research method involves "data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods" (Dörnyei, 2007, p.24). As it is understood, in a quantitative study there is a strict, systematic procedure in order to reach a result. In order to reach results which can be generalized to some other contexts, it is necessary to have numerical data. In such studies to get reliable statistical results, it is important to survey people in fairly large numbers and to make sure they are a representative sample of your study. Quantitative research process is relatively quick and the data analysis can be done using statistical computer software. Typical example of this research design is survey research using a

questionnaire, analysed by statistical software such as SPSS (Dörnyei, 2007; Hopkins, 2008).

On the other hand, qualitative research method does not involve any numerical or statistical results. Dörnyei defines qualitative research as "data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods" (2007, p.24). Rather than a generalization of the results, qualitative research tends to broaden the possible interpretations of human experience.

In this study, both methods are used to gather data from the subjects. This is called a mixed method research in the literature. Here the aim is to complete the findings with each other which will help to design the study in the best way.

Questionnaire

In this study, a questionnaire based on needs assessment has been developed by the researcher. Four steps have been followed during the questionnaire development process as Büyüköztürk, Kılıç, Çakmak, Akgün, Karadeniz and Demirel (2012, p.125) explain in their book and also as shown in Figure 1.

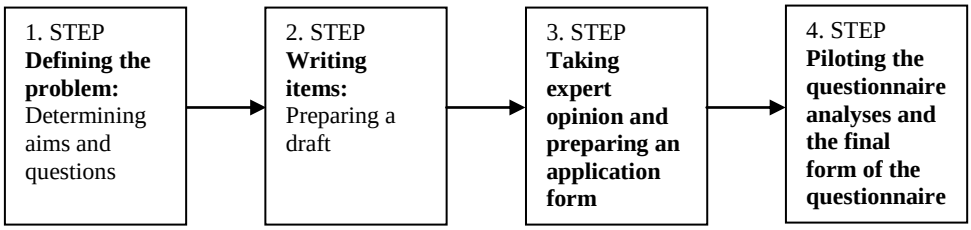


Figure 3. Questionnaire development process (Büyüköztürk et al., 2012, p.125)

For the researcher, the questionnaire development process has been one of the tough processes which have required hard work and patience, because each step has to be carried out with strict relation and connection to the aims and questions. With the help of expert opinions and their experience which have been taken at regular intervals by the researcher, this process has become easier. In this study, it was checked by two experts to provide face validity. After the draft was prepared, the piloting of the questionnaire made it possible to

see the validity and reliability. In this study, firstly the questionnaire was administered to 30 military personnel and the results gathered were used to find the reliability of the questionnaire. At the last stage, analyses were done by using statistics; generally a software program called Statistical Package for Social Sciences (SPSS) is used and the same was done for this study as it is seen in Tables 3 and 4.

In the questionnaire developed for this study, it is aimed to assess the language needs of the military personnel so as to design a suitable syllabus for abroad assignments such as multinational peacekeeping operations. The questionnaire consists of three parts in which there are 40 items in total. Each item is rated on a 5-point Likert scale, ranging from 1 (strongly disagree**)**, 2 (disagree), 3 (neither), 4 (agree) to 5 (strongly agree). Other than the demographic information part, there are three parts, respectively named as Social Language Needs Part, Military Language Needs Part and Other or General Language Needs Part. The first part consists of 10 items which aim to determine generally encountered social situations and needs. For the reliability of the social needs part, Cronbach's Alpha was found ,912. This score indicates that this part is highly reliable. For the second part which consists of 20 items, the military language needs are determined by choosing most common items. The reliability of the second part was found ,966. According to Cronbach's Alpha, it is highly reliable. Finally the last part which tries to find other language needs which are not included in social and military parts consists of 10 items. The reliability of the last part is ,904 which means this part is again highly reliable. The reliability scores are also shown in Table 3.

Table 3. Reliability Statistics

Items	N of Items	Cronbach's Alpha
1-10	10	,912
11-30	20	,966
31-40	10	,904

According to the statistical data, the questionnaire is reliable and valid. The variance that this questionnaire explains is 63%, which is above 50% and this is enough to indicate the validity of the questionnaire. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy and

Bartlett's Test have been used for the statistics of this questionnaire. In Table 4, the statistics are given. The value of the KMO Measure of Sampling Adequacy for this set of variables is ,653, which would be labelled as "mediocre". Although it is not a perfect value, it is acceptable and enables the questionnaire to be applied.

Table 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,653
Bartlett's Test of Sphericity	Approx. Chi-Square	2331,535
	df	780
	Sig.	,000

Looking at the table above, it can be said that factor analysis will be useful for these variables, because the KMO value is above ,50 which means there is no need for any remedial action. After the statistical analyses, the last form of the questionnaire is used to collect the necessary data and the findings are discussed in the next section.

Interview

Interviews are one of the most commonly used qualitative research methods. They can be defined as a two-person conversation, which is initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on the content specified by the research objectives of description and explanation. Interviews are flexible research methods which can be used in many stages of a research. Moreover, they can be combined with other research methods such as questionnaires and observations. In this study, interviews are used in association with the questionnaires. Although interviews tend to be personal as a research method, they cannot be totally avoided because of the intensive information they provide. Interviews are generally used to explore the views, experiences, beliefs and motivations of individual participants. Therefore they provide a large amount of data which become very significant when combined with quantitative research methods (Büyüköztürk et al., 2012, p.151-167).

There are four types of interviews as can be seen in Table 5.

Table 5. Types of Interviews

Interview Type	**Features**
Informal, conversational interview	No predetermined questions are asked, in order to remain as open and adaptable as possible to the interviewee's nature and priorities; during the interview the interviewer "goes with the flow".
General interview guide approach	The guide approach is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee.
Standardized, open-ended interview	The same open-ended questions are asked to all interviewees; this approach facilitates faster interviews that can be more easily analysed and compared.
Closed, fixed-response interview	Where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.

In this study, standardized, open-ended interview type was used. The same open-ended interview questions which have been developed based on the research purpose and hypotheses have been asked to10 military personnel. The interviewees were chosen from the military personnel who have been assigned abroad before in various missions such as multinational peacekeeping operations and from the personnel ranking from first lieutenant to colonel. Their experience has been of paramount importance due to the fact that their experience would give the opportunity to determine the language needs more effectively and from a wide angle. Taking all these into account, a 4-open-ended-question interview has been prepared regarding the study's purposes. At specific times appointed by the researcher and the interviewees, the interviews were conducted. The questions are given as follows:

1. Can you give brief information about your assignment abroad?
2. What kind of language needs did you experience in your assignments abroad?
3. Considering the needs, what should be included in a language syllabus for such kind of abroad assignments?

4. If a preparation course were given for the ones assigned abroad, what would your suggestions be for the syllabus?

The results of the interviews are discussed one by one in the next chapter of the study.

Conclusion

In this chapter, the methods used to collect data were explained in detail. Both quantitative and qualitative methods were used to gather the relevant data. As for the quantitative method, a questionnaire was developed by the researcher to be administered to 50 subjects. On the other hand, interviews were conducted as a qualitative method to associate with the quantitative one and the interview was applied to 10 military personnel. All these are conducted step by step in order to assess what kind of needs there are for a syllabus. In the light of the collected data, discussions and analyses are presented in the following chapter.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

Introduction

After a meticulous data collection process, the data gathered will be analysed in accordance with the aim of this study. The results of questionnaires and interviews will be examined in order to construct a negotiated syllabus for the subject group's needs, desires and expectations within the framework of ESP and from a constructivist perspective.

The aim of this study is to suggest a negotiated syllabus for the military personnel assigned abroad which will cover social, military and other needs. It is also believed that with the help of this suggested syllabus, the military personnel will be well-prepared for their assignments abroad and they will be confident enough to express themselves in the multinational environments where English is used as the communication medium in social, military and other areas. Considering these aims, the collected data have been analysed and discussed in the following parts.

Analysis of the Data Gathered from the Questionnaire

The questionnaire developed to determine social, military and other needs of the personnel were administered to 50 military personnel. The questionnaire consisted of three parts and 40 items in total. There were four research questions or hypotheses which were analysed by SPSS. The hypotheses have been analysed one by one in the following part.

The Relation between the Military Language Needs and Abroad Assignments

English has become a *lingua franca* in the military environment in the recent decades. Therefore to have knowledge of English is a prominent requirement for the military personnel. Considering the language needs in a workplace where the personnel is active in multinational peacekeeping operations, the vocabulary used and the skills needed become specific. Especially for the personnel who have been assigned abroad before, the military language needs become greater than the ones who have not been assigned and who consistently work in a national base.

According to the questionnaire, 31 of the subjects have been assigned abroad while 19 have not, and the former ones give much more importance to the military language needs than the ones who have not been abroad. In Table 6, the statistics indicate that there is a meaningful difference between the two variables.

Table 6.The Personnel's t-Test Scores compared to Their Assignment abroad

Personnel Assigned abroad	**N**	**Mean**	**Std. Deviation**	**df**	**t**	**P (2-tailed)**
Yes	31	2,24	1,00	48	2,25	,029
No	19	1,71	0,63			

In the table above, the personnel's military language needs have a meaningful difference according to their having been assigned abroad or not [t(48) =2,25, p< ,05]. Thus it can be claimed that the military language needs of the personnel who have been assigned abroad are greater than the personnel's who have not been abroad. This finding indicates that there is a meaningful relation between having been assigned abroad and the military language needs.

The Relation between the Personnel who have done any kind of preparation and who have not

In the questionnaire, it was questioned whether the personnel have done any kind of preparation related to language use such as extensive reading, extensive listening, etc. With regard to their answers, the relation between their language needs is analysed. The relation is examined in three parts of the questionnaire, social, military and other language needs.

First, the military language needs are examined and it is seen that there is not any meaningful difference between the personnel who have done any preparation and who have not. Below is Table 7 which shows the statistics.

Table 7. The Personnel's t-Test Scores Compared to the Military Language Needs and their Preparation

Preparation	**N**	**Mean**	**Std. Deviation**	**df**	**t**	**P (2-tailed)**
No	29	2,01	,95	46	,21	,83
Yes	21	2,07	,86			

The table indicates that the personnel's having carried out any kind of preparation based on language needs do not create any meaningful difference towards their military language needs [t(46) =,21, p>,05]. According to this finding, it can be said that there is not any meaningful relation between the military language needs and preparation.

Second, the social language needs are analysed again by using SPSS (version 17.0). In consideration of the results, it is seen that the preparation done by the personnel for language does not affect their social language needs. Table 8 indicates the scores gathered from the statistics.

Table 8. The Personnel's t-Test Scores Compared to the Social Language Needs and their Preparation

Preparation	**N**	**Mean**	**Std. Deviation**	**df**	**t**	**P (2-tailed)**
No	29	1,94	,86	43	,23	,81
Yes	21	1,88	,86			

In Table 8, the scores point out the fact that there is not any meaningful difference between the social language needs of the personnel who have done any kind of preparation for language concerns and the personnel who have not [t(43) =,23, p>,05]. Therefore it cannot be said that there is a meaningful relation between the social language needs and any kind of language preparation done.

Finally the relation between other or general language needs and preparation is examined in the light of scores (Table 9).

Table 9. The Personnel's t-Test Scores Compared to Other Language Needs and their Preparation

Preparation	N	Mean	Std. Deviation	df	t	P (2-tailed)
No	29	2,01	,82	48	1,69	,096
Yes	21	1,65	,59			

In this table above, it is read that the preparation does not affect other language needs either. The scores indicate no meaningful relation between the two variables [t(48) =1,69, p>,05]. The personnel's having carried out any kind of preparation or self-study does not create any meaningful difference on other language needs.

As to summarize the data, it can be concluded that whether the subjects have done preparation or have not, they need military, social and other language help evenly. It has been disclosed that self-study might not be of paramount importance before being assigned abroad because the language needs do not differ from the ones who have not carried out any kind of self-study.

The Relation between the Personnel who have attended a language course and who have not

In this part, the answers are sought to the question of whether there is a meaningful relation between having attended a language course and military, social and other language needs. However, in the light of the statistics, it is understood that in fact there is not a meaningful difference in language needs whether the personnel have attended a language course or not.

Looking at the military language needs and language course attended, it is seen that course attendance does not affect the military needs (Table 10).

Table 10. The Personnel's t-Test Scores Compared to their Course Attendance and Military Language Needs

	Course Attendance	N	Mean	Std. Deviation	df	t	P (2-tailed)
Military Language Needs	No	38	2,14	,98	48	1,49	,14
	Yes	12	1,70	,51			
Social Language Needs	No	38	1,91	,91	24	,07	,94
	Yes	12	1,93	,70			
Other Language Needs	No	38	1,87	,82	35	,42	,67
	Yes	12	1,80	,44			

Table 10 indicates that there is not any meaningful difference between the personnel's military, social, other language needs and their language course attendance [t(48) =1,49, p>,05], [t(24) =,07, p>,05], [t(35) =,42, p>,05]. These findings enable the researcher to conclude that there is not any significant relation between language course attendance and language needs.

The Relation between the Personnel who have different language levels

In the questionnaire, the subjects give answers to their last language score taken from any language exam or test which is valid. These scores are analysed according to NATO STANAG 6001 language proficiency levels. Therefore the scores are categorized into four levels adapted from the STANAG 6001 proficiency levels: 1= Elementary, 2= Fair, 3= Good, 4= Very Good. In this part, data gathered from the subjects' answers is analysed with the statistical program Analysis of Variance (ANOVA), which is used to analyse the differences between group means and their associated procedures. In the following lines four language levels and their relation to language needs are examined.

The Relation between Social Language Needs and the Personnel's Language Levels

According to the data gathered from the statistics, it can be understood that different language levels do not have any significant relation with the social language needs of the personnel.

Table 11. Descriptive Statistics Compared to Social Language Needs and the Language Levels

Language Levels	N	Mean	Std. Deviation
1 (Elementary)	9	2,02	1,15
2 (Fair)	13	1,84	,67
3 (Good)	18	2,08	,75
4 (Very Good)	10	1,63	,99
Total	50	1,92	,85

The table above (Table 11) indicates the number of personnel who have different language levels, the means and standard deviation. The table below (Table 12), on the other hand, indicates the significance of the levels compared with the social language needs. The results of the analysis do not indicate that there is a meaningful relation between the social language needs and language levels [F(3, 46) =,658, p>,01]. Therefore it can be claimed that the personnel's having different language levels does not affect their social language needs.

Table 12. ANOVA Results of the Personnel's Social Language Needs Compared to their Language Levels

Source of Variance	Sum of Squares	df	Mean Square	F	P	Significant Difference
Between Groups	1,48	3	,49	,65	,582	1-4, 2-4, 3-4
Within Groups	34,63	46	,75			
Total	36,12	49				

The Relation between Military Language Needs and the Personnel's Language Levels

In order to understand whether there is any meaningful difference between the variables of military language needs and the personnel's language levels, ANOVA is used as a statistical program. Below the tables (Table 13 and 14) showing the values can be seen.

Table 13. Descriptive Statistics Compared to the Military Language Needs and their Language Levels

Language Levels	**N**	**Mean**	**Std. Deviation**
1 (Elementary)	9	2,37	1,36
2 (Fair)	13	1,81	,83
3 (Good)	18	2,00	,59
4 (Very Good)	10	2,10	1,02
Total	50	2,04	,90

Table 14. ANOVA Results of the Personnel's Military Language Needs Compared to their Language Levels

Source of Variance	**Sum of Squares**	**df**	**Mean Square**	**F**	**P**	**Significant Difference**
Between Groups	1,76	3	,59	,700	,557	1-2, 3-2, 4-2
Within Groups	38,74	46	,84			
Total	40,51	49				

Examining the statistical scores, it can be claimed that the relation between the personnel's language levels and the military language needs does not comprise any meaning [F(3,46) =,700, p>,01]. Therefore the personnel's language levels do not have any statistical significance impact on the military language needs.

The Relation between Other Language Needs and the Personnel's Language Levels

Coming to the relation between other language needs and language levels, again it is seen that statistically there is not any significant difference. Table 15 shows the mean and standard deviation scores, while Table 16 indicates the variance scores.

Table 15.Descriptive Statistics Compared to Other Language Needs and their Language Levels

Language Levels	N	Mean	Std. Deviation
1 (Elementary)	9	2,37	1,36
2 (Fair)	13	1,81	,83
3 (Good)	18	2,00	,59
4 (Very Good)	10	2,10	1,02
Total	50	2,04	,90

Table 16. ANOVA Results of the Personnel's Military Language Needs Compared to their Language Levels

Source of Variance	Sum of Squares	df	Mean Square	F	P	Significant Difference
Between Groups	1,76	3	,59	,700	,557	1-2, 3-2, 4-2
Within Groups	38,74	46	,84			
Total	40,51	49				

As seen in the tables, the statistics are almost the same with the previous two variables. According to the results, there is not a meaningful relation between the personnel's language levels and their other language needs [F(3,46) =,811, p>,01].

To sum up, the statistics related to the questionnaire, it can be claimed that other than the abroad assignment and the military needs analysis, there is not any significant result found to affect the language needs of the personnel. Therefore, abroad assignments tend to make the military needs of the personnel greater than the personnel who have not been assigned. Coming to the research questions, it can be said as a result that a syllabus covering military language needs and also social and other language needs would probably help the personnel who will be assigned abroad.

Analysis of the Data Gathered from the Interviews

As a qualitative research method, interviews have been held with 10 military personnel who have been chosen out of ranks changing from first lieutenant to colonel. One important quality of the chosen personnel has been that they all have been assigned abroad before and they have done various duties abroad in multinational military units. This is significant for the research because the interviewees have been capable to share their experiences and thoughts related to the language needs they have encountered abroad. The interview questions which have been composed with the experts of the topic are analysed one by one.

1. **Can you give brief information about your assignment abroad?**

In this question, the duties of the interviewees were asked in order to learn where they have been and what they have done. Out of 10 interviewees, 2 respondents have been assigned in hosting duties, 2 have been in consultancy duties, the other remaining 6 have been assigned as liaison officer, liaison and observatory commander, team commander, military police, psychological and sociological evaluation officer and peacekeeping force. The countries they were assigned were Afghanistan, Kosovo, Bosnia-Herzegovina, Azerbaijan, Belgium and USA. These duties show the variety of assignments in which the personnel have to be well-prepared and confident in his/ her language strength. Moreover, the respondents have been assigned in several countries where English is used as the only means of communication. In their duties and social life, they have to have high communication skills both orally and in written language. However most of them stated that they did not get prepared enough for the language needs there and unfortunately they have had to cope with the insufficiencies. One of the interviewees said that:

> "When I learned that I would go to Bosnia, I thought it would be very easy to communicate with the personnel working there. However, the situation wasn't like that. It was hard to give and take orders in English. My high English scores didn't help me there. When it came to practice my military skills in English, it was really difficult and my English language abilities weren't enough in dealing with them. So I thought it would have been very useful and advantageous if I had attended a military language course before I came to Bosnia."

This piece of information shows that there is a need for a kind of ESP course in order to prepare the military personnel for multinational assignments. Furthermore such a language

course will help the personnel feel comfortable and confident when s/he is assigned in any international or multinational missions.

2. **What kind of language needs did you experience during your assignments abroad?**

This question is very significant for the research, because determining the language needs of the military personnel will enable the researcher to prepare and design a syllabus fulfilling the language needs required in multinational assignments.

The answers of the respondents to this question can be categorized into three. Firstly, six of the interviewees pointed out that there is a significant need for knowledge of military abbreviations and acronyms, operational procedures and organization of the military reports such as giving operation orders orally and in written forms, giving routine orders, briefing procedures, etc. Secondly, two of the interviewees claimed that the most necessary language ability was expressing oneself in written and oral skills. One of the interviewees stating this point was a colonel who has been in many abroad assignments. Moreover, he has the opportunity to observe the personnel who have been assigned abroad before. He stated that:

> "The experience I had in NATO and UN, showed me that we, as officers who are assigned abroad lack the confidence, needed to express the knowledge we possess due to the fact that we aren't prepared well for our assignments linguistically. Moreover, in such multinational environments, we have difficulty to defence our national interests and to represent our country properly. My suggestion is to enlarge the language abilities by extensive reading and listening which I believe would make us more confident."

Thirdly, two of the interviewees stated that there is need for language knowledge related to the countries and international affairs, the social and cultural background of the country where the personnel is assigned. The statements lead the researcher to think that there is a lack of material which can be compensated by a suitable syllabus which can be applied in a course or program for the personnel who will be assigned abroad. The general knowledge of language, the scores taken from a language exam do not show how prepared the personnel is for such assignments. However, a syllabus just designed for them will facilitate the language needs in a multinational assignment.

3. **Considering the needs, what should be included in a language syllabus for such kind of abroad assignments?**

> "I suggest that a syllabus should include some military English together with its practical usage. The military terms, the military manners, the social and cultural context where there will be interactions with the local people should be included as well. Moreover the selected personnel should read and get informed about some specific topics about his/her own country because it is possible that you can face some questions about your own country too. "

As it is stated above, the suggestions of the interviewees show that they feel as there is a need for specific language training before they are assigned abroad. Moreover, eight of the interviewees suggested that speaking abilities have to be improved in relation with the military language terminology. Additionally listening and reading comprehension skills should be included as they are commonly used in such duties. The other two respondents pointed out a collaborative study with the ones who have been assigned abroad before would give an opportunity to share experience and to study together the language items needed abroad. These ideas and comments strengthen the research on the way that an ESP syllabus within a constructivist perspective would fit the needs of the personnel.

4. **If a preparation course were given for the ones assigned abroad, what would your suggestions be for the syllabus?**

The interviewees had many suggestions related to the content of the syllabus. They all emphasized that a syllabus full of communicative activities will be best to fulfil the needs. Moreover, a syllabus in relation with the contemporary events would enable the personnel to have knowledge of the recent issues and at the same time it will give chance to practice the language. One of the interviewees states his ideal syllabus as:

> "I imagine a language class before my abroad assignment in which there is everything related to language. For example a large amount of listening and speaking activities which are done in cooperation with the officers who have been assigned abroad previously, a large sum of books topics of which are very interesting for everyone. Moreover this class would not be distant from technological facilities such as searching web, finding the meaning of the unknown words immediately, using software sources etc."

Considering all the data gathered from the interviews, it indicates that for the military personnel, a syllabus prepared with military English components and interactive elements would most probably fulfil the language needs. Such a syllabus when improved can be

applied in a language course which will be offered to the personnel before their departure to multinational assignments.

Conclusion

In this chapter the data gathered was analysed with the help of statistics. Together with the qualitative research results, the language needs of the military personnel are determined.

This study shows that with a well-designed sound syllabus, the military assignments abroad would be carried out much more successfully. Before going abroad, the personnel have to be well-prepared linguistically. For such kind of a preparation, a negotiated syllabus is suggested in the next chapter with sample units.

CHAPTER 5

SUGGESTED SYLLABUS AND SAMPLE UNITS

Introduction

This chapter of the study is divided into two parts: In the first part, the suggested syllabus is introduced with its contents and subdivisions; in the second part three sample units which are examples of the subdivisions of the syllabus are introduced and presented.

The suggested syllabus aims at preparing military personnel for assignments abroad. It consists of three subdivisions: Social, military and general. The units are designed according to ESP principles within a constructivist perspective. As a process syllabus, there have been negotiations in order to construct the units. In fact this study targets the personnel who have knowledge of English at intermediate and upper intermediate levels and who will be assigned abroad. Therefore during the limited course time, it tries to construct a background in three areas. The purposes and the needs of the personnel are the core for the program. If this study will reach the aims and fulfil the needs, it will be an honour for the researcher to help.

A Quasi-negotiated Syllabus

As it is mentioned before in the Review of Literature Chapter, negotiated syllabuses "give high priority to the recognition of learner needs" (Nation and Macalister, 2010, p.149), because of which some important details about them will be given before the suggested syllabus is presented.

Regarding the qualities, Clarke points out (in Nation and Macalister, 2010, p.153) that negotiated syllabuses can be divided into two:

1. Fully negotiated syllabuses
2. Quasi-negotiated syllabuses

The first one, as it is understood from the name, is fully negotiated leaving no decisions to the teacher. In such a syllabus, all activities, tasks, content, exercises, evaluation of the program and planning are negotiated together with the learners. However, in the second one, it is possible to negotiate some parts or some aspects while leaving others to the control of the teacher (Clarke, 1989 in Nation and Macalister, 2010, p.153).

The suggested syllabus designed in this thesis is a quasi-negotiated syllabus. In a syllabus of this sort, there are many possible plans to be applied in order to decide on what is negotiable and what is non-negotiable. Nation and Macalister (2010, p.153) state some possibilities as:

- A certain amount of time left for negotiable activities in the syllabus
- One or more of the decisions in the syllabus negotiated (participation, learning goals, evaluation, etc.)
- Activities based on skills negotiated (free-speaking activities, reading activities, etc.)
- Details or inner parts of the syllabus negotiated (content)

Taking into consideration these possibilities for a quasi-negotiated syllabus, it seems best to decide on what type of negotiation will be carried out according to the subjects and needs of the subjects. The teacher or the syllabus designer can prepare a draft syllabus which includes some parts left to be negotiated with the learners. This will most probably increase the efficiency of the learning program (Irujo, 2000 in Nation and Macalister, 2010, p.152).

Military Context for the Suggested Syllabus

In the military it is essential that everything is organized according to the needs which are determined, so things are done because they have to be done. Looking from this point, if

there are abroad assignments to be carried out and if English is the medium of communication, organization and planning there, it is a must to have a well knowledge of the language. The personnel, who are assigned abroad in many countries in various positions and missions, are generally selected out of the personnel who have high scores in language tests. Since having a high score is one of the important criteria to be chosen for such assignments, the personnel have a general knowledge of English when they go abroad. However, they may not have sufficient knowledge of English for military purposes. That is why there is a need for English for military purposes especially for the personnel who have or will have abroad assignments.

Moreover, time and timing are precious in the military. Being programmed and being punctual are also important qualities. Therefore, a syllabus prepared for such kind of a need has to be well-prepared and well-timed. After that, the point of the subjects comes to be mentioned. The subjects who are targeted in this syllabus are elected from a large population in the military, so they are selected and they have priority in the military. They represent the population of the military, in a way they have to represent perfectly by doing their best and by using their language effectively. With this program, it is aimed that within the military environment the personnel who are selected and who will represent the general population have to get ready and kick the ball to the goal.

NATO Standardisation Agreement 6001 Levels

A STANAG, or STANdardisation AGreement, is an international military standard created by NATO for regulating equipment, procedures, tactics, training and just about everything that affects how armed forces from different countries work together on operations and exercises.

STANAG 6001 is a language proficiency scale designed to allow comparisons of language ability in different countries. The scale consists of a set of descriptors with proficiency skills broken down into six levels, coded 1 through 6. The table below shows the levels and their explanations. Language proficiency is recorded with a profile of 4 digits indicating the specific skills in the following order: Listening, Speaking, Reading, and Writing.

This standardisation is important for this research because one of the aims of the study is to fulfil the language needs of the personnel who will or most probably will be assigned abroad in multinational operations where this language standardisation is taken as a basis. Therefore the levels of this standardisation are taken as the basis to determine the levels of the personnel who have participated in the questionnaire.

Table 17. Summary of STANAG 6001 Levels

Level 0	No practical proficiency
Level 1	Elementary
Listening	Can understand common familiar phrases and short simple sentences about everyday personal and survival needs.
Speaking	Can maintain simple face-to-face communication in typical everyday situations.
Reading	Can read very simple connected written material directly related to everyday survival or workplace situations.
Writing	Can write lists, short notes, phone messages to meet immediate personal needs. Can complete forms.
Level 2	Fair (Limited working)
Listening	Can follow conversations and talks about everyday topics, including personal news, well-known current events and routine job-related topics and topics in his/her professional field.
Speaking	Can communicate in everyday social and routine workplace situations.
Reading	Can read simple, straightforward, factual texts on familiar topics.
Writing	Can write with some precision simple personal correspondence and routine workplace correspondence and related documents, including brief reports.
Level 3	Good (Minimum professional)
Listening	Can understand conversations, briefings and telephone calls about complex topics, including economics, science, technology and his/her own professional field.
Speaking	Can participate effectively in most formal and informal conversations, including meetings. Can deliver briefings.
Reading	Read with almost complete comprehension a variety of authentic written material on general and professional subjects, including unfamiliar subject matter.
Writing	Can write effective formal and informal correspondence and other documents on practical, social and professional topics and special fields of competence.
Level 4	Very good (Full professional)
Listening	Can understand all forms/styles of speech used for professional purposes including on unfamiliar topics. Can recognize nuances of meaning and irony and humour.
Speaking	Can use the language with great precision, accuracy, and fluency for all professional purposes.

Reading	Can read all styles and forms of the written language used for professional purposes, including texts from unfamiliar general and professional-specialist areas.
Writing	Can write the language precisely and accurately and can draft all levels of prose pertinent to professional needs.
Level 5	Excellent (Native/Bilingual)

(Boyle, Walden, Mellor-Clark, 2005)

Furthermore this language standardization has importance for the study due to the fact that this study deals with English as the common communication medium and *lingua franca* in the military. Since there are personnel from many countries in NATO bases, framing the language ability of the personnel is inevitable. In a multinational peacekeeping operation, speaking the same language is a must to be obeyed. As a consequence, it can be said that this table nearly shows what skills are required in order to reach a certain language level. In the suggested syllabus, these levels and skills are taken into consideration.

Introduction to the Suggested Syllabus

After a detailed research and study, the syllabus has been completed and it has been suggested for the usage of the military personnel. The syllabus presented here aims to meet the needs of the military personnel who will be assigned abroad in various missions. Therefore the primary resource for this syllabus is the needs of these personnel. The units prepared for the syllabus have been designed around this purpose. Furthermore, the parts of the units have been designed according to the needs and the purposes of the subject group.

This syllabus is suggested for the personnel who will be assigned abroad. The suggested syllabus is planned to be applied in a three-month program before the selected personnel goes for their assignments. This three-month course can be applied in accordance with the needs of the personnel. The units are planned to be finished in three-month time and therefore the personnel will be more sufficient in terms of the language needs.

The Contents of the Suggested Syllabus

The syllabus consists of ten units, which have been divided into three main areas of interest and need: Social, military and other general. First three units have been designed according to social needs, the following four units have been for military purposes and the last three have been for the other general language purposes.

Each of the units consists of seven parts: Topic, Skills, Context and Functions, Vocabulary, Tasks, Missions (Discovery Learning) and Negotiation Time (Cooperative Learning). In Topic, the name of the unit is given and the language purpose is presented whether it is social, military or other general. In the second part, which is Skills part, the unit starts with a warm up which can be either Reading or Listening. This part is the richest part of the unit which consists of four skills: Listening, Reading, Writing and Speaking. These skills are full of input both in listening and reading. In the third part, which is Context and Functions, the functions are presented with the unit's context. In the fifth part, Vocabulary, the words are presented within the context of the unit. In the sixth part, Tasks are given in connection with the unit's topic. In Missions part, the aim is to guide the subject group to discover the target language missions within a given context. The last part is called Negotiation Time because in this part the unit is reviewed and the learners' thoughts and feelings are negotiated. The parts in the units which lack some needs of the personnel are examined and the parts which are negotiated with the learners are reviewed. This part is the most important part of the unit because the negotiation between the learners and the course instructor is the core of this syllabus. In the following part, the ten-unit syllabus is presented (Table 18). The parts of the syllabus can be examined accordingly.

Table 18. The Ten-unit Syllabus

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative Learning)
UNIT 1 New country! New people! (Social)	Reading • Reading a text to understand the general idea • Reading again to understand some details • Reading for determining some structures Listening • Listening to a recorded text in order to answer the questions Writing • Writing a short e-mail to introduce yourself Speaking • Meeting foreign people and introducing yourself • Using introducing and greeting expressions • Asking and answering questions	• Informal and formal conversations in a foreign country and at work • Introducing yourself • Communicating with people	• New vocabulary items: Goodbyes, greetings • Correct pronunciations of new vocabulary items and affirmative sentences	• Listening to recorded texts again • Making dialogues in pairs • Creating short conversations related to the new country • Reading a book related to the country and its culture	• Reading and listening to texts about a country to discover the people and culture	• Negotiating on guided writing and extensive reading

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative learning)
UNIT 2 Where are you? (Social)	Listening • Listening to a phone call to understand what it means and how it goes on Reading • Reading a text about the directions in a city • Reading again to draw a map • Reading for discovering some structures Writing • Writing a note about directions of a gym Speaking • Creating dialogues saying where you are • Asking for directions in a city	• At a gym doing sports • In the city center asking for directions • Asking for directions • Understanding the given directions	• New vocabulary items: Where is the .....? Can you give directions for…..? • Directions	• Listening to a documentary about city halls • Reading a booklet related to the city and its touristic sights • Drawing a short map of your destination	• Organizing a city tour to places you have not been before • Asking for directions	• In groups, negotiating for a touristic place to be seen • Negotiating on a free time for everyone to visit a museum

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative learning)
UNIT 3 Local People (Social)	Reading • Reading a passage about a country and its native people • Reading again to understand some details • Reading to answer the questions Listening • Listening to a recorded text about a woman telling her experience abroad Writing • Writing a short story about an incident you have experienced Speaking • Asking for experiences abroad • Making comments about an issue	• Within friends talking about experiences • In a foreign country, meeting native people • In your country, experiencing an interesting event • Telling a story • Understanding a story-line event • Asking and giving information about a topic you have experienced	• New vocabulary items: countries and nationalities, Where are you from? I'm from … Adjectives expressing emotions and thoughts: shocked, surprised, interesting, unbelievable, necessary, etc.	• Listening to recorded texts again • Reading a book related to the topic • Listening to or watching some recorded texts	• Preparing a poster about a country where you would like to go, its native people, culture, its touristic destinations etc.	• Negotiating on the structures you have learned up to now • Cooperating in groups and studying the vocabulary items you have learned up to now

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative learning)
UNIT 4 Welcome to NATO base! (Military)	Listening • Listening to a recorded text about an orientation briefing and ordering the topics • Listening again to find out some information and to answer questions Reading • Reading a text about NATO base, its structure and missions to answer the questions • Reading again to understand the gist and some details Writing • Writing a paragraph describing your military unit Speaking • Sharing information about your military experience	• At a NATO base • In military environment • Introducing yourself in the military • Saluting the commanders	• New vocabulary items: new duty assignments, army ranks, army units	• Preparing an introduction of your army unit and your duty there	• Getting in touch with a military personnel from another unit, if possible from a multinational unit and discovering his/her duties	• Negotiating on extensive reading and listening texts • Collaborating with the learners on what to learn in your negotiation time

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative learning)
UNIT 5 To Be or Not to Be! (Military)	Listening • Listening to a soldier telling his mission • Listening again to mark the topics the soldier mentions Reading • Reading a passage about advantages and disadvantages of being in the military • Reading again to decide which are advantages and disadvantages Writing • Writing qualities of a soldier Speaking • Speaking in dialogues about advantages and disadvantages of your job	• In the army • Military routines, military responsibilities • Talking about duties and missions	• New vocabulary items: military uniforms, career verbs, military routines: follow orders, salute superiors, carry a weapon, etc.	• Finding out what a soldiers' responsibilities are and preparing a list of dos and don'ts • Designing a poster of military uniforms	• In groups, focusing on one of the disadvantages of being a soldier and trying to find solutions to turn it into an advantage	• Negotiating on the vocabulary items • Cooperating in groups and discussing what has been learned up to now • Evaluating yourself

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative learning)
UNIT 6 Peacekeeping in the world! (Military)	Reading • Reading a peacekeeping story from a military personnel to understand what it is • Reading a text about peacekeeping activities in the world to answer the questions Listening • Listening to a peacekeeper soldier to identify his duties Writing • Writing a letter to UN to demand some peacekeeping activities Speaking • Starting a discussion about missions of peacekeeping forces: Are they necessary?	• Areas in trouble and humanitarian assistance • Steps in peacekeeping operations • Giving polite orders and direct orders	• New vocabulary items: peace support operations, hospitality, military- media relations, cultural traditions of military bases	• Preparing a humanitarian assistance plan for a country in need of it • Interviewing a military personnel who has attended a peacekeeping operation	• Analyzing at least three operations of peace support and finding out the stages of how they are carried out	• Collaborating in groups to prepare a presentation about a peacekeeping operation to present your friends at negotiation time

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative learning)
UNIT 7 Headquarters in the world (Military)	Listening • Listening to the news from the world and note taking • Listening again to understand the details about the news Reading • Reading a text about military organizations in the world to find out the structure of headquarters • Reading again to make a list of international headquarters Writing • Writing an orientation briefing outline Speaking • Preparing a briefing speech	• At the headquarter • At a military conference • Getting ready for a briefing speech • Confirming and clarifying information • Opening remarks in meetings	• New vocabulary items: headquarters, checkpoints, international missions, civil-military cooperation, gestures and local cultural knowledge	• Preparing an orientation briefing for your military unit • Writing correspondence to organize a conference	• Participating in a conference about a military topic and discovering the procedures learnt in the lesson	• Negotiating on an international problem that faces the world • Sharing ideas about international issues

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative Learning)
UNIT 8 Collaboration Time (Other)	Listening • Listening to a conversation between two people to identify their mission Reading • Reading a text to understand the general idea • Reading again to determine some structures Writing • Writing a short e-mail to tell your free time activities Speaking • Asking your friends about their habits and free time activities • Sharing information about how to keep fit	• Free time activities • Group works • At sports hall • Outdoor activities	• New vocabulary items: Facilities on a military base, free time activities	• Creating a poster for entertainment on a base • Preparing an invitation for a family entertainment	• Evaluating your missions as a military personnel and as a family member • Discovering if there are similarities between these two	• Negotiating on responsibilities at work and at home • Cooperating in groups of four or six, choosing a book to read and summarizing it to your friends

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative Learning)
UNIT 9 Guests are coming! (Other)	Listening • Listening to a recorded text about guests' feelings after the visit Reading • Reading a passage about a visitor to a military base • Reading again to answer comprehension questions Writing • Writing a formal invitation to invite an eminent person to your base Speaking • Composing oral invitations • Describing your camp area and using adjectives	• Invitations • Visitors and the procedure followed when hosting them • Inviting an eminent person to your country • Describing and defining facilities, features of local environment	• New vocabulary items: facilities on a military base, local areas, touristic attractions, etc.	• Preparing a poster of your hometown describing facilities, touristic attractions, local people and cultural features	• Organizing a day out with friends to discover touristic attractions • Reading a booklet and listening to a city tour to get information about a foreign country	• Negotiating on reading , listening and vocabulary activities in order to fulfill the lacks determined • In groups preparing evaluation of your language lacks observed/experienced up to now

TOPIC	SKILLS	CONTEXT and FUNCTIONS	VOCABULARY	TASKS	MISSIONS (Discovery Learning)	NEGOTIATION TIME (Cooperative Learning)
UNIT 10 Keep in touch! (Other)	Reading • Reading some fragments to understand what the general topic might be • Reading for specific information Listening • Listening to web site online talks about communication • Listening to find out what is the most important issues mentioned Writing • Writing a paragraph about your partner's career to get accounted • Asking and answering questions about career life Speaking • Telling your partner what you experienced in your training period	• Keeping in touch with people you know • Making phone calls • In a friendly atmosphere, meeting friends • Writing e-mails	• New vocabulary items: phone calls, internet language, some acronyms and online programs	• Designing a group chat online with friends to keep in touch with them and to inform them about what you are doing	• Constructing an online language association to get feedback about your language background	• Negotiating with partners on language course you have taken • Evaluating the new things you have learned

Introduction to the Sample Units

In this part of the study, three sample units have been developed in accordance with the syllabus presented in the previous pages. Since the syllabus has been developed according to the needs of the military personnel, the units have been designed in the light of the syllabus as well. The first unit is about the social language needs of the personnel. The topic is "New country! New People!". The unit covers the topics which a foreigner may encounter when s/he goes abroad. The second unit is about military language needs. The name of the unit is "Welcome to NATO Base!". It is about NATO countries and their missions. In the listening and reading parts of the unit, some briefing examples are presented. The last sample unit is about other general language needs. The name of the unit is "Collaboration Time". It deals with the issues of collaboration and prepares the students to get ready for collaboration with other country members.

All units have been developed by the researcher. Each unit has been designed to be applied in one-week time, two hours per day. The requirements for the classes are a classroom, a board and a television connected to a computer. The units have been presented in Appendix 3 and the answer keys to the exercises have been given in Appendix 4.

CHAPTER 6

CONCLUSION

Introduction

This chapter focuses on a brief review of the research and its contribution to the military language environment and specifically to the military personnel who are going to be assigned abroad in multinational peacekeeping operations. The findings are also reviewed in harmony with the research questions and the negotiated syllabus has been designed according to these findings. Moreover, the syllabus is reviewed in the light of these findings and some teaching implications and suggestions for further study are presented within the context of this research.

Conclusion

The problem of the study is that "Do the military personnel who are candidates for foreign multinational missions lack a negotiated ESP syllabus within a constructivist perspective?" While studying upon this problem, data related to the needs are collected from the military personnel from different units in Turkey. Questionnaires and interviews are the main sources of data gathering process. As a result of the data gathered from these questionnaires and interviews, a negotiated syllabus is suggested in the previous chapter which is open to be improved and developed in further related studies.

Research Question 1:

"Is there a meaningful difference between the language needs of the military personnel who have been assigned abroad and who have not been yet?

In order to answer this question, questionnaires and interviews are used as a source of data. The data gathered from the questionnaires shows that there is a significant difference between the military personnel who have been in a foreign mission and who have not been yet. Therefore it can be concluded that in a syllabus which will be designed for the military personnel, there has to be some difference for the ones who have been abroad or for the ones who have not been. Moreover, it is seen that the military personnel who have been in any kind of foreign missions are more aware of their language needs in multinational peacekeeping operations. Therefore in a course which will be planned to fulfil their needs, the suggestions and objectives have to be reviewed together with the personnel.

Research Question 2:

"What is the relation between military, social and general language needs of the personnel who have done any kind of preparation for his/her assignment and who have not done?"

In the second research question of the study, the preparedness of the military personnel is being evaluated in the light of the findings. The language needs of the personnel who have done any kind of preparation for his/ her foreign mission and the language needs of the personnel who have not done any kind of preparation are compared. It is obviously seen that there is not any significant difference between the two groups' social, military and other general needs. Therefore it can be said that doing any preparation does not affect the language needs of the military personnel.

Research Question 3:

"Does participating in a course cover the language needs of the personnel?"

In the third question, the effect of participating in a language course is reviewed with the help of the data. The questionnaire analysis clearly shows that attending in a language course does not affect the language needs of the personnel. Whether they have attended in a language course or not, the social, military and other general language needs seem to be the same. Moreover, the language course issue can be discussed since it is not known whether the language course is suitable for the personnel's needs or not. However, if the personnel who will go abroad for a multinational peacekeeping mission attend a specially designed course, the results may be different.

Research Question 4:

"Is there a meaningful difference between the language needs of the personnel who have different language levels (1.elementary/ pre-intermediate, 2.intermediate/ advanced)?"

For the last question, it is understood from the data gathered and from the analysis of the data that there is not any significant difference between the language needs of the personnel and their language levels. For the syllabus design process, it is understood from this data that whatever the language level of the personnel might be, the syllabus should be designed according to the general language needs of the personnel. Moreover, the syllabus has to cover all the levels starting from Level 1 which is considered to be elementary to pre-intermediate and Level 2 which corresponds with intermediate to advanced levels.

Considering the research questions and the answers found to them, it is clear that there has not been done any significant study related to the language needs of the military personnel who are candidates for foreign missions in multinational environment. Therefore, this specific research is in a way a step towards determining the language needs and accordingly suggesting a negotiated ESP syllabus for the target group mentioned.

Out of the syllabus types, negotiated syllabus is selected with a reference to constructivist learning, because the needs of the learners are of core importance in such syllabuses. Over recent years, interest in the concept of negotiation has come in the language teaching environment as a popular issue because it is an item that bears importance for the language needs and objectives. Negotiated syllabus means regularly involving the learners in decision making regarding the goals, content, presentation, and assessment of the course (Breen 1987; Clarke 1991). In this kind of syllabus, learners learn through democratic decision-making. In negotiation-based approaches, teacher and learners come to agreement on what to learn and how to learn (Tuan, 2011). Proponents of this innovation believe that the syllabus which comes out from the negotiation process is more flexible and relevant to learners' needs and hence more motivating. It also allows learners to play a more informed and self-directive purpose in their learning (Bloor & Bloor, 1988; Boomer et al., 1992; Breen & Littlejohn, 2000; Nunan, 2001). Meanwhile, "negotiation provides a context in which opportunities exist for learner to articulate and, thereby, refine their prior understanding, purposes and intentions as reference points for new learning" (Breen &

Littlejohn, 2000,p. 24) and allows for changing the perceptions in the learners, without specifying particular content, methodology, structure, or grammar. Considering all these definitions, it is clear for this study to take negotiated syllabus as a suggestion for the syllabus designing process.

In this study, it is hypothesized that with the help of such kind of a syllabus the military personnel who are going to be assigned abroad in multinational peacekeeping operations will be using the language English as a lingua franca in a more effective way. They will also be more prepared in terms of language terminology which they will most probably encounter in foreign multinational missions. In order to gather data related to the suggested syllabus and needs, questionnaires and interviews are administered to the subject group in concern. At first, the questionnaire was administered to 30 military personnel in order to measure the reliability of the questionnaire. Since it is found to be reliable, the questionnaire was administered to 50 military personnel again and the results were measured by using SPSS program. In the questionnaire, the language needs were grouped in three parts: Social, military and other general language needs. The answers of the subject group are taken as a base in the preparation process of the syllabus. The interview was carried out with 10 military personnel who have been assigned abroad in peacekeeping operations in order to have their experience and to be able to use it as a source for the suggested syllabus. Four questions were asked in the interviews concerning the ideas of the personnel about such kind of a syllabus. As a result of all these procedures, the suggested syllabus was prepared and sample units were developed for the military personnel who are going to be assigned abroad in multinational peacekeeping operations.

When it comes to the limitations of the study, it can be said that the number of the subjects was not very high in order to be able to address much more military personnel. The second limitation is due to the time and space; it will not be possible for the researcher to observe the subject group while they will conduct their foreign missions abroad. Therefore the study is limited to the answers gathered from the questionnaire and the interviews.

Implications for Teaching

Learning and teaching are one of the most inter-connected phenomena which are mostly discussed throughout the history of learning and teaching practices. It can be suggested that the syllabus given in this study can be applied for the learners who are going to be assigned in any peacekeeping missions abroad. Moreover the social language needs part of the syllabus can be improved and it can be applied to any personnel who are going to go abroad because this part tries to prepare the subject group for their social needs which they may encounter abroad. The other general language needs part is also another part which can be applied to a larger scale of personnel who want to get prepared before going abroad. However the military language needs part is a little specific to the subject group since it involves lots of military terms and military information.

Suggestions for Further Study

The result of the study indicates that there is a need for further study in this area. The lack of a negotiated syllabus of this sort is tried to be fulfilled through this research. However, there is still a great need for a study which can be carried out in larger numbers of military personnel. Any research which will be done in language needs of the personnel in foreign countries will be of great value to the area. Due to time and space limitations, this research lacks the observation in foreign countries. If further research can be carried out in the countries where multinational peacekeeping operations are being carried out, it will contribute to the military language literature a lot.

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APPENDICES

Appendix 1. Needs Analysis Questionnaire

NEEDS ANALYSIS QUESTIONNAIRE FOR MULTINATIONAL PEACEKEEPING OPERATIONS (ABROAD ASSIGNMENTS)

This questionnaire is prepared to determine the language needs and readiness of the military personnel who are assigned abroad in multinational peacekeeping units. Within this context, the needs will be assessed in order to design a syllabus. The questionnaire is composed of two main parts: First part asks 11 open-ended questions to gather demographic information about the subject, while the second part aims to determine social, military and other language needs of the personnel. The second part is divided into three sections; social needs analysis, military needs analysis and other needs analysis.

While filling in the questionnaire, please answer the questions with a perspective which will help to design a syllabus fulfilling the language needs to prepare the personnel in a best way for their missions and duties abroad.

Thank you for sparing your precious time and for your contributions.

Inst.1Lt. Nazife YAŞAR

- **DEMOGRAPHIC INFORMATION**

- Age:……
- Sex: ☐ Female ☐ Male
- Rank: ……..……...
- Graduate from: ☐ Turkish Military Academy ☐ College
  ☐ NCOs Prep School ☐ Other:……
- Graduated department: ……..…..……
- Have you been assigned abroad before? ☐ Yes ☐ No
  If yes, when and where have you been assigned?.....
- What kind of missions have you done during your abroad assignment?.....
  ……
- What is your language level (English)? ☐ Elementary ☐ Fair ☐ Good ☐ Very Good
- What is your last language score (English)? (KPDS / TOEFL/ ÜDS/ IELTS)…….
- Is there any language course you have attended before? ☐ Yes ☐ No
- Is there any preparation (self study) you have done related to English language?
  Yes ☐ No ☐

- **NEEDS ANALYSIS**

1	2	3	4	5
Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

• **SOCIAL LANGUAGE NEEDS** **Socially in assignments abroad, I need the statements below with a proportion of:**	**1**	**2**	**3**	**4**	**5**
• Introducing myself in English					
• Expressing myself easily when meeting people outdoors					
• Giving and asking directions in English					
• Expressing myself in my free times when doing my hobbies					
• Communicating with the native people of the country					

• Having knowledge about culture and people of the country					
• Knowing the specific body language of the country					
• Using narration techniques and expressions such as storytelling					
• Reading and understanding written language					
• Knowing the structures and expressions for survival needs abroad					
• **MILITARY LANGUAGE NEEDS** **In military environments and bases, I need the items below with a proportion of:**					
• Saluting in military bases or environments					
• Giving and taking orders, using the related military terms					
• Briefing and its formal stages					
• Understanding the briefs given					
• Knowing the protocols in the military					
• Being familiar with the ranks and their symbols					
• Knowing the common military expressions					
• Knowing the topics related to multinational peacekeeping operations					
• Having enough knowledge about administrational and organizational topics					
• Carrying out formal military writing					
• Writing military reports					
• Designing and doing projects					
• Having basic knowledge about diplomatic protocols					
• Preparing/ giving operation order					
• Comprehending and responding military orders					
• Preparing written orders					
• Doing phone calls officially					
• Using note-taking techniques					

• Interpreting military letters and e-mails					
• Preparing formal documents					
• **OTHER LANGUAGE NEEDS** **I need the items below with a proportion of:**					
• Reading skills					
• Writing skills					
• Speaking skills					
• Listening skills					
• Using and knowing grammar structures					
• Practicing vocabulary					
• Using high order thinking abilities					
• Evaluating experiences related to language use					
• Improving my speaking skills					
• Doing cooperative work for language improvement					

- **OTHER NEEDS AND SUGGESTIONS**

- Other than the needs stated above, what kind of materials and documents do you need for abroad assignments?

  ……

- If you have any suggestions for a language course syllabus, please write your ideas below.

  ……..…….....

Appendix 2. Needs Analysis Questionnaire (In Turkish)

ÇOK ULUSLU BARIŞI KORUMA HAREKÂTLARI İÇİN İHTİYAÇ ANALİZ ANKETİ

Bir tez araştırması kapsamında Türkiye dışındaki çok uluslu barışı koruma askeri birliklerde geçici veya daimi göreve gönderilen askeri personelin Yabancı Dil olarak İngilizce hazır bulunuşluklarını tespit etmeye ve bu kapsamda ihtiyaçlarını belirlemeye yönelik olarak bu anket hazırlanmıştır.

Anket, iki ana bölümden oluşmaktadır. **Birinci bölüm**, anketin uygulandığı kişi hakkında genel bilgilerin toplandığı ve 11 açık uçlu sorudan oluşan bölümdür; **ikinci bölüm** ise dil ihtiyaçlarını belirlemeye yönelik olan ve kendi içinde 4 kısımda toplanan dil ihtiyaçlarının analizi bölümüdür. Anketi doldururken, soruları, yurtdışındaki görevlere ihtiyaçlar çerçevesinde, yeterli bir dil donanımıyla gidebilmeyi ön gören bir bakış açısıyla cevaplarsanız, anketin sonucunda oluşturulacak olan izlenceye katkıda bulunmuş olursunuz.

Samimi cevaplarınız ve zamanınızı ayırdığınız için teşekkür ederim.

Öğ.Ütğm. Nazife YAŞAR

- **DEMOGRAFİK BİLGİLER**

- Yaşınız:……
- Cinsiyetiniz: ☐ Kadın ☐ Erkek
- Sınıfınız/ Rütbeniz: ……
- Mezun olduğunuz okul: ☐ Kara Harp Okulu ☐ Üniversite ☐ MYO ☐ Diğer: …….
- Mezun olduğunuz bölüm: ……..……
- Daha önce yurtdışı görevinde bulundunuz mu? ☐ Evet ☐ Hayır, cevabınız 'evet' ise nerede ve ne zaman bulundunuz? ……
- Yurtdışında bulunduğunuz süre zarfında ne tür görevler yaptınız?.....
- Yurtdışına gitmeden önce Yabancı diliniz (İngilizce) ne seviyedeydi?
  ☐ Başlangıç ☐ Orta ☐ İyi ☐ Çok iyi
- En son aldığınız yabancı dil notunu yılı ile beraber yazınız. (KPDS / TOEFL/ ÜDS/ IELTS): ……..……
- Daha önce katıldığınız Yabancı Dil olarak İngilizce kursu var mı? ☐ Evet ☐ Hayır
- İngilizcenizi geliştirmek için herhangi bir hazırlık yaptınız mı? ☐ Evet ☐ Hayır

- **İHTİYAÇLARIN ANALİZİ**

1	**2**	**3**	**4**	**5**
Hiç katılmıyorum	**Biraz katılıyorum**	**Orta derecede katılıyorum**	**Katılıyorum**	**Tamamen katılıyorum**

• **SOSYAL DİL İHTİYAÇLARI** **Yurtdışında sosyal olarak aşağıda belirtilen maddelere ihtiyacım oldu:**	**1**	**2**	**3**	**4**	**5**
• İngilizce olarak kendimi tanıtmaya					
• Dışarı çıktığımda İngilizce olarak kendimi rahatlıkla ifade etmeye					
• İngilizce olarak yer-yön sormaya					
• Boş zamanlarımda hobilerimi yaparken kendimi ifade edebilmeye					

• Yurtdışında bulunduğum ülkenin insanlarıyla iletişim kurmaya					
• Yurtdışında bulunduğum ülkenin insanların kültürünü bilmeye/ öğrenmeye					
• Bulunduğum ülkenin vücut dilinde kullandığı/ kullanmadığı ifadeleri bilmeye					
• Hikâye, olay vb. türü sıralı anlatım gerektiren ifadeleri kullanmaya					
• Yazılanları okuyup anlamaya					
• Yurtdışında bulunduğum ülkede temel yaşamsal ihtiyaçlarımı karşılayacak dil bilgisine sahip olmaya					
• **ASKERİ DİL İHTİYAÇLARI** **Askeri ortamlarda aşağıdaki maddelere ihtiyacım oldu:**					
• Askeri ortamda selamlamayı bilmeye					
• Emir alma ve emir verme ile ilgili ifadeleri bilmeye					
• Brifing verme aşamalarını bilmeye					
• Verilen brifingleri anlamaya					
• Askeri nezaket kurallarını bilmeye					
• Rütbe ve üniforma özelliklerini bilmeye					
• Yaygın olarak kullanılan askeri ifadeleri bilmeye					
• Çokuluslu operasyonlar hakkındaki konuları bilmeye					
• Yönetim ve organizasyon ile ilgili bilgi sahibi olmaya					
• Resmi yazışmalar yapmaya					
• Rapor yazmaya					
• Proje çalışmaları yapmaya					
• Diplomatik nezaket kurallarını bilmeye					
• Harekât emri hazırlamaya					
• Gelen emirleri okuma ve anlamaya					
• Yazılı emir hazırlamaya					
• Telefonda görüşmeler yapmaya					

• Telefonda Görüşürken not almaya					
• Internet aracılığıyla gelen yazılı dokümanları anlamaya					
• Internet aracılığıyla doküman hazırlamaya					
• **DİĞER GENEL DİL İHTİYAÇLARI** **Dil boyutu kapsamında aşağıdaki maddelere ihtiyacım oldu:**					
• Okuma becerisini kullanmaya					
• Yazma becerisini kullanmaya					
• Konuşma becerisini kullanmaya					
• Dinleme becerisini kullanmaya					
• Dil bilgisi konularını gözden geçirmeye					
• Kelime bilgisi çalışmaları yapmaya					
• Üst düzey düşünce becerilerini kullanmaya					
• Tecrübelerimi dil boyutu açısından değerlendirmeye					
• Pratik yaparak dilimi geliştirmeye					
• Dil amaçlı grup çalışmaları yapmaya					

DİĞER İHTİYAÇLAR VE ÖNERİLER

- Yukarıdaki belirtilenlerin dışında yurtdışında bulunduğunuz süre zarfında ne tür malzeme ve dokümanlar kullanma ihtiyacınız oldu? ……..……..
  ……...……
- Yabancı dil olarak İngilizce kapsamında belirtilenler dışında eğer varsa diğer ihtiyaçları ve önerilerinizi belirtiniz……..
  ……..……...……

Appendix 3. The Sample Units.

SAMPLE UNIT ONE (SOCIAL)

NEW COUNTRY! NEW PEOPLE!

Warm up

Task 1: ***What colours are used in your country's flag? Do they have any special meaning?***

Reading

Task 1: ***Read the text and find out what is the general idea.***

What is the passage about? What does it say?

Home Sweet Home!



In a new country, where you don't know anyone, where the food is not as mouth-pleasing as in your hometown, where you are on duty, sometimes things get harder and harder. However, in a foreign country when you meet a person from the same nationality, your face gets a big smile which you haven't experienced before. In the summer of 2007, I experienced such a thing. I was in United States of America, the big dream country. In one of its most friendly cities, Philadelphia, while wandering in the streets alone, I was very surprised and happy to hear some Turkish words. Moreover, these words were very meaningful for me because they were lines from our National Anthem. "Ben ezelden beridir hür yaşadım, hür yaşarım! Hangi çılgın bana zincir vuracakmış? Şaşarım!" these lines echoed in my ears. I stopped walking, turned and looked around to find the source of the wonderful voice. Then, I realized a man, a saxophone in his hand, sitting in the corner of street and repeating the lines. I walked near him and said hi in Turkish. It was hard for me to avoid giving a big hug so I just did what I wanted with full of deep longing feelings to my country. Yes, it was the feeling of "Home Sweet Home!"

Read the passage again and answer the questions below.

1. Where is the writer from?
2. Where was he in 2007?

3. What happened when he was wandering in streets?
4. What did he hear?
5. How did he feel when he heard the national anthem?

Task 2.*Vocabulary items*

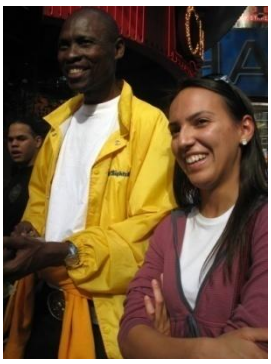
Find out the words from the passage and match them to the correct meanings.

1.mouth-pleasing 2.get a big smile 3.experience 4.wandering 5.surprized 6.anthem 7.meaningful 8.echo 9.saxophone 10.longing	a.a sound heard again near its source after being reflected b.a song of loyalty or devotion, as to a nation or college c.strong, persistent desire, especially for something unattainable or distant d.delicious, sweet e.full of significance, value f.moving from place to place without a fixed plan g.a musical instrument h.an incident which is personally encountered i.a feeling which is the result of an unexpected occurrence or appearance l.a happy expression occurring on your face

Structure Point

Go through the passage again and <u>underline</u> the sentences in past form. Work with your partner to check your answers.

Listening



Listen to a conversation between two people and answer the questions.

1.Where is Sultan from?

2.Where is Josh from?

3.What are their jobs?

4.What does Sultan's husband do?

5.Where does he work?

Vocabulary

Task 1.*Countries & Nationalities*

Listen to the countries and nationalities from the recorded text. Find out where the countries are. Match them to the nationalities and continents.



Countries: United States of America / Brazil/ Algeria/ Pakistan/ Poland/ Great Britain/ Hungary/ France/ Italy/ Turkey/ Canada/ China/ Spain/ Japan/ Germany/ Portugal/ Egypt/ Australia/ Mexico

Continents: Asia/ Europe/ South America/ North America/ Oceania/ Africa

Listen to understand where the countries are. Fill in the gaps with correct answers.

Continents	**Countries**	**Nationalities**
Asia	China, _____, _____, and _____	
Africa	_____ and _____	
Europe	Great Britain, _____, Turkey, _____, _____, France, _____, Hungary, and_____	
North America	United States of America, and_____	
South America	_____, and Mexico	
Oceania	_____	

Task 2. ***Listen to countries and nationalities. Write them down in the blanks above.***

Structure Point

Superlative forms of adjectives: Listen again and check the listening scripts of the texts. Underline the superlative forms of the adjectives.

Speaking

With your partner, ask and answer questions about your nationality and job.

- Where are you from?

- Are you Canadian/ Turkish/ American, etc.?
- What do you do? / What is your job?
- Where do you work?

Writing

Imagine that you are abroad in a foreign country. Write an e-mail to your friend to give information about yourself. Write where you are, what you are doing, how you find the food and the weather and how you feel. Take the e-mail below as an example.



To:ahmet07@yahoo.com

Subject: New country, new traditions!

Hi, Ahmet

I'm in Philadelphia, USA. I came here last week with a tour from wo Hi, Ahmet

I'm in Philadelphia, USA. I came here last week with a tour from work. I'm travelling around now. The weather is rainy but in t Hi, Ahmet

I'm in Philadelphia, USA. I came here last week with a tour from work. I'm travelling around now. The weather is rainy but in the mornings it's sunny. I like the weather. It is cool. The foods in the hotel are bad; I missed Turkish kebabs and doner. I'm hungry now. I'm looking forward to tasting my hometown's food, but the museums, sightseeing tours are great here. I enjoy seeing new places.

What are you doing? How is life in Turkey?

See you soon.

Mehmet.

Tasks



- *In groups of four or five, prepare a poster of a country which is a NATO member. Make sure the country is not chosen by other groups. Share a task for each group member. Make a research about the country.*





- *Find some photos and give information about the weather, food, sightseeing places, culture and people.*
- *After one week, the posters will be presented and the best designed one will be chosen as the number one poster.*

Missions

Mission is a specific task or duty assigned to a person or group of people. In this part, in groups, prepare a list of books and listening or watching exercises about NATO, its missions, member countries, activities, history, peacekeeping operations, humanitarian assistance, etc. Later, present the list of books and listening or watching exercises to your instructor and friends.



Negotiation Time

The negotiation time is spared for the learners to negotiate with the instructor on the issues, topics or learning process. Evaluate the learned items in this unit. Negotiate on how it would be better, how it could be better and what can be done to achieve better results for the learners' needs and purposes.



SAMPLE UNIT TWO (MILITARY)

WELCOME TO NATO BASE!

Warm up

Have you ever been to a NATO base?

Tell about your experience to your friends.

Listening

Task 1. ***Listen to an orientation briefing about a NATO base. Order the topics below according to the listening text.***



	• Facilities for newcomers
	• Mission of the base
	• Personnel stationed at the base
	• Humanitarian World Exercise
	• Customs and courtesies

Task 2. ***Listen to the text again and answer the questions.***

- Who is giving the briefing?
- What is the mission of the 12th Battalion?
- What are some features of the base?
- What kind of facilities does the base present for newcomers?
- What is the current exercise of the 12thbattalion?

Structure Point

Look at the script of the listening text and find out present tenses. Underline them and discuss with your friends.

I want to……

We also invite …..

Reading

Task 1.*Read the text below and match the pictures to the words.*

PT	*Assault course*	*Obstacle course*	*Marksmanship*
Rough terrain	*Mountaineering*	*NBC test*	*Recruits*



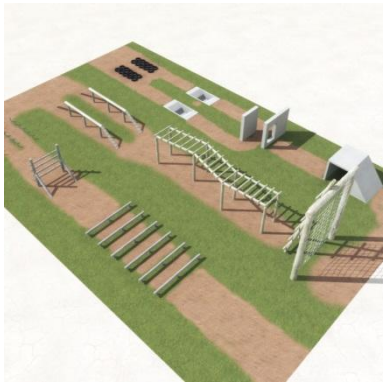
Picture A



Picture B



Picture C



Picture D



Picture E



Picture H



Picture F



Picture G

Training at Infantry School

Every year, hundreds of soldier trainees come to the Infantry School to get the compulsory six-month training program. The training program is tough enough for the trainees to accomplish because it includes many difficult stages. That's why almost 50 % of them left the program at the very beginning. At the moment the trainees arrive at the school, the training starts with a brief orientation. After the orientation which lasts for two hours, it is a

must to attend the physical test. Here fitness tests which aim to evaluate how fit the trainees are before starting the training program are administered and if you are under the average, you have to attend the strict fitness pack. This is the worst for the trainees, because till you get the average fitness points you have to get up at 5 am for the morning run of 5 km. After that you have to do physical training (PT) under the training command. Moreover it is obligatory to keep fit until the end of the program and soldiers continue to take a physical test every year until they are retired. If not, you fail the training program which means you are not suitable to be a soldier.

When you finish the fitness pack successfully, you pass to the infantry training pack. This pack includes assault course, mountain climbing, obstacle course, marksmanship and NBC test. These courses are parts of the infantry school training. The aim of all these are to prepare the soldiers fully for the operations. If a soldier passes the infantry training pack, it means that he is ready to join operations.

First of the infantry training comes assault course which combines running and exercising. If a soldier passes PT successfully, this course will be easy for him. Being fit to fight is evaluated in this course. The aim is to increase fitness, to demonstrate techniques that can be used for crossing very rough terrain, and to increase teamwork and self-confidence. The assault course exercises include a six foot and a ten foot wall, a climbing net, some type of bar to climb over, and a high rope or net that must be crossed (these being or representing the most likely difficult terrain that a soldier will come across). The standardization means that every course will be to the same quality, though it also means that there will be certain parts that may be familiar if practiced. Second part is mountain climbing which is not offered to everyone. Mountaineering requires special qualifications, so soldiers are chosen for this course. This is not a team course but it is offered to persons, that's why soldiers who finishes assault course take a mini test to evaluate their capability for mountain climbing and then the ones who are chosen are trained one by one for mountaineering. Third one is the obstacle course which is similar to assault course but differs in the obstacles encountered. The obstacles are studied for two weeks and then a test is administered to the soldiers. This course is used as a way to familiarize recruits with the kind of tactical movement they will use in combat, as well as for PT, building teamwork,

and evaluating problem solving skills. Typical obstacles involve parts such as the participants must climb over, crawl under, balance, hang, jump, etc.

Marksmanship is a very special part of the infantry training. In this special training, the soldiers' readiness for combat is evaluated. It is a 10-day course which aims to raise the recruits' combat readiness. Moreover it enhances soldiers' ability for target shooting. Finally at the end of infantry training program an NBC test is administered to all recruits who are almost ready for combat arena. For today's unconventional warfare, NBC test is compulsory. This test aims to prepare soldiers for such unconventional warfare. Nuclear, biological and chemical weapons are the most hazardous in warfare. These are forbidden but unfortunately they are often used in warfare environments illegally.

All these courses and tests meet on a common ground: To train soldiers and prepare them for the defence and combat arenas. If a soldier finishes the infantry training program successfully, that means he is ready to protect and defence his country.

Task 2.*Read the passage again and mark the statements below as True (T) or False (F). Correct the false ones.*

- The soldier trainees have to attend the infantry training program.
- After a brief orientation, %50 percent of the trainee left the course.
- If you are not fit enough for the course, you have to attend the fitness pack.
- To be a soldier, you have to pass the PT test successfully.
- When soldiers pass the assault course, they become ready for the operations.
- Everyone who passes the assault course participate in the mountaineering.
- Obstacle course resembles to the assault course.
- In 10-day marksmanship course, recruits' combat readiness is evaluated.
- Nuclear, biological and chemical weapons are hazardous but they can be used in warfare.
- At the end of the infantry course, soldiers get ready to join operations and protect their country.

Vocabulary

Put the military units in order from the biggest to the smallest. Look at the meanings below to compare.

battalion	brigade	company
section	platoon	division

- **A battalion** is a ground force unit composed of a headquarters and two or more companies or similar units.
- **A brigade** is a military unit having its own headquarters and consisting of two or more regiments, squadrons, groups, or battalions.
- **A company** is a unit of around 100 troops, usually comprising two or more platoons.
- **A division** is a major formation, larger than a regiment or brigade but smaller than a corps, containing the necessary arms to sustain independent combat.
- **A platoon** is a military unit consisting of two or more squads or sections and a headquarters.
- **A section** is a small military formation, typically comprising two or more squads.

Speaking

Task 1. ***Work with your partner. Ask and answer the questions.***

When you deploy abroad on operations, …

- Are you able to contact your family regularly?
- Can you send letters or e-mails?
- Can you make telephone calls?
- What are the things that worry your family most?

Task 2. ***Listen to a phone conversation and answer the questions with your partner.***



- *Who is talking on the phone?*
- *What has happened?*
- *Is the news correct?*
- *Where did the bomb explode?*
- *Are there any soldiers hurt?*

Writing

Task 1.Look at the example of the informative briefing and prepare an example of your own.

INFORMATIVE BRIEFING

Good morning/ Good afternoon etc. Sir, (Ladies and Gentlemen)

Lt./ Capt./ Maj. Etc. ....., Head of Public Relations.

This informative briefing has unclassified level.

As you know three days later we'll have some visitors from NATO headquarter in Brussels.

Here I'd like to inform you on NATO headquarter missions shortly. North Atlantic Treaty Organization is composed to safeguard the freedom and security of its members through political and military means.

The group of visitors are responsible to evaluate and review the member countries. Therefore, it is important to have a good image and to show the process of the working here. They will prepare an evaluation checklist and report in order to present to the headquarter.

This briefing is prepared to enable you to work without any interruption during their visit.

Sir, I have completed my briefing. If you have any questions, I'll have.

Thanks.

Tasks

- *In groups of four or five, prepare a list of your unit's qualifications, features and the necessities for abroad assignments and postings. Then share information about abroad assignments in your base. Ask if there are any colleagues assigned abroad before.*

Missions

- *Your mission is to find an officer who has been assigned abroad before. Find where he has been assigned, and what missions he has carried out. Find whether he has joined any operations such as humanitarian assistance or peacekeeping. Prepare an interview with the officer. Take notes and if possible tape record the interview.*
- *Share the interview results with your friends. Analyse the features and qualifications to be assigned abroad.*

Negotiation Time

- *In this unit, what have you learned?*
- *In groups of four or five, decide the parts you have achieved and the parts you lack. What should be done to complete the lacks in this unit? What were your expectations and what were the unit's aims? Review the unit parts one by one.*
- *Negotiate on a time when everyone will be suitable and decide what should be the focus of your learning aims.*



UNIT THREE (OTHER)

COLLABORATION TIME

Reading

Turkish Armed Forces



Turkey has one of the largest armies in the world. The Turkish Armed Forces (TAF) (Turkish: *Türk Silahlı Kuvvetleri* = TSK) are the military forces of the Republic of Turkey. They consist of the Army, the Navy and the Air Force. The Gendarmerie and the Coast Guard, both of which have law enforcement and military functions, operate as components of the internal security forces in peacetime, and are subordinate to the Ministry of Interior. In wartime, they are subordinate to the Army and Navy. The President of Turkey is the military's overall head.

The Chief of the General Staff is the Commander of the Armed Forces. In wartime, he acts as the Commander in Chief on behalf of the President of Turkey, who represents the Supreme Military Command of the TAF on behalf of the Grand National Assembly of Turkey. Commanding the Armed Forces and establishing the policies and programs related with the preparation for combat of personnel, intelligence, operations, organization, training and logistic services are the responsibilities of the General Staff. Furthermore, the

General Staff coordinates the military relations of TAF with NATO member states and other friendly nations.

After becoming a member of NATO on 18 February 1952, Turkey initiated a comprehensive modernization program for its Armed Forces. The Turkish Army sent troops to fight in Korea, where they played pivotal roles at some points. Towards the end of the 1980s, a second restructuring process was initiated. The TAF participate in European Union battle groups under control of the European Council, as a part of the Italian-Romanian-Turkish Battle group, which will be on standby for duty during June–December 2010. It also contributes operational staff to the Euro corps multinational army corps initiative of the EU and NATO.

Task 1. Find words or phrases in the text that mean ...

1. Ensuring obedience to the laws

2. Freedom from danger, risk, etc.; safety which is of or pertaining to the domestic affairs of the country

3. A period without war; time of peace

4. Subject to the authority or control of another.

5. As the agent of; on the part of.

6. Of vital or critical importance

7. The supreme commander of the armed forces of a nation

8. In a state of readiness to act, respond, or be used immediately when needed

9. A military organization consisting of officers and enlisted personnel or of officers alone

10. An introductory act or step; leading action

Task 2. Read the text again and answer the questions.

1.What are the sub-forces of TAF?

2.What is the difference between the sub-forces and Gendarmerie and the Coast Guard?

3.What are some responsibilities of the General Staff?

4.What happened on 18 February 1952?

5. Will TAF be on duty in European Union battle groups during June and December 2010?

Listening

Task 1. Look at the words in the box below and match them with the correct definition.

Agenda	Secretary
Summary record (or minutes)	Handout
Any other Business (AOB)	

- Any printed, or photocopied copy of information, as a speech, policy statement, or fact sheet given to reporters, attendees at a meeting, or the like.
- The last item on the agenda for a meeting, when any matter not already dealt with may be raised.
- An officer, who organizes the meeting, keeps records, takes minutes of the meetings, and answers correspondence.
- A list of matters to be discussed (as at a meeting).
- The official notes kept during a meeting

Task 2. Listen to the start of a meeting and order the topics that are talked.

- Administrative announcements ……..
- Absences ……
- New representatives ……
- Promotions …….
- Security …….

Task 3. Listen again and answer these questions.

- How many new representatives does the speaker mention?
- Which countries' representatives are absent and why are they absent?
- Do all representatives need security clearance for secret material?

- What should representatives do with classified papers if they want to leave them in the meeting room?
- What social event will take place at 1730 hrs?

Functional Point

Task 1. Study the examples of opening remarks in meetings.

Good morning and welcome to the second meeting of …..

Let me start by introducing new representative from …

I would also like to congratulate ….

Apologies have been received from …..

Before moving on to today's agenda items, I have a couple of administrative announcements…

Task 2.From the expressions mentioned above which ones we use to …

- Communicate absences.
- Introduce new members.
- Offer congratulations.
- Welcome people to the meeting.
- Introduce administrative items.

Speaking

Task 1. Work in pairs. Say what meetings you attend in your own language and in English. Make a list of opening remarks that you remember from these meetings.

Task 2. In groups of four prepare a meeting agenda. Choose a contemporary topic for the meeting. Decide the items to be discussed. Look at the table of the meeting agenda below, take it as an example for your own agenda.

Third Military Cooperation Meeting (8-12 December)	
HOURS	MONDAY 8 DECEMBER
10.00 to 11.00	-Introductory remarks by Chairperson

	-Approval of agenda -Approval of summary record of the previous meeting
11.00	COFFEE BREAK
11.00 to 12.30	-Item A: Reporting the Middle-East issue -Item B: Reporting the UN issue
12.30 to 14.00	LUNCH BREAK
14.00 to 15.30	-Item C: Reporting the progress in Turkey -Item D: Reporting the progress in Egypt
15:30	COFFEE BREAK
15.45 to 17.30	-Item E: Cooperation with other groups and agencies -Item F: Any other business
17.30	Finish

Vocabulary

Task 1. Focus on the expressions below. Study the examples.

The next item to be discussed is the development of connections between the allies.

Your point is well taken.

Is it possible to leave the whole of the last session for this issue?

I wonder if we could pass this item and leave it to the next session?

Does anyone have any objections to or comments on the major's proposal?

We will now move on to the next item.

The first item on the agenda is the report from Turkey.

From the expressions above which one do we use to say…?

- Make a suggestion
- Ask for comments, objections or suggestions
- Move on to the next item on the agenda
- Introduce the first item on the agenda
- Thank a participant for a comment or suggestions

Writing

Task 1. In groups of four or five, prepare an agenda of a meeting that you would like to attend. Decide on a topic that is of your interest. Make a list of vocabulary that will be used in this meeting.

Tasks

In groups of four or five if possible with the same group in the previous exercise, prepare a poster of the meeting which you have prepared in Writing Task 1. At the end of the unit, put your posters on the board and choose the best-prepared one.

Missions

Mission 1. With your partner, find a meeting in English and participate in it. Take notes; find out expressions that you have learned and that you have not heard before. Prepare a summary of the meeting for your friends.

Negotiation Time

In the negotiation time allotted for this unit, negotiate the things that you have learned, make comments about the tasks and things you think the unit lacks.



Appendix 4. Answer Key to the Exercises in the Sample Units.

UNIT 1

Reading

Task 1.

1.Turkey

2.In Philadelphia, USA

3.He met someone from his country.

4.He heard a voice in his mother tongue.

5.He was very surprised and longing for his country.

Task 2.

1.d /2.l/ 3.h/ 4.f/ 5.i/ 6.b/ 7.e/ 8.a/ 9.g/ 10.c

Listening

1.Cyprus

2.Canada

3.Josh is a tour guide and Sultan is a pharmacist.

4.He is an NCO/ a soldier.

5.He works at NATO Air Base.

Listening Script 1

J: Hi!

S: Hi!

J: My name is Josh. What is your name?

S: My name is Sultan.

J: Where are you from?

S: I'm from Cyprus.

J: So you're a Cyprian.

S: Oh no, I'm from Turkish part, so I'm Turkish. Where are you from?

J: I'm from Canada.

S:What do you do?

J: I'm a tour guide here. I introduce new places to people. What's your job?

S: I'm a pharmacist, but I'm here due to my husband's assignment. He is an officer at NATO Air Base.

J: Oh, very good. I see, there are many soldiers coming from different countries in my tours.

S:Yeah, it's true. It's a multinational base.

J: Nice to meet you, Sultan.

S: Nice to meet you, Josh. See you later in your tour. We will come with my husband.

J: I will be pleased if you come. Bye.

S: Bye.

Vocabulary

Task 1.and Task 2.

Continents	**Countries**	**Nationalities**
Asia	China, Japan, Turkey, Pakistan	Chinese, Japanese, Pakistani
Africa	Algeria, Egypt	Algerian, Egyptian
Europe	Great Britain, Italy, Turkey, Poland, Germany, France, Portugal, Hungary, Spain	British
North America	United States of America, Canada	American, Canadian
South America	Brazil, Mexico	Brazilian, Mexican
Oceania	Australia	Australian

Listening script 2.

Countries in the world are situated in different continents. For instance, China, Japan, Turkey and Pakistan are in the biggest continent, Asia.

Algeria and Egypt are in Africa, which is the poorest continent in the world.

Europe as the most developed continent includes many countries, such as Great Britain, Italy, Turkey, Poland, Germany, France, Portugal, Hungary and Spain.

America is divided into two continents: North and South. North America involves United States of America and Canada, while South America involves Brazil and Mexico.

The last continent is Oceania. Australia is in this continent.

Listening Script 3

China,	Chinese
Japan,	Japanese
Turkey,	Turkish
Pakistan,	Pakistani
Algeria,	Algerian
Egypt,	Egyptian
Great Britain,	British
Italy,	Italian
Poland,	German
Germany,	French
France,	Portugal
Portugal,	Hungarian
Hungary,	Spanish
Spain,	American
United States of America,	Canadian
Canada,	Brazilian
Brazil,	Mexican
Mexico,	Australian
Australia	

UNIT 2

Listening

Task 1.

2	• Facilities for newcomers
1	• Mission of the base
3	• Personnel stationed at the base
5	• Humanitarian World Exercise
4	• Customs and courtesies

Task 2.

- Maj. Can Taner, the Vice Commander, is briefing the newcomers.
- The mission of the 12th Battalion is to help protect NATO interests in the Central Europe and to administer the operations in the world.
- The base is a multinational base and it provides assistance and support to the places where they are needed.
- The facilities include training and maintenance capabilities for newcomers.
- The current mission of the 12th Battalion is Humanitarian World Exercise. It aims to help humans in the world.

Listening Script 1

Major Taner: Good morning ladies and gentlemen. I'm Major Can Taner, the Vice Commander, and on behalf of the 12th Battalion, I want to welcome you to this newcomers' orientation briefing. The purpose of this orientation is to help you to adjust as quickly and easily as possible to your new home, organization and mission role here in NATO base, Brussels.

Please feel free to help yourself to the coffee, tea, juice and doughnuts, we also invite you stay after the briefings and enjoy the daily lunch buffet.

Now, to kick off the briefings this morning, I want to say a few words about Brussels' NATO Central Base. First of all, Brussels is the home of NATO bases and of course home to 12th Battalion. The mission of the 12th Battalion is to help protect NATO interests in the central Europe and to administer the operations of NATO in the world. The battalion

provides a staging and operational base to project power relations for wartime and contingency operations, including peace support operations and humanitarian assistance. I should say that here all personnel are assigned temporarily from multinational units to organize the unity within NATO bases.

12th Battalion in Brussels has a great capacity of facilities to offer for the newcomers. The base also offers excellent training and maintenance facilities for the personnel. These facilities complement the central units and enable the personnel from different nationalities to utilize at most. It's good to be assigned in such a multinational environment and we hope your stay with us is as rewarding for you as it is for us.

At this moment, we have approximately 7,000 military members and more than 3,000 family members here in Brussels. In addition, there are 2,200 employees from different countries, working at different units. Let me add that as Brussels is the central of NATO, the strategic importance is the most of all bases and it cannot be replaced. Moreover the personnel assigned here is of paramount importance as well.

I want to remind you that while you're here, you are representatives from your countries. Firstly, remember that politeness is extremely important when you're dealing with military personnel and civilians. So don't forget to pay attention to the customs and courtesies.

Finally, I'll close my comments about an utmost exercise. We're currently preparing for Humanitarian World Exercise. This is an annual exercise that is used to evaluate NATO's capabilities to keep peace and assist the humans in the world. Failure is not an option so the battalion is currently working hard to ensure the success of this mission. You all are important parts of this battalion so we expect you to unpack your bags, roll up your sleeves and go to work as soon as possible.

Welcome to Brussels NATO base and I hope you enjoy your stay with us.

Reading

Task 1.

Picture A: Recruits	Picture B: PT	Picture C: Assault course	Picture D: Obstacle course
Picture E: Rough terrain	Picture F: Mountaineering	Picture G: Marksmanship	Picture H: NBC test

Task 2.

1.T 2.F 3.T 4.T 5.F 6.F 7.T 8.T 9.F 10.T

Vocabulary

1.division 2.brigade 3.battalion 4.company 5.platoon 6.Section

Speaking

Task 2.

- Murat and Ayşe are talking on the phone.
- On the news, a bomb explosion was shown near Murat's base. And some Turkish casualties were reported.
- No, the news isn't correct. The bomb wasn't near Murat's base, it was near Russian base.
- It exploded down in the south near Russian base.
- There is only one Russian guy hurt, but it isn't very serious.

Listening Script 1

Ayşe: Hello.

Murat: Hello Ayşe, it's me Murat.

Ayşe: Oh Murat, what a relief you called. I was scared to death.

Murat: Why? Is something wrong?

Ayşe: We were so worried about you.

Murat: Ayşe, what's the matter? Just calm down and tell me what's happened.

Ayşe: Oh Murat, thanks to God.

Murat: Is it the kids?

Ayşe: No, love. Don't worry. The kids are fine. I was worried sick about you.

Murat: Just stay calm and tell me what's happened. Whatever the problem is, it's going to be all right now.

Ayşe: Well, we were watching the news on TV last night, the kids and I, and saw pictures of the bomb attacks near your base. And then they said that some Turkish soldiers were hurt or maybe even killed.

Murat: Oh honey, I'm so sorry to make you worried about me. But the bomb explosion last night wasn't anywhere around our base. It was down in the south, in the Russian contingent's sector.

Ayşe: Well, that's what they said on TV.

Murat: Well, they got it completely wrong. I'm not surprised you were so worried.

Ayşe: And then Fatma and Hasan, you know our neighbours came and we were all night calling the battalion to try to get some news.

Murat: And didn't they tell you everything was OK?

Ayşe: Well, they said they had a lot of telephone calls after the news programme. But they said they didn't have any reports of Turkish casualties.

Murat: Oh, Ayşe. I'm so sorry you had to go through this, but there were no Turkish soldiers anywhere near that town. As I said, it's the Russian sector.

Ayşe: So, were there any Russian soldiers hurt?

Murat: Yeah. At this morning's briefing, the company commander told us there was one Russian guy who was hurt, but it wasn't serious. Anyway, our sector is really quiet.

Ayşe: Yeah, but that's not what they say on the TV. Every day, they show these awful pictures.

Murat: Well, you can't believe everything you see on the TV. And don't watch the news; I will call you more often. Don't worry honey.

Ayşe: OK. Take care of yourself and don't forget to call us every day if possible.

Murat: I kiss and hug you and the kids. I miss you very much.

Ayşe: We miss you too. Don't worry about us we are fine.

Murat: OK. See you soon honey.

Ayşe: See you soon honey.

UNIT 3

Reading

Task 1.

1. law enforcement 2.internal security 3.peacetime 4. subordinate 5.on behalf of 6.pivotal 7.commander in chief 8.on standby 9.corps 10.initiative

Task 2.

1. TAF consist of the Army, the Navy and the Air Force.

2. They are subordinate to the Ministry of Interior.

3. Commanding the Armed Forces and establishing the policies and programs related with the preparation for combat of personnel, intelligence, operations, organization, training and logistic services are the responsibilities of the General Staff.

4.TAF joined NATO.

5.No, they won't.

Listening

Task 1.

- Handout
- Any other business (AOB)
- Secretary
- Agenda
- Summary record (or minutes)

Listening Script 1

Ladies and gentlemen. Good morning and welcome to the second meeting of the Middle-East Collaboration on Tactical Issues Working Group. I hope it will be a productive and enjoyable meeting. Let me start by introducing the new representative form Egypt, Colonel El Abbas and the new Italian representative Colonel Gonzalez. Welcome on board, gentlemen. I would also like to congratulate the Turkish representative, Lieutenant Colonel Mesut on her recent promotion. Congratulations Colonel and all the best for your future career. Apologies have been received from Germany. Their representative will not attend

this time due to other commitments. We also regret the absence of Major Ferrini, the Polish principal representative, who is recovering from an operation. I'm sure you will all join me in wishing him a fact recovery and we certainly hope to have him with us at the next meeting. Now, security matters. In accordance with the Security Rules established for this working group, all persons attending this meeting must have an adequate security clearance. Does anyone in this room not possess a security clearance for security material? I assume that all those present have security clearances. Before moving on to today's agenda items, I have a couple of administrative announcements. First of all, I understand that many members are carrying classified papers with them. For those members who would like to leave their classified papers overnight, the administrative clerk will make envelopes available at the end of each day. Please write your name on the envelope, seal it and hand it to the administrative clerk. You will find it on the table, in the morning. I'd also like to announce that there will be a cocktail party tonight at 1730 hours in the Academy Officers' Club, hosted by the Commandant of the academy. Invitations are extended to all those attending the meeting and to their accompanying partners. Interpreters, of course, are also welcome.

Task 2.

1. c) 2. d) 3. b) 4. e) 5. a)

Task 3.

- There are two new representatives in the meeting.
- German and Polish representatives are absent. German rep. has other commitments and the Polish is recovering from an operation.
- Yes, they do.
- They will get envelopes and they can leave them to the administrative clerk to get back in the morning.
- There is a cocktail party at 1730 hours tonight in the Academy Officers' Club.

Functional Point

Task 2.

- Apologies have been received from ….
- Let me start by introducing ….

- I would also like to congratulate ….
- Good morning and welcome to ….
- Before moving on to today's agenda items, I have a couple of administrative announcements…

Extra- Listening Script

Good morning gentlemen. My name is Major Yıldıray Dönmez and I'm the deputy team leader for NATO Observer Team number twenty. Colonel Aydın can't be with us today. He's been called to an urgent meeting at NATO Headquarters and he's asked me to give this team briefing. In this collaboration briefing, I'll brief you on the team organisation and our area of responsibility. This briefing will last about ten minutes. After the briefing, I'll hand out a copy of last Friday's INFOSUM – or information summary – which will give you a good idea of our current situation. This INFOSUM is a restricted NATO document, so I must ask you not to comment on the document to unauthorised people, including members of the press.

To start off – team organisation. Our team – NATO team 20 – is located at REDHILL, here in the RED Hill, at grid three two one nine zero ten. We are currently lodged in ten houses, code names red wine three delta, red wine three alpha and red wine bravo. In total, there are ten military organisations in our team.

Our area of responsibility. In the south, the boundary of our AOR is the ceasefire line. This line was established in the ceasefire agreement of April 16th. The ceasefire line is where Bluehill and Redhill forces were engaged when the ceasefire was signed. In our area, the ceasefire line runs along the border. In the west, the boundary of our AOR is the River Buzz. Our boundary in the east is Route 46.

Vocabulary

Task 1.

- Is it possible to ….. and I wonder if we could …
- Does anyone have any objections, comments or suggestions?
- The next item on the agenda is …
- The first item on the agenda is …

- Your point is well taken.