



Title of Report: Military-specific Terminology and Use in Time-sensitive Radio Communications

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1. Identify and describe the training program.

The Operational Mentor and Liaison Team (OMLT) based Tactical Communications English Workshop is eight days of total training with an average of six contact hours per day. There are currently two teachers that work with up to six participants each. These teachers are former US military personnel who have an EFL certificate, and/or relevant Bachelor's degree, and teaching experience for adults.

2. Describe the target audience for the training programs.

The target audience is primarily international military personnel who will be deploying on a mission into a tactical military environment where English will be used in communications. Although nations who take part are clients via their Ministries of Defense, a portion of the funding comes from the US Government Department of Defense.

3. Describe the needs assessment procedures utilized to develop the program.

Our organization through its contacts with NATO received information about English language deficiencies for deploying international military personnel who would take part as an OMLT, particularly in the areas of time-sensitive radio communications. Based on that information, research for related authentic training materials was conducted and interviews were done with US and NATO training personnel for OMLTs. Utilizing the concept of 'crawl, walk, run' the areas of concern related to the radio communication were laid out sequentially as the core foundation of the workshop, and support for these areas was developed to complement the foundation.

4. Explain the English language training program's over-arching goals and specific objectives.

The over-arching goal for this program is familiarization with a particular component of military-related English for Specific Purposes (ESP). There are three main specific objectives:

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1. learning, activating, and utilizing specific terminology used in military radio communication skills and military planning format procedures, as well as face-to-face conversations and briefings with multi-national commanders;
2. refining pronunciation deficiencies in order to minimize possible misunderstandings during face-to-face and non-face-to-face communications with native and non-native speakers; and
3. reviewing & practicing standardized military radio format procedures for familiarization and comprehension, as well as creating scenarios for planning.

5. Describe the teaching methods and training procedures used in the program.

In class each topic is introduced with an overview and vocabulary familiarization along with any discussion needed for comprehension. Then, practical exercises, for example scenario creation, are utilized to begin activation of topic-specific vocabulary in context. Participants then present the scenario they have created using the new vocabulary and formulate the appropriate radio call(s) needed during said scenario. Working in pairs or groups, they will then transmit the appropriate radio calls. Self-correction and peer correction are encouraged during this phase along with feedback from the instructors on comprehensibility.

Additionally, outside of class, homework is assigned to facilitate the familiarization process that occurs in class. This includes text reading for comprehension and identification of new terminology, writing of scenarios to activate new terminology in context, and possible pair work between participants for additional practice of radio communications.

6. Describe the teaching materials used in the program.

Teaching materials are predominately sourced from authentic materials. The majority of these come from United States military training manuals, which are normally intended for a native-speaker audience that is already indoctrinated to the writing style. Additionally, articles from the press on military actions are utilized for analysis and discussion. Finally, some interactive multimedia activities with computers and audio/video sources are available to support the in class learning process.

7. Explain the content of the English language training program.

A. What written and spoken genres are covered in the training program?

The written and spoken genres covered are very tightly focused. All radio calls follow a strict formatting procedure that is laid out in the technical manuals. Hence, most participants



initially write out the radio call before transmitting it orally via a radio transceiver (aka walkie-talkie).

B. What communicative functions are covered in the training program?

Due to the nature of non face-to-face communication via radio transceivers as well as face-to-face briefing of related scenarios, participants need to perform the following functions: getting and presenting information, seeking and making clarifications, criticizing, providing oral instructions, assigning and delegating roles, briefing an audience on a topic

C. What speech events are covered in the training program?

These personnel will deploy into a tactical military environment (possibly a hostile one) where English is needed for communication via the radio, and in face-to-face situations with their international counterparts, as well as junior and senior personnel. These situations may include informal settings, formal briefings, and matter of life-or-death radio communication situations.

8. Explain the delivery mechanisms employed by the program.

Delivery mechanisms include plenary work initially to introduce a particular topic, followed by individual or pair-work development of applicable scenarios. Afterwards, participants work in pairs or small groups transmitting and receiving radio calls associated with those scenarios. Additionally, when making briefings, roles are discussed and assigned prior to the actual briefing.

The majority of the instructor-student interaction is face-to-face in the classroom, while there is a mix of face-to-face as well non-face-to-face communication for the participants when using English during the workshop. Interactive multimedia activities allow for some guided self-study during class, and homework reading assignments are typically done individually as preparation for the following day's topic of discussion.

9. Explain the assessment procedures used in the program.

As the workshop is primarily for familiarization purposes, there is no formal assessment done at the end. However, after the workshops consultations with US and NATO trainers are done to ensure that participants who attended the workshop performed sufficiently well.

10. Explain the program evaluation mechanisms used.

Participants are provided workshop feedback forms that they can fill out at the end of the workshop. Additionally, after they have completed their deployment, they are contacted



and provided with a post-deployment feedback form that they can fill out and submit. Based on the information attained, changes and improvements can be made to the curriculum.

11. Discuss the challenges involved in offering this English training program.

There are several challenges related to this workshop, the first of which is informing the right personnel that the workshop exists. That is to say, identifying the international military point of contact responsible for working with the education and training of deploying soldiers varies from country to country.

Second, vetting and selecting personnel to take part in the workshop is challenging. It's not enough to be a soldier learning English. Personnel also need to be identified by their national military as deploying into a tactical environment. Then, due to the nature of the workshop and its length, of the deploying personnel only those who meet a pre-determined minimum general English proficiency level may attend.

Third, it is essential to acquire funding from sponsors in order to keep the associated costs to a minimum for interested nations and possibly offer subsidization. Usually this issue can be handled, but it is a bureaucratic process that is time-consuming and can affect scheduling of the workshop.

12. Describe the successes of the program and explain how they are documented.

Based on the feedback we have received from US and NATO trainers, as well as the returned post-deployment feedback forms from past participants, the workshop itself has had a positive impact on deploying international military personnel. Instead of facing a formidable language challenge in a potentially hostile environment, soldiers have practiced and familiarized themselves with the language related to time-sensitive radio communications and planning briefings. The end effect is that lives are saved – mistakes made in the classroom are easily corrected; not so in the field. If mistakes there can be avoided, the chances of accomplishing the mission during the deployment are greatly enhanced.