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**ANALYSIS OF A SET OF COURSEBOOKS FOR TEACHING
MILITARY ENGLISH
MA thesis**

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ABSTRACT

The need for teaching military English in the Estonian Defence Forces is increasing since English has become the lingua franca for many institutions, including NATO and the United Nations. As the Estonian officers and non-commissioned officers participate in NATO peacekeeping missions, international training exercises, military-content courses and cooperate with the military and the civilians from other countries, teaching military English has become of paramount importance. The teachers of English for Specific Purposes (military English) try to offer the best possible language learning environment with the best possible teaching materials for the military students to help them to improve their command of English. Several coursebooks teaching military English have been published, of which the *Campaign* coursebook series has been adopted at the Estonian National Defence College (ENDC). The thesis analyses the advantages and disadvantages of *Campaign* coursebooks and their integration into General English courses.

Chapter 1 of the thesis deals with English for Specific Purposes and military English; presents the theory of evaluation of materials; explains NATO Standardization Agreement 6001, which is the main document specifying the language proficiency for NATO Forces; explains the teaching environment and the students' characteristics studying at the ENDC and gives a short overview of the coursebooks teaching military English available at the ENDC. Chapter 2 provides an in depth analysis of *Campaign 2* according to the criteria by Alan Cunningsworth presented in his book called *Choosing your Coursebook* (1998). Chapter 3 presents a general analysis of *Campaign 1* and 3. Chapter 4 discusses the advantages and disadvantages of *Campaign* coursebooks and how they can be integrated into English courses. The last part of the thesis is comprised of the conclusion, appendix and summary. The analysis shows the advantages and disadvantages of the *Campaign* coursebook series, how *Campaign* can be integrated into General English courses and gives examples of how the disadvantages can be overcome by this integration.

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LIST OF ABBREVIATIONS

ALCPT – American Language Course Proficiency Test

CEF – Common European Framework

ENDC – Estonian National Defence College

ESP – English for Specific Purposes

GE – General English

SB – Student’s Book

STANAG 6001 – NATO Standardization Agreement 6001

TB – Teacher’s Book

TE – Total English

TEi – Total English intermediate

TELFPSO – Tactical English for Land Forces in Peace Support Operations

WB – Workbook

INTRODUCTION

For military institutions, such as the North Atlantic Treaty Organisation (NATO) and the United Nations, the English language has become the lingua franca for the military personnel of different countries in order to be able to resolve military conflicts, to take part in peacekeeping missions, to communicate with other military institutions and personnel and with the local community in the conflict areas. Estonia has been the member of NATO since 2004, and this means that the military personnel of the Estonian Defence Forces need to learn about the military systems in foreign countries and, first and foremost, should and must be able to describe everyday life in the Estonian military system. It requires not only the knowledge of military English but also a good knowledge of the English language in general.

Fortunately, the knowledge of English of the Estonian military is gradually improving. The cadets who enter the Estonian National Defence College (ENDC) have a better language command every year. However, there are still many officers and non-commissioned officers who received their education at the time when English was not so popular, and these officers hold positions that require a good level of English. It does not only concern military terminology but also everyday topics that the Estonian military should be able to talk about when the occasion arises.

In the last decades the number of different coursebooks of English as a foreign language has increased, and in the last seven years several new coursebooks intended for the military personnel have been published. At present seven different coursebooks are used to teach military English at the ENDC – *Campaign 1* (Macmillan Education 2004), *Campaign 2* (Macmillan Education 2005) and *Campaign 3* (Macmillan Education 2006),

Command English (Longman Group UK Limited 1994) , *At Ease in English – English for Peacekeeping* (Bulgaria: Lettera Publishers 2003), *Breakthrough* (The British Council's Peacekeeping English Project 2005) and *Tactical English for Land Forces in Peace Support Operations* (Vilnius: UAB Laureta 1999). Each coursebook has its advantages and disadvantages and its target group. The *Campaign* coursebook series are mostly used at the ENDC.

The main advantage of the coursebooks is that military terminology is presented together with grammar points (e.g. when giving orders, the use of strong modal verbs is taught, such as *must*, *have to*, etc.). Different types of exercises have been built around the texts often saving the teachers' time and effort in generating their own exercises.

The second advantage is that the coursebooks are topical. A wide range of different military topics is covered. Although some of the topics are specifically meant for pre-mission training, they are still useful for the students.

The main disadvantage is that the books are either too Britain-centred or America-centred, which may give rise to misunderstandings in terms of what should be learned and what should be remembered. Thus, these coursebooks are very good if you want to describe the military life and routine in either Britain or the United States.

The second disadvantage is that the coursebooks are mainly oriented at teaching pre-mission English, that is, they cover the topics needed for peacekeeping missions. However, the ENDC provides applied higher education, and the institution does not train military for missions (at least not directly). Thus, the English taught at the ENDC does not focus on the specific language of missions (e.g. reconnaissance patrol, unit in attack, etc.). Rather a more general perspective is appropriate (e.g. army organization, military education in Estonia, ranks, uniform and equipment, etc.). Moreover, one of the coursebooks (*Tactical*

English for Land Forces in Peace Support Operations) requires a rather high level of English, which means that it can only be used at the end of NATO Standardization agreement 6001 (STANAG 6001) Level 3 courses (upper-intermediate).

The emphasis in teaching English at the ENDC is more on General English (GE) rather than English for Specific Purposes (ESP). However, in order to make the topics more interesting for the military, the teachers have also tried to incorporate military topics and texts to give general topics some military flavour and to raise the students' interest and motivation. As the course progresses and the command of English improves, the content of military English increases.

In every country the military system is slightly different, and thus, the need of what should be learned and taught is slightly different as well. It does not only apply to tactics but also to languages (e.g. military ranks, military customs and also rules and regulations, etc.). Although STANAG 6001 defines the standards of the English language for NATO Forces, each country still has its own and slightly different military system and customs.

There is also the perennial question of which variety of English should be taught. Since NATO uses British spelling (European spelling) as its standard in all public information documents (http://simple.wikipedia.org/wiki/North_Atlantic_Treaty_Organisation), more emphasis is laid on British English, or rather British-based International English. However, the examples of American English are also provided.

The thesis addresses the following research questions:

1. What are the advantages of the *Campaign* coursebook series from the point of view of the ENDC?
2. What are the disadvantages of the *Campaign* coursebook series from the point of view of the ENDC?

3. How could the *Campaign* coursebook series be integrated into general language courses?

Chapter 1 of the thesis focuses the concept of ESP and gives examples of the characteristics of military English. It also presents some theoretical aspects of evaluation of materials, explains the requirements of STANAG 6001, describes and explains the teaching and learning environment, the students' characteristics and the coursebooks teaching military English at the ENDC.

Chapter 2 is an in-depth analysis of the *Campaign 2* coursebook according to the criteria worked out by Alan Cunningsworth. The criteria cover: general overview, design and organization, methodology, topics, grammar items, vocabulary, phonology, listening, speaking, reading and writing. *Campaign 2* is used more often than the other two *Campaign* coursebooks because it is appropriate for the level of students at the ENDC.

Chapter 3 provides a more general analysis of *Campaign 1* and *3*. The analysis is based on the same criteria as used in Chapter 2 for the analysis of *Campaign 2*.

Chapter 4 discusses the advantages and disadvantages of *Campaign* coursebooks and gives examples of how they can be integrated into GE courses.

CHAPTER 1 TEACHING MILITARY ENGLISH AT THE ESTONIAN NATIONAL DEFENCE COLLEGE

This chapter discusses the characteristics of ESP and military English; presents the theory of evaluation of materials and gives examples of different checklists that can be used for evaluating and analysing coursebooks; explains NATO Standardization Agreement 6001, which is the main document specifying the language proficiency for NATO Forces; explains the teaching environment and the students' characteristics studying at the ENDC and presents a short overview of the coursebooks teaching military English available at the ENDC.

1.1 English for Specific Purposes and Military English

After the Second World War scientific, technical and economic activity increased tremendously worldwide. As the United States played the key role in the post-war economy, the English language became the accepted international language of technology, science and commerce. The situation, in its own turn, created the need for learning English and this time the learners knew exactly what they needed and why they needed it (Hutchinson and Waters 2001: 6).

ESP, as an area of teaching English as a foreign language, emerged in the late 1960s (Ibid. 5). In the case of teaching ESP the stress is rather on the language in context than learning grammar or language structures. Another important point is that ESP learners learn the language that is really important and necessary for them.

Nowadays ESP has an important part in learning and teaching the English language and it has undergone many changes. When traditionally the aim of linguistics has been to describe the rules of English usage and grammar then the new idea of ESP is to analyse the linguistic characteristics of learners' specialist areas of work or study and to determine the specific needs of learners (Ibid. 8).

Hutchinson and Waters (Ibid. 8) point out that "learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of learning." It was also understood that particular groups of learners use language, which have different specific linguistic characteristics.

Military English has also some specific characteristics. One of the characteristics is that the military use the imperative to issue orders, commands and instructions. Imperatives are used when a position of authority is involved as is the case in the military. Polite forms such as *would you*, *could you* are not commonly used. Instead *you are to* is the form to issue orders. For example, instead of a polite response to a knock on the door and the reply to the knocking *Will you, please, come in!* a military person would say *Come in!*

Another characteristic is that the passive voice is avoided in many cases as it usually shows that the person who performs some action is not important or that one wishes to avoid responsibility. In the military there is always someone who has to take responsibility for actions, and that is why the military prefer the active voice instead of the passive. For example, instead of writing in a report that *The safety instructions were not followed* (by Cpl Smith) it would be *Cpl Smith did not follow the safety instructions*. Nonetheless, the students need to know the passive voice as well in order to pass the examinations after the courses.

When it comes to military documents, everything must be direct and laconic. There are no long descriptions; instead simple tenses and short sentences are used. Everything should be short, simple, and to the point. On the other hand, when the military give an oral description of something, such as a situation or a picture as a task in the lesson, the descriptions are full of detail, and the students like to add their own experience to the descriptions. For example, describing two soldiers talking to each other, the students start with the description of the background and the soldiers. And then, based on their experience, they explain why they are carrying exactly this type weapon, what can be done with the weapon, etc. The higher the level of language command, the more detailed the descriptions are.

Military English can also be characterized by the abundant use of abbreviations, acronyms and military slang. The use of abbreviations and acronyms is mandatory rather than recommended. For example, Standard Operating Procedure C01 (SOP C01 Application of New Standard) from the U.S. Army Civilian Personnel Management department contains 873 words, 100 of which are either acronyms or abbreviations (26 different acronyms and abbreviations repeated 100 times in the document).

Another characteristic feature of military English is the NATO phonetic alphabet. It is mainly used during radio transmissions to ensure the clarity of the message and to avoid misunderstandings when it comes to similar-sounding words. Also, it is used instead of the civilian spelling alphabet in the case of difficult words. The NATO alphabet is not only used by the military but also by the civilians when two nations need to cooperate and communicate with each other (e.g. airline pilots).

Telling time is also different in the military context. The military, but also aviation, meteorology, astronomy, emergency services, hospitals, etc. use the 24-hour clock to avoid

ambiguity of the 12-hour system. For example, 3:00 am is 0300 hours and is pronounced oh three hundred hours or zero three hundred hours; and 3:00 pm is 1500 hours, pronounced fifteen hundred hours. Written military time does not separate hours and minutes, that is, 1430 vs. regular time 14:30. Also the leading zeros are pronounced every time (0100 is pronounced oh one hundred hours or zero one hundred hours). *Hours* is added at the end, even if it is not written (1800 is pronounced eighteen hundred hours).

Military jargon is also an important aspect of military language. Rich of military acronyms, abbreviations, secret meanings and obscure nuances, military jargon can confuse someone who is unfamiliar with it (Scasny 2004). Different military branches may use different military jargon, which can, in its turn, cause ambiguities.

One of the differences between GE and ESP, according to Hutchinson and Waters (2001:16), is that GE is usually studied for exam purposes whereas ESP for work, study or training. It does not imply that in specific situations we need to study only ESP. “Though the content of learning may vary there is no reason to suppose that the process of learning should be any different for the ESP learner than for the General English learner.” (Ibid. 18)

Hutchinson and Waters (Ibid. 9) suggest that ESP must be seen as an *approach* rather than a *product* and that the foundation of all ESP is one simple question – why does this learner need to learn a foreign language? For the military the answer is simple – without the knowledge of English they cannot take part in international training exercises and military missions and without the experience of international cooperation they cannot make a career.

In the case of the Estonian military, the needs of the learners are different. If a person is sent to some headquarters, his or her language use is different from the person sent to a

peacekeeping mission (reading and writing different documents, attending meetings/briefings, etc. vs. attending briefings, talking to civilians, etc.).

Dudley-Evans and St John (2001: 10) conclude that the teaching of GE is less motivating for the learners than ESP. The teaching experience at the ENDC shows that when military English topics are discussed in the lessons, the students become lively and very interested, and it is clearly seen that the level of motivation is different from discussing GE topics.

In the case of ESP, to be more precise, specific ESP, the language teacher is often not an expert of the subject matter. In many cases the students know more about the content than the teachers and this provides the opportunity "... to draw on students' knowledge of the content in order to generate genuine communication in the classroom." (Dudley-Evans and St John 2001:13). As military English comprises many different areas (e.g. artillery, engineering, communications, etc.), it is almost impossible to find a person who would be able to teach English and at the same time be an expert in these areas. Thus, quite often there is cooperation in the lessons – the teacher helps the students with the English language and the students help the teacher with specific terminology or understanding the subject matter.

Dudley-Evans and St John give a true and comprehensive description of ESP teachers as follows:

ESP teachers also need to have a great deal of flexibility, be willing to listen to learners, and to take an interest in the disciplines or professional activities the students are involved in. They must be ready to change tack in a lesson to take account of what comes up, and to think and respond rapidly to events. ESP teachers must also be happy to take some risks in their teaching. The willingness to be flexible and to take risks is one of the keys to success in ESP teaching. (Dudley-Evans and St John 2001:14)

1.2 Evaluation of Materials

Probably the most quoted sentence used when talking about the evaluation of materials and coursebooks is that the coursebook has to be at the service of teachers and learners but should not be their master (Cunningsworth 1998: 7). When there is no strict syllabus from the higher authorities, such as educational departments, school boards or the Ministry of Education, the coursebooks are usually not used from cover to cover. They can be used as the framework of the course or as Sheldon (1988: 237) claims, that they are “the visible heart of any ELT programme”, and supplemented with materials when and where necessary.

Ansary and Babaii (n.d.) conclude in their article about the universal characteristics of EFL/ESL textbooks that a textbook, however perfect it is, is just a simple tool in the hands of teachers and we should not, therefore, expect miracles from it. Nonetheless, according to Garinger (a, n.d.), they are a major tool in enabling learners to progress.

There are teachers who use a coursebook as a framework, but there are also teachers who want to cover everything in the book. Williams (1983: 251) claims that “/.../ those teachers who rely most heavily on the textbook are the ones least qualified to interpret its intentions or evaluate its content and method. The textbook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained to teach every item in exactly the same sequence and context in which it is presented by the textbook writer.” The main task of the coursebooks is to give guidelines and not every line in the coursebook should be covered. Cunningsworth (1998: 10) claims that using coursebooks unit-by-unit “stifles innovation and it severely limits flexibility”.

According to McDonough (1998: 164), the decision to use a certain coursebook has to be made by the teachers taking into account all the variables involved – learner characteristics, nature of the programme, and so on – in their own specific context.

It is obvious that there is no coursebook that would be ideal for a certain group of students – the students differ, their needs differ, and the teaching situations differ. Williams (1983: 251) claims that no classroom setting is the same; hence the textbook should be used judiciously to cater to the requirements of every classroom setting. Thus, the teachers' aim is to find the best possible coursebook to suit everybody. The evaluation and selection should not be the job of only one teacher but it should be an effort of all the teachers who will be using the coursebook (Chambers 1997: 29). The more experienced teachers participate in the evaluation and selection process, the more objective the outcome will be.

Ellis (1997: 36) describes two approaches to materials evaluation: predictive evaluation and retrospective evaluation. The first approach is concerned with what materials will be used; the second one with materials that have already been used. In most cases, teachers start with the predictive evaluation because they need to choose suitable teaching material for their course. Later, when they have used the materials, they may want to undertake retrospective evaluation to find out whether the materials 'worked' for them.

Cunningsworth (1998: 15–17) suggests four guidelines for evaluation. The first guideline suggests that the content of the material should correspond to what students need to learn, in terms of language items, skills and communicative strategies. Coursebooks should facilitate learners' progress and be as effective as possible in achieving the learning goals. Materials should not determine the learning objectives but vice versa. Thus, there is a need for conducting a needs analysis to be able to offer the learners what they need.

The second guideline suggests that when choosing a coursebook, the teachers need to consider the purposes the language is used for. "The coursebooks should reflect the uses (present or future) which learners will make of the language." (Cunningsworth 1998: 15)

The coursebooks must reflect as closely as possible the language content, language skills and patterns of language use that are needed for a certain group of people.

The third guideline suggests that coursebooks should facilitate the learners learning process; they should encourage, motivate and enhance learning. This can be done by quizzes to show students what they know or by self-check lists so that the students can check themselves what they have learned. By helping students to realize how much progress they have made encourages and motivates them to learn even more effectively.

The fourth guideline suggests that coursebooks should supply models of English, promote fluency in the use of English, and to give explanations or contextualized examples which help learners to understand how the language works.

These guidelines are rather general; more specific guidelines will be used to analyse a set of *Campaign* coursebooks in Chapter 2 of the thesis.

Coursebook writers face a very difficult task of creating material at the appropriate linguistic level. The teaching materials should be useful and form part of a coherent whole with progression, practise the four skills in a balanced and integrated way, and be interesting and motivating (Cunningsworth 1998: 19). Motivation is one very important factor in learning a language. According to Dudley-Evans and St John (2002: 178), motivation can be achieved by variety of activity types. Visuals such as diagrams, charts, graphs, photographs, etc. play an important role in making the activities more motivating. Fortunately, nowadays the coursebooks contain a lot of visual material, and thus the students find the books quite interesting and motivating. Cunningsworth (1984: 59) claims that motivation determines the level of attention during the class and has a deep influence

on the effectiveness of learning. “A well-motivated student badly taught will probably do better than a poorly-motivated student well taught.” (Cunningsworth 1984: 59)

The students studying at the ENDC are highly-motivated as they need the English language for their work. Collaboration with the Defence Forces from other countries creates the need for being able to communicate with the officers, non-commissioned officers, and also civilians all over the world.

Many different tables, charts, guidelines, checklists or criteria have been created in order to facilitate the process of coursebook evaluation. According to Garinger (a), many experts advocate a detailed examination of the language content of a coursebook, which has led to the production of extensive evaluation checklists. Garinger (b, n.d.) also claims that the selection process is often based on personal preference and may be affected by the factors unrelated to pedagogy (e.g. budget restrictions).

Garinger (a) drew up a two-part evaluation checklist. The first part comprises practical considerations, and the second part concerns language-related considerations. Practical considerations include value/availability, layout/physical characteristics, and the cultural component. Language-related considerations include skills (language and cognitive), language, exercises, and user definition.

Miekley (n.d.) drew up an ESL textbook evaluation checklist using the elements of 22 other checklists from different scholars and researchers. He suggests that a textbook should be evaluated in terms of its content, vocabulary and grammar, exercises and activities and attractiveness of the text and physical make-up. Also, the checklist should cover the teacher’s manual by paying attention to its general features, background information, methodological guidance, and supplementary exercises and materials. Context is also important to consider, for example, if the book is appropriate for the curriculum or if it is appropriate for the students who will be using it, etc.

Peacock (n.d.) proposes that the current coursebook selection methods are inadequate and that there is a pressing need for a more objective evaluation instrument than found at present. He claims that there is a place for an evaluation checklist flexible enough to be used worldwide. Peacock drew up a checklist which uses and adapts the elements of seven other checklists but also adds a new item to them. Also, a new scoring system is created.

Peacock's checklist comprises of 60 questions to be answered in order to complete the checklist. The sections with more exact questions in the checklist include general impression, technical quality, cultural differences, appropriateness, motivation and the learner, pedagogic analysis, finding your way through the student's book, and supplementary materials. The evaluators need to give points to each item on the list, and then the items should be weighted according to the importance of the teaching situation.

The evaluation in the thesis is based on Cunningsworth's checklists as presented in the book called *Choosing your coursebook* (London Heinemann 1998). He presented a number of criteria for evaluation but suggested that for practical purposes a manageable list of the most important criteria would be needed (Cunningsworth 1998: 2). Different criteria will apply in different circumstances, and therefore, a teacher should identify the priorities and then draw up his or her own checklist.

For the evaluation of the *Campaign* coursebooks the following criteria were chosen from the extensive list of criteria presented by Cunningsworth: general overview (or first impressions, as Cunningsworth calls it), design and organization, methodology, topics, grammar items, vocabulary, phonology, listening, speaking, reading, and writing. The list with the criteria and the questions under each criterion can be found in Appendix 1. The checklist is thorough and clearly presented and the evaluator can choose the most appropriate criteria for the analysis. This list will be used to identify the strengths and

weaknesses of the *Campaign* coursebook series – the coursebooks used for teaching military English at the ENDC.

1.3 NATO Standardization Agreement 6001

NATO Standardization Agreement (STANAG 6001) is a document, which describes the language proficiency level for NATO Forces. It sets certain requirements and standards for the speakers of English and also other languages, for instance French, Italian, German and Russian. According to STANAG 6001, the participating nations agree to adopt the appended table of language proficiency levels for the purpose of:

- a. communicating language requirements for international staff appointments;
- b. recording and reporting, in international correspondence, measures of language proficiency;
- c. comparing national standards through a standardized table while preserving each nation's right to maintain its own internal proficiency standards.

STANAG 6001 describes six levels of language proficiency:

Level 0	–	no proficiency
Level 1	–	survival (elementary)
Level 2	–	functional (limited working)
Level 3	–	professional (minimum professional)
Level 4	–	expert (full professional)
Level 5	–	highly-articulate native (native-bilingual)

(NATO STANAG 6001 Edition 3)

In Estonia three of these levels are taught: Level 1, which corresponds to CEF level A2 (Waystage, pre-intermediate), Level 2 to CEF B1 (Threshold, intermediate) and Level 3 to CEF B2 (Vantage, upper-intermediate).

Four skills are tested at the STANAG examination: listening, speaking, reading, and writing. The same order of skills is represented on the certificate. For example, if a student has a Standardized Language Profile (SLP, language requirements for positions within the military) 2211, it means Level 2 in listening, Level 2 in speaking, Level 1 in reading and Level 1 in writing.

Every country has its own testing group, which consists of people who have received special training to develop and assess STANAG tests and to conduct testing sessions for the Estonian military personnel. Today, only two levels of STANAG are tested – Level 2 and Level 3 – in a two-level test in Estonia. These are the levels that meet the language requirement for the military because job descriptions in the military specify the level of STANAG needed for certain posts. In Estonia testing sessions usually take place about three times a year. The four skills (listening, speaking, reading and writing) are tested separately, and after passing the STANAG examination, the examinees are issued a certificate, which is valid for three years.

NATO STANAG 6001 with the Bureau of International Language Coordination interpretations is the main document that defines language standards for teaching at the ENDC and other military institutions in Estonia. Since the level descriptions used in STANAG are often similar to the level descriptions of CEF levels, the descriptions of the latter are used at the ENDC because they are more detailed and specific. In CEF the four skills (speaking, reading, writing, and listening) have been divided into sub-categories, for example, the speaking skill is divided into overall oral production, sustained monologue: describing experience, sustained monologue: putting a case, public announcements and

addressing the audience. The requirements for each of these categories have been presented in the form of *can do* sentences (e.g. can ask someone to clarify or elaborate what they have just said) whereas the STANAG descriptors are rather general, describing the four skills quite superficially.

1.4 Teaching Military English at the Estonian National Defence College

The Estonian army has been part of NATO since 2004. One of the working languages of NATO is English and therefore it is extremely important for the military personnel to learn the English language in order to be able to communicate with the military personnel of other countries.

The history of teaching military English in Estonia is relatively short and started in 1997. Since then, there have been many changes and developments. There is better cooperation with all the teachers of military English in Estonia, with teachers from the military institutions of other countries, with the lecturers of other faculties at the ENDC.

Military English is taught at several military institutions all over Estonia. The main Language Centre is based in Tartu at the ENDC, which incorporates all the teachers of English in the Estonian military. English is taught at the Battle School in Võru, the North - East Defence District in Tapa, the Ämari Air Base, and the Signals Battalion in Tallinn.

The ENDC is an institution of applied higher education for national defence to train regular officers from different military institutions. The ENDC offers different subjects of military and civilian content, including English.

The ENDC offers three types of courses of English: intensive courses and refresher courses for the military personnel all over Estonia and courses for the cadets (at Basic

Officer Training Course) and students (at Advanced Officer Training Course) of the Military Academy. Intensive courses and refresher courses are meant for non-commissioned officers, officers, and officials of the Estonian Defence Forces. The students come from different services of the Army – from the Air Force, the Navy, the Land forces and sometimes even from the Border Guard. Intensive courses last up to four months and are very intensive as the students have up to six contact lessons every day. Refresher courses last for five weeks and are even more intensive than the intensive courses. Courses for the cadets are a part of the cadets' 3-year programme and are conducted over a longer period of time (in the amount of up to 234 lessons). The courses for the students at Advanced Officer Training Course are a part of a 2-year programme in the amount of at least 156 lessons.

The number of students in one class is usually from six to twelve. The age of the students in intensive courses varies significantly, whereas the cadets are usually of the same age. The level of English is different as well. Although the groups for intensive courses have been formed from the students who have the same level of English (the students are pretested before grouping), there still can be some differences within this level.

For pre-testing the teachers use the American Language Course Placement Test (ALCPT), which is a proficiency test of listening and reading comprehension developed at the Defense Language Institute in the USA. The tests contain four-option multiple-choice items that test some aspects of grammar, vocabulary and reading. All the available ALCPT forms contain 100 questions and there are 35 forms (of which eight are used at the ENDC). The first part of the test consists of 66 items (questions, statements, dialogues) and they are presented aurally. The second part of the test consists of 34 items, presented in the

form of written material to test the students' reading skills and understanding (ALCPT Handbook, DLIELC/LESL 2008). The students who have a score of 40–84 will be assigned to the STANAG Level 2 course, which is in its turn divided into a pre-intermediate course with an ALCPT score of 40–59, and into an intermediate course with an ALCPT score of 60–84. The students with a score starting at 85 will be assigned to the STANAG Level 3 course.

The level of language of the cadets has been increasingly better every year. This is because nowadays English plays an important part in our everyday life (television and computers) and it has an important role in school programmes. Therefore, the level that the students should obtain when leaving the school is quite high. It does not apply to the students in intensive courses as some of the students have learning experiences dating back to several decades when English was not the first choice of foreign languages to be taught at schools.

The students at the ENDC are highly motivated because they need English to participate in different exercises with the armies of other countries, to participate in peacekeeping missions, to communicate with officers and non-commissioned officers from all over the world and to take part in different seminars, courses and conferences. Also, the lectures at the ENDC give tasks which involve reading a lot of articles, documents, etc. in English (military history, psychology). Thus, in order to pass other subjects the students need English as well.

The ENDC offers a wide range of different materials to promote studying English with modern classrooms, language laboratory, self-access centre, hi-tech equipment and a small local library.

In the language laboratory there are separate boxes for each student with a headset for doing listening tasks and/or tests and with the teacher console for playing the recordings. Since language laboratories are not very common in Estonia, the students find it very interesting and useful.

The self-access centre contains worksheets, reference books, computers, TVs, tape recorders and language learning software. The worksheets are for different skills and levels and they have a key at the back, so the students are able to check their answers themselves. The worksheets include topics such as grammar, vocabulary, listening, reading, writing and military English. Computers have access to the Internet and the language learning software (CD-ROMs with interactive exercises) is also available to be used with computers. TVs in the self-access centre have inbuilt video players and there is also a possibility to watch DVDs. DVDs and videos include various documentary films on history, war-related feature films, etc. All the DVDs and videos are without subtitles and are not dubbed.

The small Language Centre library lends, the students books for independent reading or reference books for independent study. Short stories, novels, adapted readers but also dictionaries, grammar reference books, etc. are to be found at the library of the Language Centre.

The library of the ENCD also offers different materials in English, such as journals, newspapers, but also BBC series, documentaries, historical and feature films, which are very popular with the students.

1.5 Coursebooks for Teaching Military English

As noted, military English comprises different areas of terminology. The Estonian Defence Forces are divided into three arms of Defence Forces: the Army, the Navy and the Air Force. These arms are in their turn, divided into several arms of services. As for the Army, the arms of services include infantry, artillery, engineers, anti-aircraft unit, signals unit, and logistics. These arms of services are divided into specialities (e.g. logistics includes a medical unit, vehicles repair, transportation, weapons and ammunition, etc.) and they have their own specialized terminology, routine, responsibilities, etc. All of them cannot be discussed in the coursebooks of military English. Therefore, the authors of the military English coursebooks have to decide on the topics which would interest not only the students representing a narrow speciality but more general topics should be included. The choice of what to include and what to leave out should be made after careful consideration.

The thesis focuses on the *Campaign* coursebook series, especially *Campaign 2*, but there are also several other course books of military English that the teachers use at the ENDC. The following short and general overview of the other coursebooks is based both on predictive evaluation and retrospective evaluation. Predictive evaluation is making a decision regarding what materials to use, and retrospective evaluation examines materials that have actually been used (Ellis, 1997: 36). The overview of *Command English* and *At Ease in English – English for peacekeepers* are discussed using retrospective evaluation; the rest are discussed using predictive evaluation.

Command English is the oldest coursebook available, published in 1994 by Longman. It is comprised of a student book, a teacher's book and supplementary exercises published by the Defence University in Budapest. The level of language in *Command English* is quite low (low pre-intermediate); there is not enough practice of grammar and vocabulary. It is

not communicative enough – the speaking exercises usually consist of two discussion questions. The exercise types are the same in every unit. For example, for vocabulary practice the students have to fill in the blanks with the given words, or after the presentation of the topic or the reading text there is an exercise in the form of comprehension questions. *Command English* does not contain any listening exercises. But still there are some topics such as military uniform and military equipment, which are quite often used in the classes and which the students like because they are clearly presented. Also, the book contains progress tests following every fifth unit. The progress tests are always welcomed by the teachers and the students as the teachers (and the students) can check the progress the students have made.

Tactical English for Land Forces in Peace Support Operations (TELFPSO), published in 1999 by UAB Laureta in Vilnius, has a level of English which is too high. Most of the students studying at the ENDC have an intermediate level of English. This coursebook is intended for upper-intermediate students. Also, TELFPSO is too specific as to its content. It is a mission-oriented coursebook, that is, its topics are necessary for the military who plan to take part in peacekeeping missions. Although TELFPSO requires a high level of English, the listening tasks in this coursebook can be used as additional listening exercises together with *Campaign 2* and *3* because the listening exercises offer no challenge for the students in the latter coursebooks. TELFPSO is accompanied by a workbook and a CD-Rom with interactive exercises.

At Ease in English – English for Peacekeeping, published in 2003 by Lettera Publishers in Bulgaria, is a coursebook for pre-mission English. It is accompanied by a teacher's book. It contains very specific topics such as international liaison, escorting refugees, confiscation and detention, hostages, etc. The feedback from the students has been that the

topics are too specific for the military who will not take part in peace keeping missions any time soon. On the other hand, the students liked the revision part at the end of each unit in the form of active language output. The book lists the structures and vocabulary learnt in the unit, and there is also a review of the tasks that the students can do. For example, now you can describe and identify guns by their types and specifications, now you can collect statements from witnesses of incidents related to aid operations, etc.

Breakthrough was published in 2005 by the Peacekeeping English Project of the British Council and is accompanied by teacher's book and an audio CD. The topics are not too specific and not too vague, including life on the base, daily routines and responsibilities, weapons, structure of the army, etc. The language is relatively easy and some of the units offer no challenge for higher-level students (e.g. daily routines and responsibilities), whereas other units are quite challenging (e.g. structure of the army, international organizations). Most of the listening tasks focus on filling in the missing information in the tables.

CHAPTER 2 ANALYSIS OF *CAMPAIGN 2* COURSEBOOK

The authors of *Campaign* describe the coursebook series as a three-level English language course from Macmillan, designed for multinational military and peacekeeping forces on peacekeeping operations, humanitarian assistance missions and training exercises (www.campaignmilitaryenglish.com). The vocabulary and topics in *Campaign* coursebooks primarily focus on land forces, but there are some topics concerning the navy and the air force as well. The topics and texts are from a variety of international military contexts, including the United States, the United Kingdom, NATO, and the United Nations.

The series is relatively new and modern (*Campaign 1* was published in 2004, *Campaign 2* in 2005 and *Campaign 3* in 2006). The coursebooks cover a range of topics that the military have to face every day. *Campaign* student's books (SB) are accompanied by a teacher's book (TB), a workbook (WB) with an audio CD, and a Class Audio CD. The TB includes a full answer key, teaching notes, and tapescripts. It also gives background information on aspects of military life and provides useful notes on teaching English in a military context. The WB is mainly meant for consolidation material, which can be given as homework, used for self-study, or exploited in the lessons.

The previous years have shown that the level of English most often taught at the ENDC is intermediate (STANAG 6001 Level 2, an equivalent to CEF levels B1 and B1+). The following analysis concentrates mostly on *Campaign 2*, which is aimed at STANAG Level 2121 and the course covering *Campaign 2* should result in STANAG Level 2222.

2.1 General Overview

The first impressions of the book are good. It is colourful with many photographs, maps, pictures, etc. *Campaign 2* is a relatively modern coursebook, published in 2005.

Since many of the students at the ENDC, especially the students who attend intensive courses, have a language learning experience without colourful and nice-looking coursebooks and dating back to some decades, the students find new books very appealing. For example, they like visual materials, such as maps for terrain analysis, photographs that illustrate texts and initiate discussions, drawings with labels beside them so that the students can write next to the drawing, tables for filling in information, etc.

The total course package consists of a SB, a TB, a WB, three audio CDs accompanying the SB, one audio CD accompanying the WB and the *Campaign* website (www.campaignmilitaryenglish.com).

The different parts of the package relate to the whole and there is cross-referencing between the TB and the SB. There could be direct cross-referencing between the SB and the WB also, as it would make the self-study process easier. For example, when the students learn some grammar items from the SB, there could be some reference to the same type of grammar exercises found in the WB.

The fact that the course package consists of only a few essential books and audio CDs, makes none of the parts of the package optional.

2.2 Design and Organization

Campaign 2 consists of 12 units which are in their turn divided into five sections based on the NATO alphabet - Alpha, Bravo, Charlie, Delta, Echo. The content is organized

according to military topics presenting different fields of expertise. The following military topics can be found in *Campaign 2*: military units and jobs, armed conflict and peacekeeping tasks, air operations, casualty evacuation, vehicle checkpoints. However, there are also some non-military topics, such as sports and sports facilities, crime, housing, and leisure activities.

Throughout the coursebook the five sections have their role: section Alpha introduces the topic and key vocabulary, sections Bravo and Charlie help to develop grammar, functional English and vocabulary, section Delta deals with everyday English and non-military situations. Section Echo is also a development of grammar, functional English, and vocabulary, but it is devoted to *problem-based learning* where the students need to find solutions to problems in groups. This division helps teachers to use the book as an additional resource to other coursebooks.

The main recycling and reinforcement of learning takes place within one unit. There is some recycling in some other units of the book as well, but the experience of teaching shows that it is not enough. Cunningsworth (1998: 28) claims that in the case of grammar and vocabulary items have to be presented in context and actively practised, but they also need to be recycled three, four, or more times before they become stored in the long-term memory. Another principle of recycling according to Cunningsworth (1984: 25–26) is that words are best recycled in different contexts because in this way the students learn the form of the word, its sound and spelling, which develops a fuller understanding of the meaning of the word. The WB offers consolidation material for mainly self-study and home work.

In the content pages of the SB there is a map of contents, which gives an overview of the material covered in the coursebook. Each unit is divided into four headings: grammar, functional English, pronunciation, and vocabulary.

Task processing analysing the situation and determining tasks					
3	Military observer	present perfect describing location (1) - <i>in, at, on</i>	accepting and rejecting invitations sending a radio report managing radio conversations	<i>would you</i> saying figures on the radio	armed conflict / peacekeeping tasks INFOSUM reports SITREP FIREREP
Task processing communicating your situation					
4	March or die	<i>prohibited, permitted</i> and <i>allowed</i> past continuous and past simple collective nouns	making recommendations making suggestions	dates and times	rules and regulations military routines airborne operations leisure activities special operations
Task processing developing courses of action					

Figure 1. Map of Content in *Campaign 2*.

Each unit in the SB displays objectives for its sections separately. There is no separate part for reference pages in the SB – the grammar rules, varieties of English, etc. are discussed inside the unit.

Differences between American and British English vocabulary are presented in sections called World English. As these words may confuse non-native speakers, drawing the students' attention to the boxes and explaining the differences helps the students to be aware of the ambiguities and to avoid misunderstandings.

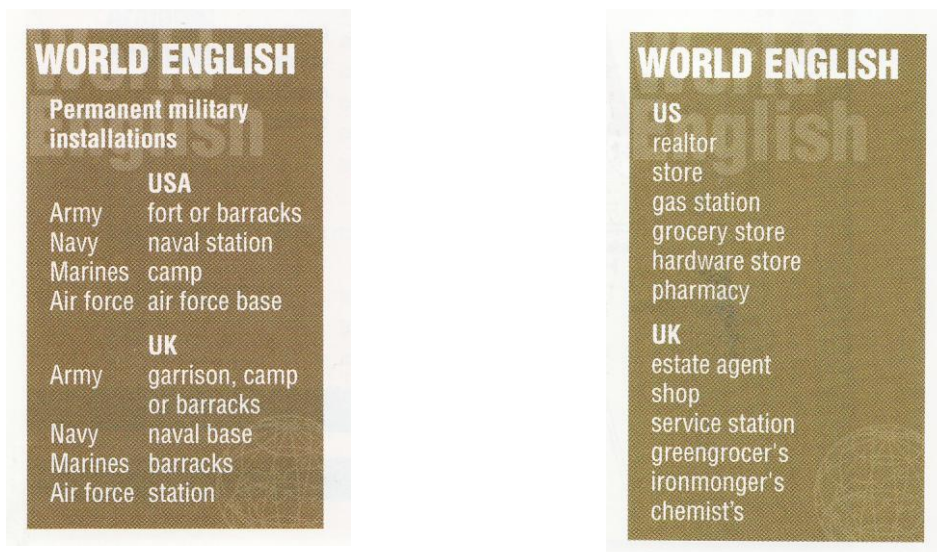



Figure 2. *Campaign 2* Unit 1 Alpha and Unit 5 Charlie.

There is no index to language items or lists of new vocabulary in the SB. The WB, however, has a list of key words from the SB in each unit for the students to write notes and/or translations. The WB serves as a suitable material for reinforcing the material covered in the SB or for self-study.

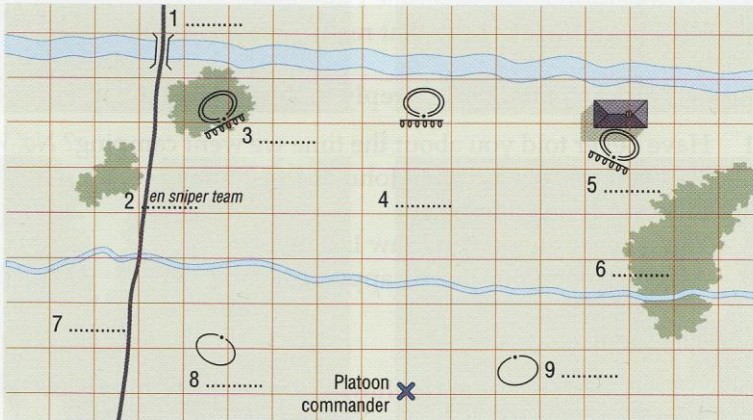
The *Campaign* web-page (www.campaignmilitaryenglish.com) contains some useful material for teachers. It offers ready-made tests with keys, which are password protected and accessible only to teachers. It also provides teachers with the monthly *Campaign News Digest*, which is a topical article with exercises. The article is adapted for different levels of English with exercises also for different levels. Notes and the key are provided for teachers as well.

For *Campaign 1* and *2* the website offers an opportunity to print out the maps (e.g. for terrain analysis or marking the location of troops) used in the SB, so that the students could

fill in the missing information.

[6]  **Listening** **Task 2** Listen to a conversation and label the map. Use these words.

platoon left boundary platoon right boundary medium MG
 mortar team 1 section 3 section mines sniper team



The map shows a grid with a river at the top and bottom. A road runs vertically on the left. A platoon commander is marked with an 'X' at the bottom center. Various symbols represent different military units and terrain features. Labels 1 through 9 are placed on the map with dotted lines pointing to specific symbols.

Figure 3. *Campaign 2* Unit 9 Delta.

2.3 Methodology

The language in the SB is based on a mix of inductive and deductive learning theories. In the case of inductive learning the starting point of learning consists of examples of language which illustrate the rule, without the rule being stated. Deductive learning refers to the learning process in the case of which explicit rules are given, and the students need to understand these rules and then produce correct sentences (Cunningsworth 1998: 99). *Campaign 2* presents functional English (e.g. orders with *will*, talking about ability, etc.) only by giving examples which the students have to study and produce similar sentences. However, in the case of grammar at first an example sentence or phrase is given, which is then followed by the rule.

Functional English	<p>Orders with <i>will</i></p> <p>Task 3 Study the examples.</p> <p><i>Soldiers will draw individual weapons from the armoury at 0600 hours.</i> <i>Soldiers will not need their personal respirators.</i></p> <p>Now write full sentences for the schedule in task 2.</p> <p><i>Soldiers will get up at 0530 hours.</i></p>
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Figure 4. Campaign 2 Unit 2 Delta.

Grammar	<p>Present perfect and past simple</p> <p>Task 9 Study the examples.</p> <p><i>Have you ever asked the UN troops for help?</i> We use the present perfect to talk about time up to now. We often use time expressions like <i>ever, never</i> and <i>since</i>.</p> <p><i>I served with the MUNOC mission in the Congo in 2001.</i> We use the simple past to talk about a finished event. We use time expressions that refer to a specific time in the past.</p>
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Figure 5. Campaign 2 Unit 3 Alpha.

Based on the experience of working with the military, the students would prefer the latter as they are used to being given explicit rules, and they act on the basis of these rules. There are a few students who are willing to use inductive learning as well, but their number is really small.

Campaign 2 provides many different kinds of exercises and tasks. The exercises are mainly controlled. There are both comprehension and production exercises. In each unit there are one or more problem-solving tasks. Tasks involve either groups or pairs, but also some individual work.

The SB cannot be used alone for self-study as the students have no possibility to check the answers. Also, the students, especially the cadets, can lack the necessary background knowledge on topics presented in the coursebook. Thus, the book is meant for classroom

instruction and not for homework activities. On the other hand, the WB can be used to review the material covered during the lessons, and it can be used to practise further at home.

The tasks in the SB are straightforward and mechanical rather than problem-solving. This is the reason why the students on lower levels of English like it as they do not command the language well enough to be creative and to produce longer pieces of oral tasks themselves. Role plays are based on model conversations, which also leave little room for creativity. Again, this is good for lower-level students and for the cadets, but advanced officers, who have already formed their own opinion on various topics, would like more challenging tasks. The younger students are willing to accept proposed ideas but the older (and high-ranking) students would rather try expressing their own opinion.

Speaking Task 2 Work in pairs. Write the conversation.

vehicle patrol D21		base station D20
Report into net.	→	
Request radio check.	←	Acknowledge
Report you are mobile. Destination BLUEBRIDGE.	→	Say loud and clear.
Repeat your destination.	←	Radio signal is weak. Ask for repeat of destination.
Report you are stationary at BLUEBRIDGE and you are closing down for 20 minutes.	→	Acknowledge.
Report into net.	←	Acknowledge.
Report you are mobile. Destination UNMO HQ.	→	Acknowledge.
Report you are closing down at your destination.	←	Acknowledge.
	→	Acknowledge

Now practise the conversation.

Figure 6. Campaign 2 Unit 3 Echo.

The TB has a lot of important information especially for those who are not part of the military. At the beginning of each unit, it gives some background information about the subject covered in the unit. It also contains keys to the exercises, rules of grammar with examples, advice on presenting the rules, etc. For the reasons mentioned above, it would be very difficult to use the SB without the TB for a teacher who is not a native speaker or does not have a military background.

2.4 Topics

Most of the topics are of genuine interest to the students as the topics are of military content and the students represent military personnel. The topics cover interesting and useful themes, such as military routines, range safety, military bases, training and ranks, etc. Such topics interest students, and they can use them in real-life situations. On the other hand, the coursebook contains some topics that might interest only a few students. Due to the fact that the Estonian army is small compared to that of the United States or some other army, the topics are not used in every-day work situations. For example, Estonia does not carry out any airborne operations on its own. It can only be done in cooperation with some other country or the NATO Forces. Nonetheless, these topics broaden the students' vocabulary, expand their awareness, and enrich their experience.

The topics are sophisticated enough as to their content, and yet they correspond to the students' level of language. The SB provides the basis for students' individual tasks – research and presentations on some topics (e.g. describing personal equipment and the weapons they carry on training exercises). The students like these types of tasks as they can talk about their experience and show their knowledge of different topics.

Most students will be able to relate to the social and cultural contexts presented in the coursebook. The coursebook presents situations mostly from Britain and the United States; however, other countries are represented as well.

There is little representation of women in *Campaign 2*. Most of the texts, photographs, drawings, dialogues are about or take place between male officers or non-commissioned officers. However, many different nations are represented in *Campaign 2*. The students can hear people talk with different accents and different levels of register are used (e.g. the formal register when superiors give commands or address soldiers and the informal register when soldiers talk to each other discussing everyday topics).

2.5 Grammar Items

Cunningsworth (1998: 32) claims that grammar is a major component of any general language course, no matter whether it is acknowledged as such, or disguised as something else. Grammar is the base on which we can build language on. Therefore, it is important that the coursebook covers all the grammatical structures necessary for the intended level of English, in case the of *Campaign 2* NATO STANAG 6001 Level 2.

In *Campaign 2* most grammar items are indeed covered, but as teaching experience shows, there is not enough practice of these items. Some grammar items, which are not discussed in the coursebook, but which are essential for passing the exam, include the use of articles, the present simple and present continuous, the passive voice, etc.

Grammar items are presented in small units, sometimes even too small as the students ask for more rules and practice of grammar.

According to Cunningsworth (1998: 32) both form and use must be learned and as closely as possible. In *Campaign 2* new grammar items are presented with an emphasis on their use, and they are followed by the missing aspect of form which gives it a balance. For example, all the grammar sections start with examples of grammar items and are followed by rules.

Grammar **Past simple**

Task 4 Study the examples.

... everyone seemed confident...

infinitive + -ed

We use the past simple to talk about completed actions.

We spent the last minutes before dark talking in small groups.

Some verbs are irregular in the past simple.

Figure 7. *Campaign 2* Unit 1 Bravo.

There is little relation and contrast between the items already familiar to the learners and the newly introduced items. Nor is there any reference to the grammar items covered earlier in the coursebook and there are very few examples of using different grammar items together. For example, there is one grammar section, which teaches the past perfect without comparing it to the past simple or the present perfect, but the students must be able to make a difference between these tenses and must be able to use them together.

Cunningsworth (1998: 34) suggests that grammatical points that are difficult to teach and pose problems for your learners should be identified when evaluating the grammar content of the coursebook. The most problematic grammar items for the students would probably be the use of articles and the present continuous as there are no articles in Estonian, and the present continuous is not used for actions that happen at the moment of speaking or when talking about the future. *Campaign 2* does not cover either of these problem areas.

2.6 Vocabulary

The introduction to the TB says that the specific English language needs of the military personnel will vary according to their service, job experience, specialization, and rank. It also applies to the vocabulary that the students need in their every-day work.

Campaign 2 is a coursebook of military English, and therefore the new vocabulary is mostly of military content with some exceptions, such as the vocabulary of sports, leisure activities, shops and businesses.

Vocabulary is presented in a structured way – the presentation of new vocabulary is followed by an exercise. Unfortunately, only one type of exercise is mainly used – matching the word with the definition.

Task 1 Match the words with the definitions.

ablutions barracks room HQ MAIN orientation brief
Reception Centre Regimental Aid Post

- 1 Washing facilities, including showers and toilets.
- 2 Shared sleeping quarters for soldiers.
- 3 Location of medical section, with a doctor, medics and ambulances.
- 4 An information briefing for participants.
- 5 Where participants should report for in-processing.
- 6 Central headquarters building.

Figure 8. *Campaign 2* Unit 8 Bravo.

Although additional vocabulary-learning activities can be found in the WB, there are still not enough vocabulary-learning activities. The activities in the SB are usually covered in the lessons; homework will be given from the WB and the next day students need some

revision and reinforcement of what was learned during the previous day. Therefore, more and different types of vocabulary exercises are needed.

As noted, vocabulary-learning activities offer little variety. The main type is matching the word with its definition, but we can also find some filling-in-the-blanks exercises and a few exercises on word-building, phrasal verbs, or synonyms and antonyms. Below is an example of the only exercise on phrasal verbs in the coursebook.

Phrasal verbs

Task 7 Study the examples.

*My crew were just starting our shift when the duty Air Ops officer **called me up**.*
Some phrasal verbs have the pattern: verb + object + adverb.

*The door gunner from the Ground Rescue team **laid down suppressive fire**.*
Some phrasal verbs have the pattern: verb + adverb / preposition + object.

*We **put down** at 2245.*
Some phrasal verbs do not have an object.

Now change the underlined words in the text. Use these words.

deliver destroy egress establish land (x2) proceed recover return

The patrol was (1) setting up a perimeter defence as we arrived over the LZ. Because of the urgency of the situation, I decided to (2) go in without waiting for the Quick Reaction Force. We (3) set down in the LZ, (4) picked up the casualty and then immediately (5) got out. As we were (6) heading back to base, we received fire from ground targets. The Ground Rescue Team (7) laid down suppressive fire and I (8) took out the target with cannon fire. We (9) put down at the base at 2245.

Figure 9. *Campaign 2 Unit 11 Alpha*.

McDonough and Shaw (2003: 65) suggest that one important component that should be taken into account when evaluating a coursebook is a vocabulary list or index. It can be useful for students “... particularly where the learners might be doing a lot of individualized and/or out-of-class work.” (Ibid. 65) The students often ask for vocabulary lists that would include the entry word, part of speech and pronunciation, but unfortunately

the SB of *Campaign 2* does not have any. However, the WB has lists of key words with the word, part of speech, pronunciation, and explanations.

Another weak point that has come up in almost every course is the fact that the coursebook does not cover the vocabulary to talk about hobbies that really interest the students. The military people tend to have somewhat different hobbies than an average person, for instance hunting, fishing, motor racing, etc. As this is not the case only in the Estonian army but also in the armies of other countries, the coursebook writers should take it into account when preparing the tasks about hobbies.

2.7 Phonology

The SB contains some exercises on phonology. They include tasks on word stress where learners need to mark the stressed syllables; sentence stress with marking the stressed words in the sentences; and intonation with marking rises and falls of the voice. Other aspects of the phonological system, such as articulation of individual sounds, weak forms, are not covered.

Pronunciation

Stress in compound nouns

[19]  **Task 3 Listen and underline the stressed words.**

Air Medical Evacuation Team Ground Rescue Team

Quick Reaction Force Standard Operating Procedure

Figure 10. *Campaign 2* Unit 11 Bravo.

The pronunciation work is built on listening tasks and in a few cases is followed by dialogue practice. Terminology of phonology is not used in the SB; however, the TB gives the teacher some rules and comments on how to help students to understand phonological

issues better. Nor is the phonemic alphabet covered in the SB. Some of the teachers, however, teach phonemic alphabet at the beginning of the course, because the learners need to use dictionaries independently, and one important part of learning a new word is also its pronunciation, stress, etc.

The English pronunciation is rather difficult and different from the Estonian pronunciation. Thus, the phonological alphabet and the use of stress should be in every coursebook, as wrongly pronounced and stressed words can cause misunderstandings, especially when the lives are at stake.

2.8 Listening

Listening is an important skill, as one has to listen to what other people want to say and needs to respond to what was said. Unfortunately, recorded listening passages do not allow us to ask for repetition, and thus listening tasks can be quite difficult for the student, especially for the students of lower levels.

The listening material in *Campaign 2* includes dialogues, monologues, oral instructions, talks, stories, radio broadcasts, etc. All the listening passages have listening activities based on them. A variety of listening exercises, such as comprehension questions, extracting specific information (filling in blanks, completing maps, forms and charts), taking notes, marking the sentences either true or false, lead-in to discussion, etc. can be found in *Campaign 2*. All the listening material is set in a meaningful context and is always connected to the topic discussed in the units. Many of the listening exercises include pre-listening and post-listening tasks. The former are in the form of pre-teaching vocabulary or

reading a text for focusing the learners' attention on the passage. The latter are in the form of discussion about what was heard in the listening passage.

Below is an example of the listening section of one unit. First, there is a pre-listening exercise with the purpose of teaching the vocabulary.

Task 1 Match the words with the definitions.

commander's intent	concept of operations
main effort	mission
morale	situation

- The amount of confidence that a group of soldiers feel.
- How the commander plans to fight the battle.
- The most important action for the success of the mission.
- A clear statement of tasks that each unit must carry out.
- How the commander sees the situation at the end of the battle.
- A description of the battlefield conditions, enemy and friendly forces.

Figure 11. *Campaign 2 Unit 9 Bravo.*

Secondly, there is the listening task with blanks to be filled in while listening.

Listening Task 2 Listen to a briefing and complete the notes with words from task 1.

(1)

Enemy forces

Strength: 2 platoon-strength positions in the vicinity of grid 5983.

Enemy (2) is low and they will probably defend in their present position.

Weapons: No armoured vehicles but they have mortars.

Friendly forces

7 Bde commander's (3) : attack to secure a bridgehead over the river.

3 Para Bn mission: attack and destroy the enemy in Objectives Blue 1 and Blue 2, then seize and hold the bridge.

3 Bn commander's (4) :

- A Coy: fix the enemy in position.
- B Coy and C Coy move through A Coy position and cross river to seize objectives Red 1 and Red 2.
- A Coy attacks and destroys the enemy in Objectives Blue 1 and Blue 2 and seizes the bridge.

(5) A Coy: to seize and hold the bridge.

(6)

A Company's mission is to fix and destroy the enemy in order to seize the bridge.

Figure 12. *Campaign 2 Unit 9 Bravo.*

Thirdly, there is a post-listening task where the students need to answer the questions after listening to the text one more time.

[2]  **Now listen again and answer the questions.**

- 1 What is A Company's current location?
- 2 What is the name of the enemy regiment in A Company's zone?
- 3 Why is it important to secure the bridgehead over the river?
- 4 Which companies are tasked to attack objectives Red 1 and Red 2?
- 5 Which company is tasked to attack objectives Blue 1 and Blue 2?

Figure 13. *Campaign 2 Unit 9 Bravo.*

The listening passages are on three CDs which are of good quality. The listening material covers different accents, which make the listening part socio-cultural. As the military participate in different international training exercises, missions, etc., listening to different accents prepares them for the interaction with the military from other countries.

Students can hear authentic descriptions (e.g. British weapons, job responsibilities in the army) and compare and draw parallels using their knowledge of the Estonian Army. Listening to natural speech, especially how to start and finish conversations, briefings and instructions in English, develops students' realistic speaking ability.

However, some of the listening exercises seem to be too easy for the students of the intermediate level. The types of listening exercises include marking the sentences as true or false, ordering something (e.g. some activities or instructions), filling in tables with missing information. In short, all of these exercises involve writing a word or two in the blanks while listening to a relatively slow speech, but in reality they need to write more information while listening to rather fast speech. Thus, the students do not find the listening tasks challenging.

2.9 Speaking

The speaking skill needs a lot of practice and the coursebook contains enough speaking activities. In every unit there is an information gap exercise where one student has information about something and the other student has to find out the information by asking questions and filling in the missing information. Students like this type of activity; they would rather find out information themselves and use this information for further discussion than have a discussion on some given questions.

Speaking	Task 6	Derek Jameson	Helen Travers
	Work in groups of three. Student A, turn to File 10. Student B, turn to File 12. Student C, interview Students A and B and take notes on their statements.		
1	What events did the witness see?
2	Where did the events take place?
3	When did the events take place?
4	Who was involved?

Figure 14. *Campaign 2 Unit 10 Echo.*

File 10 (Unit 10 echo)
Student A
You are Derek Jameson. At about 7.45 p.m., you were walking through the square on your way home from work. You saw Officer Tull and Officer Watson speaking with John Bells in the bar. John Bells appeared drunk and you heard Officer Tull tell him to go home. The next thing you saw was Officer Tull hitting John Bells and pushing him into the car.

Figure 15. *Campaign 2 Unit 10 Echo.*

File 12 (Unit 10 echo)

Student B

You are Helen Travers. On the evening of January 11 you were in the town square. At about 6.30 you saw John Bells and some other men outside the bar. You think one of the men was Tom Skell. The men were arguing and shouting. After about five minutes, Officer Tull and another police officer arrived in the square. They talked to the men and asked them to leave the bar and go home. After the police left, the men started shouting again and a fight started. The bar owner called the police and Officer Tull returned to the bar at about 8.00 p.m.. When he told the men to go home, John Bells hit Officer Tull in the stomach. The police then arrested John Bells.

Figure 16. *Campaign 2* Unit 10 Echo.

One important part of practising speaking skill in *Campaign 2* is that each unit contains a section (the Echo section), which uses a methodology called problem based learning, in the case of which the students work together in order to find solutions to real-world problems. The problem is presented as a written or spoken story, and the students need to present their solution to the rest of the class. The authors of *Campaign 2* say that this type of learning has a lot to offer in any language classroom, but it is a particularly useful approach with military learners. It reproduces real-world contexts, promotes realistic language practice, accuracy, and fluency, is motivating and communicative, uses military language, especially reports and briefings; and involves collaboration, cooperation, and taking responsibility.

Speaking Task 5 You are the commander of 3 Platoon. Give a patrol order to your group.

Task 6 Work in groups. Read the texts and decide what orders you will issue.

situation 1: You are patrolling towards the Central Market.

- 1 A small group of individuals are following your patrol.
- 2 The platoon receives sniper fire from a second-storey window. No one is hurt.
- 3 There is a car one metre ahead of you, blocking the road. You suspect an ambush.

situation 2: You are halted in the Central Market area.

- 1 A large crowd forms. Individuals in the crowd start to fight with your soldiers.
- 2 The crowd becomes hostile and starts to throw rocks.
- 3 Shots are fired from the crowd. One of your soldiers drops to the ground.

situation 3: Your platoon is operating a checkpoint at the junction of Liberty Avenue and Freedom Street. 2 CRVs from PAKBAT are providing overwatch.

- 1 A local civilian driver refuses to produce his ID card.
- 2 One of your teams finds weapons in a car. The driver runs away from the checkpoint.
- 3 A vehicle with one driver approaches the checkpoint at high speed.
- 4 A woman with a heavy bag approaches the checkpoint. She refuses to be searched.

Figure 17. *Campaign 2* Unit 12 Echo.

2.10 Reading

The reading texts serve several different purposes in *Campaign 2*. Texts are used for presenting grammar items (e.g. Unit 7 Alpha), recycling grammar items (Unit 2 Delta), extending vocabulary (Unit 12 Alpha), providing models for writing (Unit 11 Bravo), giving information of interest to students (Unit 5 Alpha), stimulating oral work (Unit 7 Echo), etc.

Some units and sections in the coursebook contain more reading texts than others. The texts are of proper length for the level of students. Some texts are more challenging than the other texts. The texts include instructions, extracts from information booklets, different military documents, e-mails and on-line conversations, extracts of magazine stories, press

extracts, etc. Both complete texts and gapped texts, where the student has to provide missing words or information can be found in *Campaign 2*.

A large part of the reading material is concerned with military matters. The students find that the texts are appropriate, interesting, and challenging.

Usually the texts are preceded by one or two pre-reading tasks (e.g. pre-reading questions, pre-teaching vocabulary, discussion questions, etc.):

Task 1 Work in pairs. Discuss the questions.

- 1 How do you usually find out about colleagues that have been promoted?
 - a From other colleagues. b From the person. c Through a newsletter.
- 2 Are you going to be promoted?
 - a No chance. b Maybe, but not immediately. c Yes, I think so.

Task 2 Read the text and answer true or false.

- 1 Lt Dalton has promoted the new Station Commander.
- 2 Lt Bachvarov was the previous Commander at Station 3.
- 3 Lt Dalton was previously in charge of Station 2.
- 4 Sgt Smith was working for Lt Dalton in his last post.
- 5 Lt Dalton's immediate boss at his previous post was the sector commander.

NEW STATION COMMANDER AT STATION 3

Lt Charles Dalton has been appointed as the new Station Commander for Station 3, Sector South, replacing Lt Bachvarov, who has returned to Brownland.

For the past ten months Lt Dalton, who is a career police officer, has been second in command at Station 2, Sector South. "Lt Dalton is an excellent leader," said Sgt Smith, one of Dalton's men at Station 2, his previous post, "and we are all sorry to see him go. If anyone deserves to become a Station Commander, it is Lt Dalton. We are all delighted and wish him all the best in his new job."

His former boss, Lt Viskontas, the Station Commander at Station 2, praised Lt Dalton's organisational and leadership skills, saying he was very fast and efficient at his job, and he had not thought twice about recommending him for the post at Station 3. Cpt Sakota, the Sector Commander, agreed and said he had done a first-class job while he was under his command. "Lt Dalton is a very popular member of the force," said Cpt Sakota when announcing his decision, "and we wish him every success in his new post."

Figure 18. *Campaign 2* Unit 10 Charlie.

These are followed by post-reading tasks (e.g. post-reading comprehension questions, completing charts or maps, extracting specific information, etc.):

Task 3 Read the text again and answer the questions.

- 1 What did Sergeant Smith think of Lt Dalton as a leader?
- 2 Who was sorry to see Lt Dalton leave Station 2?
- 3 In his men's opinion, does Dalton deserve to be promoted?
- 4 How did Lt Viskontas describe Dalton's work?
- 5 Did he get on well with other police officers?

Figure 19. *Campaign 2* Unit 10 Charlie.

Texts provide useful vocabulary and prepare students for independent research and finding articles about military matters of their own interest.

2.11 Writing

Cunningsworth (1998: 82) claims that writing makes use of different language resources than speech, for instance paragraphing, spelling, and punctuation and that the learners need exposure to written styles with their salient features pointed out.

Campaign 2 includes controlled writing and free-writing tasks. The students need to write about their careers, customs in their country, describe their unit, safety instructions, take notes and write directions as free-writing tasks.

Writing Task 4 Write a brief history of a unit in your army. Include ...

- 1 when the unit was founded
- 2 major wars and important battles
- 3 any changes in the unit's role and/ or equipment.

Figure 20. *Campaign 2* Unit 5 Alpha.

For controlled writing one can find some exercises on writing patrol reports, a brief history of a unit in their country, e-mails, filling in gaps and ordering sentences, etc.

Writing Task 7 Order the sentences.

From: Protocol Chief To: Public Information Officer

Enrique,

Can you please evaluate the schedule and let me have your comments? | I am sending you a provisional timetable for coordination. | Please reply no later than 10 Sep. | The visit will take place on 11 Nov. 2 | We have received a request for a visit from the Polish CHOD.

Figure 21. *Campaign 2 Unit 6 Alpha.*

Although the variety of writing tasks is wide, there could be more information on how to write something. Writing is the most difficult part of learning English. Because many people cannot write even in their mother tongue, more attention should be paid to paragraphing, punctuation, style of written English, and accuracy. The military people need rules, and the coursebook should provide more rules of written English.

Most tasks are mechanical: completing the table, the sentence, the text with given words, writing a conversation on the basis of the conversation listened, etc. Although soldiers do not have to write much in a foreign language in their everyday life, developing creative writing (essays, descriptions) helps to improve their general language proficiency.

CHAPTER 3 ANALYSIS OF *CAMPAIGN 1* AND 3 COURSEBOOKS

This chapter presents a more general analysis of *Campaign 1* and 3. The *Campaign* SBs are similar in their structure, and similar types of exercises are used. However, this chapter will also discuss some differences, which exist in the coursebooks.

3.1 Analysis of *Campaign 1*

Campaign 1 was published in 2004 by Macmillan. It is the first book of the series of three coursebooks of military English. *Campaign 1* is aimed at NATO STANAG 6001 Level 1, which is an equivalent to the CEF level A2 (elementary).

The SB is accompanied by two Class Audio CDs and a WB with one audio CD. The TB offers useful background information about the subjects covered in the SB and it also contains the key, tapescripts, and procedural notes.

Campaign 1 starts with easier topics, vocabulary, and grammar points (e.g. personal details, nationalities, *be* statements and negatives, etc.), but the level becomes more difficult rather quickly. In the book review of *Campaign 1* Richards (2004), the ELT consultant of the Peacekeeping English Project of the British Council, claims that it is not a coursebook for beginners; nor is it intended for the unmotivated, as the difficulty curve is quite steep.

3.1.1 General Overview

Campaign 1 is a modern coursebook with topical and interesting themes and with appropriate visual materials, such as photographs, maps, tables, etc. The map of the

contents at the beginning of the SB shows clearly how the book is structured and what the students can expect in each unit. It gives an overview of the topics, grammar, functional English, pronunciation, and vocabulary covered in each unit.

3.1.2 Design and Organization

As in *Campaign 2*, there is no direct cross-referencing between the SB and the WB, which means that the teacher needs to draw the students' attention to the appropriate tasks at appropriate times in terms of what kind of tasks to do in the WB. *Campaign 1* can also be supplemented with exercises from other recourses as there is not enough practice of, for example, grammar, which creates the basis of language structures to be used in further studies of the English language. However, the WB contains some revision exercises on the grammar points and vocabulary covered from the SB.

The SB consists of 14 units which are in their turn divided into seven sections based on the NATO alphabet – Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, and Golf. Each section has a specific role – section Alpha introduces the topic and key vocabulary of the whole unit; sections Bravo and Charlie develop grammar, functional English and vocabulary; section Delta focuses on everyday English and non-military situations; sections Echo and Foxtrot also develop grammar, functional English and vocabulary relevant to the unit. Section Golf offers revision, consolidation and focuses on language awareness, and learner training strategies.

The content of the SB is organized according to topics of military content with easier language/terminology (e.g. ranks, military vehicles, such as tank, helicopter, jeep, plane, and truck, the military alphabet, etc.) at the beginning of the book and more sophisticated terminology (e.g. parts of a rifle, rules of engagement, etc.) in the end.

The SB of *Campaign 1* does not have a separate section of reference pages, grammar rules, or a list of vocabulary. All of them are discussed inside the unit. However, the WB contains lists of key vocabulary covered in the lessons in a very clear and useful way. The vocabulary is presented in the form of a word, pronunciation; there are some acronyms, and parts of speech provided.

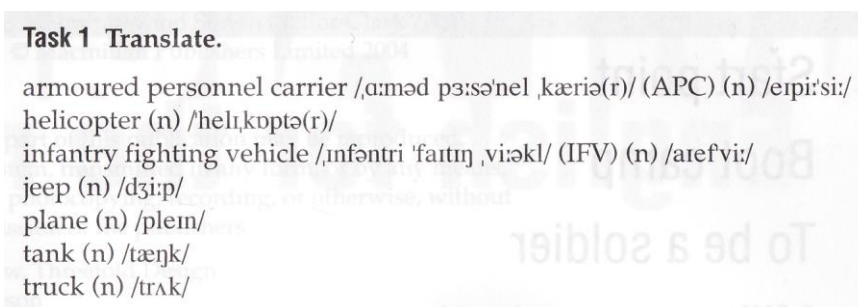


Figure 22. *Campaign 1* Workbook Unit 1.

The first two units have vocabulary lists where the students can write the translations as shown in an example above. Starting from Unit 3, an example sentence is added to the rest.

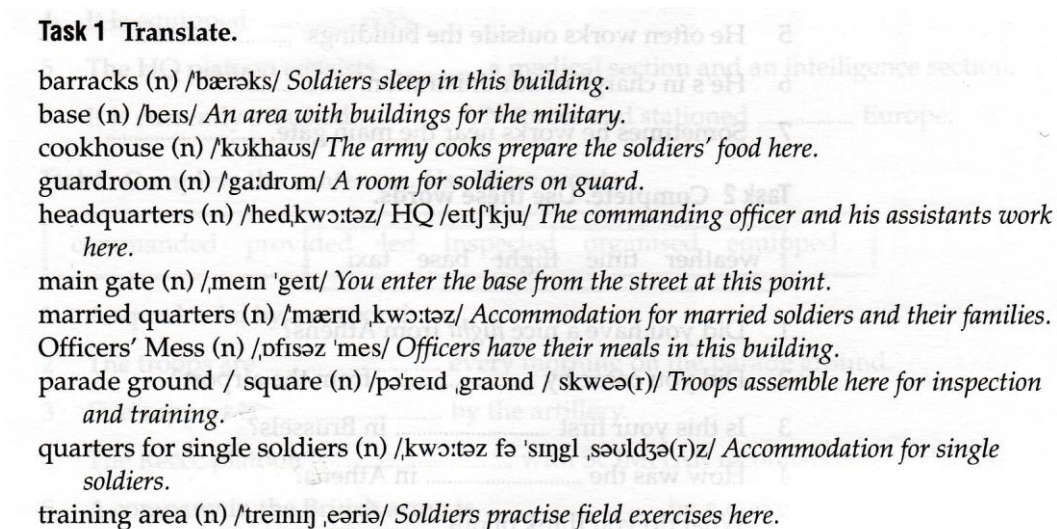


Figure 23. *Campaign 1* Workbook Unit 6

Units 8 – 14 in the WB offer also an explanation of the word in English.

Task 1 Translate.

convoy (n) /kɒnvɔɪ/ A group of vehicles travelling together and escorted by the military for protection.

distance (n) /dɪstəns/ The space between two things or two people.

escort (n) /ɛskɔ:t/ A person, vehicle, ship or aircraft that accompanies for protection or security, or to show respect.

escort (v) /ɛskɔ:t/ To accompany for protection or security.

overtake (v) /əʊvə'teɪk/ To pass another vehicle travelling in the same direction.

release point (RP) (n) /rɪlɪs ˌpɔɪnt (a:'pi:)/ The place where the convoy commander releases control of the convoy.

repair (v) /rɪ'peə(r)/ To fix or mend something that is damaged.

reporting point (n) /rɪ'pɔ:ɪŋ ˌpɔɪnt/ A place on a route where vehicles report.

route (n) /ru:t/ A way to reach a destination from a specific start point.

start point (SP) /stɑ:t ˌpɔɪnt (es'pi:)/ The place from where a convoy starts.

Figure 24. *Campaign 1* Workbook Unit 13.

The students like such vocabulary lists as they help them to identify important vocabulary in the units and to find the correct words from the dictionaries faster.


3.1.3 Methodology

While the SB of *Campaign 2* uses inductive learning (examples of language which illustrate the rule without the rule being stated) for functional English and deductive learning (understanding explicit rules and producing correct sentences) for grammar, *Campaign 1* uses inductive learning with both functional English and grammar with a few exceptions. The level of language in *Campaign 1* is lower than in *Campaign 2* and the teacher probably has to explain the rules in the students' mother tongue.

The exercises and tasks found in *Campaign 1* are mainly controlled, that is, the students have to write a conversation with the given words or phrases and then practise the conversation with their partners as an example below shows. The most common type of exercise is filling in the blanks with the missing information and answering the questions.

Speaking Task 9 Write the conversation.

A Good morning.
 B I'd / a razor and / shampoo.
 A I'm sorry. I / have / shampoo.
 B / you have / soap?
 A Let me see. Yes / do.
 B How / is that altogether?
 A It / \$1.20.
 B Here / are.

[24]  Now listen and check.

Task 10 Work in pairs. Practise the conversation in task 9.

Figure 25. *Campaign 1* Unit 2 Delta.

Each unit has a section called language tactics, the aim of which is to help the students with learning strategies (e.g. learning words with the help of word maps, collocations, abbreviations, etc.) and to help them manage some situations (e.g. asking for help with the language, managing phone conversations, radio conversations).

Language tactics Managing radio conversations

Task 4 Match the radio prowords with the definitions.

correction I read back I say again I spell read back say again
 speak slower wait

- 1 I made a mistake. This is the correct message. *correction*
- 2 I need you to wait for a few seconds.
- 3 I will spell the next word.
- 4 I'm reading the message back to you.
- 5 I'm repeating my message.
- 6 Read the message back to me.
- 7 Repeat your message.
- 8 You're speaking too quickly.

Figure 26. *Campaign 1* Unit 13 Golf.

Language tactics

Word maps 2

Task 2 Complete the word map. Use a dictionary to help you.

ravine wood railway marsh town depression jungle river forest
pass grass road church ridge lake pond

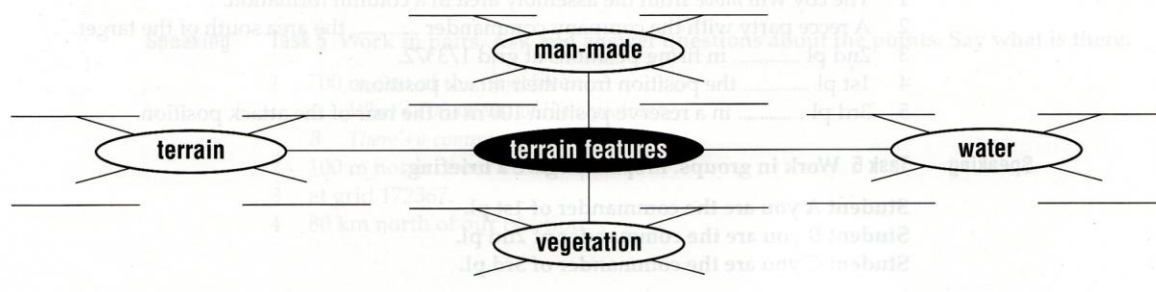


Figure 27. *Campaign 1* Unit 10 Golf.

The TB of *Campaign 1*, similarly to *Campaign 2*, has some useful background information about the topics covered in the SB. Some topics, which are presented in two or even three SBs of *Campaign*, have been discussed and briefed only in the TB of *Campaign 1*. For example, in *Campaign 2* there is a unit the objective of which is to communicate one's situation using radio messages. In the TB of *Campaign 2* this topic is not discussed, but it can be found in the TB of *Campaign 1*. However, the TB of *Campaign 2* contains references to the TB of *Campaign 1*. Since the SBs used at the ENDC are chosen on the basis of the students' level of English and not successively, cross-referencing between the TBs makes it easier for the teachers to find the appropriate background information quickly.

3.1.4 Topics

The topics in *Campaign 1* and *2* are of similar content. For example, topics on military units and ranks, military vehicles, military routines, injuries and first aid, peacekeeping tasks, etc. are covered in both coursebooks. *Campaign 1*, however, uses easier vocabulary.

Campaign 1 describes the uniform and equipment used in patrol missions, whereas *Campaign 2* includes the parts of a semi-automatic rifle in the description of other personal equipment.

3.1.5 Grammar Items

Campaign 1 starts with very basic grammar (*be* statements and negatives, the present simple tense) and continues with more complex grammatical structures (the passive voice, zero conditionals). However, more emphasis is put on the formation of the tenses than on their appropriate use. Nor is there comparison of the basic tenses, such as the present simple and the present continuous in spite of the fact that these two tenses are often used together (e.g. in descriptions).

3.1.6 Vocabulary

For the elementary level, *Campaign 1* contains a variety of specific military terminology. New vocabulary is presented in a structured way and is followed by an exercise. More types of exercises are used for presenting new vocabulary (e.g. labelling the pictures with correct words, filling in charts, matching the words with the definitions, matching the questions with the answers, etc.) in comparison with the types in *Campaign 2* (matching the words with the definitions).

3.1.7 Phonology

The SB covers several pronunciation problems that the students face when learning a language. For example, the SB covers both the civilian and military alphabets. Also, the pronunciation of the past simple *-ed* ending is discussed, the pronunciation of the articles,

etc. Some exercises on sentence stress and word stress with underlining the stressed words can be found in *Campaign 1* as well.

3.1.8 Listening

Listening tasks include dialogues, monologues, talks, stories and also radio broadcasts. There are several tasks on repetition of words and phrases in the SB. For example, after listening to the CD, the students have to repeat the alphabet, numbers or the past simple forms of some words.

Past simple /d/, /ɪd/
Task 3 Listen and write /d/ or /ɪd/.
 (1) deployed /d/ (2) graduated /ɪd/ (3) promoted /.../ (4) entered /.../ (5) served /.../ (6) attended /.../ (7) joined /.../ (8) posted /.../
Now listen again and repeat.

Figure 28. *Campaign 1* Unit 3 Charlie.

The most common types of listening exercises are filling in the blanks, choosing the correct answer from several answers given, answering the questions, and checking the answers.

Listening Task 2 Work in pairs. Choose the correct date.

- 1 The first portable machine gun was invented by Hiram Maxim in 1883 | 1893.
- 2 The first radar station was established in Britain in the 1920s | 1930s.
- 3 Tanks were used in combat for the first time in 1916 | 1918.
- 4 The submarine was used in combat for the first time in 1776 | 1901.
- 5 The first helicopter was flown by Paul Cornu in 1485 | 1907.
- 6 The world's first atomic bomb was exploded in 1939 | 1945.


[81]  **Now listen and check your answers.**

Figure 29. *Campaign 1* Unit 7 Alpha.

Listening passages are on two CDs, and they are of good quality. The recordings represent different accents which do not hinder the understanding of the passages but make them more interesting.

3.1.9 Speaking

Campaign 1 also pays a lot of attention to speaking exercises. Describing people and places, asking and answering questions, giving short briefings, etc. are the most common types of speaking exercises. Compared to *Campaign 2*, there is a lot of oral repetition of sentences or the whole dialogues in the SB of *Campaign 1*. For example, the students have to fill in a dialogue, listen to the same dialogue to check if they filled it in correctly and then they have to read and practise the dialogue in pairs.

Task 4 Complete the conversations. Lt Walker is female; all others are male.

Maj Hargevik (1) Walker, the Colonel wants the list of new recruits as soon as possible.
 Lt Walker Right away, (2)
 Lt Walker Get me the new list for the colonel, please sergeant.
 Sgt Muller Yes, (3)
 Sgt Muller Excuse me, (4) The lieutenant wants the list of new colonels.
 CSM Ellis What?

[46]  Now listen and check.

Speaking Task 5 Practise the conversations in task 4.

Figure 30. *Campaign 1* Unit 4 Charlie.

As in *Campaign 2*, every unit of *Campaign 1* contains an information-gap activity, where the students have different information on a subject, and they need to find out the missing piece of information from their partner by asking questions and answering the questions.

Speaking Task 8 Work in pairs. Student A turn to File 16. Student B take notes on the weather for Monday.

Now Student B turn to File 17. Student A take notes for Monday night.

File 16 (Unit 8 foxtrot)

Monday

Hot and sunny. A very light wind (4 – 5 km/h) from the northeast with a minimum temperature of 35° celsius and maximum temperature of 39°.

File 17 (Unit 8 foxtrot)

Monday night

A clear night with a light wind (6 – 11 km/h) from the east. Minimum temperatures of 13° and maximum temperatures of 18°.

Figure 31. *Campaign 1* Unit 8 Foxtrot.

3.1.10 Reading

For an elementary-level student, some of the reading texts in *Campaign 1* seem to be rather difficult at times. The texts are short but still contain words that are rather meant for intermediate or upper-intermediate levels, not for the elementary level of language (e.g. frequently, involve, recently, etc.)

The types of texts include extracts from information booklets, stories, questionnaires, extracts of newspaper articles, etc. There are both complete texts and gapped texts, which have pre-reading and post-reading exercises built around them. Most of the texts have military content; however, there are also some texts that are not concerned with military matters, such as extracts from travellers' guides or a text about food and diet.

3.1.11 Writing

Writing tasks are simple and very often words or phrases, which should be used, are given.

Writing Task 5 Write a description about you.

Enlistment I joined the army | navy | air force | police force in [year] when I was [age].

Training I graduated from basic training | NCO school | officer school in [year]. The course was [years / months].

Assignments I was posted to the [unit] in [year]. I served in [country] in [year] and I'm currently posted to [unit].

Military rank I was promoted to [current rank] in [month and year].

Figure 32. *Campaign 1* Unit 3 Charlie.

Most of the exercises are about writing descriptions (e.g. about a job or a person), but there are also some exercises where the students have to write a short guide to their country or to describe their experience of a military exercise, etc. by answering the given questions. At the beginning of the SB the students are required to do controlled writing tasks, but at the end of the SB some free-writing tasks can be found (e.g. write a description of yourself, make a list of things you have to do before you start a journey in a vehicle, etc.).

3.2 Analysis of *Campaign 3*

Campaign 3 was published in 2006 by Macmillan. It is the third book of the three coursebooks of teaching English for military personnel. *Campaign 3* is aimed at the intermediate level, and its exit level should be NATO STANAG Level 3, which is equivalent to CEF level C1 (upper-intermediate).

The SB of *Campaign 3* is accompanied by three Class Audio CDs and a WB with one Audio CD. The TB, which contains the answer key, tapescripts, procedural notes and background briefings on military topics, is also a part of the whole package.

3.2.1 General Overview

Similarly to the two first *Campaign* coursebooks, *Campaign 3* is also a new and modern coursebook with interesting and motivating topics. Topics about leaders and leadership qualities, military-media relations, civil-military cooperation, special operations, law of armed conflict, etc. can be found. It also contains a lot of appropriate visual materials, such as maps for map reading and terrain analysis; diagrams and tables; photos for descriptions or for illustrative purposes, etc.

The structure of the book is presented at the beginning of the SB in a map of contents, which gives an overview of the topics, grammar points, functional English, pronunciation items and vocabulary items covered in each unit.

3.2.2 Design and Organization

As noted, *Campaign 1* and *2* do not have direct cross-referencing between the SB and the WB. The same applies to *Campaign 3*. Although the WB contains some exercises which can be used as revision of the topics covered in the SB, the latter does not refer to an exact exercise to be revised in the WB. For example, Unit 2 Alpha of *Campaign 3* teaches the past simple and the past continuous tenses. The SB does not give any reference to the WB, even though the WB contains several exercises, which revise these two tenses.

Campaign 3 consists of 12 units, which have the same division as *Campaign 2* – Alpha, Bravo, Charlie, Delta, and Echo. Each of the sections has its specific role – section Alpha

introduces the topic and key vocabulary; sections Bravo and Charlie help to develop grammar, functional English and vocabulary; section Delta focuses on everyday English and non-military situations; and section Echo is for group work, where students need to solve problems, find solutions and give briefings to the rest of the class. Problem-based learning has been used in Echo sections of *Campaign 2* as well, but the higher the level of command of the English language is, the more complex are the tasks and problems to be solved.

3.2.3 Methodology

Campaign 3 uses deductive learning for grammar. Example sentences are always followed by the rules, which give explicit explanations of how and why a certain grammatical item should be used.

Grammar Clauses introduced by *that*

Task 5 Study the examples.

*Embeds are journalists **that** eat, sleep and ride with troops.*

*This means **that** every soldier is a public affairs officer.*

*In many societies it is recognised **that** the public have a right to know what their military is doing.*

*Few people in the military today can argue **that** we do not need the media.*

*There is a general feeling **that** embedding has been a success...*

We use clauses introduced by *that* ...

- 1** in relative clauses to specify who or what we are talking about.
- 2** with verbs like *mean* and *suggest* to talk about effects and consequences.
- 3** after adjectives or passive verbs that comment on a situation.
- 4** to report what someone says with reporting verbs like *say*, *argue* or *agree*.
- 5** after nouns like *feeling* or *belief* that show what people say or think.

*the system encourages reporters to identify too closely with the soldiers **that** they're living with*

We can leave out *that* when it is the object of a relative clause or with reporting verbs like *say* or *tell*. We do not leave out *that* when it is the subject of a relative clause or with more formal reporting verbs.

Figure 33. *Campaign 3* Unit 8 Delta.

As in *Campaign 1* and *2*, a variety of exercise types have been used in *Campaign 3* as well, although it can be seen that the authors prefer certain types of exercises with certain skills. For example, almost all the reading tasks include answering the questions based on the text, and grammar exercises are texts with blanks to be filled in by the students with the appropriate words.

3.2.4 Topics

The topics, as in the previous two *Campaign* coursebooks, are of military content. Some of the topics are the same in all the three books (e.g. ranks, military uniform and equipment, military vehicles, peacekeeping and peace support operations, etc.). However, in each book the same topics are covered from a different point of view and with the progressing level of difficulty. For example, in *Campaign 1* the students need to be able to describe a patrol kit. In *Campaign 2* weapons and equipment carried on military exercises and operations are described, and in *Campaign 3* types of uniforms, such as combat uniform, mess dress, etc. are discussed, and the students need to be able to talk about different uniforms in their countries.

3.2.5 Grammar Items

In *Campaign 3* the present simple and the present continuous tenses are presented together for the first time. In *Campaign 1* both of the tenses were taught but not together, nor were any rules of use given. It is now that the two present tenses are compared and discussed more closely.

While in *Campaign 1* and *2* the grammar items were presented in smaller units, in *Campaign 3* the grammar items contain more information. Different items of grammar are presented together and compared. In *Campaign 2* the past simple and the past continuous

tenses were discussed separately, not together, and a few basic rules of usage were given. *Campaign 3*, on the other hand, provides a more thorough explanation of the tenses and compares them in the same unit.

Grammar **Past simple and continuous**

Task 5 Study the examples.

*So, the next morning I **went** down to the recruiting office ...*
*Both my father and my grandfather **were** in the navy ...*
*You probably **watched** too many war films when you were young.*

We use the past simple to talk about things that happened at a definite time in the past, over a period of time in the past and regular actions or habits in the past. We often use words and phrases like *last week* or *yesterday* to say when something happened.

*They **were travelling** to different places, like Cyprus and Germany*
*I **was working** in the local factory in town.*

We use the past continuous to talk about actions and events happening around a particular time in the past and to give background information.

*one day I **was shopping** with my girlfriend **when** I met some friends from school.*

We often use the past simple and past continuous tense together. We use *as*, *when* and *while* to link the past simple with the past continuous.

Figure 34. *Campaign 3* Unit 2 Bravo.

3.2.6 Vocabulary

Campaign 3 contains vocabulary-enhancement activities under the section called language tactics. These are vocabulary development exercises, such as using phrasal verbs, prefixes, opposites, collocations, idioms and metaphors, etc. Learning new strategies is a good way for the students to expand and develop their vocabulary and become more fluent.

Language tactics **Collocations – engineer and signals tasks**

Task 3 Complete the table. Use these words.

a minefield communications equipment a bridge an obstacle

- 1 breach / clear / cross / lay
- 2 build / demolish / dismantle / put in
- 3 breach / construct / emplace / prepare
- 4 install / maintain / operate

Figure 35. *Campaign 3* Unit 7 Bravo.

3.2.7 Phonology

Exercises of phonology include pronunciation of the past simple and past participle ending *-ed*, saying numbers, marking sentence stress, pronouncing compound nouns, emphasizing, etc. Some of the pronunciation exercises are too easy for upper-intermediate students (e.g. the pronunciation of *-ed* ending in the past simple tense). On the other hand, there are also exercises that are suitable for higher-level students (e.g. saying numbers).

Phonunciation	Saying numbers
	<p>[21] 🎧 Task 4 Listen and notice how we say</p> <p>military time: 1930 Zulu; 2330 hrs decimals: 6.3; 6.8 percentages: 85%; 70% distance: 1,758 nautical miles temperatures: 0°; -10° radio frequencies: 292.45; 122.1 vehicles, aircraft and equipment: C-130; KC-135</p> <p>[21] 🎧 Now listen again and practise.</p>

Figure 36. *Campaign 3* Unit 3 Bravo.

All the pronunciation tasks are based on listening and followed either by dialogue practice or just repeating the word and phrases heard from the recordings.

3.2.8 Listening

Listening materials include monologues (e.g. giving briefings), dialogues (e.g. telephone calls, conversation between soldiers or an officer and a soldier, etc.), radio broadcasts, etc. Every listening passage is accompanied by an exercise – either filling in the missing information, taking notes, answering questions or marking statements as true or false.

The sound on audio CDs is clear, which is not the best way to prepare the students for listening in real life, as there is often some background noise, especially in military field training exercises, missions, or military operations.

Many different accents have been used and the speed of delivery is mostly appropriate, although at times it could be faster. As the military people participate in different international training exercises and operations, they meet other military people from different countries. Although, the cooperation in military missions is mostly with the British soldiers, which means that the British accent is prevalent; many other accents can also be encountered (e.g. American, East European). Listening to different kinds of accents helps the student to recognize the accents when they hear them in real life and to cope with the interaction when it occurs.

3.2.9 Speaking

The speaking skill has a lot of practice in *Campaign 3*. Most of the speaking exercises are based on discussion questions, which the students need to discuss either in pairs or small groups. The results of the discussion are often reported to the whole class. Discussion in pairs or small groups before reporting to the whole class helps the students to think more about the discussion questions, to prepare the answers without extra stress of

speaking in public without preparation, and to use logical structure for presenting the outcome to the whole class.

Every unit in *Campaign 3*, as in *Campaign 2*, contains a section which uses a methodology called problem-based learning. The students need to solve problems based on a written or oral story and present the solutions to the class. For example, in Unit 3 Echo of *Campaign 3*, the students need to discuss and agree on priorities based on the text. Each student is given a specific role and the description of their responsibilities. The task is to decide on the priorities.

Some important conversation strategies such as confirming and clarifying information, opening conversations, keeping the conversation going on, etc. can also be found in *Campaign 3*.

Functional English	Confirming and clarifying information
	<p>Task 10 Study the examples.</p> <p><i>Maybe I didn't explain myself very well. My supply technicians have now located the parts. Could you explain what you mean by minor problems?</i></p> <p><i>Colonel, are you saying that there are still aircraft that need testing?</i></p> <p><i>Major, is this information correct?</i></p> <p><i>Am I clear, gentlemen?</i></p> <p>Now say which expressions we use to ...</p> <ol style="list-style-type: none"> 1 ask someone to explain a statement. 2 confirm that we understand correctly. 3 check that someone has understood you correctly. 4 correct someone who has misunderstood what we want to say. 5 check that facts are correct.

Figure 37. *Campaign 3* Unit 6 Alpha.

3.2.10 Reading

The level of reading texts is lower at the beginning of the coursebook but becomes more challenging at the end of the book. The texts are quite lengthy, containing military

terminology and acronyms. Different types of texts have been used in *Campaign 3*, such as e-mails, blog entries, articles from journals and newspapers, documents, etc.

Most of the reading texts are complete; however, some gapped texts can also be found in *Campaign 3*. The reading texts are preceded and followed by pre-reading and post-reading exercises.

3.2.11 Writing

Writing tasks, based on the teaching experience at the ENDC and on NATO STANAG 6001 requirements, are too easy for upper-intermediate students. The tasks include writing short messages, filling in or replacing the words in pre-written texts, writing descriptions, paragraphs, sentences. The students at this level of English should be able to write essays, memos, informal and formal correspondence, documents, etc. STANAG 6001 document specifies that a Level 3 student should be able to analyse, hypothesize, give explanations and draw conclusions in his or her piece of writing (STANAG 6001, Edition 3). Unfortunately, *Campaign 3* does not cover these types of writing and functions.

CHAPTER 4 INTEGRATION OF *CAMPAIGN* COURSEBOOKS INTO GENERAL ENGLISH COURSES

This chapter focuses on the advantages and disadvantages of the *Campaign* coursebook series. Some ideas of how to overcome the disadvantages are offered. Also, the integration of *Campaign* into GE courses is discussed, and some examples of how this integration could take place are given.

4.1 Advantages and Disadvantages of the *Campaign* Coursebook Series

It should be said that the three *Campaign* coursebooks are not used one after another, but the appropriate book is selected based on pre-tested students' level of English. However, each next coursebook presupposes that the previous book has been covered. For example, *Campaign 1* covers the present simple passive and the past simple passive, which are not covered in *Campaign 2* although the use of the passive voice is expected from the students who have completed *Campaign 2* course and have reached NATO STANAG 6001 Level 2.

4.1.1 Advantages of *Campaign* Coursebooks

One of the advantages of *Campaign* coursebooks is that it is a series of books aimed at a group of people who need to learn it for specific purposes. This group of people is highly motivated as they need English for their work. The *Campaign* coursebooks are intended for the military personnel for learning the English language, and they contain different teaching materials of military background. GE coursebooks are used at the ENDC as well, but when military books are used, the students become more interested, enthusiastic, and motivated.

The topics and texts in *Campaign* coursebooks come from a variety of international military contexts, including the US, the UK, NATO and the UN. If American English uses one word and British English another word for the same thing, these words are presented in a World English box, which contains examples of different varieties of English (e.g. British English, American English). In some cases also the European use of a word is also mentioned. The knowledge that there are different varieties of English helps the students to be aware of the language ambiguities which might come up when talking to the representatives of these different varieties.

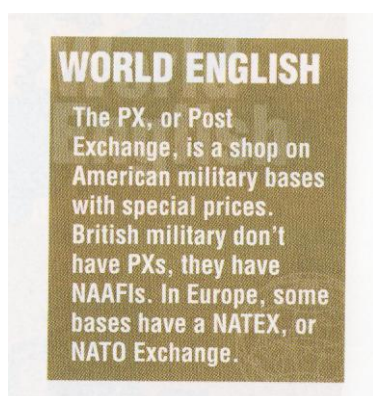


Figure 38. *Campaign 1* Unit 2 Delta.

Another advantage is that the coursebooks teach military terminology together with grammar points – example sentences are of military content and followed by rules of grammar. It makes learning grammar more interesting for the military students and saves the teachers' time in finding suitable material of military background.

Grammar **will and predictions about the future**

Task 6 Study the examples.

They will include new weapons systems.
These new weapons might include direct energy weapons.

We use will (not, won't) / might (not) + verb to make predictions.

Future carriers will definitely have a smaller crew.
We can also use will (not) + adverbs of probability to say how sure we are of our predictions.

Figure 39. *Campaign 2* Unit 3 Bravo.

As the coursebooks are relatively new (*Campaign 1* was published in 2004, *Campaign 2* in 2005 and *Campaign 3* in 2006), they are appealing to the students. Many of the students at the ENDC have a learning experience dating back to some decades when the coursebooks were black-and-white and with a few drawings, maps and games. Therefore, the students find new coursebooks appealing and fun.

Units in *Campaign* coursebooks have been divided into sections. The sections are based on the NATO alphabet – Alpha, Bravo, Charlie, Delta, Echo. *Campaign 1* also contains two more sections – Foxtrot and Golf. All of these sections have their certain role (e.g. Alpha introduces the topic and key vocabulary and Bravo helps to develop grammar, functional English, and vocabulary) throughout the book. In *Campaign 1*, section Golf offers revision, consolidation, and focus on language awareness and learner training strategies (the other two coursebooks do not contain sections, which are especially meant for revision and consolidation). The teacher and the students are familiar with such a division and also the role of the division and they know what to expect next. Also, this division helps the teacher to incorporate appropriate additional materials when and where needed or to use *Campaign* as supplementary material.

The Echo section of each unit in *Campaign 2* and *3* is dedicated to problem-based learning, where the students work together to find solutions to real-world situations (e.g. finding solutions and giving instructions, deciding on courses of action). The problem is presented as a story – either written or spoken, which needs a solution. After completing the task, the students present their solutions to the rest of the class. The students have to solve problems and use the English language at the same time, which make the task difficult and challenging. However, this type of task is welcomed by the students as it is motivating, the students can resolve problems themselves expressing their opinions and using their own experiences of military missions and /or training exercises, and they can use structured military language of reports and briefings. The latter is an important skill for the military as reports and briefings are an essential part of giving information in the military.

The audio CDs of all the *Campaign* coursebooks present a variety of English accents. The military participate in different international training exercises, peacekeeping missions, courses of tactics, etc., where a mix of nationalities and accents is represented. Although the cooperation is mostly with the British and the American soldiers, and there is greater exposure to the British and the American accents, communication with the other nationalities occurs as well. Therefore, listening to a variety of accents in the lessons helps the students to be prepared for and to cope with different accents when the occasion arises.

One of the great advantages, especially for the teachers, is that the TBs give important background information of the subject covered in the unit. For example, in *Campaign 1* there is a unit about military technology (Unit 7). In the TB there is a briefing on military aircraft, ground vehicles, and naval ships. The briefing gives understandable information without unnecessary details for the person who does not have a military background. The

same applies to non-military topics as well. For example, the TB of *Campaign 3* (Unit 3) discusses the vocabulary of food and gives examples of different varieties of English.

One of the advantages of TBs is cross-referencing between the TBs of the three *Campaign* coursebooks. Several topics (e.g. radio communication) have been discussed both in the SBs of *Campaign 1* and 2, but the background information for the teacher has been given only in the TB of *Campaign 1*. As noted, the coursebooks are selected on the basis of the students' level of English, not covered one by one. However, cross-referencing between these two TBs makes it easier for the teacher to find the necessary information.

The WB of each *Campaign* coursebook contains lists of key vocabulary presented in the SB. At the beginning of *Campaign 1* the lists show the entry word, its pronunciation, and part of speech. Later in the book, an example sentence and the explanation are added. *Campaign 2* and 3 use the presentation of a new word in the form of an entry word, pronunciation, part of speech, acronym (if there is one), and explanation of the word. These vocabulary lists help the students to identify key vocabulary. As there might be several entries of the same word in the dictionaries, the part of speech given in the list of vocabulary makes it easier for the student to identify and learn the right word. The WB is mostly intended for homework or independent study (though it can also be used in the lessons) and thus, the more information there is about a word in the vocabulary list, the more possibilities there are to find the correct word from the dictionary.

4.1.2 Disadvantages of *Campaign* Coursebooks

One of the disadvantages is that there is not enough practice of grammar and vocabulary. In some cases there is only one grammar exercise to practise new grammar points covered in the SB. Moreover, some important grammar points are even not covered

in the coursebooks. For example, *Campaign 2* does not cover the use of the articles and the passive voice, which are a requirement for passing the examinations at an intermediate level of English at the ENDC. Also, the use of the present simple and the present continuous is discussed only in the third book of the *Campaign* series.

Another disadvantage is that there is not enough recycling and reinforcement of learning – it usually takes place inside the unit. Some additional exercises can be found in the WB; however, their number is small, and the students ask for more recycling, especially the students of lower levels of English. For the teachers it means finding additional materials to revise and practise the points, which do not have enough coverage.

As noted, the differences between American English and British English are presented in all the *Campaign* coursebooks in World English boxes. Drawing the students' attention to different varieties is good, as at some point in their career the students probably have to work together with the British and the American soldiers. However, when it comes to the reading passages in the SB, one variety should be used throughout the text. In *Campaign 2* there is a text about a tactical unit in the US Army, where both American *armored* and British *armoured* are used in the same text, which creates confusion in terms of what is right and what should be learnt.

The 3d ACR today is one of the largest and most powerful tactical units in the US Army. It is a combined arms unit capable of operating independently of other units over wide geographical areas. It is a highly mobile force that can conduct reconnaissance, security, offensive and defensive operations. When the Regiment is at its full strength, it can field over 320 armored vehicles or *tracks*, over 80 aircraft and more than 5,200 soldiers. The cutting edge of the Regiment is the three armoured cavalry squadrons: the 1st Tiger Squadron, the 2d Sabre Squadron and the 3d Thunder Squadron. Each squadron is equipped with M1A2 Abrams MBTs, M3A20DS Bradley CFVs and M109A6 howitzers. Within each squadron, each troop is designated by a letter of the alphabet and by tradition the troop adopts a name based on its letter. For example, A Troop is *Apache* troop and B Troop is *Bandit*. The 4th *Longknife* Air Cavalry Squadron is organised and equipped to conduct highly mobile reconnaissance and screening operations. The Squadron provides the Regiment's air assets and its authorised table of organisation and equipment (TO&E) includes scout, transport and attack helicopters or *birds*.

Figure 40. *Campaign 2* Unit 5 Alpha.

The SBs do not contain any lists of key vocabulary. There could be lists with new vocabulary and terminology in order for the students to be able to identify important and useful words and phrases. As noted, the WBs of *Campaign* coursebooks, however, contain such lists with a word, its pronunciation, part of speech, acronym (if there is one), sometimes an example sentence, and an explanation in English. Since the students can borrow only SBs from the Language Centre of the ENDC, they do not have access to the whole WB although photocopied materials of the WB are handed out if necessary.

The military people tend to have somewhat different hobbies and interests than an average person, for instance fishing, hunting, shooting, motor racing, etc. These hobbies are not covered by any of the three *Campaign* books. Nor can they be found in the coursebooks teaching GE. Therefore, there is a need for some additional materials covering the topic of hobbies and interests, which would be relevant to the military people.

Many of the listening tasks in *Campaign 2* are too easy for the students of intermediate level of English. The tasks involve marking the sentences true or false, filling in the tables, and ordering some activities or instructions. The listening passages are presented in a rather slow manner. In the case of true or false statements and ordering the students need to mark or number the sentences. When filling in the blanks, only a word or a short phrase needs to be written. The students of intermediate level of English need more challenging tasks, for instance, writing more into the blanks than just a word or two or the speech could be faster.

The writing tasks in *Campaign 3* are too short and easy for the students of upper-intermediate level of English. The writing tasks involve filling in blanks or replacing words in the text, writing short messages, sentences, descriptions, etc. The students at this level are expected to be able to analyse, hypothesize, give explanations, and draw conclusions.

They are expected to write longer pieces of writing (e.g. essays, memos, documents, informal and formal correspondence) and to follow certain structures and rules of writing.

4.2 Integration of Military English Coursebooks into General English Courses

The ENDC offers several types of English courses. Firstly, there are language courses for the cadets at the Basic Officer Training Courses and the students at the Advanced Officer Training Courses of the Military Academy; secondly, intensive courses for the military personnel of the Estonian Defence Forces; and thirdly, refresher courses for the officers and non-commissioned officers from all over Estonia.

The only courses which use a prescribed coursebook and where the syllabus is based on this coursebook are intensive courses. The other two types of courses taught at the ENDC do not have a prescribed coursebook as the syllabus is mostly based on the requirements of NATO STANAG 6001. The courses are taught by using different materials so that the required functions would be covered (e.g. summarizing, describing people, places, things and feelings, etc.).

The intensive courses are based on a GE series of coursebooks called *Total English* (Pearson Education 2005–2006). The coursebooks cover levels of English from elementary to advanced. The *Total English* (TE) coursebooks are based on CEF *can do* objectives and cover levels A1 to C1. The thesis focuses on TE for intermediate level (TEi) as it is the main coursebook for the intermediate level intensive courses offered at the ENDC, as is *Campaign 2*, which is analysed in Chapter 2 of the thesis.

TEi (published in 2006) covers level B1 and goes to level B2, which is the equivalent to NATO STANAG 6001 Level 2 (and *Campaign 2*). It is a modern coursebook consisting of a SB, a DVD, audio CDs, a WB, a WB *Catch up* CD-ROM (for the students who have missed lessons), a TB (with photocopiable worksheets, DVD worksheets and progress tests with two versions) and the website (www.longman.com/totalenglish).

TEi presents a comprehensive syllabus outline at the beginning of the TB, which is also used as the basis of the syllabus for the intensive courses of intermediate level at the ENDC. It describes grammar and vocabulary sections of the unit, presents *can do* statement, describes each skill separately and there is a section called Lifelong learning (tips and suggestions on how to continue learning outside the classroom) in the syllabus outline of TEi.

UNIT	LESSON 1	LESSON 2	LESSON 3	VOCABULARY	COMMUNICATION
9 Jobs page 117 Lead-in vocabulary: the working environment	9.1 Democracy at work Grammar: <i>make, let, allow</i> Vocabulary: work Can do: present ideas to a group Skills: speaking: discuss whether you agree with a series of quotes about work reading: read a text about the innovative way Semco is run listening and speaking: listen to a speaker giving a talk about a new business; discuss setting up a company and design its profile Lifelong learning: prepare before giving a presentation	9.2 Good Boss, bad boss. Grammar: reported speech Vocabulary: <i>-ing /-ed</i> adjectives Can do: report information Skills: listening and speaking: listen to people talking about their managers; discuss what makes a good/bad boss reading: read a story about <i>The Engineer and the Manager</i> listening: listen to a job interview	9.3 New on the job Grammar: past obligation/ permission Vocabulary: job requirements Can do: state job routine requirements Skills: reading and speaking: read about how two amateurs became famous; discuss being famous and whether you would like to be famous listening: listen to people talking about their jobs speaking: describe your current/ideal job	Vocabulary: UK and US English	Can do: prepare and carry out a job interview
Film Bank: The ideal workplace (Students' Book page 159 and Teacher's Resource Book page 186) Photocopiable materials: Vocabulary, Grammar and Communication (Teachers' Resource Book page 152)					

Figure 41. *Total English intermediate* TB, p. 5.

The ten units of TEi have been fit into 14 weeks of intensive courses and the ten topics of TEi are covered within 14 weeks as well. Each topic is discussed within one week, except for the topics of friends, holidays, education and jobs, which receive two weeks

each because these topics cover a wide range of vocabulary and language functions and can be supplemented with different materials of military content.

TEi SB has the same structure of units throughout the coursebook. One unit consists of a lead-in page, which introduces the topic and the vocabulary; three input lessons covering three pages; a vocabulary page with topic-related language and vocabulary enhancement exercises such as phrasal verbs, collocations, suffixes, etc., a communication page, which revises the input lessons in a more communicative context, a reference page with grammar rules and key vocabulary, and a review and practice page for consolidation or checking progress. At the end of the coursebook, there are film bank pages with the exercises to be used together with DVDs, writing bank pages with models and suggestions on how to write letters, emails, summaries, etc., and pronunciation bank, which helps the students with the pronunciation.

TEi covers high-frequency vocabulary, which is regularly practised and revised throughout the book. As noted, there is also a special page in every unit, which has been dedicated to vocabulary enhancement (e.g. exercises on phrasal verbs, word building, expressions, etc.) and additional practice of the words covered in the unit can be found in the review, practice sections, and in the WB. The TB contains special vocabulary worksheets as well. The reference page in the SB provides a list of key vocabulary, which is presented under different headings or categories. For example, in Unit 5, which is about spare time, the list of vocabulary is divided into the following categories: leisure activities; equipment, people, places; film or book; in a restaurant and explaining what you mean.

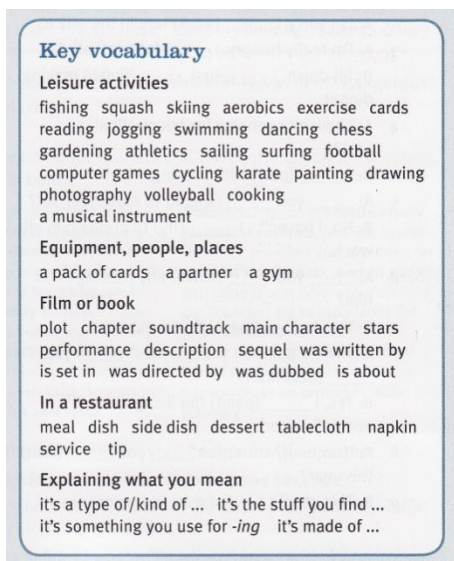


Figure 42. *Total English intermediate* Unit 5 Reference page.

TEi pays a lot of attention to grammar. It is clearly presented and analysed in each unit covering all grammar areas expected from the students of intermediate level of English (based on CEF level B1). Additional grammar exercises for revision can be found in the review and practice section of each unit, in the WB, on the WB CD-ROMs and the TB contains photocopyable grammar activities. Besides the list of key vocabulary, the reference page also presents grammar rules covered in the units. The reference page is a good place for the students to find quickly information about grammar rules and the key vocabulary as it is presented in a clear and structured manner.

The passive

Form: the verb *to be* + past participle.

James is paid a lot of money.

Are you being followed?

We were given a new car to drive.

She has been told this before.

In **active sentences**, the person (or thing) who does the action comes first.

The man kissed the baby.

In **passive sentences**, the person (or thing) affected by the action comes first and is the main focus.

The baby was kissed by the man.

The person (or thing) who did the action is often not known or not important.

The programme has been shown since 1959. (It isn't important who has shown it.)

Use *by* to include the person (or thing) who did the action in a passive sentence.

The book was written by Faulks.

The passive often sounds 'impersonal'. It is used in formal English and often in the news.

The President was asked to resign. (It isn't important who asked him to resign.)

Figure 43. *Total English intermediate* Unit 2 Reference page.

The four skills (speaking, listening, reading and writing) have been paid equal attention. The speaking part is mostly aimed at developing fluency. All the lessons contain *How to ...* boxes, which contain the words and phrases needed for specific functions (e.g. how to suggest and respond to ideas, how to describe a film/book). In each unit of TEi, there is one or more information gap exercises where the students have different information on some topic and they need to exchange the information by asking and answering the questions. The photocopiable worksheets in the TB also contain tasks for speaking practice (e.g. discussion questions, giving opinions, describing pictures and relating the descriptions to their own experiences).

HOW TO ...	
describe a film/book	
The basics	<ul style="list-style-type: none"> • It's called ... • It's set in ... • It's about ...
The people	<ul style="list-style-type: none"> • It stars ... • The main characters are ... • It was directed/written by ...
Talk about particular things you liked/disliked	<ul style="list-style-type: none"> • The soundtrack was ... • The final chapter is ... • The descriptions of her dreams are ...
Recommend it	<ul style="list-style-type: none"> • I would really recommend this film/book. • It's not really worth seeing/reading.

Figure 44. *Total English intermediate* Unit 5.1.

The listening part is comprised of simple exercises (e.g. listen and check) and more challenging ones (e.g. finding specific information). Different accents have been used in the listening passages of the audio CDs, which prepares the students to accept the fact that not everybody has a perfect pronunciation and is understood clearly. Additional listening revision exercises can be found in the WB and on DVDs.

In the TB of TEi the authors say that the texts have been chosen both for their intrinsic interest as well as for their usefulness of covering particular grammar and vocabulary points in focus. Many of the texts are adapted versions of authentic sources. The better the students' language command gets, the more challenging the reading text become.

The SB contains regular writing tasks in the lessons throughout the coursebook. The writing bank, which is at the end of the book, provides the model of emails, formal and informal letters, written descriptions, summaries and newspaper articles. It also provides the students with useful phrases which can be used when writing an informal or a formal letter.

Useful phrases	
Greeting	<ul style="list-style-type: none"> • Informal: <i>Hi/Hello/Dear Enzo</i> • Formal: <i>Dear Sir/Madam or Dear Mr Brown</i>
Opening line	<ul style="list-style-type: none"> • Informal: <i>Thanks a lot for letting me stay.</i> • Formal: <i>I am writing to thank you ...</i>
Comment	<ul style="list-style-type: none"> • Informal: <i>I had a great time.</i> • Formal: <i>Your efforts were appreciated by all.</i>
Final message	<ul style="list-style-type: none"> • Informal: <i>I hope to see you soon.</i> • Formal: <i>I look forward to working with you ...</i>
Goodbye	<ul style="list-style-type: none"> • Informal: <i>Best wishes,/Love,/Lots of love,</i> • Formal: <i>Kind regards,/Yours sincerely,</i>

Figure 45. *Total English intermediate* Writing Bank.

The contents pages of the SB show clearly what the students can expect in each unit and after the completion of the unit they can check whether they are able to perform the functions presented in the contents as *can do* statements.

UNIT	LESSON 1	LESSON 2
1 Friends page 5	Grammar: auxiliary verbs Vocabulary: verbs/adjectives + prepositions Can do: make generalisations	Grammar: Present Simple and Present Continuous Vocabulary: using a computer Can do: write an informal email

LESSON 3	VOCABULARY	COMMUNICATION	FILM BANK
Grammar: Present Perfect Simple and Past Simple/use of <i>for</i> and <i>since</i> Vocabulary: time expressions Can do: retell a simple narrative in your own words	Phrasal verbs	The tree of friends	Best friends

Figure 46. Contents page of *Total English intermediate*.

Every learner of ESP also needs GE, since the latter is the basis for the first. In the courses teaching ESP the emphasis is mainly put on the terminology and the grammar is not considered so important.

The courses at the ENDC are based on GE coursebooks, which are supplemented with materials of military content. The *Campaign* coursebooks are used to give GE topics some military flavour. Since the only GE coursebooks used as the basis for the syllabus of the English courses, is the TE coursebook series, the following discussion will be based on TEi and *Campaign 2* as they are both used for teaching NATO STANAG 6001 Level 2 (CEF B1) intensive courses at the ENDC. Also, some examples will be given of how *Campaign 2* can be integrated into TE syllabus and how these two coursebooks can complement each other and be taught together.

Many of the topics, grammar points, functions, etc., which are a requirement in order to take and pass the examinations at the end of the course, are represented both in TEi and *Campaign 2*. However, the representation of the points mentioned, is more thorough in TE. Also, more attention has been paid to revision and consolidation of the material covered in the SB of TEi. On the other hand, TEi does not contain specific language, which is very important to the military as communication with the military from other countries is mostly job-related.

As both of the coursebooks have a division of units and these divisions have their certain roles, it is easier for the teacher to supplement one coursebook with the other. As noted, in TEi the units have been divided into lessons, each of which has its own focus on certain grammar items, vocabulary and functions. The same applies to *Campaign 2*, where units have also been divided into smaller sections with their certain roles. Therefore, when integrating *Campaign 2* into TEi coursebook the whole unit of *Campaign 2* do not have to be integrated but the most suitable sections can be taught alongside with TEi.

Unit 10 of TEi covers the topic of jobs. It presents work-related vocabulary and discusses job requirements, democracy at work, and the qualities of a good and a bad boss.

At the end of the unit the students should be able to present their ideas to a group, to report information, to state job routine requirements, and to prepare and carry out a job interview. Everything in this unit is well-structured and presented; the vocabulary is appropriate for a student learning the English language at an intermediate level. However, for the military students it lacks the language they can use to talk about their jobs, job requirements, and routines.

In *Campaign 2* several units contain sections which talk about military jobs. Unit 2 Alpha covers military units, as well as jobs and responsibilities at work. Unit 4 Alpha and Unit 9 Delta are about military routines. In the first unit, military routine at military base is described, in the second unit, field routines have been discussed. These are very important for the military as there are certain rules, which should be followed very closely. Unit 6 Alpha explains staff organization of the joint headquarters which can also be treated as a job-related topic.

At one point or another, the above-mentioned sections from *Campaign 2* can be integrated into the lessons of TEi. The section describing military units, jobs, responsibilities at work and staff organization can be used when the lead-in vocabulary is taught or has already been taught. The sections covering military routine, both at military bases and in the field exercises, can be talked about when the topic of work routine in TEi has been covered.

Unit 3 in TEi describes homes, places and lifestyles. It presents the vocabulary of types of houses, the areas where people live and lifestyles people follow. Unit 5 Charlie in *Campaign 2* talks about housing. As the vocabulary in Unit 5 Charlie is rather easy (parts of a house such as roof, chimney, front door) compared to the vocabulary presented in Unit 3 of TEi (terraced house, suburbs, burglar alarm), it can be used as a revision part.

The grammar points covered in Unit 3.2 of TEi include the use of comparatives and superlatives so that the students would be able to compare different cities (or music, food, things, cars, etc.). To add military content to the grammar points, in Unit 5 Delta of *Campaign 2*, the students need to compare and contrast military vehicles. The grammar rules have a better presentation in TEi; however, the tasks from *Campaign 2* would probably be more interesting for the military students.

In Unit 3.3 of TEi discusses technology used at home. Unit 7 Charlie in *Campaign 2* also discusses technology, electronic goods, and problems that might happen to these goods. The vocabulary in *Campaign 2* is not military in itself but is set in a military context.

The function taught in Unit 3.3 of TEi is making formal phone calls. The phrases used in telephone calls have been presented; there are listening and speaking exercises where the students can listen to and act out the telephone calls. In Unit 6 Delta of *Campaign 2* the same function is practised with also listening to telephone calls and practising them. Again, in *Campaign 2* the context is military and the students find it more motivating and interesting.

As seen above, the integration of military content does not have to be only based on topical items; it can also be based on grammar points and functions, which the students need to be able to perform at the end of the unit.

After completing Unit 4.2 of TEi, the students need to be able to make and respond to invitations. The same function is discussed in Unit 3 Charlie of *Campaign 2*. In TEi the invitations have been presented in written form (letters and emails of invitation), whereas *Campaign 2* covers oral invitations. Accepting and rejecting the invitations have been

covered in both coursebooks. In *Campaign 2*, the students can listen to invitations, and there is also a short reading text about the customs that a person invited to someone's home for a meal should consider.

Since the same function (making and responding to invitations) has been covered through using different skills (writing and speaking), the two sections discussed above complement each other and help reinforce the function learned.

Unit 5 of TEi speaks about spare time and leisure activities, such as reading, skiing, playing chess, but also talking about creativity in spare time, watching films and talking about food and restaurants. There are several sections in *Campaign 2* that also cover the topic of leisure activities and hobbies. In Unit 4 Charlie, more adventurous activities have been described (hiking in the mountains), Unit 1 Charlie covers extreme sports and sports facilities and Unit 2 speaks about football. Since TEi pays more attention to hobbies that do not involve physical activities, integrating the sections for *Campaign 2* solves the problem as sport has an important part in the military because the military personnel needs to be healthy and fit.

The experience teaching at the ENDC has shown that *Campaign 2* can be integrated into the TEi coursebook, as many of the topics, grammar points, and functions are the same. TEi offers a good presentation of vocabulary and grammar, whereas *Campaign 2* offers military content, which motivates the students and makes the lesson more interesting for them as it is concerned with their everyday work.

The integration does not have to be based only on topics. It can be based on grammar items or functions as well. Also, the sections integrated can serve the purpose of giving

new information (the example of sports, as it is not covered in TEi) but they can also be used for revision and just to give GE topics some military flavour.

Every coursebook has its advantages and disadvantages. By using two coursebooks and by integrating one into the other most of the disadvantages can be overcome. As noted, some of the grammar items have not been discussed in *Campaign 2* and revision has not been paid much attention to. However, TEi covers the grammatical items necessary for the intermediate level students and offers plenty of revision and consolidation materials for grammar and vocabulary. TEi, on the other hand, covers only the topics of GE not having any military content. Therefore, the shortcomings of one book can be compensated by using the sections from the other book.

CONCLUSION

The aim of the thesis was to analyse the *Campaign* coursebook series teaching military English in order to find out the advantages and disadvantages of each book and to discuss how *Campaign* can be used together with GE coursebooks providing examples based on the *Total English* coursebook series.

Starting from 2004 a series of coursebooks called *Campaign* were published (*Campaign 1* in 2004, *Campaign 2* in 2005 and *Campaign 3* in 2006). The series also contains some pre-mission English; however, it is not the emphasis of the coursebooks as it also deals with the other issues that concern the military personnel. *Campaign* is the series adopted for teaching military English at the ENDC.

Military English differs from GE in several ways – it uses imperatives instead of polite forms, avoids the passive as it means avoiding responsibility; documents are written in a laconic and simple way; abbreviations and acronyms are common; the military alphabet and telling the time is different from the civilian alphabet and civilian time. As far as *Campaign* series is concerned, most of these differences have been taken into account.

The evaluation of the *Campaign* coursebooks in Chapter 2 and 3 is based on Cunningsworth's checklist presented in the book *Choosing your Coursebook*. Cunningsworth suggests several criteria for evaluation and the teacher or the evaluator can choose the most appropriate criteria for his or her teaching situation. The criteria include questions, which bring out the strengths and the weaknesses of a coursebook.

As the level of English most often taught at the ENDC is intermediate, the emphasis of the analysis of coursebooks is on *Campaign 2*, which is intended for the students of the

intermediate level (STANAG Level 2 or CEF B1 and B1+). *Campaign 1* and *3* are also analysed but not in great detail.

The analysis shows that there are advantages and disadvantages of the *Campaign* coursebook series. However, the disadvantages can be overcome by supplementing *Campaign* with other materials or using *Campaign* as supplementary material for some other coursebook. On the whole, *Campaign* can be used on its own as a coursebook for teaching military English or integrated into GE courses and used together with GE coursebooks.

The advantages of *Campaign* coursebooks are that the topics are of military content, which is good for motivating the learners. The coursebooks are modern containing different types of activities and a variety of visual materials, which also adds motivation.

The units in *Campaign* coursebooks are divided into sections; each section has the same role throughout the book. It makes supplementing the book or using the book as supplementary material easier for the teacher as the teacher is familiar with the structure and knows what to expect in the case of each section. Cunningsworth (1998: 7) has claimed that the coursebook should be at the service of the teacher and not their master. Therefore, different parts of a coursebook (or coursebooks) to constitute a whole and present the information needed for fulfilling certain functions better.

Campaign contains many different types of speaking activities. *Campaign 2* and *3* include a section, which concentrates on problem-based learning, where the students need to solve problems and present the solutions to the class. As a result, the students need to use military language, structured language of reports and briefings while the students can use their own experience and knowledge as well.

The listening passages on audio CDs contain many different accents. As the military students take part in different military training exercises, work together with the military of other nationalities, familiarity with a variety of accents helps them to recognize that the pronunciation and the accent are not always clear and easy to follow.

The TB of all the *Campaign* coursebooks contains essential information for the teachers. In ESP the students probably know more about the content than the teachers, which offers the opportunity “/.../ to draw on the students’ knowledge of the content in order to generate genuine communication in the classroom.” (Dudley-Evans and St John 2001: 13) However, the TB of the *Campaign* coursebooks briefs the teachers at the beginning of each unit about the topic covered in the unit.

The WBs of *Campaign* contain vocabulary lists of the key words and phrases used in the units of SBs. As a result, the students can identify the key words and the right words (as the part of speech is given) from the dictionaries faster.

Cunningsworth (1998: 28) claims that grammar and vocabulary items not only need to be presented in context and actively practised, but they also need to be recycled three or more times before they become stored in the long-term memory. Unfortunately, there is little recycling in *Campaign* coursebooks. Under the circumstances, the use of supplementary materials can solve this problem.

The coursebooks contain World English boxes, which focus on differences between British English and American English. These differences should be taken into account when communicating with the people representing these varieties. However, these varieties should not be mixed, as has been done in some cases (*Campaign 2 Unit 5 Alpha*).

The *Campaign* coursebooks talk about hobbies with an emphasis on sports as it is an essential part of military people's life. The coursebooks do not cover topics such as hunting, fishing, motor racing, etc. although many military people either have or are interested in these hobbies. Since there are no materials covering these specific hobbies, they should be designed in order to help the students to talk about their hobbies in English.

One of the biggest problems is that some of the tasks are too easy for the level of language. For instance, the listening tasks in the *Campaign* coursebooks, especially in *Campaign 2*, are too easy for intermediate-level students. The exercise types involve either identifying the sentences as true or false or filling in the blanks with only a word or two. Therefore, the listening tasks offer no challenge.

Furthermore, the writing tasks in *Campaign 3* are also too short and simple. They do not cover the functions, which the students of upper-intermediate level should be able to perform at the end of the course (analysing, hypothesizing, drawing conclusions). The types of the exercises involve writing short messages, filling in blanks or replacing words in a pre-written text, writing descriptions, etc. However, according to STANAG Level 3 requirements, the students are expected to write longer and more sophisticated pieces of writing, such as essays, memos, informal and formal correspondence, and documents.

The English language taught at the ENDC is based on GE and on a series of GE coursebooks called *Total English*. This coursebook covers the vocabulary, grammar items, and functions necessary for completing the intermediate level course (STANAG Level 2, CEF B1). Therefore, ENDC adopted it as the main coursebook for the intensive courses as the number of students studying at the intermediate level of English is predominant.

Hutchinson and Waters (2001: 8) claimed that in the case of ESP the stress is rather on the language in context than learning grammar or language structures. It is true as TEi has a more detailed presentation of grammar rules, vocabulary, and functions. Therefore, it is supplemented with *Campaign 2* to provide students with military content examples. The units of both coursebooks are divided into sections, each having its own function, vocabulary and grammar points. This division makes the supplementing easier as one can supplement only sections and not the whole units.

The supplementing may concern topics, grammar items, or functions. When the topic in TEi speaks about jobs and job requirements, the same topic from *Campaign 2* can be supplemented as it is of military content and, therefore, necessary for the military people to talk about their jobs and responsibilities at work. Moreover, when some grammar items are covered in TEi, *Campaign 2* provides examples of military content. The rules of how to compare and contrast are presented better in TEi. However, *Campaign 2* offers some exercises on how to compare and contrast military vehicles.

Since the functions of language have also an important part in learning and speaking a language, each section of the unit pays some attention to them. Being able to extend an invitation and to respond to them is one of the functions that is covered both in TEi and in *Campaign 2*. The first coursebook discusses written invitations; the second coursebook focuses on oral invitations. Therefore, as the functions have the same result – being able to extend invitations and to accept or refuse them (either in written form or orally) – the two sections from TEi and *Campaign 2* can be taught together.

To conclude, *Campaign* coursebooks can be integrated into TE coursebooks as the latter creates a good basis for everyday vocabulary, language structures, and grammar, which can be made more interesting and motivating for the military students by adding

information of military content to the GE topics. The shortcomings of one book can be compensated with the strengths of the other, and it is possible to achieve balance between GE and military English.

For the future research, firstly, the other coursebooks teaching military English available at the ENDC could be analysed to find out if they can be used together with GE coursebooks. Secondly, the needs analysis in cooperation with the students at Advanced Officer Training Courses could be carried out in order to find out the real needs of the English language used by the military. Thirdly, additional materials could be worked out to compensate the weaknesses of the *Campaign* coursebooks addressed earlier, such as the topic of hobbies.

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APPENDIX 1 LIST OF CRITERIA FOR THE ANALYSIS

The criteria for evaluation and analysis of coursebooks is based on Alan Cunningsworth's *Choosing your Coursebook* published by Heinemann in 1998.

1. General Overview

- 1.1 Is the book colourful?
- 1.2 Does it have photographs/or line drawings?
- 1.3 Do you think it looks modern/ old fashioned?
- 1.4 How do you think your students react to the way it looks?
- 1.5 Does the book have a map/ contents page which explains how the book is structured and what is in each unit?

2. Design and Organization

- 2.1 What are the components that make up the total course package?
 - a. SB
 - b. TB
 - c. WB
 - d. Tests
 - e. Additional reading materials
 - f. Additional listening materials
 - g. Cassettes for listening
 - h. Cassettes for pronunciation
 - i. Video
 - j. CALL materials
 - k. Other components
- 2.2 How well do the different parts relate to the whole? Is there an overall guide to using the package? Is there cross-referencing between the different parts?
- 2.3 Which parts are essential and which are optional?
- 2.4 How is the content organized (e.g. according to structures, functions, topics, skills)? Is the organization right for the teachers and learners?
- 2.5 What techniques are used for recycling and reinforcement of learning?
- 2.6 Are there reference sections? – If so, are there pointers to them in the main texts? Are they well integrated?
- 2.7 Is there an index to language items?

2.8 Is there a list on new vocabulary? Does it show where each word is first introduced?

2.9 Is the material suitable for use in self-study mode? Does it have a key to the exercises?

3. Methodology

3.1 What theory of learning is the language based on?

3.2 What is the attitude to the students? Does it draw on their experience/knowledge of world?

3.3 Is the practice material motivating? Communicative?

3.4 What kinds of exercises/ tasks are included? Free or controlled? Comprehension or production? Mechanical or problem-solving? Role-play or drama? Self-study?

3.5 What kinds of interaction does the book provide for, e.g. pair, small group, individual?

3.6 Can the student use the material alone, e.g. review the material or do further practice at home: are the explanations clear; is there a summary of language points and vocabulary?

3.7 Is it possible to use the material without the teacher's note?

4. Topics

4.1 Is there sufficient material of genuine interest to learners?

4.2 Is there enough variety and range of topics?

4.3 Will the topics help expand students' awareness and enrich their experience?

4.4 Are the topics sophisticated enough in content, yet within the learners' language level?

4.5 Will your students be able to relate to the social and cultural contexts presented in the coursebook?

4.6 Are women portrayed and represented equally with men?

4.7 Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?

5. Grammar items

- 5.1 What grammar items are included? Do they correspond to the students' language needs?
- 5.2 Are they presented in small enough units for easy learning?
- 5.4 Is there an emphasis on language form?
- 5.5 Is there an emphasis on language use (meaning)?
- 5.6 How balanced is the treatment of form and use?
- 5.7 Are newly introduced items related to and contrasted with items already familiar to the learners?
- 5.8 Where one grammatical form has more than one meaning (e.g. the present continuous) are all relevant meanings taught (not necessarily together)?

6 Vocabulary

- 6.1 Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?
- 6.2 How much vocabulary is taught?
- 6.3 Is there any principled basis for selection of vocabulary?
- 6.4 Is vocabulary presented in a structured, purposeful way?
- 6.5 Are learners sensitised to the structure of lexicon through vocabulary-learning exercises based on:
 - semantic relationships (synonyms etc.)
 - formal relationships (word-building)
 - collocations (phrasal verbs)
 - situation-based word groups (word sets)
- 6.6 Does the material enable students to expand their own vocabularies independently?

7 Phonology

- 7.1 How thoroughly and systematically is each of the following aspects of the phonological system covered?
 - articulation of individual sounds

words in contact(e.g. assimilation)

word stress

weak forms

sentence stress

intonation

7.2 Is the pronunciation work built on other types of work (e.g. listening, dialogue practice, etc.) or does it stand separately?

7.3 How much terminology is used? Is it comprehensible to the learners?

7.4 Is the phonemic alphabet used? Do learners get training in using it?

7.5 Do the materials provide good models for learners?

8 Listening

8.1 What kind of listening material is contained in the course?

does listening form part of dialogue/ conversation work

are there specific listening passages

8.2 If there are specific listening passages, what kind of listening activities are based on them – comprehension questions, extracting specific information, etc.?

8.3 Is listening material set in a meaningful context?

8.4 Are there pre-listening tasks, questions, etc.?

8.5 What is the recorded material on audio cassette like in terms of:

sound quality

speed of delivery

authenticity

accent

9 Speaking

9.1 How much emphasis is there on spoken English in the coursebook?

9.2 What kind of material is contained in the course? Is there:

oral presentation and practice of language items

dialogues

role-play

communication activities (information gap, opinion gap, etc.)

9.3 Are there any specific strategies for conversation or other spoken activities e.g. debating, giving talks, etc.?

9.4 Is there any practice material included to help learners to cope with unpredictability in spoken discourse?

10 Reading

10.1 Is there reading text used for introducing new language items (grammar and vocabulary) consolidating language work, etc.?

10.2 How many reading texts are there and how frequently do they occur?

10.3 How long are the texts? Do they encourage intensive/extensive reading?

10.4 How authentic are the texts?

10.5 Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?

10.6 What text types (genres) are used? Are they appropriate?

10.7 Are the texts complete or gapped?

10.8 Does the material help comprehension (e.g. setting the scene, providing background information, giving pre-reading questions, etc.)

10.9 What kind of comprehension questions are asked (literal (surface) questions, discourse-processing questions, inference questions)?

10.10 To what extent does the material involve the learners' knowledge of the world?

11 Writing

11.1 How does the material handle:

controlled writing

guided writing

free-writing?

11.2 Is there appropriate progression and variety of tasks?

- 11.3 Are the conventions of different sorts of writing taught? How are they presented?
- 11.4 Is paragraphing taught adequately?
- 11.5 Is there emphasis on the style of written English?
- 11.6 Is attention given to punctuation, spelling, layout, etc.?
- 11.7 How much emphasis is there on accuracy?
- 11.8 Is there readership identified for writing activities?

RESÜMEE

TARTU ÜLIKOOL

INGLISE FILOLOOGIA OSAKOND

Küllli Saarniit

Analysis of a Set of Coursebooks Teaching Military English.

Sõjaväelise inglise keele õpikukomplekti analüüs.

magistritöö

2010

Lehekülgede arv: 105

Annotatsioon:

Magistritöö eesmärk on analüüsida Kaitseväe Ühendatud Õppeasutuses kasutatavat sõjaväelise inglise keele õpikut *Campaign*, tuua välja selle tugevad ja nõrgad küljed ning näidata, kuidas seda on võimalik integreerida üldkeelt õpetavate inglise keele õpikutega õpiku *Total English* näitel.

Magistritöö koosneb neljast peatükist. Esimene peatükk selgitab sõjaväelise inglise keele eripära, annab ülevaate materjalide hindamise ja analüüsi teooriatest, selgitab NATO STANAG 6001 keeletestide nõudeid NATO vägedele, annab ülevaate õpitingimustest, õpilaste eripärast ning sõjaväelise inglise keele õpikutest Kaitseväe Ühendatud Õppeasutustes. Teine peatükk keskendub *Campaign 2* analüüsile. Selle õpiku kasutamine on olnud viimastel aastatel kõige ulatuslikum, kuna vastava tasemega (kesktase) õpilasi on olnud kursustel kõige rohkem. Kolmas peatükk esitab *Campaign 1* ja *Campaign 3* analüüsi. Neljandas peatükis arutletakse *Campaign* õpikute tugevaid ja nõrku külgi ning tuuakse näiteid, kuidas saaks *Campaign* õpikuid integreerida üldinglise keelt õpetatavate õpikutega.

Analüüs toob välja *Campaign* õpikute eelised ja puudused ning pakub viise, kuidas sõjaväelise inglise keele õpikut on võimalik integreerida üldkeele õpikuga, et vältida analüüsi käigus esilekerkinud probleeme.

Märksõnad: inglise keele didaktika, inglise keele õpetamine, erialase inglise keele õpetamine, sõjaline inglise keel