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**UPDATING POSSIBILITIES AND EXPERIENCE IN THE FIELD
OF TEACHING FRENCH MILITARY TERMOINOLOGY**

PHD DISSERTATION

AUTHOR'S REVIEW

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According to my hopes my PhD dissertation will contribute to the improvement of efficiency in teaching Hungarian military terminology. To narrow down the question of language teaching in the Hungarian Army, I chose the topic of French military terminology education for my PhD dissertation. I have been teaching French language at Zrínyi Miklós National Defence University (ZMNDU) since 1995. As a newly graduated teacher possessing general knowledge of the French language I started my work in the Partnership for Peace Military Language Training Center (PfP MLTC) founded at that time and later on I acquired the French military terminology and wrote notes and articles. During my work as a language teacher I became familiar with the characteristics of military language courses, the special needs of adult education as well as the current problems and difficulties of teaching language in the French specialized group. My scientific research is to examine how to improve the efficiency and quality of teaching French terminology in PfP MLTC as well as at ZMNDU at the same time.

Based on the facts analyzed and written down in my PhD dissertation the work hypotheses have been confirmed.

1. In the 21st-century warfare it is essential to establish interoperability for the effective cooperation of NATO member countries, whose integral part is language compatibility.
2. In the architecture of the future officer's knowledge informational technology, communication and the knowledge of foreign languages are decisive. Presently in our country both the civil and the military language education are characterized by English language – and cultural imperialism. Due to the increased tasks of Hungarian officers in the NATO and due to our membership in the European Union the role of the French language is expected to increase and this way it is justified to put more emphasis on the updating and improvement of French language education at ZMNDU.

Although the facts mentioned above may seem evident for those working in military higher education, I still find all these very important to emphasize since everyday experience reveal that the language competence of the Hungarian officers does not reach the required level considering either the first or the second foreign languages; furthermore, in military higher education we have to struggle continuously for the existence of teaching French and German.

To sum up the experience of teaching French terminology in PfP MLTC one can draw the conclusion that several factors make the high-standard and efficient learning-teaching process difficult:

1. In the 'language strategy' of the Hungarian Army besides the English language the French and German languages have very insignificant roles.
2. Among the Hungarian officers English is still the most popular language while there is considerably less interest in the French language.
3. In PfP MLTC every course starts with 10 groups of English, 1 group of French and 1 group of German in general.
4. The number of applicants for the 12-week intensive French course, both comparing it to the number of applicants for the English courses and by itself is low, since the number is not more than 10 in general.
5. The intermediate-level general language knowledge, as laid down in the founding document of the institution as an entrance requirement, is rarely met and the beginners have no chance to prepare for the CMLF examination in three months, the less knowledgeable students set back the rest of the students.

6. The groups, in almost every case, are heterogeneous (considering their language knowledge as well as their special fields regarding their profession and their position: type of service, arm, specialized group).
7. During the period between language courses (1-1 week) the language teachers, in theory, are supposed to prepare for the course based on the actual language knowledge of the next group members, however, it is not possible in practice since the actual language knowledge of the Hungarian and the foreign officers come to light only on the first day of the course.
8. Unlike in the previous years, the French specialized group has no native speaker lecturer who, at the same time, is a military specialist as well.
9. The third trimester of the academic year lasts until the beginning of July, this way the students have the chance to take the CMLF exam only at the end of the year (at the beginning of December), thus their language knowledge peters out and this way they have less chance to pass the exam.

It has been proved that due to the altered tasks of the NATO and to the challenges of the informational society new methods, new type, multimedia education materials are needed in the French military terminology education:

1. Multimedia language teaching programs based on modern informational technology can be efficiently used on several levels of the Hungarian military higher education: in the foreign language education at the Zrínyi Miklós National Defence University, during the period between language courses to keep up the language level of the officers; during the preparation for the next course, for the training of soldiers taking part in peace operations as well as for distance learning.
2. In military terminology education supported by computers the multimedia interactive language teaching programs can be used mainly in acquiring and practicing military vocabulary in an effective way.
3. The efficiency of preparation for the CMLF French military language exam and teaching French terminology at ZMNDU Partnership for Peace Military Language Training Center could be increased to a great extent by using an integrated multimedia education program which acts upon the customs of the students with various mother tongues with various language competences and upon their personal pace.
4. Adult education is the base of social modernization and of knowledge-based society. Distance learning as one method of adult education and life-long learning characteristic to the knowledge-based society can only be fit into the system of Hungarian military terminology education and training if the language teachers, military experts and information technology specialists compile an education package that can be enlarged and updated in a flexible way according to changing needs.

The results of my research work can be summarized as follows:

1. Based on the analysis of French military language teaching I have made a suggestion to enlarge the present-day French military terminology education with a multimedia terminology education program that can contribute to the more efficient results of CMLF exams.
2. I have developed a requirement-specification to the development of new, multimedia based educational materials, taking into consideration the most recent methodological, ergonomical, psychological, sociological, as well as educational technology results, enlarging them with my own teaching experience.

3. Based on these requirements I have developed a multi-media based framework system which can efficiently support the learning and teaching of any language or terminology. In this framework system I have compiled a sample educational material for the learning and teaching of French military terminology..