

G E R M A N
FLAMRIC

MANUAL OF ADMINISTRATION

August 1981

DEFENSE LANGUAGE INSTITUTE

ACKNOWLEDGMENT

The Defense Foreign Language Institute, Foreign Language Center (DLIFLC), wishes to express its sincere appreciation and gratitude to the FORSCOM, U.S. Marine Corps, and NCSS teams of German linguists who, in four weeks, assembled and compiled the materials contained in this edition of the German FLAMRIC (Foreign Language Maintenance, Refresher, and Improvement Course).

The make-up of this course was a "cut-and-fit" process of a variety of U.S. government foreign language publications which should help former German graduates of DLIFLC to maintain and improve their language skills.

PREFACE

The Manual of Administration serves as the keystone of the German FLAMRIC. It describes the organization and components of the course as well as suggested procedures.

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I. INTRODUCTION

The overall purpose of the German Maintenance Refresher Course is to prepare the student as completely as possible to perform his/her linguist duties. It builds on the skills learned previously, either in DLIFLC or through other means, by providing additional vocabulary needed in any type of environment, whether military or social.

The course is designed for use as a self-contained program of instruction, and no supplementary materials are required. This, however, does not preclude the use of available reading materials such as German newspapers, magazines, and books.

The different phases of the course are designed to be used concurrently.

II. DESCRIPTION OF COURSE

A. GRAMMATICAL STRUCTURES

1. Introduction

This portion of the German FLAMRIC is a grammar review program for the student whose proficiency does not meet the standards stated under "Objectives" below. It is based on the DLIFLC Basic Structure Series and consists of five volumes. Although it could be used in a traditional classroom setting it is designed for use in self-paced or self-instructional mode.

The first volume contains self-evaluation quizzes, one for each lesson. Those may also be used as diagnostic tests to determine which grammatical features the student needs to review. The grammatical structure lessons can be studied sequentially, separately, or in conjunction with the volumes titled Basic Situations. See section B below.

2. Objectives

The goal of the Grammatical Structures portion of the German FLAMRIC is, simply stated, to make the student's control of basic German grammar equal to that of the DLIFLC Basic Course German Graduate.

The skills' objectives are as follows:

Speaking: The pronunciation and manipulation of the structures and vocabulary should be accurate and handled with confidence.

Listening comprehension: Grammatical signals should be fully understood in a variety of context within the framework of the vocabulary and structures contained in this portion of the course.

Reading: All materials of a general nature and most non-technical writing should be understood with use of a dictionary.

Writing: This skill is a course objective only to the extent that students are encouraged to copy what they hear on the tapes and to write these responses to the questions and quizzes in the Grammatical Structures volumes.

3. Method

The Grammatical Structures portion provides comprehensive grammatical explanations and reinforcing exercises. Answers to all questions and keys to exercises have been provided following each lesson to facilitate self-paced, self-instructional study. All exercises are recorded on the tapes; a pause for the student's response is provided, after which the correct response is given. Students are not compared with one another. Some students may complete correctly all the items of the lesson self-evaluation quiz by working through each lesson only once; others will need to go over some of the material several times. Estimated study time required for completion of this portion is approximately 50 hours, depending of course on such factors as student aptitude and motivation.

B. BASIC SITUATIONS

1. Introduction

The Basic Situations are intended as a vocabulary acquisition and review program for the student whose active vocabulary and fluency in the German language do not meet the standards stated under "Objectives" below. Like the Grammatical Structures portion, it is designed to be used largely in self-paced or self-instructional mode, although it could be used for classroom instruction as well.

The Basic Situations include 16 lessons in two volumes. Each lesson has its own tape. Each lesson in Volume I also has its own Self-Evaluation Quiz. The Basic Situations can be studied separately or in conjunction with the Grammatical Structures portion described below.

2. Objectives

The objectives of the Basic Situations of the German FLAMRIC differ from those of the Grammatical Structures portion above only in degree. The expected proficiency in the speaking, listening, reading, and writing skills is equal to that of the DLIFLC German Basic Course graduate in all respects. For more specific objectives see volume titled Basic Situations I.

3. Method

The Basic Situations contain dialogs and narratives dealing with social and military situations that the student is considered likely to encounter during a tour of duty in Germany.

The lessons are ordered and sequenced according to topics and require the student to employ a variety of structures in forming sentences in conversations related to the topic. Translations of all dialogs, narrative answers to all questions, and keys to exercises have been provided following each lesson, to facilitate self-paced or self-instructional study. Almost all dialogs and narratives are followed by a series of questions intended to enlarge the student's vocabulary and reinforce his/her control of grammar under controlled conditions while developing listening comprehension at the same time. Dialogs and narratives are recorded as follows: (1) at a normal rate of speech; (2) with pauses after each sentence or part of a sentence, for repetition; and (3) again at a normal rate of speech. Dialogs are also recorded without the lines of a particular speaker, for role playing.

Students should not be compared with one another, some may need to work through the dialogs and narratives only once, to reach the objectives, while others will need to go over some lessons several times. Estimated study time required for completion of this portion is approximately 40 hours, depending of course on such factors as student aptitude, language background, and motivation.

C. AREA BACKGROUND STUDIES

1. Introduction

This part is an intermediate vocabulary acquisition and review program based on materials presented at the end of the DLIFLC German Basic Course. These materials were extensively revised and incorporated in two volumes which provide practice in comprehension and discussion of German history, geography, economics, culture, law, and politics.

It is designed for use in a self-paced or self-instructional mode. However, it is also suited for classroom instruction. A key to the questions following each chapter is included in the back of Basic Situations II.

2. Objectives

The goal of the Area Background Studies portion of the German FLAMRIC is, simply stated, to provide the student with an active vocabulary and fluency equal to that of the graduate of the DLIFLC German Intermediate Course.

In speaking, the student should be able to engage in discussions relating to all subjects covered in this portion spontaneously with no hesitation or groping for words.

Listening comprehension should extend to effective understanding of topics similar to those contained in Basic Situations and Area Background Studies, including most forms of standard speech.

Reading comprehension should include the understanding of all but the most sophisticated publications without the use of a dictionary.

This portion includes writing as an objective as well. On completing Area Background Studies, the student should be able to prepare at least a one-page essay in German on any subject covered in Basic Situations or Area Background Studies using correct spelling and grammatical construction, with minimal use of a dictionary, and accurately translate documents of medium difficulty, from German to English or vice versa with the use of a dictionary.

For further objectives, see the Preface to Area Background Studies I.

3. Method

The Area Background Studies portion of the German FLAMRIC is designed to provide the student with a knowledge of expressions currently used in German, as well as a general familiarity with all the topics contained in the material. The questions may be used both as a teaching aid and as a test to verify if the student has mastered the material. Inclusion of the answers facilitates self-paced or self-instructional study.

Some students may need to work through each chapter only once in order to reach the objectives; others will need to go over some of the material several times. Estimated study time required for completion of this portion of the course is 60 hours, depending on factors such as student aptitude, language background, and motivation.

D. MILITARY BLOCK

1. Introduction

Within the past several years, much emphasis has been placed on the tactical role of military linguists. The Military Block is a vocabulary acquisition program designed to acquaint the students with NATO and East-German military and technical vocabulary, and with basic fundamentals of military organization and Order of Battle. It is designed to be used largely in the self-paced or self-instructional mode, but it is also suitable for classroom instruction.

The Military Block contains five volumes, and is composed of selected military readings concerning both NATO and East-German forces. Each chapter has its own set of questions which can be used in effect as a self-evaluation quiz. Also included are an East-German civilian and military abbreviations. The Military Block may be used either by itself or in conjunction with other portions of the German FLAMRIC.

2. Objectives

Upon completing the Military Block, the student should have a knowledge of NATO, of the Warsaw Pact, of specific East-German phrases and expressions and be familiar with the structure, equipment and deployment of these forces. He/she should be able to easily engage in discussions with German speaking military personnel concerning the above. His/her listening comprehension should include the understanding of any live or taped audio material in German concerning military subjects. He/she should be able to read all publications of a military nature without the use of a dictionary. Writing is an objective only to the extent that the student should be able to correctly write the answers to the questions included in the lessons.

3. The volumes in the Military Block consist of:

--West German/American Military Operations Terminology (German FLAMRIC, Volume 11)

--East German Land and Air Forces (German FLAMRIC, Volume 12)

--FM 100-5 in English and German (German FLAMRIC, Volume 13)

--A booklet (German FLAMRIC, Volume 14) containing keys to tests of Section I in Volume 11, and answers to questions which follow the readers in Volume 12. The questions do not necessarily relate directly to the reader, but are broad questions requiring a general knowledge, and vary in difficulty.

III. LIST OF MATERIALS

Manual of Administration and chart of East German Military Ranks.

GRAMMATICAL STRUCTURES:

Volume 1, Grammatical Structures Quizzes

Volume 2, Grammatical Structures I, Lessons 1-14

Volume 3, Grammatical Structures II, Lessons 15-27

Volume 4, Grammatical Structures III, Lessons 27-38

Volume 5, Grammatical Structures IV, Lessons 39-44

Volume 6, Glossary of Grammatical Terms

Cassettes (DLIFLC Basic Structures Series) accompany these vol.

BASIC SITUATIONS

Volume 7, Basic Situations I, and cassettes

Volume 8, Basic Situations II, and cassettes

AREA BACKGROUND STUDIES:

Volume 9, Area Background Studies I

Volume 10, Area Background Studies II

MILITARY BLOCK:

- Volume 11, German/American Military Operations Terminology
- Volume 12, East German Land and Air Forces
- Volume 13, FM 100-5, English/German
- Volume 14, Keys to Volumes 11 and 12

IV. COURSE GUIDELINES

This section is provided for use by an instructor, course manager, or an individual linguist. The intent is to suggest a method that would most effectively improve linguistic capabilities. It is to be used primarily as a guide since other methods may prove more successful. The one thing which must be recognized and acknowledged by all individuals concerned is that improvement and maintenance of linguistic competence demands daily exposure to German in either written or oral form. The linguist must take advantage of every opportunity to enhance his language skills and increase his working vocabulary.

FLAMRIC provides the tools. It is now up to the individual linguist to use those tools and it is up to his chain of command to ensure that prime time is available to the linguist for language training. Language training must have equal or greater priority than common soldier skills.

A. Explaining grammar

The following guidelines are directed at an instructor but can also be effectively used by the individual linguist.

Always explain a point of grammar in relation to a text. Ideally a text should be at least a paragraph in length. In no case, should a text be less than a sentence. This is important because the emphasis in language learning should always be on meaning. Grammar functions have no meaning in themselves but are rather conventions which are needed to express the meaning of the text itself.

Help the student understand why a text has the grammatical structure it has, but do not over explain. It is usually sufficient for the student to know how each term functions in the text at hand. Contrasting different grammatical patterns is often helpful to the student.

If the student has a grasp of terms such as: subject, agent, verb, agent, verb, predicate, object, passive voice, etc., these terms will provide handy tags for discussing and remembering how German grammar works. It is part of the art of teaching a language, however, to impart the maximum amount of foreign language itself with a minimum amount of new jargon about the language. If a student understands the meaning of a text and how that meaning would change were the grammar different, he or she is adequately learning the grammar of the target language. If students have a grasp of grammatical jargon in English, they should be encouraged to use it.

Translation

Language instructors must be very careful not to encourage bad habits of translation. By translation is meant expressing the meaning of the German text in good, idiomatic easily understood English. Students will often translate the form as well as the meaning of the German text to the extent a comparable form exists in English even if such a form is clumsy and unidiomatic in English. Instructors at the basic level need not require idiomatic English translations but they should encourage them and at least accept them when the form differs from that of the German. For example a sentence using the passive voice in German may perfectly express the meaning of a German sentence which uses the active voice. Instructors must never insist on or encourage a literal decoding of a German text into English. This is not to say that such decoding may not be used. Decoding is often useful in explaining grammar.

B. Course Progression and Lesson Plans

Individual progress is expected to vary depending on previous training and experience, ability, motivation, time, and, if available, instructor ability. Individuals, instructors, and course managers are encouraged to develop their own Plan of Instruction, and Lesson Plans setting goals and standards that are realistic for each learner. They provide specific objectives that can be measured and attained and at the same time allow the instructor, course manager, and supervisor to identify problems and to provide the required assistance and remedial training.

INDEX

OF GRAMMATICAL FEATURES

Each entry is followed by the roman numeral indicated in the title of the grammatical structure book and by the appropriate page numbers in this particular book. For example, the first entry of the index

"Aber" and "Sondern" I 160-162

means that these items will be found in Grammatical Structures I, on pages 160-162.

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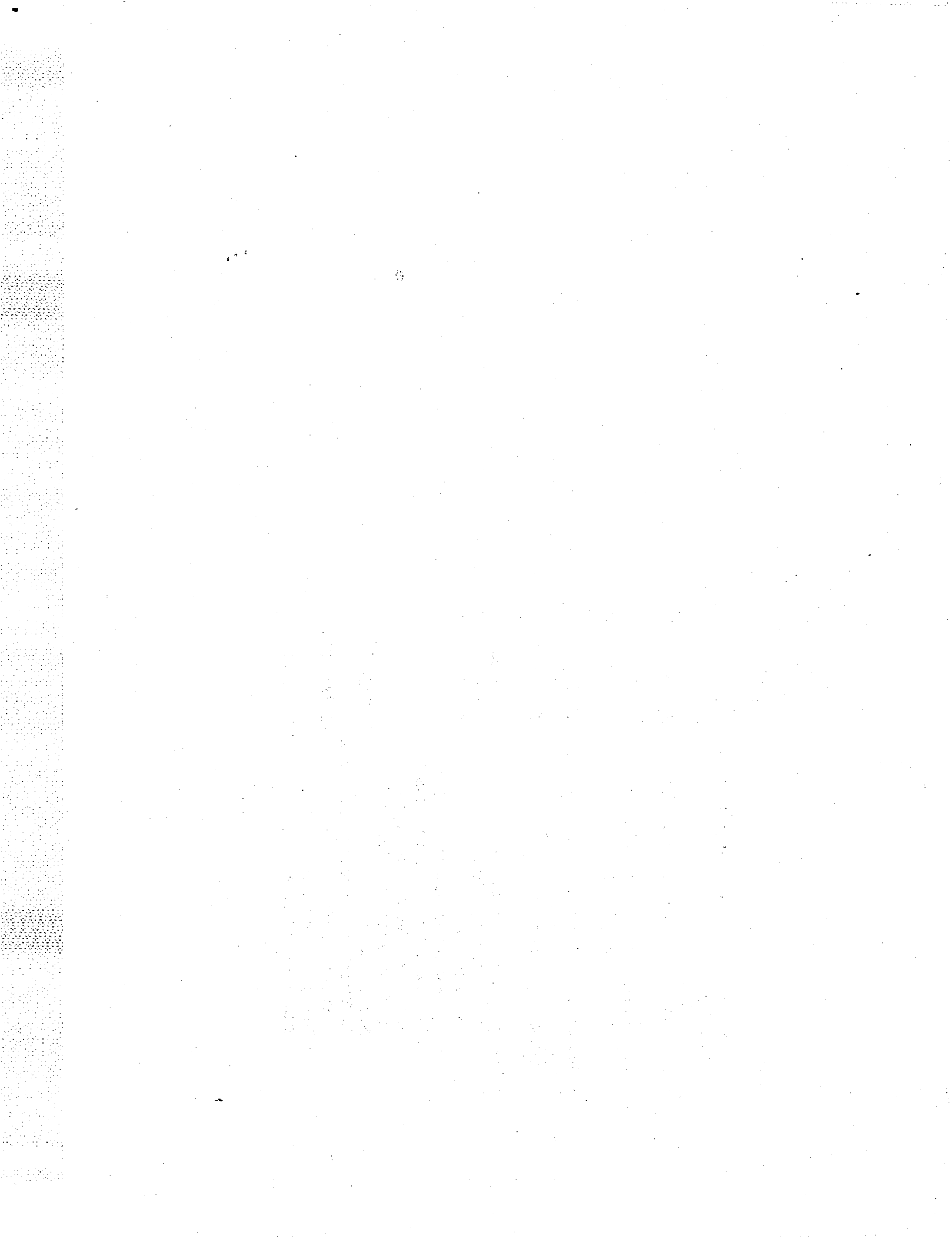
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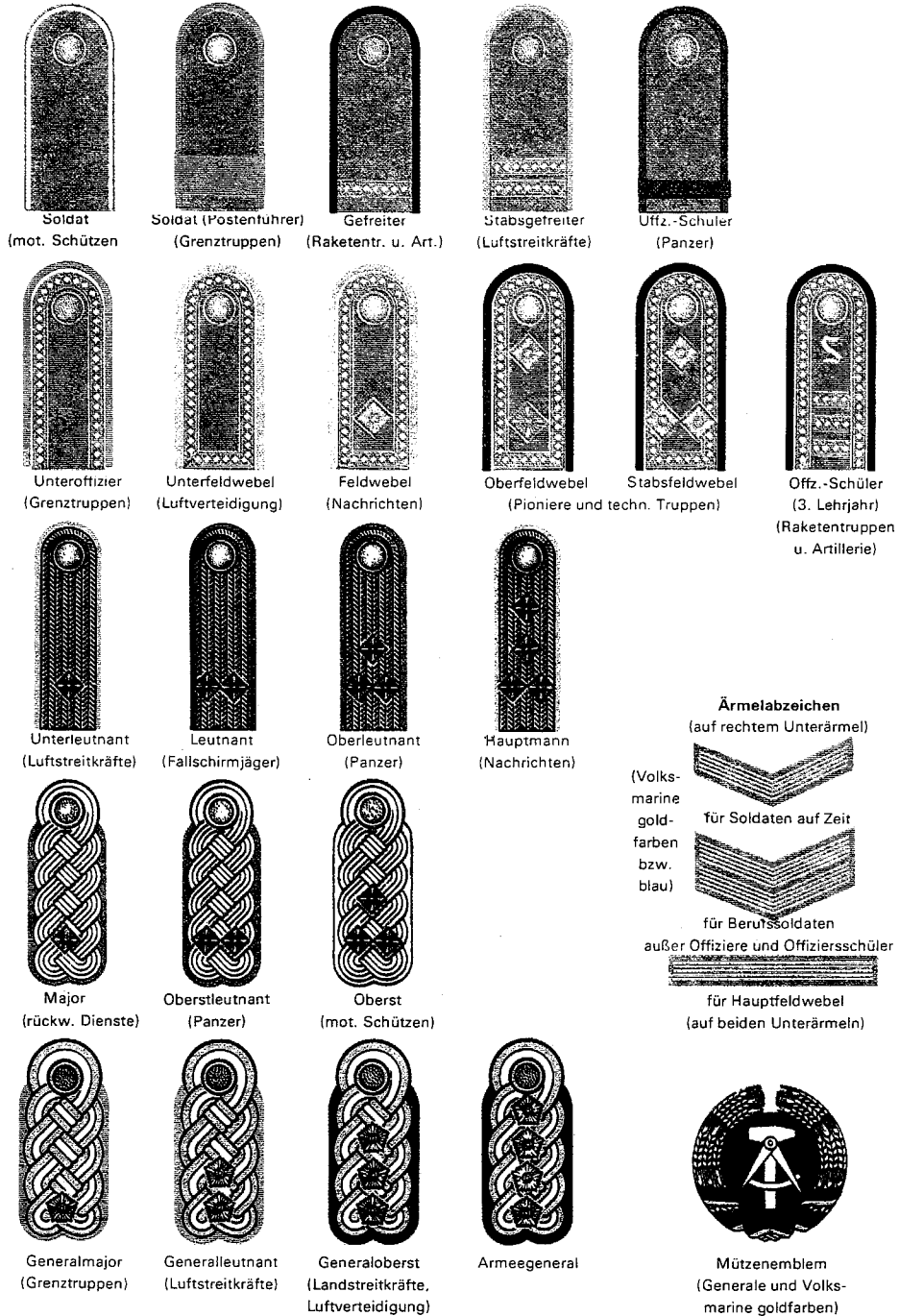
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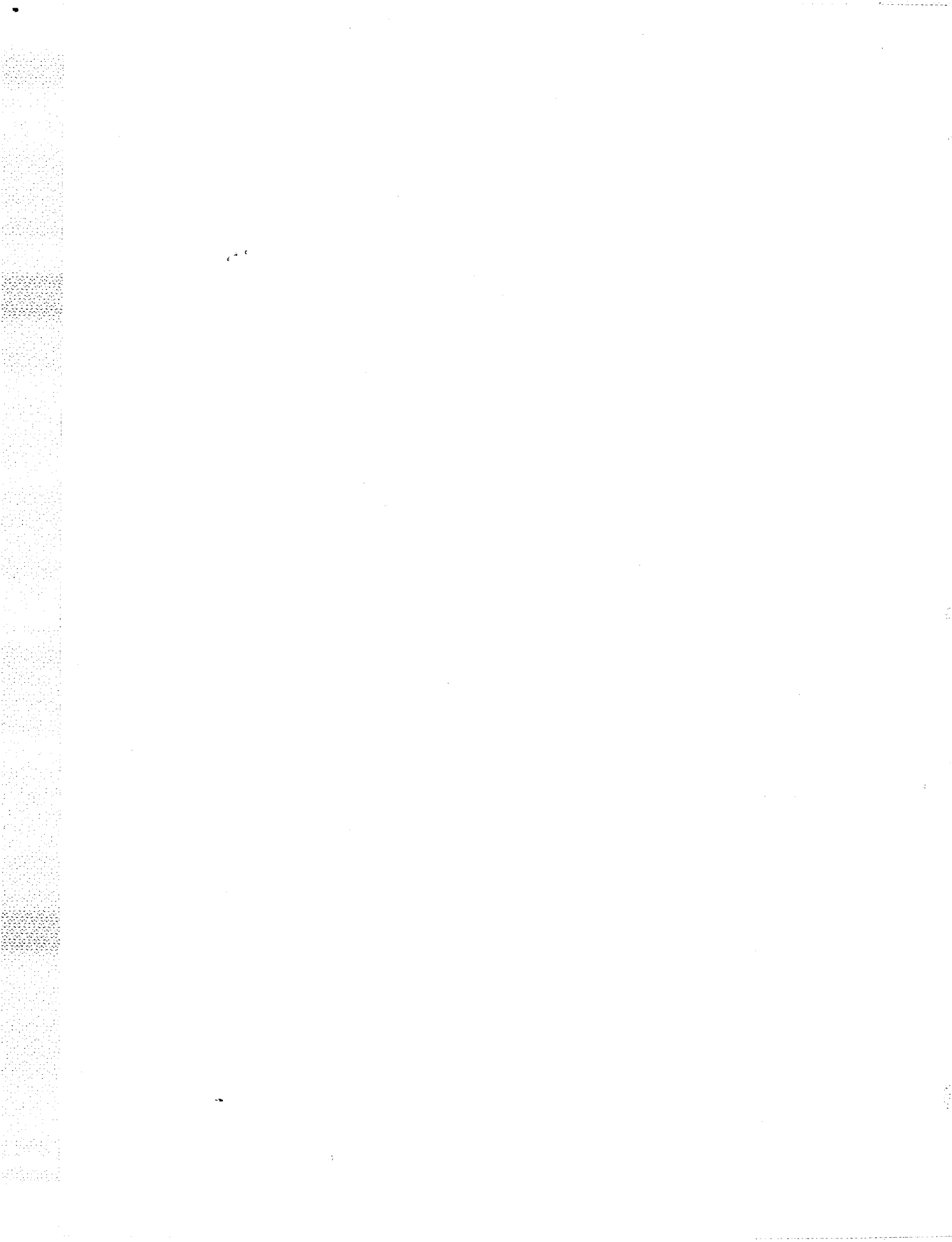
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Landstreitkräfte, Luftstreitkräfte/Luftverteidigung, Grenztruppen
Dienstgrad- und Ärmelabzeichen, Mützenemblem





Volksmarine
Dienstgradabzeichen*



Die Ärmelabzeichen (Dienstgrad- bzw. Dienstlaufbahnabzeichen) tragen Matrosen, Uffz.-Schüler, Maate und Offz.-Schüler auf dem linken Oberarmel. Offiziere und Admirale auf beiden Unterarmeln.

** Schulterklappen wie Matrose.

