

Introduction

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English, as a de facto working language in NATO, encompasses despite the general improvement of English knowledge an increasingly important part of military education. Furthermore, seamless cooperation, which is indispensable for multinational military units to function, is based not only on the military proficiency of those involved, but also on the common language understood by all parties. In addition, levels of interoperability required in today's operational environment leave little or no room for misunderstanding arising from the lack of proficiency of English.

Thus, it is vital to constantly improve and find new ways to teach language in the military environment. While the so-called generations of Y and X enter the ranks of the military, both good old classroom techniques and new methods arising from information technology provide language instruction with new opportunities and challenges.

Similarities in challenges of all non-native English speaking countries call for a close partnership in improving and sharing the best practices and innovations in the field of language teaching.

Hopefully this conference will provide new ideas for paving the way for further improvement of the instruction of the English language.

Reflection as a Tool of Supporting Conscious Learning

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The current presentation focuses on reflection – a tool for both efficient teaching and conscious learning. The teaching and learning environment is faced with change in the teaching and learning paradigm – the shift of focus and power from the expert teacher transferring his or her knowledge to the analytical student learner setting his or her own goals, thus assuming responsibility for active and reflective learning as opposed to being a mere recipient of knowledge.

Although not a new concept, reflection has often been neglected both by teachers and students alike. However, learning does not just occur: efficient learning is a conscious process demanding participants' time, attention and expert guidance. Adults learn through experience that only becomes available for them through analysis and consideration, rendering meaning to and interpreting it. It is claimed that people subconsciously and constantly reflect on their experience; it is a cognitive process, oftentimes not expressed in words. Nevertheless, in order to promote professional development, reflection needs to become a conscious, guided, and above all, regular process and part of teaching and learning.

The current qualitative content analysis focuses on reflection as a tool promoting students' learning. The findings were obtained through reflective tasks primarily administered in a language learning classroom. In addition to that, questionnaires were sent to students and former students, asking them to analyse the role of reflective tasks and assess their efficiency.

Movement in Language Acquisition

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All of us have experienced learning behind the desk and many teachers are either afraid to move their students to avoid “chaos” or have not even thought about the possibilities or importance of movement based activities.

English language acquisition in the NAF Language School is intensive. It takes six hours a day, five days a week. Over the years we have heard from our students a lot about how difficult and tiring it is to sit all day long. They keep reminding us of the regulations and how important it is to be in a good physical condition. Due to that, some of the teachers in the Language School started to look for ways how to implement physical activities in their language classes.

This interactive workshop will present ready-to-use ideas. You will experience incorporation of regular teaching materials and physical movement in all four language skills. The best practice is going to be shared. These are excellent ideas to keep your learners alert along with acquiring the language.

Ideas on Enhancing Students' Writing Skills

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Since joining NATO, the overall proficiency level of English spoken by the military personnel in the Latvian NAF has steadily been improving. After the foundation of the Latvian NAF Language School in 2003, first a strong focus was laid on skill-based learning – especially on the development of speaking skills, as they were supposed to be crucial for communication. However, in 2009 it was clearly seen that one of the skills – writing – was lagging behind to such an extent that it hindered the career development of many otherwise talented and promising officers. As an attempt to solve the issue, a new course was introduced at the NAF Language School with the aim to prepare students for the STANAG 6001 writing test. This report deals with the challenges, success and lessons learnt from implementing the course. The speaker will also touch upon the issue of using e-based learning methods in process writing.

Semantic Field Theory in Teaching Vocabulary in English

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This report focuses on the application of the semantic field theory in teaching vocabulary.

The report investigates ways of constructing various semantic relations and presents a set of pedagogical procedures for vocabulary instruction with the application of the semantic field theory. The study is significant because it helps to enlarge learners' vocabulary via constructing paradigmatic relations of new items and to deepen learners' mastery of vocabulary, mainly that of connotations and collocations, by constructing relations of the new items.

The Effectiveness of the Usage of Up-to-date Authentic Material

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In order to expose students to natural language in a variety of situations, adherents of the Communicative Approach advocate the use of authentic language materials. The aim is to teach students natural English as it is spoken by the native users and to prepare them for the easier adaptation to the use of English outside the classroom. If teachers use authentic materials sensibly, they provide learners with a smooth road into the real world of the use of English. The methodologist Matthew Peacock is of the opinion that authentic materials are created to fulfil some social purpose in the language community in which they are produced.

Authentic materials or materials “from life” as they are often called might include traditional language-based realia, such as news broadcasts, films, signs, advertisements, newspapers, theatre programmes, information leaflets, menus, catalogues, phone books, literature (novels, poems, short stories, *etc.*) - the list is endless. In today’s globalized world, especially since the invention of the Internet, examples of authentic materials are copious.

These realia need not contain a lot of language but the most important matter is that they should be used authentically and that a lot of classroom activities can be generated on the basis of this formulated information.

With the development of modern world, traditional authentic materials are constantly replenished by the updated ones, such as the computer and the Internet as classroom tools.

The computer as first and foremost a language learning tool is very useful for targeting pronunciation. The Word processor is used both by teachers and students in and outside the classroom. Teachers use it to prepare worksheets and other materials. Since the Word processor contains a dictionary, grammar check and thesaurus, students use it as a means for completing various lexical, grammatical and creative tasks.

The Internet is the most modern authentic technology used in teaching-learning process. Its use involves websites, searching engines, discussion groups, on-line projects, etc.

Consequently, modern technology is becoming more and more important both for teachers and students.

The Modern Teaching Team

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The Estonian Aviation Academy has a department of information technology (IT) consisting of young, intelligent, and energetic people who are able to find and use computer software and who are strongly motivated to teach aviation. One powerful interest in aviation is the common bond between the young and the old at the academy. The young are able to keep up with the fast changing software and older language teachers have the experience to know what needs to be taught. Some of the essential vocabulary can be illustrated by pictures, so the author took a digital camera to the Estonian Aviation Museum and to the Airport of Tartu. The IT department took the picture files and recorded the language teacher's voice synchronised with the pictures. The result is available to anyone who uses the Internet and has the address to access this course of aviation speciality English. The best way to judge the outcome is to visit the site at <http://www.eava.ee> and follow the instructions that are provided in this presentation. The instructions are necessary because the site is in Estonian.

Developing Learner Independence – the Challenge of Teachers of the 21st Century

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Success in learning (including language learning) depends to a great extent on the learner's contribution and dedication to learning. If the learner's progress is modest, teachers feel that they have not done enough. We have to accept that the teacher's job is to teach and the learner's job is to learn. No matter how hard the teacher tries, he/she cannot learn instead of the learner. However, only the autonomous learner can take full responsibility for his/her learning. Independence is not age-related; independence is to be developed.

The current presentation focuses on the process of developing learner independence and provides ideas for developing learner independence in the language classroom.

Why are Self-Directed Learning and Autonomy Particularly Useful in a Military Setting?

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Since 2009 experiments in self-directed learning and autonomy have been carried out as a pedagogical choice at the Royal Norwegian Naval Academy, particularly in English but also in leadership classes. This paper investigates why and how this method is particularly useful with adult language learners, midshipmen in our case, who are normally exposed to the doctrine of the Norwegian Armed forces, mission-based leadership. It argues that autonomy and mission-based leadership are natural companions while traditional classroom settings work better with order-based leadership philosophy.

The paper shows the different and changing roles of both teachers and students. It also displays the naval platform, going to sea with English teachers on the tall ship *Statsraad Lehmkuhl*, where continually new takes on language acquisition are invented every year.

Elements from self-directed and autonomy theory are highlighted to bring about the best-suited elements for military pedagogy. Particular emphasis is given to the notion of responsibility regarding one's own learning, the importance of choice, the bearing on empowerment and motivation, and lastly, to what happens when students teach each other rather than are being taught by the teacher.

Ultimately, the paper searches to answer which effects we observe on learning in general. Why is introducing this methodology both cumbersome and rewarding in a military setting which is normally more aligned to the traditional teaching methods?

Is There a New Generation Coming to University that Educators Have to Approach in a New Way? - Review of Literature

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The idea that a new generation of students, whose mindset is totally different from that of previous generations, is entering university has attracted recent attention of educators and education commentators. It has been more than a decade since Marc Prensky coined the term “digital natives”. Also termed as the “Net generation” or “Millennials”, these young people are said to have been exposed to technology all their lives. Grand claims have been made about the necessity to reform educational systems because traditional education is allegedly unprepared for the sophisticated technical skills and learning preferences of the new generation.

However, there is disagreement concerning the characterizations of the new generation and the impact of the notion of digital natives within higher education. While the term is popular, there is a myriad of academic papers that question the validity of the concept of digital natives as one unique and homogeneous generation. The authors highlight the lack of empirical evidence related to the digital natives theme.

The purpose of the present review of literature is to discuss who these so-called digital natives are and how to reach and teach them. A proposal has been made that a more measured approach is required to investigate “digital natives” and their implications for education before radical reforms are undertaken in education.

M-Learning: Individual, Customisable, Ubiquitous

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M-learning is a growing trend in language learning and teaching that provides learners with quick access to learning aids which are easy to use and adapted for the needs of the digitally-minded. Since smartphones have become everyday companions to many of us, the ready availability of language learning apps contributes to a more individualized learning process which, as current prognoses for the following decade show, goes hand-in-hand with the development of technology. New approaches to learning and learners will require that more attention be paid to mobile learning options, such as the Mobler Cards app, which can be used in language acquisition. The anytime-anywhere concept of the mobile application helps learners to choose their own pace of learning and opt for activities and exercises that best cater for their needs. The presentation attempts to give an overview of the role of m-learning today in the light of learner-based approaches to teaching and explores the possibilities Mobler Cards offers for teaching English to basic course cadets at the ENDC.

Using Formative Assessment to Motivate Learners

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Motivation is generally recognised as the most important factor that influences the rate and success of foreign language learning. Thus the question often asked by teachers is how to motivate their students. The answer to this question is a complex one as motivation itself is a multifaceted factor and, therefore, there is more than just one way to deal with the lack or low level of it.

A well-studied difference is that between intrinsic and extrinsic motivation: the former being related to doing something because it is inherently enjoyable or interesting, and the latter referring to doing something not because of the activity itself but because of its results. Research has found that intrinsic motivation results in high-quality learning and is, thus, desirable. However, as all teachers know, not all students are intrinsically motivated and not everything that needs to be learnt is intrinsically interesting. Intrinsic motivation does not exist just in individuals or in activities but in the relationship between individuals and activities. The authors of the self-determination theory Edward L. Deci and Richard M. Ryan argue that activities that enhance intrinsic motivation are the ones that give students a feeling of competence and are accompanied by a sense of autonomy.

The presentation will demonstrate how formative assessment meets the conditions necessary for the development and sustainment of intrinsic motivation and how these ideas can be used to improve the quality of learning in language classrooms.

Power and Control Issues Inside and Outside the Classroom

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Power and control are the major characteristics of not only hierarchical institutions such as schools, universities, military educational establishments but they are also known as two significant issues in our relationships. Most of the people who have decided to devote their life to teaching have a substantial need to control the things happening around them. The classroom environment is a perfect place where we can exercise our control and power in order to basically satisfy our needs. Among those needs there is a desire to live in this neat, tidy, and perfect world that we have always wanted to create and where we feel safe. If something goes out of control, we often freak out.

What is more, in adult teaching environment the exertion of power and control can lead to relationships that are either submissive or conflicting. Neither of these types of relationship is particularly healthy or productive. Submissiveness tends to disenfranchise, disconnect, and prevent any sense of ownership of the particular situation or process. Conflict, beyond being emotionally stressful, prevents the development of either professional or classroom communities. It also disconnects individuals from one another and from the particular situation or process.

On the other hand, is learning possible without the element of power and control present? Who should exercise more power and control – the teacher or the students? What kind of people are modern adult learners? What do they favour more – control, power, or communication? How much are we aware of our own issues of

control and power? Are they our friends or enemies? These are the questions that the presenter would like to cover during her presentation.