





# Language Education and Competences Syndicate

## EUMACS

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# Syndicate Participants

Name	Country	Institution
COL Nikolay Urumov	BG	National Military University
Prof. Dr. Cristine Zeuner	DE	University of the Armed Forces (Hamburg)
CPT Ana Gallarin	ES	Air Force Academy
COL Martinez Soria	ES	Air Force Academy
RADM Ioannis Pattas	GR	Naval Academy
CPT(N) Anastasios Michalaros	GR	Naval Academy
CPT(N) Alessandro Trivisonne	IT	Naval Academy
LTC Ryszard Zaremba	PL	Air Force Academy
COL Vasile Carutasu	RO	Land Forces Academy

Syndicate Moderation

Col. (GS) Vladan Holcner

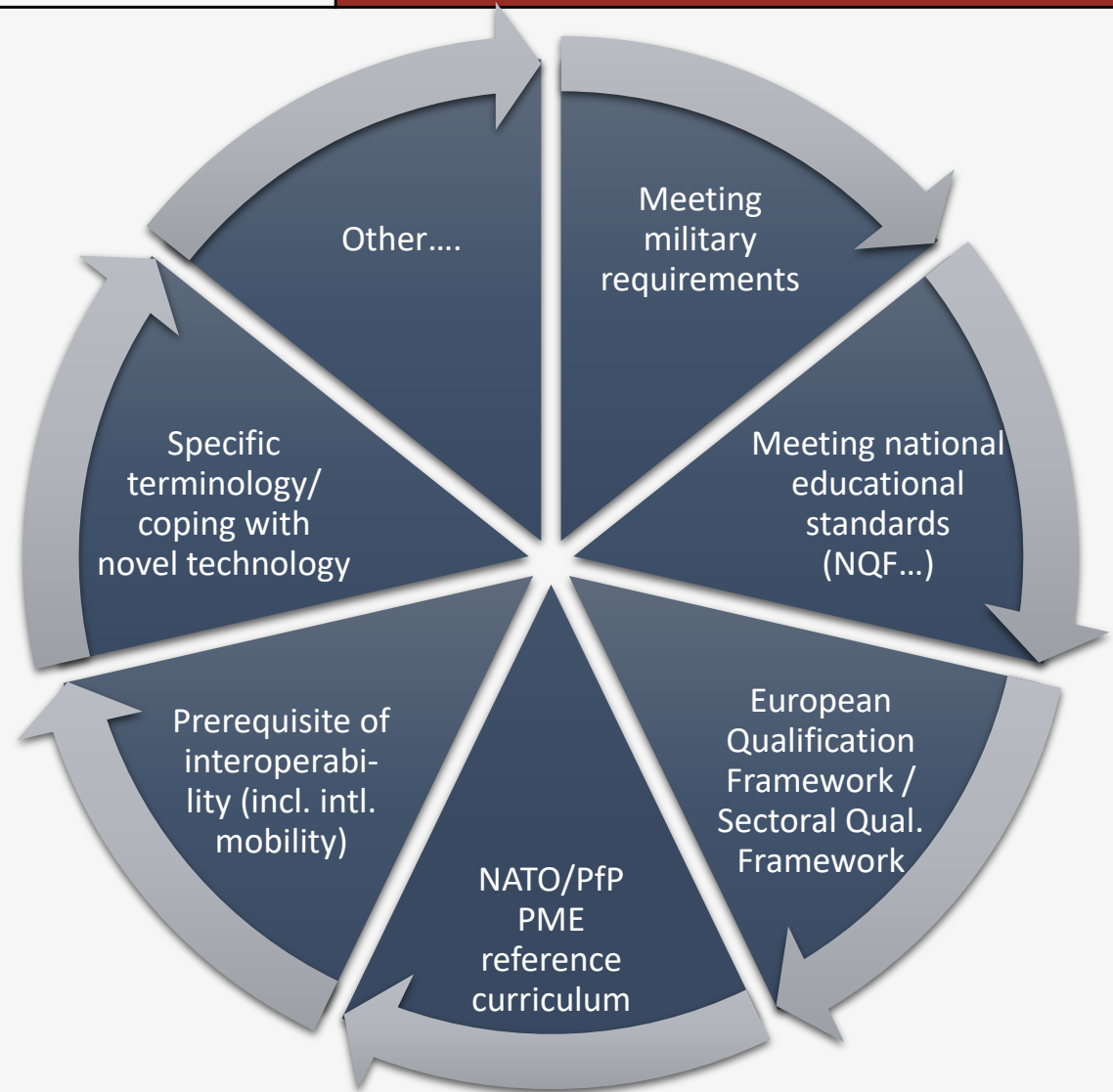
UoD Language Centre (CZ)



What are the aims of language education  
as a part of  
professional military education (PME)?



# What are the aims of language education as a part of PME?



European Qualifications Framework

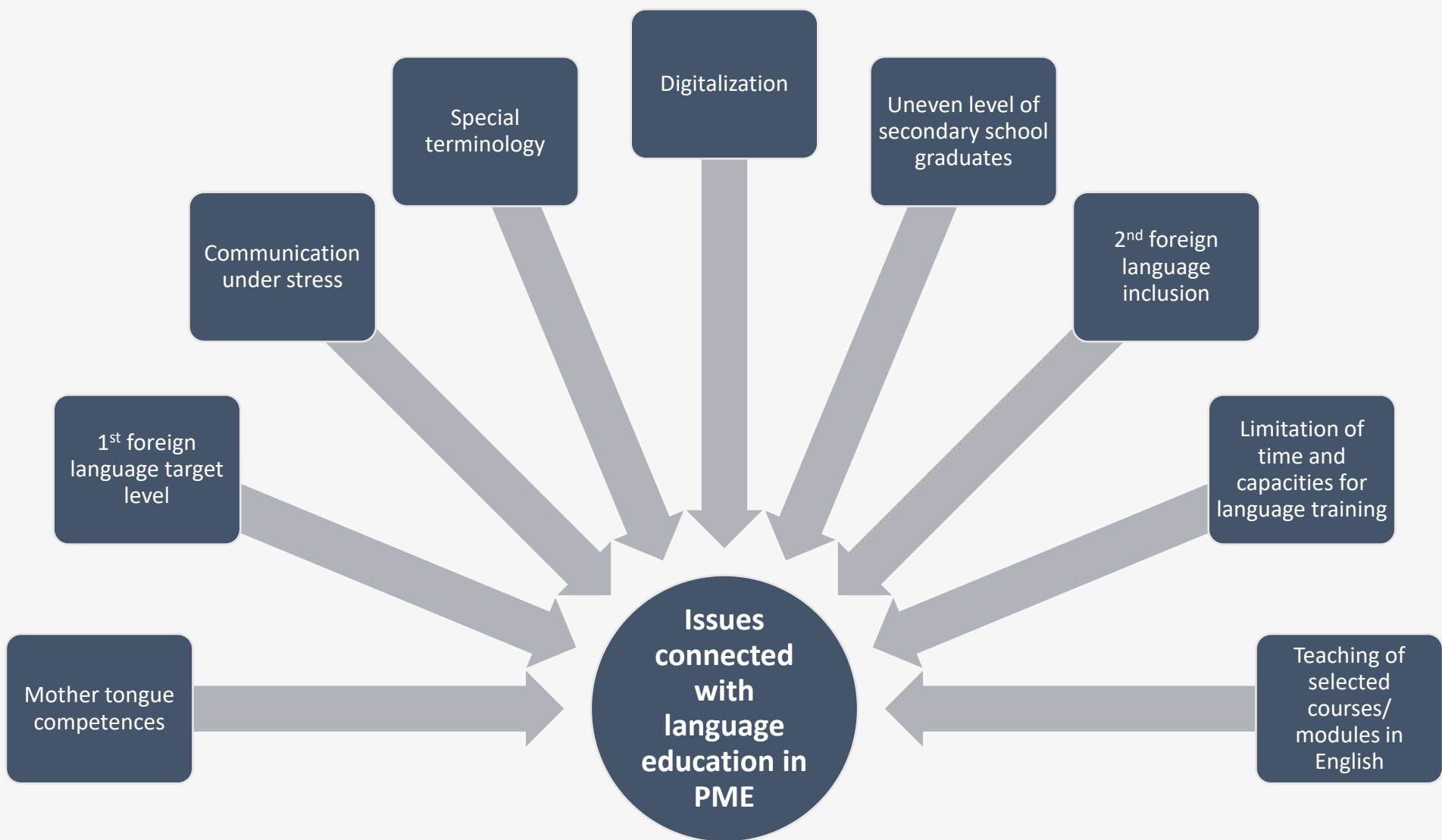


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What are the issues connected with language education in professional military education (PME)?





# PME language education issues

Issues discussed	Intensity of discussion	Notes/comments
Mother tongue competences	MODERATE	Writing skill deterioration (need to force students/cadets to write)
1 <sup>st</sup> foreign language target level	MODERATE	Mark a clear objective useful, specific training adjusted to the objective. Hiring native speakers able to bring better general cultural influence and better motivate students
Communication under stress	MEDIUM	Flying training includes stress elements; flying education training is in English.
Special terminology	MEDIUM	General mil. English, branch specific. Limited scope of materials available, esp. online. Terminology training prior to specific training/ educational modules – delivering materials in advance (e.g. exercise, common modules, courses) to enable previous language/terminology reparation of participants. Air Forces being ahead.
Digitalization	MODERATE	Useful to be more attractive for students (blended). Time and personnel demanding.
Uneven level of secondary school graduates	MEDIUM TO HIGH	No chance to influence secondary school quality. Need for individualized language training (bringing all to the same minimum level of competences). Adequate significance of English language entrance exam results (admission procedures)
2 <sup>nd</sup> foreign language	MODERATE	Often not feasible – resources and time demanding. Time for just 1 <sup>st</sup> or also 2 <sup>nd</sup> foreign language (or for selected students?)
Limitation of time and capacities for language training	HIGH	Intl. mobilities as a tool of English competences development as well (also reward for students). On-line/blended teaching of languages.
Teaching/ studying of selected courses/ modules in English	HIGH	Training teachers for teaching in English, language centers support (gradual implementation, does not have to be always perfect). Using mil. officers with intl. experience in given branch. Focus on core military subjects, e.g. naval operations, tactics etc. Prepare a joint training for educators expected to teach in English (aligning the training with expected outcomes). Sharing teaching materials and experience from teaching in English. (Q/proposal: create a new LoD)





# Summary

Aims of language education in PME are similar, although not always expressed by identical objectives and targets.

In spite of natural national specifics, issues connected with language education and approaches how to deal with them seem to be rather similar.

Limitations of resources and time available often contrast with aims and objectives in PME language education.

Teaching „other“, mainly military subjects/modules in English seems to be the right, effective and feasible solution.

Teachers need to be trained/prepared for teaching in English, related experience shared.



# Proposal(s):

Establish a ESDC/EUMACS supported platform for interaction among national experts in the area of language education in PME.

Design a joint European training capacities for educators expected to teach in English (aligning the training with expected outcomes).

Initiate a new LoD (?) aimed at supporting institutions in transiting to teaching in English.



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Thank you for your  
attention.

