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A Task-based Needs Analysis of English Language Training for the
Estonian Defence Forces Active Service Personnel

MA thesis

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ABSTRACT

The objective of the study is to identify the English language needs of the Estonian Defence Forces (EDF) active service personnel, in order to provide them with the most relevant language instruction based on their actual needs. The current study is the first phase in a larger needs analysis study, the aim of which is the compilation of new military English syllabi at EDF.

In order to identify the needs of the active service personnel that will serve as the basis for compiling the ESP syllabi, the frequency of tasks carried out using English, the problems experienced and the subjective wants for language courses were analysed with the help of semi-structured interviews and a survey questionnaire. The qualitative data obtained through interviews and open answers to the questionnaire is analysed with thematic content analysis and the quantitative data with descriptive statistics.

The thesis is comprised of three chapters. The first chapter introduces military English, discussing its special features and characteristics as well as the critical status of English knowledge in the armed forces. The second chapter discusses the concept, process, methods and sources of needs analysis, concentrating on task-based needs analysis and giving an overview of the needs analysis studies carried out in the military field. The last chapter describes the task-based needs analysis study conducted among the active service personnel of the Estonian Defence Forces. In this chapter, the methods, sample and process of the study are described, the process and outcome of data analysis are presented and the results are discussed in comparison to other research projects in the field. The thesis ends with a conclusions and some perspectives for future work within this field.

The thesis has been coordinated with the Estonian Defence Forces and Defence League Committee for the Protection of State Secrets and permission has been obtained from the Centre for Applied Studies of the ENDC in order to conduct the interviews and the survey questionnaire.

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LIST OF ABBREVIATIONS

1st INF BDE – 1st Infantry Brigade

2nd INF BDE – 2nd Infantry Brigade

AF – Air Force

ALCPT – American Language Course Placement Test

AOTC – Advanced Officers Training Course

BILC – Bureau of International Language Coordination

BOTC – Basic Officers Training Course

CEFR – Common European Framework for Reference

CS – Command Support

DL – Defence League

EDF – Estonian Defence Forces

ENDC – Estonian National Defence College

ESP – English for specific purposes

GE – General English

GS – General Staff

LC – Language Centre

ME – Military English

MP – Military Police

NA – Needs Analysis

NCO – Non-commissioned officer

OF – Officer

POC – Point of Contact

S&S BN – Support and Signal Battalion

STANAG – NATO Standardisation Agreement

INTRODUCTION

In the modern globalising world English has undoubtedly become the *lingua franca* of most vocations, there is a growing need for employees to cope with different occupational situations. One such fast growing industry is the military, where modern conflicts are enforcing upon soldiers the need to carry out significantly more tasks that require linguistic skills. Although NATO has two official languages, there is little doubt that it is English, not French that has become the language of choice in the armed forces throughout the world. Thus, just like in the majority of fields nowadays, mastery of English has become a prerequisite in the military.

The situation in the Estonian Defence Forces (EDF) has changed considerably in the recent years due to an influx of an increasing number of allied forces service members. This has significantly transformed the role of English in the armed forces. When previously the use of English was rather more limited to multinational peacekeeping missions and joint exercises abroad as well as individual postings in international staffs or training opportunities for the select few, the deployment of allied forces to Estonia has brought the need for English to the home soil. This has raised new issues and challenges with regard to English language instruction in the EDF among other things.

English language teaching in the EDF is carried out by the Language Centre (LC) of the EDF working under the Training Department of the Estonian National Defence College (ENDC). The LC has teachers in four different locations in order to satisfy the demands of different units. The LC provides language training for the Basic Officers' Training Course (BOTC, applied higher education) and Advanced Officers' Training Course (AOTC, master students) through their curricula, and additionally offers intensive and non-intensive courses for the members of the EDF in accordance with the request of the General Staff within the Defence Forces Development Plan 2009-2018 (National Report 2011: 1). The LC teaches around 300 students annually in in-service training courses, plus an additional 50 cadets and

MA level students in the ENDC. The courses are offered at the CEFR (Common European Framework of Reference) levels A1 to C1 and mostly focus on general English (GE). While the BOTC and AOTC English courses include an element of military English, there are no ESP (English for Specific Purposes) in-service courses offered in the EDF at present. The only option for a ME course is ordering a tailored course for a certain group with a certain content in mind. Thus, the responsibility is placed solely on the shoulders of the commanding officers and other stakeholders, who should identify and voice a specific need. The fact that no ESP or military English (ME) courses are currently offered by the LC itself may be attributed to the fact that there is a lack of understanding what kind of courses would be needed. There has been no needs analysis (NA) carried out in the EDF for the past 10 years.

Even though the EDF service members have access to GE courses, there is also a need for specialised language courses – a need which is voiced by the students at the end of nearly every course in the feedback questionnaires. A similar result was obtained in an, albeit small-scale, research project carried out among the recent graduates of the ENDC. The ENDC graduates sampled for the study stressed the need for more specialised and technical English (Laur 2015: 26). However, these particular needs of the students have never been thoroughly researched. Thus, the aim of the present thesis is to uncover the English language needs of the active service personnel of the EDF in order to provide a more needs-based and relevant language training.

As time and other resources for language learning are limited, it is essential that the courses provided for in-service training be as closely related to the learners' workplace needs as possible. It is the objective of the current study to identify the tasks active service personnel needs to carry out using English as well as the lacks they experience with regard to those tasks and their wants for English courses. The collected data will serve as the basis for pertinent ESP syllabi for the in-service training courses. The NA study will be the first, yet essential, step in a larger-scale project of designing ESP courses in the EDF. Hence, the

general research question that the study aims to answer is the following: What are the English language learning needs, lacks and wants of the active service personnel of the EDF? Both semi-structured interviews as well as a large-scale online questionnaire will be used to collect the necessary data in order to be able to answer the research question. The present thesis is only the first stage in a larger project of putting together an ESP syllabus focusing on Military English for EDF.

1. ENGLISH FOR MILITARY PURPOSES

As with most domains nowadays, English has become the *lingua franca* of military communication (Orna-Montesinos 2013: 88; Wolf 2017: 1049). It is the working language in joint exercises, manoeuvres, peacekeeping operations, training, multinational headquarters, missions, etc. It has been stated that English has “monopolised military language worldwide” (Furiassi & Fiano 2017: 149); has become “the vehicular language for the Military” (Febbraro, McKee & Riedel, 2008: 87) and a “major factor affecting the success of military operations all over the globe” (Er 2012: 281). As stated by Marshall et al. (1997: 6) already two decades ago, it is a general consensus that “English should be the common language of future coalitions”.

Though this may be true in most fields in the era of globalisation, there are certain aspects of military communication that make language knowledge in this domain considerably more important than in several other areas. As Crossey (2005: np) points out, miscommunication in peace-support operations can, in the worst case scenarios, lead to casualties. Likewise, Lett (2005: 105) and Marshall (1997: 6) claim that the result of linguistic misunderstanding can be disastrous or even lethal. The possibly fatal consequences of inadequate language skills are undoubtedly something that sets ME apart from the majority of other ESP fields. Febbraro et al. (2008: 6-3) point out that language proficiency affects the perception of an officer's ability, who may easily be deemed less able due to language problems and thus be frequently by-passed for assignments. Thus, knowledge of English is essential for the career and professionalism of an active service member. Moreover, Orna-Montesinos (2013: 89) writes that not only do poor language skills affect an individual, but in the case of military organisations they can have an equally devastating effect on the whole institution, as officers are seen as representing the whole national armed forces.

Related to the aforementioned is the aspect referred to by Gratton (2009: 16) that in the military context language skills play a fundamental role in assigning key positions on the international level, which may result in the country being denied certain appointments and tasks and thus left out of a decision-making process in case a candidate for the position has insufficient language skills. As Crossey (2005: np) puts it: “Perceived weakness in English may directly reduce the influence of national delegations”. Therefore, it is apparent that unlike in most other ESP fields, poor language skills may easily have a negative effect not only on the institution but on the entire country. Additionally, Febbraro et al. (2008: 6-2) point out that language issues hinder military operations as they reduce the pace, which is often critical in accomplishing a mission and can lead to less information being disseminated if the other party is not deemed proficient enough to understand the nuances, which in turn may lead to less successful accomplishment of the mission. Lack of language proficiency has also been related to increased stress and cognitive effort (Febbraro et al. 2008: 6-3). It can hence be seen that language knowledge in the military is of paramount importance.

1.1. Language requirements in the military

An essential aspect that sets ME apart from other ESP fields is the existence of a specialised governing body dealing with language issues and an existence of a separate proficiency scale and related exams. Since 1966 language issues within the NATO have belonged to the domain of BILC (Bureau for International Language Co-ordination), who have established a set of language proficiency levels known as ‘STANAG 6001: Language Proficiency Levels’ (STANAG), which are used by all NATO countries to have a common understanding of the language requirements for the international staff positions and comparing national standards (Green & Wall 2005: 379-380). The STANAG is used both on a national as well as international level to ensure a common understanding of the language

level of the military personnel. The STANAG specifies language levels in 4 sub-skills (listening, speaking, reading, and writing) on 5 levels: 0 no proficiency, 1 survival; 2 functional, 3 professional, 4 expert, and 5 highly articulate native.

Even though it is generally agreed that mastering English is an essential skill for the military, Marshall et al. (1997: 6) point out that language capabilities are not equally important at all levels. We cannot say that all active service personnel must be proficient in English as not all jobs include tasks that demand language skills. There is no universal language requirement for all active service members at a certain rank or position. Instead, as Lett (2005: 105) states, the specific language requirements for each military occupation must be uncovered as satisfactory job performance may well be a life or death matter. Hence it is of utmost importance that we understand the language skills each job demands as well as the level of language required for fulfilling these tasks in order to prepare the active service personnel for the joint exercises, training, missions and, last but not least, the battlefield. Likewise, Monaghan (2012: 24) points out that accurate language profiles describing the necessary language proficiency of different military jobs and ranks is an integral component of interoperability. Additionally, Nolan (2014: 238) claims that it is essential to “distinguish the posts where professional levels of language usage are instrumental in performing tasks effectively”. Therefore, it can be said that precision in determining the language tasks and the level of proficiency needed for carrying out specific tasks is essential in the military.

Despite the agreed importance of English in the military there is relatively limited research carried out in the field regarding the specific language requirements of specific postings and the needs of the personnel assigned to different positions. As Green and Wall (2005: 395) point out, even though it is generally known what level is expected of certain postings within NATO, there is very little information regarding what the people are actually expected to do with the language. Even though the set language requirement could inform us of the content that should be taught to different groups within the EDF, we in fact have

nearly no knowledge of the tasks students will have to carry out at the required level. Likewise, Crossey (2008: 217) claims that there is an ongoing lack of international research regarding proficiency levels and actual tasks needed to be carried out.

On a national level the situation is further complicated by the fact that the aforementioned language level requirements for the military personnel not working in the NATO earmarked units are not assigned internationally but are up to the language professionals to be determined. Thus, even though the requirement for all officers of a certain rank working within the NATO may have a unified requirement, this does not apply, nor should it, to the officers working in the national units as the two situations pose very different language demands on the personnel. The main issue related to the aforementioned aspect is lack of research regarding the language levels needed for different posts, resulting in either elevated language proficiency demands or posts being filled with personnel lacking necessary language skills (Crossey 2005). Language needs cannot even be determined from the proficiency requirements, as the latter are arbitrarily assigned and lack research. The general consensus seems to be that the higher the rank, the higher the language skills needed (e.g. Gratton 2009: 16; Nedoma et al. 2011: 72), which seems quite arbitrary, though, as we cannot say that rank alone defines the language mastery required. Though this may be a reasonable rationale in many cases, it would seem more accurate to say that prescribed requirements depend on the actual job description of the position and the tasks for which language is needed. Thus, the issue we face is twofold – we lack information regarding the specific tasks active service personnel need to carry out in English as well as the proficiency level they need in their position.

1.2. Defining military English

An issue that differentiates ME from several other ESP fields is the fact that military is an extremely wide context that incorporates personnel from very different areas of expertise, all having different language needs and carrying out different tasks. As Gratton (2009: 6) states, military personnel includes varying specializations “such as the administrative, the medical, the engineering corps, to name but a few”. Likewise, Furiassi and Fiano (2017: 152) point out that Military English is not so much a language for specific purposes but rather a “cluster of various languages for specific purposes”. All military specialities have their own specialized language that may or may not be shared by other groups. As Nolan (2015: 150) mentions, ME learners have “diverse language learning needs because of the variable appointments they are likely to take up on completion of their language courses”. Additionally, the differences in language needs arise not only from the different fields, but also from the different levels military personnel participates at - operational, tactical or strategic level, which all have very different requirements with regard to tasks, language and terminology. So while Basturkmen and Elder (2004: 673) claim ESP courses to cater to the needs of “fairly homogeneous groups of learners”, this is hardly the case in ME. As Furiassi and Fiano (2017: 150) point out:

Military language is characterised by an enlarged lexicon that ranges from weapons to psychology, from human societies to individuals, from behaviours to social connections. Military language, especially Military English employs a lexicon that is evolving at an unprecedented rate and is used by thousands of people, military and civilians alike /.../

As emphasized by Wolf (2017: 1052) “ME is not restricted to well-delineated professional activities”. Instead it is a much wider and varied field than many others in the ESP spectrum. Wolf (2017: 1052) goes as far as to call ME “World Englishes *en miniature*”. While there is a shared context in ME, there is no strictly homogeneous group of learners, but rather a field where many disciplines converge.

1.3. Characteristics of military English

Despite the multifaceted nature of ME and although not many analyses of the linguistic characteristics of ME have been carried out (Georgieva 2015: 67), certain aspects can be found to characterise it. Like with most other ESP fields, the most obvious characteristic is undoubtedly the specialised vocabulary. There have been numerous efforts made to create a standardised system for ME by NATO and other institutions (Sintler 2011: 10). As defined by Georgieva (2015: 67),

In the broadest sense, military terminology includes terms for designating military organizations, personnel, military ranks and hierarchy, armament and military equipment, military systems, types of military activities, tasks and operations, which are defined in doctrines, strategies, manuals, guides, orders and similar specialized military/defence national and international documents.

There is an abundance of military dictionaries, glossaries, lexicons and word lists, defining and standardising military terminology. Since the beginning of the current century terminology standardization has become “an official policy objective” for NATO (NATO Terminology Directive 2015: 2). Though having a specific and specialised vocabulary in itself does not set ME apart from other ESP fields, it is the rigour with which the terminology is standardised and promulgated that is quite unique to ME. Indeed, the standardised lexicon is something that *must* be used by all NATO countries in *all* NATO documents (NATO Terminology Directive 2015: 10) (emphasis by the author). Thus, it is not a matter of choice but that of obligation. The aim of standardisation of terminology in the NATO context is paramount to ensure that the terms be “monosemous in a given context so that no misinterpretation and fatal mistakes are possible in professional communication” (Georgieva 2015: 67). Therefore, while most general vocabulary is polysemous by nature, all measures are taken to ensure that military terminology be uniformly and unambiguously understood and any misunderstandings minimised. As Wolf (2017: 1052) claims, ME terminology is often so specific that many items cannot even be found in major corpora of English.

One of the most notable aspects of military terminology is undoubtedly the extensive

use of acronyms and abbreviations (Marshall et al. 1997: 7; Furiassi & Fiano 2017: 153; Panajotu 2010: 160), both the spelling and pronunciation of which cause problems for native and non-native speakers alike (Panajotu 2010: 163-164). Though a pervasive feature of ME, it is generally agreed that learning and knowing all the acronyms and abbreviations is neither feasible nor necessary, as a great number of them are temporary in nature and all are included in the glossaries attached to the documents where they are used (Panajotu 2010: 165).

In addition to the more obvious lexical features of ME, there are other aspects of this branch of ESP that different researchers have pointed out. For example, Crossey (2005) refers to specific characteristics of military writing - short notes, memos and briefs. Likewise, Georgieva (2015) points out the need for ME students to familiarise themselves with standard forms, templates and reports, as military writing often follows strict guidelines and procedures. Sintler (2011: 10) and Wolf (2017: 1051) draw attention to specific sentence and discourse patterns, while Nolan (2015: 155) argues that though generally thought to be simple and plain, ME actually uses complex grammatical features such as nominalisation and ellipsis.

No matter how difficult defining and characterising ME might be, it is apparent that students in the military field have quite specific needs, based on the tasks they are required to carry out. It is the task of language teachers working in the military to aim to fulfil these needs. However, Crossey (2005) claims that one of the main reasons for language problems that hinder interoperability is the fact that language instruction lacks relevance to the actual tasks learners need to carry out and the underlying gap between what is taught in the classroom and the target situation. The discrepancy between what is taught and what is needed has been supported by most publicly accessible research projects carried out in the ME field (e.g. Thomson 2015; Gundur 2010; Al-Anazi 1997; Solak 2010; Juhary 2013; Khushi 2012; Dean et al. 1988; Park 2015; Alshabeb et al. 2017; Ekinci 1995). The different research projects have unveiled student dissatisfaction with arbitrarily set syllabi that

disregard their needs with regard to the necessary skills, vocabulary, tasks and topics. A similar finding has been reported in Estonia by Laur (2015: 26), whose survey carried out among the recent graduates of the ENDC reveals that students would have liked to concentrate significantly more on the military and technical terminology. Therefore, it is obvious that we cannot rely on available textbooks, teacher intuition or any other unscientific means for determining the course content and syllabus, and that we are in serious need for an EDF-wide needs analysis to be carried out in order to determine the actual needs of our students and provide them with the most relevant English language learning opportunities. To rectify the problem pointed out by Crossey (2008: 217) that militaries are reluctant to carry out comprehensive needs analyses, the current project aims at discovering the specific target tasks active service members are required to carry out using English.

Thus, it becomes clear that, as Crossey (2005) acknowledges, the nature of ME might appear an elusive concept and perceptions of what exactly constitutes ME may be problematic.

2. NEEDS ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES

There have been several attempts made by researchers to compile a list of features to distinguish ESP from GE and to provide a working definition for ESP. As a result different criteria have been suggested as being characteristic of this particular field of English language teaching. Among others such terms as *pragmatic*, *functional* and *effective* (Belcher 2006: 134), *practical* and *task-based* (Dudley-Evans & St John 1998: 1), *language-centred* and *learner-centred* (Hutchinson & Waters 1987: 2), *research-based* (Johns and Price 2014: 2; Hyland 2002: 386), *content-based* (Belcher 2006: 135) have been proposed. It is apparent that the emphasis is on, as the name suggests – specificity – as well as applied aspects, and ESP is largely practical in nature. ESP courses deal less with overall proficiency and more with the concrete and applicable aspects, concentrating on the specific tasks students will have to carry out in their professional lives.

Most authors agree that the central aspect of ESP is its close relation to the learners' needs. Munby (1981: 2) states for example: "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner". What is apparent is the underlying principle of researching and determining learners' needs before compiling the syllabus. Hutchinson & Waters (1987: 21) define ESP as "an approach to language teaching which aims to meet the needs of particular learners", thus also emphasising the goal of meeting the determined needs. Basturkmen and Elder (2004: 672) claim that the term ESP is "generally used to refer to the teaching and research of language in relation to the communicative needs of speakers of a second language in facing a particular workplace, academic, or professional context". Now the notion of specificity is added by stressing the idea of particular future or current contexts. Adding to the shared context the idea of a shared social identity, Hyland (2007: 391) writes that "ESP refers to language research and instruction that focuses on the specific communicative needs

and practices of particular social groups”. As we can see, all definitions incorporate the idea of determining and meeting the learners' needs, while each adding an additional aspect. For the purposes of the current paper ESP is seen as an approach to English language teaching, where the syllabus and materials are compiled based on the needs of the learners facing specific workplace demands.

Arising from the aforementioned it is obvious that the concept of NA is one of the central tenets of ESP. The majority of ESP researchers agree that NA is an essential step in creating any ESP course, calling it “the corner stone” (Dudley-Evans & St. John 1998: 122), “the integral part” (Dehnad et al. 2010: 1307), “the foundation” (Belcher 2006: 135), “the crucial starting point” (Martin 2010), “the central aspect” (Basturkmen & Elder 2004: 674), “essential” (Brunton 2009: 2), “indispensable aspect” (Astika 1999), “the necessary first step” (West 1997: 68), “the initial step” (Mehrdad 2012: 547), “the fundamental part” (Gatehouse 2001), “the foundational element” (Johns and Price 2014: 3), “a defining element” (Hyland 2007: 392) etc. It is apparent that NA has established itself as the stepping stone and pillar for the compilation of any ESP course that would best meet both the institutional needs as well as the learners' needs and wants.

NA is considered especially important in ESP for two main reasons: firstly it is believed that taking into account students' needs will make courses more effective in terms of students' development, which is essential, considering the shorter length of the ESP programs (Basturkmen & Elder 2004: 674). In other words, it helps to create more “focused courses” (Dudley-Evans & St. John 1998: 122), which in turn will be more useful and practical for the students. Secondly, it has been argued that defining students' needs and using these as the basis for course design will increase students' motivation, as they will see the immediacy of what they are learning, and the course will in turn become more effective (Basturkmen & Elder 2004: 674). It can be argued that NA is essential for providing students with the most efficient and motivating language learning opportunities. Thus, conducting a

thorough NA should be the first step of compiling any ESP syllabus and developing the course materials, if we wish to ensure that our students feel inspired and motivated, and that their learning supports their future professional endeavours.

2.1. The concept of needs and needs analysis

In order to carry out a NA, it is essential to understand what it means and incorporates, who should be involved, what are the processes and reasons behind one. Starting from the latter, before conducting a needs analysis, the researcher first needs to determine the purpose of the analysis to be carried out (Richards 2001: 52; Brown 2009: 270). The reasons for conducting a NA are abundant, but the main purpose of conducting a NA seems to be designing a course and developing a syllabus (e.g. Basturkmen & Elder 674; Richards 2001: 67; Dudley-Evans & St. John 1998: 126; Hutchinson & Waters 1987: 12). Nevertheless, as Cameron (1998: 204) points out, the outcome of the NA does not immediately constitute a syllabus, but does supply input to create one. This is precisely the far-reaching aim of the present study – to conduct a NA, the results of which would serve as the basis for the content, materials and methods for ESP courses for the active service personnel in the EDF.

The term *needs analysis* itself was first coined in the 1920s by Michael West, who was trying to determine how and why students should learn English (West 1997: 68). Since then many researchers have tried to provide a working definition of the term, but as West (1997: 70) points out, it has been difficult to agree on a unified definition. As researchers have approached the issue from different angles, they have also provided slightly different definitions. In the simplest terms, Richards (2001: 51) has stated that needs analysis is a combination of “procedures used to collect information about learners' needs”. A similar definition is supplied by Basturkmen and Elder (2004: 674) who see NA as an “attempt to systematically collect information about the communicative demands faced by those in the

target situation” as well as Hutchinson and Waters (1987: 12) who call for “identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation”. Likewise, Brown (2009: 269) has stated that needs analysis “refers to the processes involved in gathering information about the needs of a particular client group in industry or education“. This type of approach to needs analysis can be classified as what West (1997: 68) calls “target-situation needs analysis”, as it only concerns itself with what students will most likely be faced with in the future, without any regard for their present situation.

It is important to remember that collecting information about the target situation and learners' subjective needs alone is not enough. Additionally, it is also important to identify the gap between the students' current knowledge and abilities and the future needs and requirements (Basturkmen & Elder 2004: 674). The latter approach became more widely used in the 1980's as deficiency analysis (West 1997: 70) or discrepancy approach (Cameron 1998: 206), as comparing the target situation needs and current proficiency enables us to define the discrepancies, leaving us with a thorough understanding of the learners' actual needs. Thus, for the purposes of the current research we shall define needs analysis as a process of collecting information about the target situation and identifying the gap between the students' current abilities and desired future proficiency.

Arising from the definition of needs analysis is also the definition of needs as such. Most authors seem to agree that there are different types of needs present. Richards (2001: 53) distinguishes between perceived and present vs potential and unrecognized needs, while Dudley-Evans and St. John (1998: 123) differentiate between product and process oriented needs, with the former arising from the target situation and the latter from the learning situation. West (1997: 71) also points out synonyms for needs, such as lacks, deficiencies, and subjective needs in order to point out the deficiency aspect of needs. Hutchinson and Waters (1987: 55-56) in turn point out the need to distinguish between necessities, lacks and

wants of the students in the process of a NA. The authors see necessities as the needs determined by the demand of the target situation; lacks as the gap between the target and existing proficiency; and wants as subjective wishes of the students. The latter distinction is also the one used in the current research. Necessities are seen as the tasks active service personnel has to carry out using English; lacks are seen as the problems and deficiencies experienced and wants as the hopes and subjective expectations for language courses in the EDF.

This, however, raises the question of whose needs should receive priority – the students' or the institutions' (Benesch 1996: 724)? It may very well be the case that the future objective is that of the institution rather than the student. Along the same lines Dudley-Evans and St. John (1998: 123) highlight the difference between objective/perceived and subjective/felt needs, defining the former as verifiable and “derived by outsiders from facts”, and the latter “as felt and seen by students themselves”. On the other hand, there are authors who claim that needs can never be truly objective, as they are always interpreted by someone and hence dependent on the subjective values and ideas of the interpreters (Richards 2001: 54).

Even though Aho (2003) views the needs expressed by superiors in the military as being objective needs, in the case of the current study superiors and stakeholders are seen rather as domain experts themselves as well, thus they are not considered outsiders, nor their views objective. As at present we have no objective way of verifying the needs or lacks of the EDF active service personnel, in the scope of the current paper only subjective needs will be analysed. In order to identify the subjective language needs, data should be collected on wants, means, present target situation, learner preferences and course information (Dudley-Evans & St. John 1998: 125). Therefore, the current phase of the study will concentrate on identifying the tasks, lacks and wants as perceived by the active service personnel of the EDF themselves, concentrating of domain experts and stakeholders.

2.2. Task-based needs analysis

There are as many approaches to carrying out a NA process as there are approaches to defining NA and needs. Martin (2010) lists 6 different types of NA: Target-Situation Analysis, Present-Situation Analysis, Strategy Analysis, Means Analysis, Learning-Centred Approaches, and Language Audits. Similarly, West (1997: 71-72) offers a list of 5 approaches to NA: Target-Situation Analysis, Deficiency Analysis, Strategy Analysis, Means Analysis, and Language Audits. Recently an increasing number of researchers (e.g. Long 2005; Basturkmen & Elder 2004; Jasso-Aguilar 1999) have made a case for a task-based NA, where the unit of analysis would first and foremost be the tasks students will be faced with in the target situations. As ESP concerns itself first and foremost with the set of tasks learners will have to carry out in their current or future working environments rather than with general overall mastery of a language (Richards 2001: 33), the idea of tasks is already embedded in the notion of ESP.

A task-based NA starts with identifying the target task that Gilabert (2005: 184) defines as “a differentiated process domain experts have to carry out in English”, which can be further divided into sub-tasks. According to Malicka (2017: 3) task-based NAs usually collect information about the following: general focus and goals of the task; frequency of their performance; task features (participants, channel, topic, spatial setting, psychosocial environment, rules of interaction, non-verbal aspects, etc.); competencies, skills, and language needed to perform the task; steps and sequences of procedures of the tasks; variables contributing to task complexity (e.g. available planning time, degree of reasoning required) and sources of difficulty (e.g. lack of material or linguistic resources); performance standards that can be used for the assessment of the task outcome. Thus, it is the task of the researcher to find out the nature, complexity and frequency of the task and its subtasks, the skills needed and steps taken to carry it out as well as the difficulties experienced. As the

current study only constitutes the first phase on the NA project, only the first two aspects will be researched at this point.

Basturkmen and Elder (2004: 675) consider such an approach especially suitable for post-experience students, who already possess a wealth of knowledge with regard to their target situation and mostly lack only the language element. While identifying specific language-related tasks might prove difficult for pre-experience learners, who may not have a clear idea of their actual future role, post-experience learners, who are well familiar with the specific demands of their jobs should be easily able to identify the tasks for which language is required in their position. Another strong supporter of the task-based NA, Long (2005: 22-23), claims that it is a highly suitable alternative as most job descriptions (including in the military) are built around tasks already and this approach provides more informative, applicable and valid results, as tasks are easier for most parties to identify than linguistic units of language functions and the results can be more easily translated into a task or content-based syllabus. Lambert (2010: 100) suggests that as a result stakeholders and learners will feel more engaged and included in classroom activities.

Considering that NA studies are generally carried out with the aim of compiling a suitable course syllabus, task-based needs analyses are seen as the best practice as well, as they “readily lend themselves as input for the design” of different types of courses (Long 2005: 23). As Malicka (2017: 2) states:

(A Task-based) NA not only identifies a ‘map’ of the typical tasks and sub-tasks that a specific community of users may need, but it also provides rich information about the content and goals of each task, the steps that need to be taken in standard performance of a task, the cognitive operations, communicative procedures, and linguistic requirements needed to achieve the task goals, and the criteria for assessing the acceptable accomplishment of the task outcome.

Thus, it is hoped that choosing a task-based NA as an approach to analysing the deficiencies and discrepancies between the present situation and future goals, the final objective of drawing up a suitable syllabus is made easier.

As the job description for most military specialities is already essentially task-based

and there is little hope that students or stakeholders could provide much input in terms of linguistic items needed for the tasks, it seems that this approach would be suitable in case of the EDF as well. Several NA studies (e.g. Lett 2005; Park 2015; Thomson 2015; Aho 2003) carried out in the military context in recent years have like-wise adopted a task-based approach. Taking the aforementioned into account, the overall approach to NA taken in the present study will be that of task-based NA, as suggested by Long (2005) and the research methods are chosen with the aim of identifying the tasks to be carried out by the service members in English language environments as well as their perceived lacks and wants.

2.3. Methods of needs analysis

With regard to the methods available for conducting a NA, there is a multitude of options available. As Cunningsworth (1983: 154) states, “There is no foolproof method for analysing needs.” The idea is echoed by Dudley-Evans and St. John (1998: 126) who claim that the outcome of a NA is always dependent on “who asks and answers the questions, what questions are asked as well as who analyses the results”. It is apparent that the results of a NA research are highly dependent on the research methods and sample chosen. While Long (2005: 31-32) has provided a list of 21 methods for collecting information for a NA, Brown (2009: 278-279) has condensed the variety of data collection procedures available in literature to list 8 categories, each of which includes more detailed subcategories – existing information, tests, intuitions, observations, interviews, meetings, questionnaires, and target language. With regard to the abundance of methods Huhta (2010: 140) points out an additional issue – not all methods are methods *per se*, as some actually refer to the data collection phase, others to the place, or even to the outcome of research results. We could also claim there to be some overlap between data collection methods and sources – should studying documents and existing information be treated as a method or a source?

No matter how many different methods researchers list, what they opt to call them, or how to categorise them, there seems to be one aspect that the majority of authors agree on – the need to combine different methods (e.g. Richards 2001; Long 2005; West 1997; Hutchinson & Waters 1987; Serafini et al. 2015). As Long (2005: 32) states, there is a great likelihood that by using a variety of data collection methods we are able to “increase the quality of information gathered”. Similarly, West (1997: 72) emphasises the need to combine several different methods “in order to obtain a complete and accurate picture”. The use of a minimum of two methods will help to increase the reliability and validity of the data obtained (Serafini et al. 2015: 12) and should thus be essential for yielding credible and applicable results. Hence, the current NA study will incorporate interviews and questionnaires in order to insure the validity and reliability of information.

Even though using a variety of methods would be preferable, in the scope of the current research several methods will be unavailable. Although Long (2005: 25) argues for the usefulness of studying published and unpublished literature, unfortunately there is not much published material available regarding the tasks of active service personnel. Even though there are several NA studies carried out in the field, the majority of results are quite vague, concentrating only on the four language skills (e.g. Ekinici 1995; Shamsudin 2012; Khushi 2012; Alshabeb et al. 2017), topics of interest (e.g. Solak 2010) or yielding very general results with regard to tasks (e.g. Qaddomi 2013, Cechova et al. 2012, Nedoma et al. 2011). The more substantial and task-based research carried out by Park (2015) is equally inapplicable as it only involved the Navy personnel. Likewise, Aho's (2003) thorough task-based NA carried out among the Finnish peace-keepers is only partially relevant as it includes a limited context of a peace-keeping mission. The NA study conducted in the Australian Defence Forces (reported in Thomson 2015), where specific tasks were determined in order to inform the new syllabi, focused on military linguists speaking languages other than English. The most thorough investigation into the tasks carried out by

active service members has been conducted by the US Army (reported in Lett 2005), unfortunately the research paper concentrates solely on the procedure of the study and fails to report the findings. The two research papers written on the English language use of the Estonian armed forces (Biene 2013, Laur 2015) are not very useful either as both only study junior officers in one particular branch. Thus, there is no published research the methodology or sources of which could be considered applicable to the case of the present paper. However, certain categories of tasks that emerge from the published literature were taken into account when carrying out the interviews in order to probe for more varied information.

As for job descriptions and various other relevant unpublished documents in the military setting, unfortunately they are either missing (such as manuals listing common tasks for soldiers, NCOs and officers, such as used by the larger armed forces) or largely confidential, and can unfortunately not be used for the current research. A similar problem was encountered by Park (2015: 21) in the military context. Even the job descriptions available to the researcher are not of much use as they are highly individualised. As a matter of fact, there are around 3,000 job descriptions in the EDF, making it unfeasible and impractical to go through all of them in order to draw up a list of tasks relevant for language learning.

Likewise, observation is a delicate matter as security is highly prioritized in the military and most activities, including exercises and training courses, not to mention operations, are not open to outsiders. Though it would undoubtedly be beneficial to observe military personnel in action in order to witness and document first hand the language used and the tasks fulfilled, security and time constraints did not allow for this method to be used. Observation is, however, planned for the next phase of the study.

In fact, Cunningsworth (1983: 154) warns that researchers should be aware that some relevant information for conducting a NA might be missing or unavailable. Therefore, these are the limitations we must accept in the context of the current study.

2.4. Sources of needs analysis

Another major issue to consider prior to conducting a NA, apart from how to get the information, is the question of who to ask for information. It is clear that teacher insight and intuition alone cannot be enough for determining what and how to teach. Similarly to using a variety of methods, researchers also encourage the administrators of NAs to use a variety of sources, as information from any single source could be biased and inadequate (Richards 2001: 59) or the information could simply be too variable and complex for one source to identify (Cowling 2007: 435). Thus, among the sources to be consulted, Long (2005: 25) lists published and unpublished literature, learners, teachers and applied linguists, domain experts and triangulated sources.

While traditionally NAs have centred on objective views of outsiders, such as linguists, and their intuitions on what the target situation requires from the students, nowadays more and more studies are leaning towards subjective ideas (Basturkmen & Elder 2004: 677; Cowling 2007: 428). This approach manifests itself more and more often in the researchers' call for including students' input in the NA process (e.g. Brunton 2009; Jasso-Aguilar 1999; Dudley-Evans & St John 1998; Richards 2001). According to Norris (2005: 589), students should be taken "as the point of embarkation" when carrying out a NA. It is essential to mention that here we do not take students to mean personnel currently studying English either in in-service courses or in formal education. Rather we mean target students – active service personnel of the EDF in need of in-service language training sometime in the future. While Long (2005: 26) warns researchers that pre-experience learners are likely to be unreliable sources of information as they have little knowledge of what their future job will entail, this is not a concern in the framework of this research as all learners are in-service informants. According to Long (2015: 111) these types of learners can be expected to provide reliable and accurate descriptions of the tasks that their work involves.

As many researchers (e.g. Brunton 2009; Dehnad et al. 2010; Cowling 2007; Jasso-Aguilar 1999) have discovered significant discrepancies between student and other informants' views, it is apparent that relying solely on the needs of the students would not suffice. In addition to students, other insider views are suggested to be taken into account – several authors (e.g. Cowling 2007: 428; Lockwood 2007: 409; Long 2005: 62; Serafini & Torres 2015: 449; Belcher 2009: 14) suggest concentrating on domain experts instead of the more conventional reliance on linguists, teachers and pre-experience learners. Studies (e.g. Gilabert 2005; Lockwood 2007) have shown that it is precisely the subject matter experts who are able to provide the most useful information. In the case of the EDF the domain experts are also potential future learners of English. The specialists in different fields and on different levels are the ones who are most knowledgeable when it comes to the tasks they need to carry out using English. Experienced officers and NCOs are the subject matter experts when it comes to their everyday work. Equally, they are also the people in need of language training.

Additionally, Dudley-Evens & St John (1998: 131) emphasise the need to incorporate both outsiders as well as insiders in the data collection process. Similarly Richards (2001: 56) suggests involving different stakeholders – people who have a particular involvement in the language programmes. Stakeholders can be HR specialist, superiors, training specialists, etc. Including the stakeholders' views in the NA study will provide a wider and more thorough picture of the language needs of the EDF personnel. It can be assumed that the superiors and HR specialists have a different perspective, being more aware of institutional needs rather than personal ones, and concentrating on the overall objectives and aims. While domain experts are the best source of information when it comes to their daily tasks and everyday language use, commanding officers and HR specialists are the ones capable of providing information regarding the possible future directions and changes as well as more general institutional requirements. Thus, the study will include interviews with commanding

officers as well as personnel department specialists, who are likely to provide valuable information.

Finally, Serafini et al. (2015: 12) point out that as domain experts, learners and stakeholders are unlikely to provide any significant information regarding the linguistic aspects, the help of applied linguists and language teachers is equally useful. However, as the focus of the present study is on determining the English language related tasks the EDF active service personnel has to carry out, language teachers and linguists will not be included in the research at this point. This remains a research perspective for the future.

3. NEEDS ANALYSIS STUDY OF THE EDF

The NA study in the EDF is a multi-phase project and the current research only encompasses the first phase. The next phases will include an analysis of task features, steps and procedures, including a linguistic analysis of the identified tasks, an analysis into the source of difficulties, research into the criticality of the tasks, as well as a thorough analysis of the tasks and the language required in order to create language profiles for active service positions. While the first phase of the study concentrates on subjective needs, the following phases will also incorporate objective needs, including the views of allies, linguists and superiors.

The aim of the first phase was to identify the English language needs of the EDF active service personnel for the purpose of which target tasks along with the perceived frequency and difficulty of these target tasks were defined. By identifying the difficulties and problems with specific tasks, lacks were determined. Additionally, the research aims to uncover the EDF personnel's wants for the in-service language courses offered by the LC of the EDF.

The research question of the current study is the following: What are the needs, lacks and wants of the EDF active service personnel for the in-service English courses? In order to answer the research question the following aspects were researched: Which language skills are considered most essential by active service personnel? What tasks does the active service personnel of the EDF carry out using English? What is the frequency of the tasks? What are the problems experienced by EDF active service personnel in terms of use of English while performing target tasks? What are the experiences with and hopes for English language in-service training?

Prior to starting the research permission and clearance were obtained from the Centre of Applied Studies of the ENDC and the personnel department of the EDF to conduct both

interviews as well as the survey questionnaire and to complete the study.

3.1. Methods and sample of the study

The first step of the NA included carrying out semi-structured interviews with different stakeholders in order to identify the tasks EDF personnel carries out using English. Qualitative inductive methods such as interviews are considered most useful for determining the initial categories of needs (Long 2005: 31). Using open-ended methods first is considered essential as it guarantees that the needs which the needs analyst may have overlooked will not be precluded (Serafini et al. 2015: 13). Were the researcher to present an already drawn up list of tasks or needs to the informants, there is a great likelihood that several aspects would be ignored as it cannot be assumed that the researcher has been able to cover all possible needs and the respondents would likely stay within the given boundaries. In order to yield as much and as varied data as possible, the initial methods used should be open-ended and qualitative in nature. While Richards (2001: 61) points out that structured interviews ensure more consistency across different responses, Long (2005: 36) calls for the use of unstructured interviews to allow for more in-depth analysis of the issues. In the current research semi-structured interviews were used.

Since due to time constraints interviews generally use a limited number of participants, the data gathered cannot be generalised to larger populations. Therefore, in order to ensure that the qualitatively accumulated information is valid for a larger sample, a top-down, quantitative, deductive instrument should be used (Serafini et al. 2015: 13). The findings from the semi-structured interviews will be analysed and categorised in order to draw up a list of tasks and sub-tasks on the basis of which a questionnaire will be compiled. The use of questionnaires is probably the most common instrument used for NA as it is relatively easy to prepare, can be used with a large sample and allows easy analysis (Richards

2001: 60; Long 2005: 39).

With regard to sampling, a purposive sample was used for semi-structured interviews. According to Cohen et al. (2007: 115) a purposive sample is crucial if a researcher wishes to access informants who are especially knowledgeable about an issue and are able to provide varied in-depth information. As the aim of the stakeholder interviews was to obtain as much information as possible about the tasks active service personnel carries out, a random sample would not have been beneficial.

For domain experts possibly a stratified random sample would have been preferable, in order to gather data that reflects the needs of the target population accurately and reliably (Serafini & Torres 2015: 449). However, this is difficult to achieve as it is both expensive and time-consuming in a large organisation (Long 2005: 34), especially in the military context due to practical impediments (Lett 2005: 121). Similar issues with gaining access to a suitable sample in the military field were experienced by Orna-Montesinos (2013), Park (2015) and Thomson (2015). Primarily, though, the aim was to access people with substantial experience with using English in the EDF in order to determine the lacks and wants for language training. According to Cohen et al. (2007: 115) a purposive sample is the best option for getting detailed information. Hence, in the current research phase purposive sampling was used for the semi-structured interviews. The survey questionnaire was made available to the entire active service personnel of the EDF.

As the sample of the different phases of the study is somewhat overlapping, a few words of explanation are needed. Generally speaking, the entire sample of the study consisted of domain experts – experienced active service personnel of the EDF. At this phase no outsiders (linguists, allies, policy makers, etc.) were included. While stakeholders can also be considered domain experts, their viewpoint and position in the interviews was different. The latter only represented themselves, speaking about their personal experience and problems with English, while the purpose of the stakeholder interviews was to get more

institutional data about the entire unit the stakeholder represented. The stakeholders described the tasks of the personnel of their unit on every level and in every position to the best of their knowledge, while the domain experts only discussed their own personal language use. Although the researcher has no data whether any of the participants in the semi-structured interviews also filled in the survey questionnaire, it is certainly possible.

3.2. Process of the study

3.2.1. Semi-structured interviews with stakeholders

In the first phase of the empirical study semi-structured interviews were conducted with the representatives of all EDF subunits. As according to Serafini and Torres (2015: 464-465) an open-ended method can successfully be used as the first step in a NA study in order to identify a comprehensive list of real-world tasks. This was precisely the aim of the stakeholder interviews – to get as broad an understanding as possible regarding the tasks of active service personnel. Thus, an e-mail was sent out from the personnel department of the EDF to all units (total of 13), asking them to appoint a point of contact (POC) who would be the most knowledgeable regarding the daily tasks and activities of the employees in the subunit as well as have the most information regarding their use of English. The request was understood differently by different units, resulting in some units appointing a POC for each subunit, while others appointed only one POC for the entire unit.

All in all, 12 out of 13 units responded to the request and a total of 22 representatives were appointed. Interviews were carried out with all of the POCs. Although some units were only partially represented as POCs were appointed for only certain subunits, we can claim that the tasks within the subunits are relatively overlapping in order to be considered representative of the entire unit. Thus, the data gathered can be considered to be comprehensive enough for conclusions to be drawn. The unit that is the most represented by

stakeholders – the 1st Infantry Brigade (1st INF BDE) is also the unit that has the closest co-operation with allies located in Estonia and this unit has almost entirely switched to English as their working language. It was, therefore, actually very beneficial to get a comprehensive overview of their daily activities from a variety of sources.

Out of the 22 stakeholders 8 (36%) were Chiefs of Personnel, 7 (32%) were Unit Commanders, 4 (18%) were Chiefs of Staff and 3 (14%) were personnel officers/specialists. The detailed info about the participants in stakeholder semi-structured interviews is provided in Table 1 in Appendix 1.

The main aim in the framework of the current study was to compile a list of tasks the EDF active service personnel fulfils using English that would serve as the basis for compiling the quantitative needs analysis questionnaire. The interviews were semi-structured, with some predetermined questions to guide the interview and probe for the most relevant information. The general questions guiding the interviews were the following:

- How important is the knowledge of English in your sub-unit? Which skills would you consider most important?
- What specific tasks does the personnel of your unit carry out in English? What does the personnel need to read, write and communicate orally?
- Are there any differences in the tasks based on position/rank?
- Are you aware of any problems experienced by the personnel with regard to using English? Is the general language level of the unit sufficient for carrying out the tasks?
- What is your unit's experience with and/or opinion of the language training provided in the EDF?

The interviews were conducted face to face in Estonian in the office of the researcher or the interviewee, depending on the preferences of the interviewees. Two interviews were carried out over the phone due to timing and location issues. The interviews lasted from 52 to 97 minutes. While the aim was to record all interviews, due to security concerns when

conducting interviews in the offices of the interviewees no recording equipment was allowed on the premises resulting in only notes were taken on paper in case of six interviews. The rest of the interviews were recorded, and additional interview logs were kept in order to facilitate data analysis. In the next phase, tasks requiring the use of English were extracted and categorised, as well as parts of the interviews transcribed and initial themes categorised. In a later stage, themes were reviewed and refined.

3.2.2. Semi-structured interviews with domain experts

In the second phase of the research, semi-structured interviews were conducted with a total of 13 domain experts. The aim was to include at least one domain expert from each unit and larger sub-units. The subjects were chosen on the principle that they use English on a regular basis for their work in order to gain substantial and comprehensive information. Thus, a purposive sample was employed ensuring that only personnel who has substantial experience with English was included. The subjects were selected either by using personal connections or by asking the stakeholders from the first phase to recommend and help establish contact with the most relevant and willing domain experts. In order to gain varied information different ranks were included. Due to the fact that personnel who has served in the EDF for a short period cannot be expected to have a thorough understanding of their profession or have experienced a wide variety of tasks using English, only active service personnel with a minimum of 5 years of experience in active service were contacted. This means that lower ranking soldiers and junior NCOs were not included in the interviews because due to their short service and relatively limited tasks resulting from their positions they cannot be considered domain experts just yet. Out of the total of 13 domain-experts, 4 (31%) were senior NCOs, 4 (31%) were junior officers and 5 (38%) were senior officers. The detailed info about the participants in domain expert semi-structured interviews is

provided in Table 2 in Appendix 2.

The aim of the interviews was to validate and specify the data obtained from stakeholder interviews in order to get a comprehensive view of the tasks active service personnel needs to carry out in English. Additionally, the interviews were used to identify problems domain experts experience while using English that would serve as the basis of the survey questionnaire. The general questions guiding the interviews were nearly the same as in the stakeholder interviews:

- How important is the knowledge of English in your job? Which skills would you consider most important?
- What specific tasks do you carry out in English? What do you need to read, write and communicate orally?
- What problems have you experienced with regard to using English? Which tasks are the most problematic for you?
- What is your experience with and/or opinion of the language training provided in the EDF? What kind of language training do you consider necessary?

The interviewees were asked to supply basic bio data, including their rank, unit and years in service. They were asked to describe tasks they regularly carry out using English. In order to probe for more comprehensive data, the target situations identified by the stakeholder interviews were suggested in case the domain experts did not mention the situations themselves. Interviewees were asked to describe the specific tasks in the framework of each situation and to expound on any problems they had experienced when conducting the tasks. Finally, the interviewees were asked about their experience with and expectations for English courses in the EDF.

The interviews were conducted face to face in Estonian, the native language of both the domain experts and the interviewer, in the office of the researcher. All interviews were recorded. The average duration of the interviews was 1 hour. The interviews were later

transcribed, and using thematic data analysis categories of themes were induced. The categories were analysed, reviewed and refined.

3.2.3. Survey questionnaire

The survey questionnaire was based on the information obtained from the stakeholder and domain expert semi-structured interviews. The gathered data was analysed and synthesised to eliminate or broaden too specific tasks and problems (needs and lacks) as well as to avoid repetition of items too similar in nature. The list of tasks and problems mentioned was condensed in order to slightly shorten the questionnaire and limit response time – certain tasks were merged with similar ones or broadened to cover a more extensive task/problem. The aim of the questionnaire was to triangulate the results and to collect quantitative data in addition to the qualitative data gathered from the interviews.

The questionnaire was compiled based on the same principles as the interviews. Respondents were asked about basic bio-data – their rank, unit and years in service. They were then asked about the importance of English in their work, including which aspects of English they consider most important. In the next part of the survey respondents were asked about the tasks they carry out in English, concentrating on the frequency and difficulty. In the third part of the survey respondents were asked to give feedback to the English courses they have taken in the last 3 years, if any. And lastly, a set of questions examining the respondents wants in terms of future language courses were included. Respondents were asked about their preferences with regard to the timing, form and content of the courses.

The questionnaire (see Appendix 3) consisted of 18 questions, 11 of which were closed questions, either Likert type questions (7 questions) or multiple choice (with either single response or multiple responses) questions (4 questions) and 7 were open answer questions. Closed answer questions were chosen to facilitate extensive coverage while

limiting response times, to allow for relatively easy analysis and clarity. In order to avoid the overuse of the 'neutral' category, the scales were 4-point scales with the middle option removed. Although Serafini et al. (2015: 13) warn that questionnaires using closed items only test the hypothesis of the analyst, the measure was deemed appropriate as the aim was to test the generalisability of the results obtained through the semi-structured interviews and the closed items were thus based on open-ended procedures. To allow for elaboration and possible qualitative data, all Likert scale questions included an open answer option at the end to enable respondents to add information or specify their answers.

The questionnaire was compiled in the EDF e-learning environment Ilias. This was chosen as the means due to the fact that there are regular surveys carried out using the same platform and service members can be expected to be familiar with the environment. Additionally, the environment ensures that the results of the survey stay classified and allows for more security than public survey platforms such as Google Forms, SurveyMonkey, etc. In order to ensure the anonymity of the respondents as well as to facilitate access, the questionnaire was made available without having to log in.

As piloting questionnaires is highly recommended in order to eliminate any ambiguities (Richards 2001: 60), the questionnaire was first piloted with two officers and one NCO in order to avoid any ambiguities and other issues as well as to have an estimate on the amount of time filling in the survey would take. Some changes were made to the original questionnaire after feedback from the participants. The wording of some questions and categories was changed as well as some technical problems fixed. The piloting was done offline so the results of the piloted questionnaires are not included in the overall results.

An e-mail with the link to the questionnaire was sent to the entire staff of the EDF through the appropriate mailing lists inviting all active service personnel to participate in the survey. The questionnaire was online April 1st – April 30th. In order to allow time for data analysis, the results were retrieved on April 18th. Thus, only a partial sample is analysed here.

A total of 326 respondents started filling in the survey. However, the data of the ones who had only answered the questions in the first block about their bio data (n=53), were excluded from the overall analysis. Other responses were included in data analysis, even if the respondent had skipped a question or a block later on. The sample consisted of 273 active service members. The average response time was 16 minutes, ranging from 3 to 86 minutes.

RANKS						
UNITS	Soldiers	Junior NCOs	Senior NCOs	Junior officers	Senior officers	Total %
General Staff	0	0	2	6	20	28 10.26%
1 st Infantry Brigade	3	3	17	15	8	46 16.85%
2 nd Infantry Brigade	0	3	17	8	9	37 13.55%
Navy	0	2	3	10	2	17 6.23%
Air Force	0	1	10	8	3	22 8.06%
Support and Signal Battalion	2	4	7	8	3	24 8.79%
Combat Support	0	3	21	10	5	39 14.29%
Military Police	1	1	2	5	2	11 4.03%
ENDC	0	0	6	3	6	15 5.49%
Defence League	0	1	14	9	8	32 11.72%
Other	0	0	1	0	1	2 0.73%
Total	6	18	100	82	67	273
%	2.2%	6.59%	36.63%	30.04%	24.54%	100%

Table 3. Ranks and units of survey questionnaire respondents (n=273).

The representation of ranks and units in the sample is presented in Table 3. The largest proportion of respondents were from the 1st Infantry Brigade (1st INF BDE): 16.85% (n=46), which is also the largest unit as well as the one that uses most English in their everyday work. The 1st INF BDE was closely followed by Command Support (CS) (14.29%) and the 2nd Infantry Brigade (2nd INF BDE) (13.55%). The units least represented in the

survey were Military Police (MP) (4.03%) and 'Other' units (0.73%).

As for the categories of ranks, senior NCOs made up the largest group of respondents: 36.63% (n=100), followed closely by junior officers: 30.04% (n=82). The least responses were from soldiers: 2.2% (n=6) and no generals responded to the survey questionnaire. The latter is not surprising as the total number of generals in the EDF is only ten.

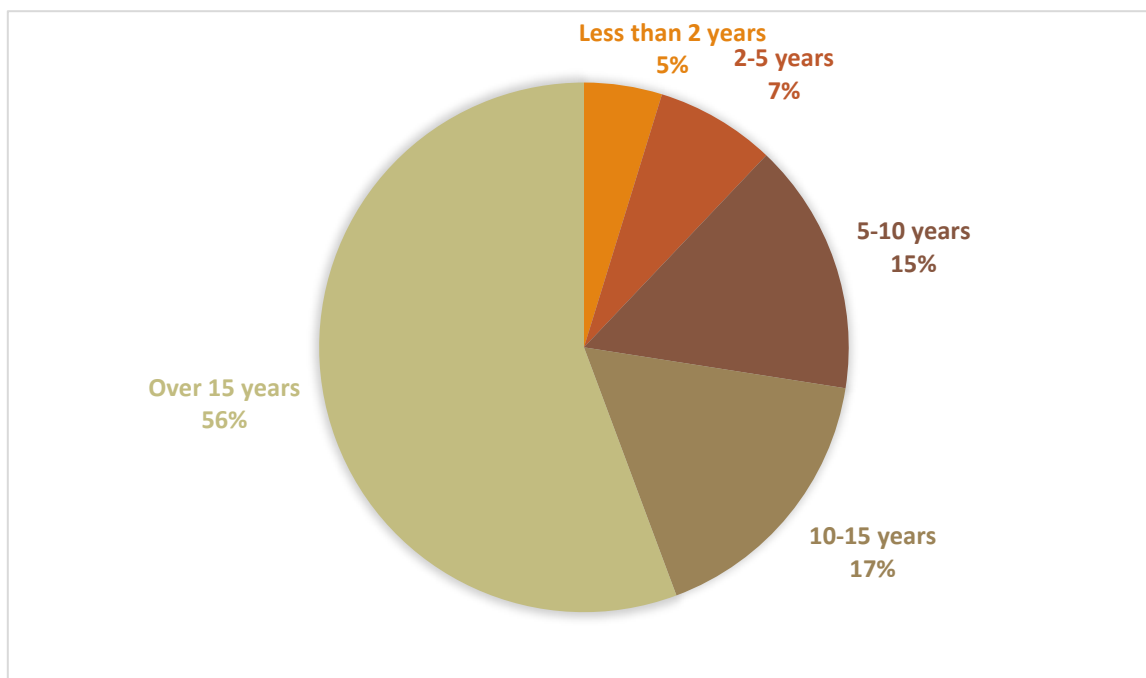


Figure 1. Survey respondents' length of active service in the EDF (n=273).

The approximate number of active service personnel in the EDF is 3000, which means that the current sample comprises about 9% of the total population. Due to security restrictions the specific number of personnel from units and rank groups separately cannot be discussed. The largest group of active service members are NCOs, followed by officers and the smallest group is soldiers. Officers are over-represented in the sample possibly due to their greater interest in the matter or as a result of the nature of their assignments that gives them easier access to Ilias and computers in general. Conscripts are not included in the above number as the NA study does not investigate this group.

As for the respondents' length of service in the EDF, it can be seen from Figure 1 that over half of the respondents had been in active service for more than 15 years (n=152), which

hopefully means they are true domain experts and able to provide in-depth and extensive information regarding their language needs. 13 respondents had served for less than 2 years, 20 respondents for 2-5 years, 42 respondents had been in active service for 5-10 years, and 46 respondents had 10-15 years of experience in the EDF. Nearly three quarters (72.16%) of the respondents had thus served in the EDF for over 10 years.

3.3. Analysis of results

For the qualitative analysis of the interviews, thematic data analysis was used in order to identify the emerging categories and themes through an inductive approach. The recorded interviews were transcribed, data was read and reread, analysed and initial categories created. A list of tasks was extracted, categories for the important skills, problems experienced and language training wants were induced.

For analysing the responses to the questionnaire surveys, the data was fed into MS Excel and analysed statistically. Following Brown's (2006: 282) claim that NA studies tend to be qualitative in nature, even when using quantitative data collections methods and procedures, and considering the fact that this was a descriptive study, data was only analysed by employing descriptive statistics. Thus, frequencies and percentages within categories were calculated and are presented in tables and graphs. The verbal values used in original questionnaire were coded into numbers for an easier approach to data analysis; however, this does not mean that the responses were treated as numeric – the variables are still treated as categorical or ordinal depending on the type of the questions in the questionnaire. As the questionnaire included several open questions, thematic data analysis was used in these cases as well in order to identify specific categories.

The data are presented in four sub-paragraphs, concentrating only on the most essential questions that provide a comprehensive answer for the general research question –

the importance of English and individual skills; the frequency of tasks carried out in English; the problems experienced by active service personnel; and the experiences with and wants for language training in the EDF. Other survey questions will not be analysed at this point due to the scope of the present study. The data obtained through interviews will be presented first and later compared with questionnaire responses in the same chapter in order to allow for easier comparison. Finally the results of the current study will be discussed in more detail and analysed in relation to research data from other studies in the ME field.

Due to the small representation of the 'Other' units in the survey questionnaire, the respondents were not included in the detailed unit-based analysis of data, resulting in two respondents being omitted from the analysis of results where units were analysed individually. The responses were still included in the overall data analysis as well as analysis by rank groups. Similarly, the data of soldiers will be analysed together with junior NCOs as a result of a small number of respondents.

3.3.1. Importance of English

20 out of 22 stakeholders claimed that the knowledge of English is very important in the military during the interview process. The general consensus of interviewees can be summarised by Stakeholder 9: "I don't think it's possible to be in the military in present day Estonia without speaking any English. That would be very short-sighted indeed." A similar view was shared by all domain experts, who agreed that English has become a core competence for the military. 100% of the domain experts interviewed considered English either very important or important in their work. The words of Domain expert 3 can be used to summarise the views of all domain experts: "There is no way I could do my job without a good working knowledge of English." However, we need to acknowledge that the domain experts were chosen as interview subjects specifically because they have considerable

contact with English and thus the responses could have been predicted in advance.

Nonetheless, there are significant differences in the frequency of English used both between units as well as within units. There are units that have almost entirely switched to English (such as the Scouts Battalion and other subunits of the 1st INF BDE), using it as the main working language and there are those who have only infrequent contact with English due to their specific field or activities. For example, Stakeholder 22 said: “I don't think we use English half as much as some other units. Maybe people come in contact with it when training abroad or at an exercise once or twice a year, but as for everyday use, I can't say we have any real need for it.” Thus, we can see that there are differences in the importance of and need for English between units.

Differences were apparent not only in different units but also within the same unit.

As pointed out by Stakeholder 2:

Well, some people here need it every day. They write reports, e-mails, go on training courses, read manuals, and so on, and so on. And then there are those, like me, who hardly use it at all. Maybe someone calls once a month or I need to read a page or two, but that's it. So it really depends on your position.

It is apparent that there are some positions, where active service personnel does not use or need English on a regular basis. The need for English depends, first and foremost, on regular co-operation with allied forces as well as NATO and other international institutions. Due to the nature of their work, some units have more frequent contact with the allies and foreign armed forces than others. However, as the major exercises in Estonia now use English as their working language, all units come into contact with operational English at least twice a year as well as during training events abroad.

Moreover, an important point was made by Domain expert 2:

I don't think it is that clear cut, that we can say that some positions don't need English at all. With the rotation system they may not need it now, but in 6 months they will be rotated to a different unit or even a different position in the same unit, and all of the sudden it becomes a necessity.

A similar idea was pointed out in the survey questionnaire, where one respondent

commented: “No knowledge of English. No need until now. Next position – knowledge of English essential.” Thus, it is apparent that we cannot only consider the needs set by the current posting, but rather need to adopt a more global view. Even if English is not required at a specific appointment, there is no telling where rotation will take the person in a few years. This is an important aspect that we need to consider when looking at the subjectively felt and expressed needs of the active service personnel – while they may not feel the need at present, the need may arise with the next rotation.

The importance of English was also verified by the survey questionnaire, where an overwhelming majority of respondents considered English to be either very important: n=123 (45%) or important: n=114 (42%) in their job. Only 33 respondents (12%) claimed English was not very important and just one respondent (0.4%) said English was not important at all. Two respondents chose not to answer the question. The only respondent who claimed English is not important at all, also commented on the aspect of importance, saying that he has had no need for English in his current posting, “but no-one can tell what the future rotations bring.” It is also noteworthy that over half (63.64%) of the respondents who did not consider English important in their jobs, were from two units, namely CS (n=11) and the 2nd INF BDE (n=10). The stakeholder of the former as well as the selected domain expert, however, claimed English to be essential in their field. In the case of the 2nd INF BDE, the stakeholder was also sceptical, whether English is that widely needed and used in their unit. Hence, we can see that there are some units that have not that much need for English.

In order to check for any differences between units and ranks the two aspects were analysed individually. A percentage of respondents for each group who said that English is ‘Very important’ was calculated. For a detailed overview of the data, the percentage of respondents who consider English very important is provided in Appendix 4. The analysis shows that the four units which consider English to be the most important are the General Staff (GS), Navy, Air Force (AF) and 1st INF BDE, where over half of the respondents

claimed English to be very important for their work. The units which consider English least important are the 2nd INF BDE and the Defence League (DL), where only a quarter of respondents consider English very important. As for the ranks, quite predictably senior officers place the highest importance on English, followed closely by junior officers. While 58.2% of the former and 56.8% of the latter consider English very important, only 33.3% of junior NCOs and soldiers and 32.1% of senior NCOs find English very important.

3.3.2. Importance of individual language skills

As for the importance of individual language skills active service personnel needs most, six distinct categories emerged: (1) oral communication, (2) military terminology, (3) reading, (4) writing, (5) grammar, and (6) general vocabulary. Interview data show that speaking is emphasised as the most essential skill. Stakeholders stressed the importance of being able to express themselves orally in a variety of different settings as well as being able to understand different accents, registers as well as rates of speech. In the words of Stakeholder 9: “It is essential that my staff be able to communicate in English. [...] They need to understand and make themselves understood. That is the most important.”

The same idea was stressed by domain experts. According to Domain expert 4:

I think speaking is the most important thing for me. And then understanding what I'm told as well of course. [...] I think that even if I may need to read more than to speak, for reading I have time. It's easier. [...] Speaking has to happen then and there, so it's more important to be good at it.

Thus, we can see that speaking and communicating is seen as essential. It is often time-sensitive and there is no opportunity to rely on outside help or resources. The same idea was validated by the survey questionnaire, where 67.27% (n=183) respondents marked the option ‘very important’ when asked about the importance of speaking. Only 7.35% (n=20) of respondents did not consider speaking very important or at all important. However, there is great variation evident between different units. While as many as 92.6% of the General Staff

representatives consider speaking very important, only 48.6% of the Command Support respondents agree.

Listening as a separate skill was not emphasised in the interviews, but only pointed out in connection with oral communication and being able to understand the person you are talking to. The importance of understanding spoken language came into play especially with regard to radio procedures and telephone conversations. Overall, oral skills were pointed out as being very important by all 22 stakeholders and 13 domain experts. The data obtained from the survey questionnaire show that understanding spoken language is considered essential. In fact, survey respondents found it the most important skill. 72.8% (n=198) of respondents said that mastering this skill was very important in their jobs and only 5.5% (n=15) service members claimed it not be very important or important at all. While nearly all respondents from the GS, AF, Navy and the ENDC agree that listening is very important, only half of the respondents from the Support and Signal Battalion (S&S Bn) and the CS share that understanding.

Even though stakeholders provided the longest list of tasks with regard to reading different materials in English, the importance of understanding written text was not emphasised by either stakeholders or domain experts. In the words of Stakeholder 6: "Reading is something we do, for sure. Not all and not too often, so I don't think it's that important. [...] It's easier as well." Thus, possibly the reason for reading being less important is that for reading the personnel has the use of extra resources at their disposal making this skill less critical. Reading is less time-sensitive and allows people to use the assistance of other people as well as dictionaries, glossaries and online resources. Therefore, even though reading is a task frequently carried out, interviewees did not consider it the most important. However, survey respondents chose reading as the second-most essential skill after understanding spoken language. 69.5% of respondents (n=189) claimed reading to be very important and only 6.25% of the active service personnel who filled the questionnaire (n=17)

said reading was not important or not important at all. It was the only skill, which as few as one respondent considered not important at all. The units which found reading the most important were the Navy and the GS, while the S&S Bn and the DL were the units that considered reading the least important.

Military terminology was emphasised as one of the essential aspects in the knowledge of English by most interviewees. According to Stakeholder 19: “These main terms and acronyms they just have to know by heart and we can’t have them make up their own random words or something.” Thus, knowledge of specialised terminology and acronyms were mentioned as a key competence by all 22 stakeholders and 13 domain experts as well. The information obtained through survey questionnaire was slightly more ambiguous: only 56.25% of respondents (n=153) said command of specialised terminology was very important. On the other hand, merely 6.2% of respondents (n=17) claimed terminology not to be very important or important at all. It is evident that even though the majority of respondents chose it as a very important skill, knowledge of military terminology is not considered as important as oral communication or reading. However, this is the skill with regard to which there is the least variation in the responses of different ranks and units – both NCOs and officers as well as the majority of all units seem to share the understanding that military terminology is important.

In addition to military terminology, the issue of a broad general vocabulary was mentioned by four domain experts (30.7%) and nine stakeholders (40.9%). Domain expert 2 explained: “You just feel so much more confident when you know the correct words [...] Of course I can explain in a different way, but in the orders and briefings it really is so important to know the right word for what you are talking about.” A similar result was provided by the survey respondents, out of whom 37.86% (n=103) considered having a broad general vocabulary as very important. Half of the respondents (n=136) claimed it was somewhat important and 12.13% (n=33) did not consider general vocabulary very important

or important at all. However, over half of the respondents (66.7%) from the ENDC find the knowledge of general vocabulary very important. Thus, differences are evident here as well.

Writing in English appears to be one of the most controversial issues. There are those who write something on an almost daily basis and then there are others, who nearly never need to write anything. There is a significant difference when we look at the responses – stakeholders representing staff units were much more eager to point writing out as an important skill, while stakeholders representing combat units did not see writing as worth mentioning. The same controversy was apparent in domain expert interviews. While three interviewees (23%) claimed writing to be an important skill for them and something they need to do regularly, others doubted its importance. Domain expert 6 put it: “Writing is not really important, I'd say. I hardly ever write anything. [...] So I think this is the least important of them all.” Predictably, writing is considered most important by senior officers and the General Staff. Even though only 30.88% (n=84) consider writing a very important skill, the majority of respondents (52.94%, n=145) still see it as somewhat important. The percentage of those who do not see writing as important or important at all is 16.17% (n=44). Although officers consider writing more important than NCOs, the difference is not too prominent. Thus, even though less striking, the controversy is apparent on the quantitative level as well.

In connection to both writing as well as oral communication, the usage of proper grammar was stressed as being important by six stakeholders (27.27%) and four domain experts (30.7%). On the whole, however, it seemed that even though the usage of proper grammar was considered problematic, the knowledge of it was not thought to be essential. The same idea is echoed in the survey questionnaire, where command of correct grammar is seen as the least important aspect in the knowledge of English. While 22.79% of respondents (n=62) see using proper grammar as not important or not important at all, the majority of respondents (54%, n=147) still see it as somewhat important. There is an obvious trend

visible that the respondents who consider writing more important, also consider grammar more significant, suggesting that the two skills are inseparably linked.

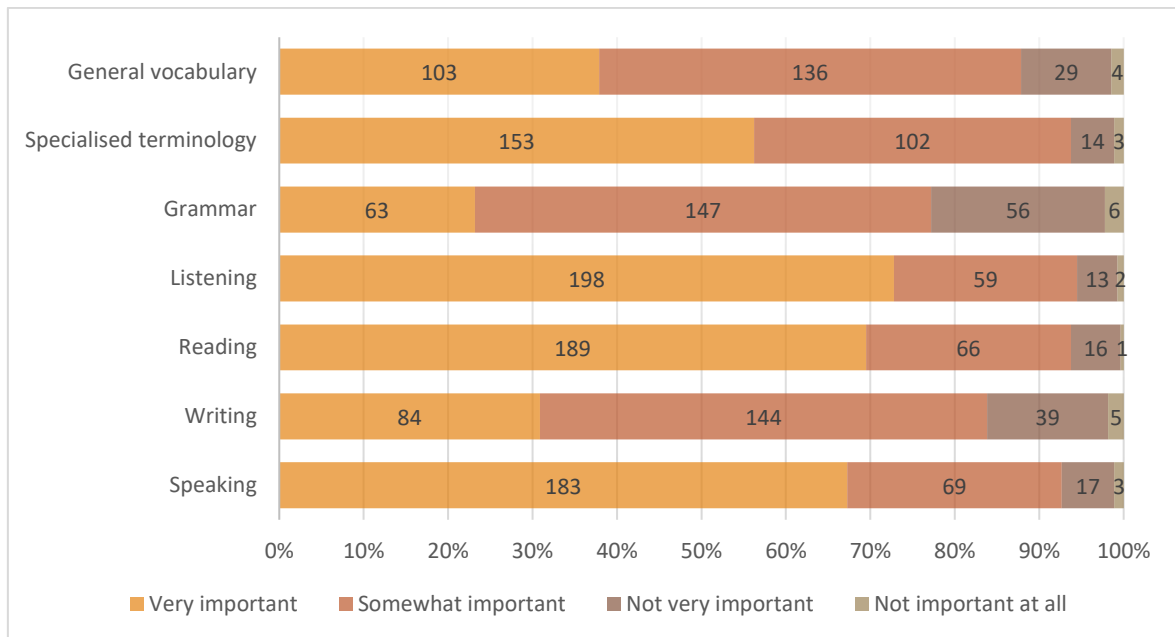


Figure 2. Proportional frequency of importance of individual skills (n=273).

The proportional frequency of individual skills as marked by the entire sample (n=273) is presented in Figure 2. In general, the data obtained through the survey questionnaire shows that understanding spoken language is the most essential skill, followed by understanding written text and speaking. Knowledge of correct grammar and writing are considered the least important. However, it is noteworthy that none of the proposed skills are considered trivial by the majority of respondents. For a detailed overview of the data, the percentage of respondents who find the skills very important is provided for ranks and units separately in Appendix 4.

3.3.3. Tasks carried out in English

As a result of the stakeholder interviews a list of tasks – specific activities requiring English – commonly carried out by active service members was drawn up. The tasks

mentioned were consequently analysed, categorised and condensed where necessary to compile the quantitative needs analysis survey. A total number of 59 tasks was identified from the notes and transcripts of the interviews (see Appendix 5, Table 6 for the complete list). The tasks can broadly be categorised into four categories according to the skill – reading, writing, listening, speaking – even though the two latter are somewhat overlapping. There seem to be not many purely listening tasks, i.e. tasks where personnel needs to listen to extensive monologues or lectures. Thus, most speaking and listening tasks are more accurately classified as oral communication or interaction.

It is important to note that according to stakeholders not all of the mentioned tasks are carried out by all active service personnel. The tasks, their frequency and criticality depend greatly not only on the position and rank of the service member but also on the unit and field. There are certain tasks that only staff officers and NCOs need to fulfil or those that personnel at a certain position deal with, regardless of their rank. Stakeholders explained that in very general terms we can say that senior officers and NCOs need to write more, read more documents and participate in higher level working groups and negotiations. However, as pointed out by Stakeholder 12: “Actually, all staff needs to be able to fill in for everyone else. They all need to be prepared to step up and do all those tasks, even if these are not normally their responsibility.” The same thought was echoed by Domain expert 6: “Even though I’m usually the one who does all the meetings and written things, then my NCO needs to be able to do the same, as he may need to substitute for me.” Several interviewees stressed the fact that the tasks depend, first and foremost, on the specific posting or job not rank, as it is usually certain positions that need English more than others, but the positions can be filled with service members of various ranks.

The block of questions concerning specific tasks carried out in English was answered by 265 respondents. When we look at the data obtained from the questionnaire responses we can see that a significant number of active service personnel claims not to use English for

almost any of the given tasks. In fact, five respondents (1.88%) claimed not to fulfil a single task in English, while another five (1.88%) only carry out one task a few times a year. At the same time five respondents (1.88%) carry out every single task at least on a monthly basis. Hence, there is considerable variation in how frequently service members need to use English for work. When looking at the 30 responders who claim to use English least frequently, we see that the majority belongs to three units: CS (n=9), 2nd INF BDE (n=8), and S&S Bn (n=7) and over half of them (n=17) are senior NCOs.

The only two tasks that are carried out by more than 75% of the respondents are reading specialised literature and social interaction. The tasks most often carried out are related to reading and the tasks least frequently carried out are those that include writing. There are no tasks that the majority of active service personnel carries out on a weekly or even monthly basis. However, neither were there any tasks that none of the respondents carry out on a weekly basis. The least common of such tasks were writing summaries and analyses and conducting classes or giving lectures, which only two (0.75%) and three (1.13%) respondents respectively carry out on a weekly basis. The tasks that the largest number of respondents carries out at least once a week are reading specialised literature (n=58) and social interaction (n=55).

The tasks fulfilled by more than half of the respondents at least a couple of times a quarter are the following: social interaction (70.18%, n=186), reading specialised literature (69.05%, n=183), reading manuals (57.35%, n=152), listening to lectures/presentations (54.33%, n=144), reading reports (53.2%, n=141), writing informal letters (52.83%, n=140), and reading orders (50.18%, n=133). The majority of tasks are fulfilled by active service members at least a couple of times a year. Meanwhile, there are also tasks that more than half of the respondents never carry out, such as giving orders (60.75%), conducting lessons (53.58%) and writing orders (56.69%) and memos (53.96%). Figure 3 shows the frequency of individual tasks as chosen by survey respondents.

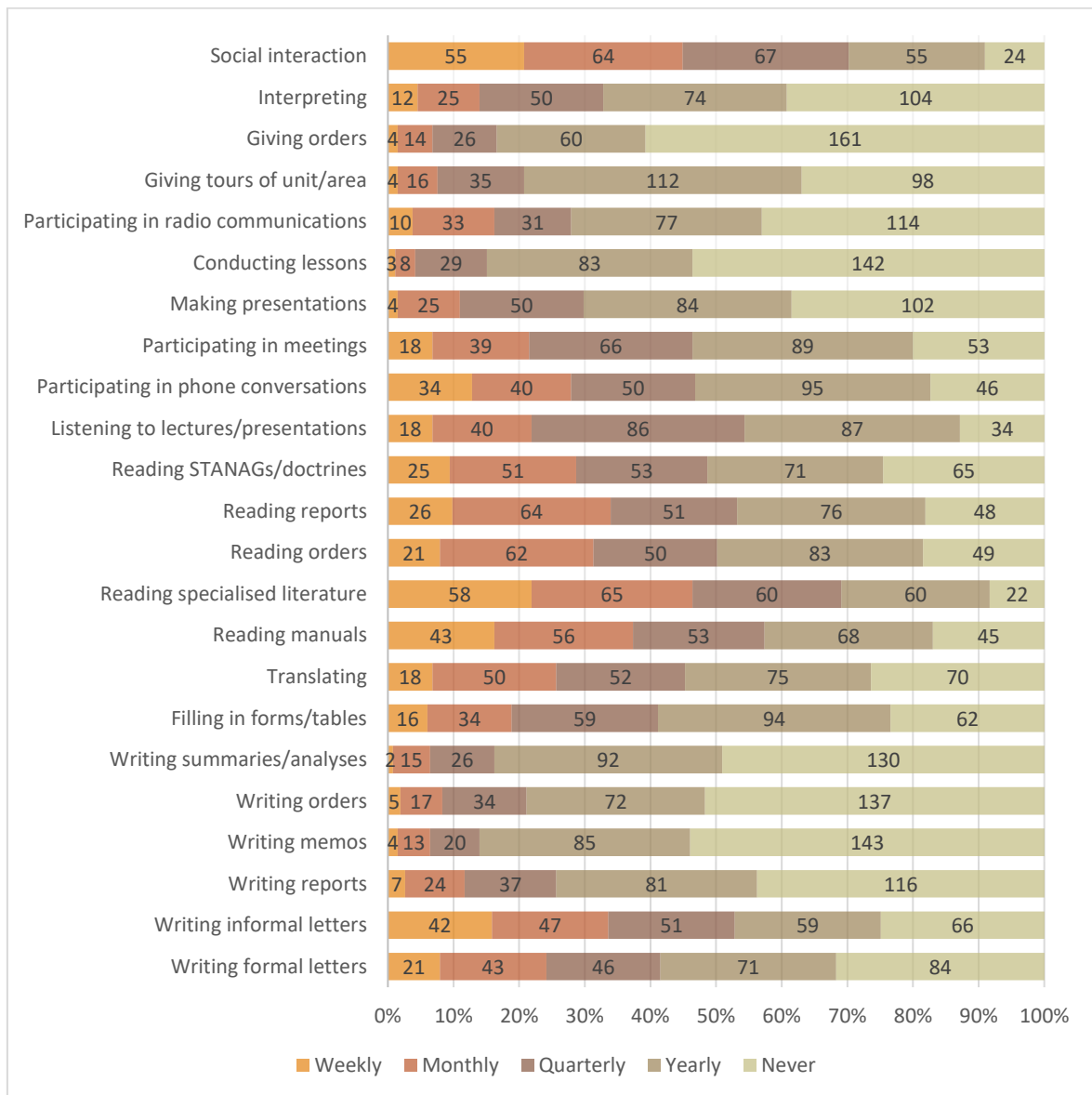


Figure 3. Frequency of carrying out individual tasks (n=265).

However, as established from relevant literature as well as the semi-structured interviews, tasks carried out depend greatly on the units as well as positions. Thus, analysing the data from all respondents together would provide very superficial and arbitrary results, which is why the data was analysed according to units and ranks separately. In order to compare the data of different units and ranks the percentage of respondents who perform the tasks on a monthly or weekly basis was calculated. An overview of the data based on individual units and ranks is presented in Appendix 6, Table 7 and Table 8.

In general, it can be seen that while some units (most notably the DL, MP, S&S Bn)

hardly ever write anything, the GS, Navy and AF need to carry out tasks related to writing considerably more frequently. Likewise, the same three units are the ones that need to read most types of materials considerably more than other units. Overall, we see that reading is quite a common task, with representatives from most units needing to understand specialised literature, manuals, orders and reports quite frequently. Strikingly, again, it is the MP and DL, where a marginal percentage of respondents reads most materials. Communication tasks are more commonly carried out by the GS, the 1st INF BDE, Navy and the ENDC, while again it is the DL and support units where the majority of respondents do not need to communicate in English more than a few times a year. In general, it can be seen that MP claims to have the least contact with English, followed closely by the DL. The units that use English most frequently are the GS, 1st INF BDE, Navy and AF.

There are also some noticeable differences when it comes to specific tasks. While approximately half of the respondents from the 1st INF BDE, a combat unit that has exercises most often, reads orders and communicates over the radio on a monthly or weekly basis and almost a quarter of respondents write and give orders just as frequently, there are support units such as S&S Bn, CS and MP, where respondents carry out such tasks significantly less regularly, if ever. A significant percentage of respondents from the 1st INF BDE also interpret regularly and attend meetings more frequently than other units. In general, it is reading specialised literature, manuals, reports and orders, writing informal letters and social interaction that are carried out most commonly by all units.

When considering the differences between ranks, it is predictably the NCOs that use English less frequently than officers. Most notably, junior NCOs seem to fulfil the least tasks in English. None of the respondents write orders, memos, reports or summaries, read strategic documents, give orders, classes or tours, or make presentations on a weekly or monthly basis. The latter result is quite expected, though, as none of the tasks mentioned belong to the competence of most junior NCOs. Slightly more surprising is the fact that

senior NCOs claim to write equally seldom. Likewise, they need to speak and listen to English relatively rarely. However, senior NCOs do read considerably more often than junior NCOs. Quite predictably, though, it is the senior officers who have to deal with English most often. Approximately half of the respondents read different types of materials and engage in written correspondence on a weekly or monthly basis. Senior officers are followed by junior officers, who deal less often with administrative staff procedures, such as reading different documents, but deal more with writing orders and communicating over the radio, two tasks which are common during exercises.

Overall, there seem to be differences in the tasks and their frequency based on ranks as well as units. It is highly likely that the differences arise from specific positions and assignments rather than ranks or units alone as within the same rank groups and units there are still great variations noticeable. Even within units and rank groups, where the majority of respondents claim to never fulfil a certain task, there are several respondents, who carry out the task on a weekly or monthly basis. For a more thorough analysis and for generalizable conclusions to be drawn different positions should be researched separately. In general, it is evident that combat and staff units need English relatively more frequently than support units.

3.3.4. Perceived problems with English

In order to identify the perceived lacks with regard to English, interview subjects were asked about the areas where they experience problems most often. Stakeholders were asked if they have noticed their staff struggling with something and domain experts were asked to identify any issues and problems they have experienced with English. As a result five categories of problems emerged from the interviews: (1) military terminology and acronyms, (2) speaking/fluency, (3) writing, (4) general vocabulary, and (5) grammar.

The main emphasis during interviews was on military terminology, specialised

vocabulary and acronyms/abbreviations. Military terminology was mentioned as a problem in the majority of interviews with both stakeholders (81.8%, n=18) as well as domain experts (92.3%, n=12). As pointed out by Stakeholder 1:

Even if the young officers have really good English knowledge, they still often lack the specialised terminology. This is not really taught anywhere and it may be very specific in some cases. /.../ But it's also the thing that causes the most problems, I think. /.../ The terminology is very specific and if you misunderstand the word, it can create a lot of confusion.

A similar view was expressed by domain experts. It is evident that being proficient in their specialised jargon as well as more general military terminology is seen as essential by active service personnel. The multitude of acronyms and abbreviations, the professional jargon and terminology, which is what sets ME apart from other ESP branches, is exactly the aspect that the interview subjects found the most crucial.

Another major issue stressed by most stakeholders and domain experts is that of general fluency and speaking. 10 stakeholders (45.45%) pointed out problems with fluency or oral communication in relation to either themselves or their subordinates. In the words of Stakeholder 3:

Well, they [officers, whose level of English is not very high] tend to read things out at briefings or when giving orders and then when they need to answer questions and need to improvise it's really horrible sometimes. /.../ Even if they know all the words they just cannot put them together naturally somehow and they just cannot speak well.

Concerns about being sufficiently fluent were also expressed by nine domain experts (69.2%), who worried about not being 'natural enough', 'fast enough', 'smooth enough', etc. In general, speaking fluently was considered highly problematic. Domain expert 2 explained: "I just don't feel very confident when I have to speak to native speakers. I think I'm not fluent enough. Yeah, I know I don't maybe make many mistakes, but I also hesitate a lot and reword everything and just sound like a mess half the time." Thus, it is apparent that fluency and speaking naturally is a major concern for the Estonian military. Most notably, tasks such as making presentations, participating in meetings and working groups, conducting lessons as well as social interaction were considered the most problematic by interviewees.

Concerning oral communication, issues with accents as well as pronunciation were mentioned frequently. Active service personnel has problems understanding native speaker accents. Several domain experts described specific instances when they did not manage to understand their conversation partner either in person or on the radio due to their accent/dialect. Stakeholder 16 agreed: “Some of those Brits have really weird accents. Those Scots or something. Right now we have the Welsh here and some of them are also like impossible to understand.” It seemed to be the general agreement that since Estonians generally come into contact with American English more than British variants, the latter is more difficult to understand. Three domain experts (23%) also expressed concern about their own accents and pronunciation. Domain expert 1 said: “I know I sound horrible. /.../ And I really feel bad, like I’d rather not say anything, because I’m not even sure they understand me.” When talking about their pronunciation, expressions such as ‘Finnish rally English’, ‘Estonian accent’, ‘I sound foreign’, ‘not English-sounding’, etc. were used. It appears that sounding as native-like as possible is of considerable importance to the active service personnel and having a non-native accent is considered shameful and a hindrance to communication.

The third major issue that was considered problematic was writing, which was mentioned by 14 stakeholders (63.63%) and seven domain experts (53.8%) as the most problematic skill. The tasks that were considered especially problematic were formal letters, orders, and analyses. The emphasis was more on different aspects of writing rather than on different tasks. Problems with choosing the appropriate register, vocabulary and format were mentioned, as well as general issues of orthography, grammar and vocabulary. Even though service members do not need to write too often, they consider this task the most difficult one.

Domain expert 4 explained:

With the British you need to be so formal and correct when you write to them. /.../ It is so difficult for me. /.../ I never normally use this type of language so when I have to write something and be all polite and make sure there are no mistakes /.../ I always have a colleague check the letters.

It is evident that there are several aspects of writing that are considered problematic and while some more specific issues are incorporated, the whole language skill was found challenging by many.

Additionally problems with general vocabulary were mentioned. Domain expert 5 claimed for example: “Well, to me language is the words I know. If I don’t know the words, I cannot say anything. And I really hate the feeling of not being able to say what I want but only what I can. /.../ I really think our vocabulary needs to be a lot bigger.”

Lastly difficulties with grammar were stressed. Although most interviewees agreed that correct grammar is not the most essential aspect in their field, observations were made regarding the mistakes made by colleagues and subordinates. For example, Domain expert 8 described participating in some meetings:

It's just embarrassing how some people speak. I mean, grammar is not the most important thing, I guess, and it doesn't really cause any serious misunderstandings or anything, but it's just so embarrassing. /.../ I think people in certain positions should be able to speak fluently and not make that many mistakes that it's just plain embarrassing to listen to them.

Likewise, Stakeholder 4 claimed that “In the case of some documents there really cannot be issues with grammatical accuracy, so it really is essential to be 100% correct.” It is obvious that even if grammatical correctness is not considered the most important issue when communicating in English, it is an aspect that causes embarrassment and may reduce the value of the speaker as well as the message. On the other hand, there are some cases in which no grammatical inaccuracies are tolerated. It also seems that for some positions the lack of correctness is seen as reflecting badly on the entire institution.

In the survey questionnaire respondents were asked to rate different tasks as well as general skills based on the perceived difficulties and problems. A category of ‘Do not come in contact’ was added in order not to force people to rate a task that they have no experience with. There were some discrepancies visible when comparing the answers in the previous block (where respondents chose the option ‘Never’ for certain tasks) and this one. It appears

that there are some tasks for which the respondents tended to say they never do this, and yet they claim to experience some difficulties with these tasks. The most striking differences emerged in the case of reading manuals, where the difference between ‘Never carry out this task’ and ‘Do not come in contact’ was 9%. Thus, 16.98% of respondents claimed never to read manuals, but when asked about the problems experienced, only 7.95% said that they never come in contact with this task. Similar differences were noticeable with regard to writing summaries, writing orders, giving classes and radio communications where the difference between the percentage of respondents who claimed never to fulfil the task in the first block and never to come in contact with the issues in the second block were 7% and 5% respectively.

Consequently, it might be possible to interpret the data to mean that at least to a certain degree active service personnel might not engage in certain tasks not because there is no need, but because there is no ability. As commented by a survey respondent in an open answer about the problems experienced: “The tasks requiring English are given to my colleagues, because I do not have a sufficiently high English level to carry out the tasks I should.” Moreover, in some cases it is apparent that the person who does not use English for any tasks actually has no language knowledge. One such respondent described his/her wants for English courses in the following way: “I need to learn the name of my unit, my rank and my position”, making it obvious that his/her language level was very low. Another one wrote the answer to the open question about problems experienced: “Speaking as well as understanding” and yet another respondent plainly stated: “I do not speak English”. Thus, it can be argued that the ‘Do not come in contact’ option in fact means the respondents would face severe problems with carrying out the tasks which is why they are not given the responsibility in the first place. However, at present we lack sufficient data to draw this definitive conclusion.

The frequency of responses for how problematic respondents consider specific tasks

and general skills is visualised in Figure 4. It appears it is not so much specific tasks that the active service personnel considers problematic, but general skills, which might also be easier to identify and which more people have experience with. Regarding using correct grammar, 88 respondents (33.33%) said they experience problems often, 32.2% (n=85) find spelling and acronyms or abbreviations often problematic, 78 respondents (29.55%) have frequently problems with understanding different accents, and 75 service members (28.41%) have difficulties expressing themselves orally in formal situations. It is noteworthy, however, that 30 respondents (11.36%) claim never to need to speak fluently in informal situations, 25 respondents (9.46%) never use specialised terminology and 20 respondents (7.57%) never come in contact with general military terminology. Even more surprising is the fact that 26 respondents (9.84%) assert never to need to use correct grammar and 18 respondents (6.81%) do not come in contact with correct pronunciation. Therefore, it can be generalised that nearly 10% of respondents never need English for work.

Out of specific tasks the following are perceived as the most problematic: writing formal letters, orders, summaries, and reports. All these writing tasks were found to be often or sometimes problematic by more than half of the respondents who come in contact with the task. In general, giving tours of the unit/base/area, filling in forms and tables, and participating in meetings were considered the least problematic. Consequently, it is apparent that writing is one of the most problematic aspects for active service personnel. In general, however, there are no tasks that are considered not problematic at all by the majority of respondents. In fact, over 25% of the respondents experience problems often or sometimes with all tasks except giving tours and conducting lessons, which in fact are some of the least frequently carried out tasks in the first place.

For a more thorough analysis the percentage of respondents who experience problems often or sometimes was calculated for units and ranks separately. In order to see how challenging the tasks that *are* carried out are actually perceived to be, the 'Do not come

in contact' option was eliminated from the calculations (see Appendix 7, Table 9. and Table 10 for the presentation of the percentage of responses for units and ranks separately).

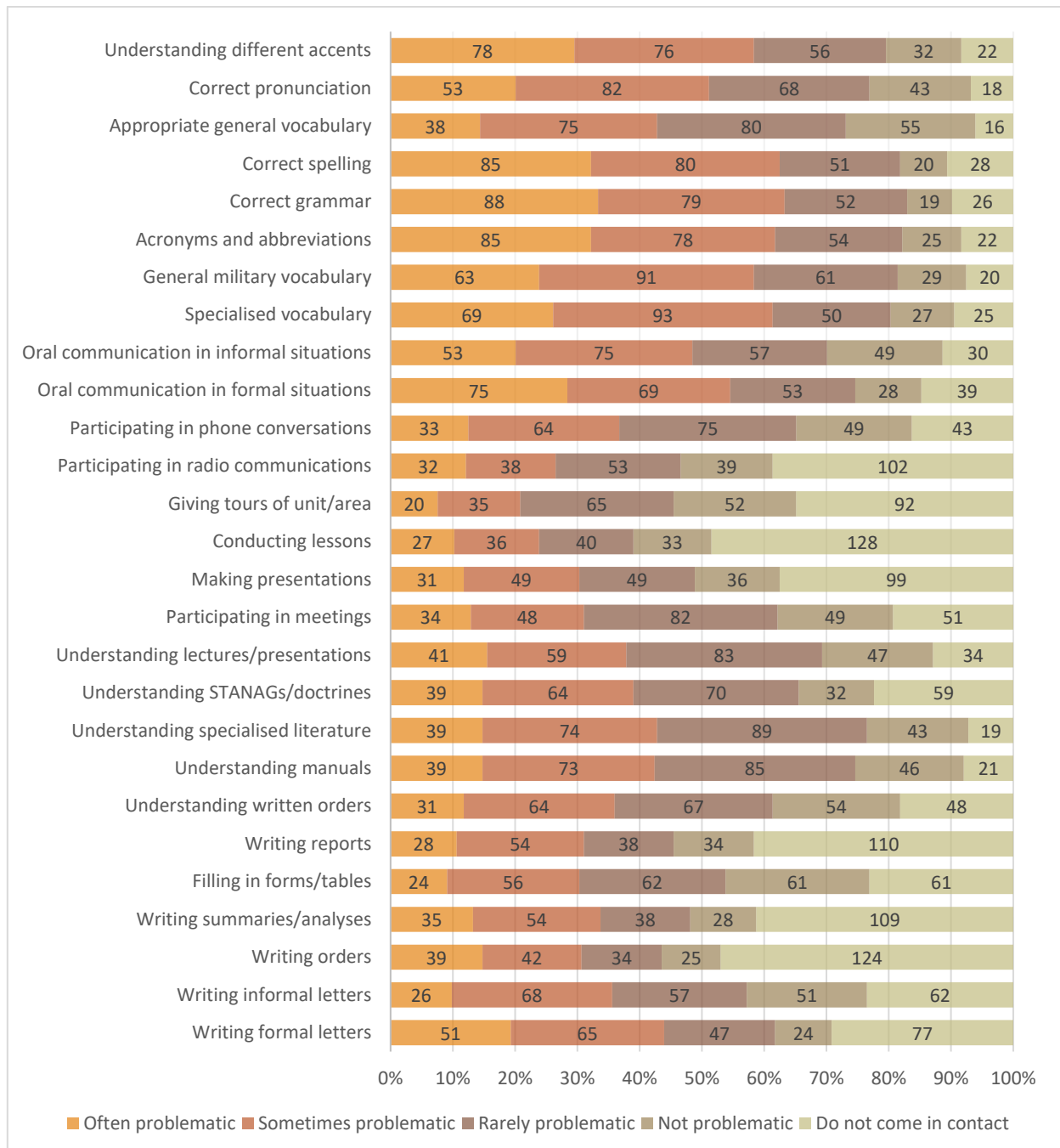


Figure 4. Frequency of the problems experienced by survey respondents (n=264).

As for individual units, representatives of the MP are the ones to overwhelmingly claim to have the least problems with English, preceding the AF and GS. The unit that concedes to experiencing problems relatively often is the ENDC, followed by the DL, CS

and the Navy. When looking at ranks separately we see that soldiers and junior NCOs perceive the least lacks with regard to English. The result can be explained by the claim made by several stakeholders that young soldiers who join the EDF rarely have any problems with English except for their knowledge of military terminology. This can also be seen in the data obtained through the questionnaire – it is precisely the general military terminology that soldiers claim to be most problematic. The group that seems to have the most problems with English is that of senior NCOs, who find writing tasks especially challenging. In general, however, we can see that when looking at the respondents who do need to use English, all tasks are considered often or sometimes problematic by more than 30%.

In addition to the closed answer question, an open essay-type question was included in the questionnaire asking respondents to explain the difficulties they experience with regard to English in their own words. Thematic data analysis revealed some interesting new categories in addition to the aspects listed in the questionnaire. While 11 respondents (4.17%) stated that they experience no problems, 25 respondents (9.47%) conceded that their knowledge of English was not sufficient for their tasks. Only five respondents (1.89%) claimed that they do not use English at work. Additionally two rather broad categories emerged: lack of practice (n=28) and lack of courage/confidence (n=15). It seems to be the case that a significant number of respondents do not use English on a regular basis but still have a need for it at least a couple of times a quarter/year, but then feel self-conscious and insecure. The rest of the categories that emerged were the following: military terminology (n=62) (including a subcategory of acronyms/abbreviations (n=28) and military slang (n=5)); grammar (n=54); speaking (n=43) (including pronunciation (n=14)); vocabulary (n=37); writing (n=18) (including writing formal letters (n=9) and writing orders (n=6)); spelling (n=16); formal language (n=15); understanding written text (n=14) (including specific tasks, such as understanding orders (n=9), understanding formal texts (n=6), understanding STANAGs (n=4), and understanding manuals (n=3)), and finally understanding spoken

language (n=9), in connection with which fast speech by native speakers (n=4) and problems with understanding accents (n=11) were mentioned. Although no new categories emerged, we can conclude that the issues written down by respondents themselves are the most pressing problems that need to be addressed.

3.3.5. Experiences with and hopes for language training

When asked about subjective wants for language training in the EDF, all stakeholders and domain experts expressed a need for continuing language training. The same understanding was echoed in the survey questionnaire responses, where 68.25% of the respondents (n=172) answered ‘Yes’ to the question whether they feel a need for English language training. 27.49% (n=69) said they might need to study English in the future and only 3.98% (n=10) claimed not to need to learn English.

As for the specific wants for English courses, six different categories of needs were determined based on stakeholder and domain expert interviews: (1) military terminology, (2) general English, (3) conversation, (4) writing, (5) grammar, and (6) exam preparation. It is apparent that to a certain extent the perceived lacks and wants coincide. Military terminology was identified as one of the main problems and also mentioned as the main area to concentrate on in language training. Likewise, writing, speaking and grammar were considered problematic and also identified as the potential topics for language courses.

While the need to concentrate on military language and terminology in English courses was stressed by most interview subjects, Domain expert 1 expressed his opinion that: “Well, you can’t really teach that vocabulary. It’s not as if you take the AAP-6 [NATO Glossary of Terms and Definitions] and study it by heart! /.../ You pick these things up as you go along. Not sure you can really study that in the classroom.” Thus, even though active service personnel realises there is a lack in their military terminology knowledge and the

majority of interview subjects pointed out that language courses should include military terminology, several people also suggested that this is something you learn through experience. However, the majority of stakeholders (n=12, 54.5%) and domain experts (n=8, 61.5%) expressed the opinion that more focused and specialised courses are needed both for general ME as well as highly specialised fields. Integrating military content with language teaching was also suggested by two stakeholders.

Another theme that emerged from the interviews was that of speaking. With regard to speaking several subcategories or tasks and skills were mentioned, such as presentations, meetings, pronunciation, fluency, etc. Domain expert 7 mentioned: “I feel I need to talk more. I can read and listen and everything, but your language gets so rusty when you don’t actively use it. /.../ So I think we could use like a conversation group or something, to practice more.” Likewise, a course concentrating only on writing was proposed by several interviewees. In the words of Stakeholder 19: “I think this writing course, doesn’t matter if it is an e-course or in person, should really be obligatory for all staff officers and before certain courses abroad and in Estonia.”

In connection with writing two separate categories of wants emerged – the wish for more grammar and the wish to prepare for the STANAG exams. As expressed by Domain expert 5: “I can read and learn all those words but I think grammar is something I really need a teacher for.” It seems like grammatical correctness is an issue for many people and they need help making sense of the rules and systems of the language. Likewise, the language requirements and the related STANAG exam was mentioned by several stakeholders and domain experts as being the reason for applying for a course. Stakeholder 3 explained: “We have very strict requirements set by NATO for the STANAG levels, so we need people to pass the exam and I think most of them need some instruction beforehand.”

The established categories were used in the survey questionnaire to present a list of possible types of English courses in the EDF and to test service members’ preferences with

regard to their wants. Respondents were able to choose as many courses as they wished. Even though the course type selected the most times was General ME course (n=133), writing course and conversation course are not far behind with n=124 and n=120 respectively. STANAG exam preparation course and specialised terminology course were chosen the least amount of times, n=104 and n=106 respectively, but the difference with the others is not significant. All in all the results of the quantitative data analysis proved to be relatively inconclusive, as all mentioned course types were chosen an almost equal number of times (see Figure 5).

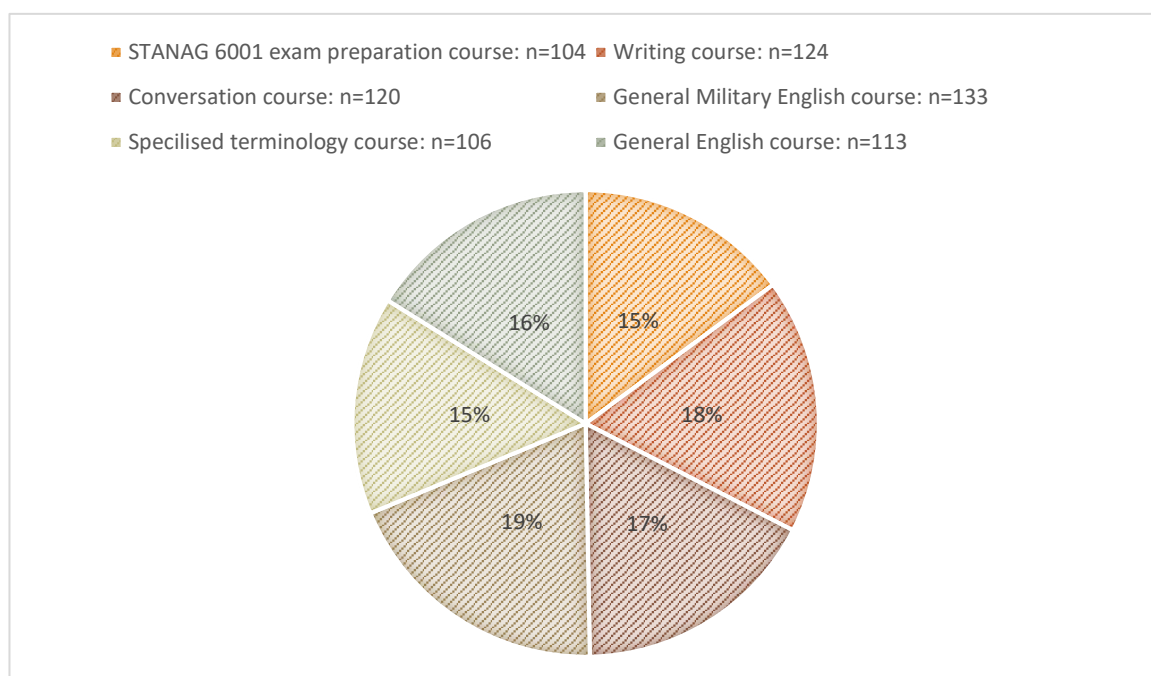


Figure 5. Preference of course type of survey questionnaire respondents (n=251)

In order to get more detailed and substantial data about the wants of respondents, an open question was also included: “What topics should be addressed in an English course?” As a result of a thematic analysis of the responses, considerably more categories emerged. In broad terms the wants can be divided into two: everyday language/GE and specialised language/ME with n=31 and n=83 respectively. In addition to the aforementioned broader terms, more specific categories emerged. While some categories can be considered

overlapping ME and GE, such as speaking (n=24), writing in general (n=10), and writing formal letters specifically (n=18), formal language (n=10), and pronunciation (n=5), others can be considered specifically job-related. Under the broader heading of ME the following aspects were mentioned: military terminology (n=29), writing orders (n=21), acronyms and abbreviations (n=18), radio communications (n=7), reading doctrines (n=5) and STANAGs (n=3), and STANAG 6001 exam (n=2). The specific tasks of reading reports, writing memos, participating in meetings, writing summaries were each mentioned by one respondent. To illustrate the varied nature of English needed in the military, respondents expressed a wish to study the following specialised terminology: technical (n=7), aviation (n=5), maritime (n=3), medical (n=3), logistics (n=2), foreign and defence policy, IT, science, and economy were mentioned by one respondent each. There were also six respondents who said that the topics should depend on the position or the rank of the students and five respondents who said that 'everything' should be taught. The answer was left unanswered or answered with a 'don't know' by 17 respondents (6.4%).

Survey respondents were also asked to evaluate English courses provided by the EDF in case they had participated in any in the past three years. 107 respondents said they had participated in an English course within that period and answered questions about their experience. On the whole we can say that the majority of respondents were satisfied with the course, strongly agreeing with the statements that the course enhanced their speaking (n=44), writing (n=44), reading (n=37), and listening (n=34) skills, and their general vocabulary (n=38). On the other hand, as many as 39.25% of respondents (n=42) disagreed or disagreed strongly with the statement that the course met their workplace needs. Moreover, over half of the respondents disagreed or disagreed strongly with the statements that the course improved their military vocabulary (n=55) and that the topics covered were related to their work (n=55). Thus, even though the respondents felt that their overall language level improved, the courses did not in reality meet their specific needs or cover the vocabulary

and topics relevant to the demands of their workplace. Respondents were also asked an open question about their experience with the courses, where several people commented that they would like to study English, but as no ME courses are offered, they do not feel an English course would be beneficial at this time. Citing a respondent: “I need English, but I need English for work and the courses available do not give me that so I don’t want to waste my time.”

In conclusion, we can claim that the general preference is for ME courses and job-related topics. Even though there is a significant percentage of active service members who would like to study English in general and participants are rather satisfied with the courses, the open responses to the survey as well as stakeholder and domain expert interviews show that there is a need for more or less specialised ME courses. However, military being an extremely heterogeneous working environment, there should be a variety of different ESP courses offered to suit all needs. In the words of a survey respondent: “Depends on the target audience. There is no need to teach navy terminology to an army medic”.

3.4. Discussion

As a result of the analysis of stakeholder and domain expert interviews and survey questionnaire data several interesting aspects emerged. The current chapter will discuss some of the more striking aspects, comparing them to the findings of other research projects carried out in the ME field.

While the interviewees claimed speaking to be the most essential skill for active service personnel, the survey questionnaire respondents found listening and reading to be the most important with speaking following closely behind. Similar results have been presented by several other studies – speaking and listening have been identified as the most

essential skills by Aho (2003), Ekinici (1995), Juhary (2013), Qaddomi (2013) and Park (2015); speaking and reading as the number one skill by Shamsudin (2012); reading and listening by Solak (2010) and Nedoma et al. (2011); and reading as the most important aspect by Orna-Montesinos (2013). The results of the current study confirm the findings of Biene (2013) who researched Estonian Army junior officers and found reading, speaking and listening to be the most important skills. On the other hand, a study carried out in the Navy of the EDF by Laur (2015) found that reading was considered significantly less important than listening and speaking. For the last two studies, however, it should be noted that only junior officers with less than 5 years of experience were included.

All groups in the current study agreed that grammar and writing were the least important skills. This correlates with the findings of all the NA studies in the military field consulted for the present thesis (e.g. Aho 2003, Ekinici 1995, Solak 2010, Nedoma et al. 2011). With regard to the latter issue, though, it was apparent from both interviews as well as questionnaire responses that senior officers consider writing relatively more important than other ranks. The same result was presented by Dean et al. (1988) and Georgieva (2014), whose research also revealed that officers consider writing skills more important than enlisted soldiers. As the current research divided participants into smaller rank groups, we can say that it is specifically the senior officers who find writing important. It must still be acknowledged that for certain positions writing is essential and we cannot claim it to be irrelevant. Writing was also found to be a controversial issue by Dean et al. (1988), who discovered that while some stakeholders considered writing to be an essential skill for officers, others claimed it is not too often needed. Similar discrepancy was also apparent in the current study.

When looking at the importance of different skills and aspects within different units, we see that there is also some variation between which skills are perceived as more important. In general it can be said that the main staff unit, the GS, places the most emphasis on English

and considers most skills nearly equally important. Likewise, the 1st INF BDE, AF and Navy, find the majority of skills relatively more important than the other units. The 1st INF BDE, the main combat unit of the EDF, has nearly completely switched to English as their working language and the majority of their staff procedures and exercises are conducted in English, hence explaining the great importance placed on language skills. As for the Navy and AF then these units are considerably more specialised and more uniform than most of the others. The AF has strict language requirements for most of the personnel, set by both national regulations as well as NATO-wide STANAGs, while the Navy has a significant proportion of staff that is regularly at sea abroad and as a result has a great need for English.

On the other hand, support units such as the MP, S&S Bn and CS consider most skills relatively less important. Even though the tendency for support units to place less emphasis on English than staff and combat units has also been reported elsewhere (e.g. Cechova et al. 2012), the stakeholders and domain experts of the three units claimed English to be essential. Thus, there is a discrepancy between what stakeholders and the personnel of the units believe. It is noteworthy that the stakeholder as well as survey respondents of the second main combat unit, the 2nd INF BDE, find English significantly less important than several other units as well. The reason could be that since allies are a relatively new phenomenon at this unit, the need for English has not really reached all the active service personnel yet.

Considering specific tasks carried out by active service personnel we see that it is the reading tasks that dominate. Stakeholders listed the greatest number of tasks under the reading skill and domain experts also claimed to need to read a great deal. Hence, reading is considered one of the most important skills and is also the more often used one. Active service personnel regularly reads specialised literature, study guides, manuals, reports and orders. With regard to the latter there are noticeable differences, however. While the majority of the 1st INF BDE reads orders frequently, most other units claim to come in contact with orders only once a year. Consequently, a significant difference is visible between the main

combat unit and others. A similar difference emerges with regard to reading doctrines, which is a task relatively frequently carried out by the GS but only a couple of times a year by four other units. Thus, we see that certain tasks belong more to the competence of staff units, while others are more typical in combat units. With regard to ranks, it is again the senior officers who need to read different materials and documents most often. The only reading-related task carried out more often by junior officers is reading specialised literature. Reading was also found to be the most frequently carried out tasks by Orna-Montesinos (2013). Likewise, Biene (2013: 22) found reading to be the most frequently needed skill by junior army officers in the EDF, who read mostly manuals and specialised literature.

Although listening was considered the most important skill by survey respondents, there are not many tasks specifically related to listening that were mentioned by stakeholders. Survey respondents claim to listen to lectures or presentations, participate in meetings, radio procedures and telephone conversations considerably less frequently than engage in reading tasks. (Likaj 2015: 70) also found that listening is surprisingly rarely used for radio communication, orders, and when participating in meetings. We could conclude that even though the tasks requiring listening are not very frequently carried out, general social or formal interaction is where they need to understand spoken language. All tasks requiring listening, except for general social interaction, are most frequently carried out by senior officers and least frequently by junior NCOs. Nearly all tasks involving listening are least frequently carried out by S&S Bn, CS and MP representatives, who hardly ever seem to be engaged in listening, even though all units consider the skill important. There is more ambiguity when it comes to specific tasks carried out more often. While the ENDC and GS listen to lectures most often, the AF talks over the telephone and the 1st INF BDE has to carry out radio procedures most often.

Despite the fact that the most frequently carried out task based on the survey responses was social interaction, stakeholders nearly unanimously claimed that there is not

much casual communication going on in their units. There seems to be a significant discrepancy between the understanding of stakeholders and active service personnel. It could be the case that social interaction is seen differently by interviewees and survey respondents. During interviews specifically non work-related interaction with the allies was discussed, but survey respondents could have easily interpreted the task more broadly to encompass informal communication in general. However, social interaction is the only speaking-related task carried out relatively frequently. All other tasks that require extensive speaking, such as conducting classes, making presentations, giving tours and orders are carried out on average a few times a year only. A similar result was reached by Biene (2013) who found out that less than one third of junior officers who participated in his study had made presentations since graduating from the ENDC and a marginal percentage of respondents had conducted classes or spoken on the phone.

The data obtained is quite contradictory, as most active service personnel claims English to be very important in their job, with listening, reading and speaking being the most essential skills, while only less than half of the respondents are actually regularly involved with any tasks requiring English. A similar result was reported by Whittaker (2016), who found that while active service personnel in Bosnia and Herzegovina considers English essential for their work, a considerable number of them actually claim to use it quite rarely and some, in fact, never. One supposition may be that the tasks identified through stakeholder interviews were not relevant for many survey respondents. Yet, only five respondents (1.83%) added any information when asked about additional tasks they need to carry out. Considering the comments made by some survey respondents it is possible to pose a hypothesis that active service personnel might not carry out the tasks not because they do not need to, but rather because they cannot due to their insufficient knowledge of English. In general, though, we see that there are only four tasks that are never carried out by more than half of the respondents, namely – writing memos and orders, giving lectures and orders. All other tasks

are fulfilled at least a few times a year by the majority of respondents.

It also appears that there are great differences between units and ranks when it comes to certain tasks. The latter is of course understandable as the tasks active service personnel has to carry out arise mostly from their specific field and position. The same aspect has been reported by several researchers, whose research revealed that the tasks carried out depend on the area of specialisation (Orna-Montesinos 2013: 98) or even within one narrower field, such as the Navy, on their particular posting (Park 2015: 47). Additionally, Orna-Montesinos (2013: 92) found a dichotomy between service members who only deal with national issues and have hardly any multinational perspective, and those whose tasks have a more international scope. This is evidently also the case in the EDF – the fact that the majority of respondents who never or very rarely carry out most of the tasks are from a few select units that have less contact with the allies seems to confirm that positions are quite divided indeed. It is especially evident when looking at the two combat units – the 1st and the 2nd INF BDE – while the former has a significant number of allies attached to it, the latter hardly has any contact with allies, consequently not needing English half as much. However, even within units that in general claim not to come in contact with certain tasks, there are always respondents who, in fact, carry out these tasks on a regular basis. Hence, a great variation is evident when it comes to the tasks active service personnel needs to carry out and thus, it is extremely difficult to generalise the results based on the rank groups or units, as both aspects, including the specific appointment need to be considered.

An additional aspect to take into account, and one that was not studied in the course of the current research, is the fact that several of the tasks proposed might not be carried out too frequently, but they could be considered critical in their nature. Therefore, even though active service personnel does not regularly need to read or write orders or reports, communicate over the radio or even participate in meetings, these tasks are essential during the annual large scale exercises which are carried out in English, include all the allies present

and can be considered the culmination of the year. Consequently, the next step should be looking into the criticality of the tasks as well – even though certain tasks may not be very frequent, they may be essential.

In general it was determined that the most frequently carried out tasks include social interaction, reading specialised literature, manuals, reports and orders, writing informal and formal letters, translating and phone conversations. There is a distinct difference between staff, combat and support units, with the former being engaged more with writing tasks, the second with tasks related to exercises – writing and reading orders, radio communication – while the latter barely uses English for any of the given tasks. Likewise, the difference between officers and NCOs is evident, as the former carry out all tasks except for interpreting and giving guided tours more frequently than the latter.

With regard to the problems experienced by active service personnel the data is nearly equally controversial. In general, we can see that junior NCOs experience the least amount of problems and senior NCOs the most amount of problems. One explanation might be age-related as suggested by stakeholder interviews: young active service members who enlist in the EDF generally have quite good language skills. The fact that senior NCOs felt significant lacks can be attributed to the same factor, as this group is generally comprised of considerably older active service members. Additionally, as the need for English has been emerging more significantly only in the past few years, it may well be that the NCOs had no use for it in their previous career and now with the rising need experience more problems. However, senior officers, who are generally of the same age and have served equally long in the EDF claim to have slightly less problems. It could be explained by the fact that while NCOs have no English classes included in their formal education, this is not the case for officers. English training is part of junior as well as senior officers' training at all levels, which might explain why they feel less problems with regard to using English.

With some units there seems to be a slight correlation between the frequency of using

English and the perceived lacks. For example, the GS, AF and 1st INF BDE use English relatively frequently and also perceive comparatively less problems. On the other hand, the DL, CS and 2nd INF BDE profess to fulfil tasks in English seldom and consequently also experience lacks more frequently. Thus, we could hypothesise that frequent contact with the language helps active service members to maintain and raise their language level and it would appear that the more often a unit uses English for various tasks, the less problems they have. However, there are some units such as the S&S Bn that do not fulfil tasks in English very often, yet finds English the most challenging out of all the units. At the same time the MP, a unit that claims to have very infrequent contact with English seems to experience the least lacks.

We cannot draw any conclusions with regard to possible correlations or trends. It remains unclear whether the problems might arise from infrequent contact and lack of practice as suggested by the open answers or might it be that due to the lack of language skills no tasks requiring English are assigned to the particular active service members as suggested by other respondents. It could also be that the respondents who do not need to fulfil certain tasks are only estimating the difficulties they envision themselves experiencing and are not, therefore, describing the actual situation. The unit that experiences most problems is the ENDC, which, being an educational establishment, undoubtedly deals more with higher level language, research and also exercises and is quite likely to experience problems more frequently. Additionally, it is the unit where officers serve while participating in different formal education courses. Hence, we can assume that they deal more with extensive reading and writing and thus experience more problems as well.

Survey respondents, similarly to interviewees, tended to identify general problems rather than issues with carrying out specific tasks. Respondents found it most difficult to master correct grammar and spelling, express themselves fluently in formal situations and use and understand specialized terminology and acronyms. While respondents generally

believe grammar not to be important in their jobs, they still perceive significant lacks with regard to that aspect. Speaking has been identified as a major problem for most military personnel by several studies (e.g. Aho 2003, Orna-Montesinos 2013, Park 2015, Solak 2010, Alshabeb et al. 2017, Georgieva 2014, Whittaker 2016). As in the current research a distinction was made between formal and informal oral communication, we can see that the former is significantly more problematic for active service members. A similar remark regarding the complexity of formal communication for military personnel was made by Likaj (2015: 70) and emphasised further in the open answer of the current survey, where several respondents claimed to have problems with speaking in official situations and with formal language.

Likewise, issues with military terminology and acronyms have been identified by several authors (e.g. Juhary 2013, Danylova et al. 2004, Georgieva 2014). Ekinci (1995) identified the lack of terminology as the main source of problems in reading as well, thus we can assume that not being proficient in military terminology can easily cause difficulties in fulfilling several specific tasks and understanding both spoken and written language in addition to producing it. Terminology was also an essential aspect pointed out in the open answer as well as by stakeholders and domain experts, leading us to believe it to be a major issue for many.

Looking at specific tasks it is apparent that writing is a problematic issue, including difficulties with writing formal letters, orders, summaries and reports. Although not considered important and not used much by respondents, it is also found to be more problematic than other skills. A similar discrepancy was identified by Park (2015), who determined that while Korean navy personnel does not write much, they claim to experience significant lacks with regard to the skill. Hence, we can again hypothesise that possibly military personnel would need to write more than they do, if they had the skills needed. Yet, writing is undoubtedly a skill not needed by most soldiers, NCOs and even junior officers

and the fact that the respondents claim to have problems with writing was hardly surprising.

Listening does not seem to be too challenging for the respondents, but we need to acknowledge that there are not many pure listening tasks listed. Listening to presentations was not considered very demanding by survey respondents and neither was communicating over the radio or telephone. Nevertheless, understanding spoken text, especially when spoken fast was mentioned in the open answer by some respondents and the added aspect of understanding different accents was emphasised as rather challenging by interviewees as well survey respondents. The same issue has been underlined as a difficulty by Orna-Montesinos (2013) and Qaddomi (2013) as well. While the latter discovered that military personnel seem to have an especially problematic relationship with both British as well as American accents (Qaddomi 2013: 115), the interviews in the current research revealed that British English is considered significantly more difficult, especially when deviations from standard British English occur. However, understanding spoken text as such does not seem to be very challenging for the EDF personnel.

Reading orders, manuals, doctrines or specialised literature does not seem to be very problematic for EDF personnel. The idea that there is time and extra resources that can be used was emphasised by interviewees, which might explain the relative ease of carrying out tasks with regard to reading. It seems that reading is generally not considered very challenging, as it has been found to be the least problematic skill in most NA research that has studied lacks (e.g. Dean et al. 1988, Ekinici 1995, Aho 2003, Park 2015, etc.).

Lastly, tasks requiring speaking are not seen as very problematic, even though formal oral communication is pointed out as one of the main lacks. Specific tasks, such as making presentations, conducting classes, participating in meeting, giving tours, etc. are generally rarely problematic. However, speaking in general was listed as one of the top problems in reply to the open answer question. The general emphasis on the need to improve speaking has been reported by Solak (2012), Aho (2003), Whittaker (2016) and Dean et al. (1988) as

well. The added issue of pronunciation, which was seen as rather problematic in the survey as well as interviews has also been pointed out as an issue that causes problems for military personnel by Dean et al. (1988) and Ekinici (1995). It seems that even though speaking and communication may not occur on a daily or even weekly basis for most service members, lack of fluency is seen as a major hurdle.

With regard to the wants of the active service personnel it became apparent from the interviews as well as survey responses that a significantly greater emphasis on ME is required. When looking at the topics suggested for language training in the EDF, we see that the emphasis was on work-related issues such as military topics, vocabulary, acronyms, as well as specific tasks, such as writing military documents (orders, reports, summaries). Survey respondents, similarly to interviewees, stressed the need to study speaking and writing. Hence, we see a slight discrepancy – writing, together with the use of proper grammar, is considered one of the least important skills and carried out least frequently, yet both are found to be some of the most problematic aspects of English use and greatly emphasized as something one wants to concentrate on in their studies. Almost no survey respondents expressed the wish to concentrate more on understanding spoken and written text. Thus, we see that the skills emphasized as being the most essential are also the ones carried out most frequently and not seen as problematic. Therefore, respondents did not express a wish to study those skills or concentrate on tasks requiring those skills in English classes. A similar discovery was made by Dean et al. (1988:68), who found that even though certain tasks are carried out more frequently, their mastery is not considered more important or found to need more instruction. As for speaking, the open answers reveal the emphasis on formal language, mentioning making presentations, participating in negotiations and pronunciation, which was also the number one lack as perceived by survey respondents and interviewees alike. Even if not many specific tasks are mentioned with regard to speaking English in formal situations, it is considered highly problematic and equally important to be

dealt with in English courses.

Additionally, considering that certain tasks that respondents do not carry out too frequently, were emphasized as important to concentrate on in English classes, the aspect of criticality is raised again. It may well be that writing and reading orders or carrying out radio procedures are not frequent tasks, but are critical, as they are evidently necessary topics in language classes and also considered rather problematic.

When asked about their experience with the courses in the EDF, the majority of responders agreed that their speaking and writing skills improved as did their listening and reading skills. However, respondents did not feel that the courses met their workplace needs, dealt with the topics relevant to their job or taught them the specialised vocabulary they lack. Hence, even though the improvement of general language skills was evident, participants also identified a serious shortcoming – English courses provided by the EDF at present do not match the wants of the active service personnel. The discrepancy between what is taught and what is wanted has, in fact, been reported in the majority of NA studies carried out in the military field (e.g. Gundur 2010, Al-Anazi 1997, Solak 2010, Juhary 2013, Khushi 2012, Alshabeb et al. 2017, Dean et al. 1988, Thomson 2015, Ekinici 1995). The same issue has also been reported in Estonia by Laur (2015: 26), who found that junior officers would have liked the English classes in BOTC to concentrate more on specialized terminology and relevant topics. It is evident that in general the courses provided do not match with the active service personnel's wants.

In addition to not meeting the learners' wants, we can claim that the courses so far do not meet their needs either. As only GE courses are taught, the majority of specific tasks active service personnel needs to carry out frequently and experience problems with (such as reading specialized literature, manuals, orders and doctrines, writing orders and reports, etc.) are not dealt with in the English courses. Above all, there is barely any military vocabulary included in the lessons. Even though the National Reports (2010, 2011)

submitted to BILC set compiling specialized syllabi as one of the main goals for ENDC, the lack of such courses has been felt for a long time. Unfortunately, no such courses have been provided to the wider public yet.

From the NA study carried out we learned that the active service personnel of the EDF needs to read different materials most frequently. Additionally spoken interaction and written informal correspondence are also common tasks. In the course of exercises reading and writing orders, participating in meetings and in radio communication become essential. It is evident that while the writing skill is not considered very important, nor is it used too often, it is an aspect where significant lacks are experienced. Likewise, the active service personnel struggles with expressing themselves orally in formal situations and to a lesser degree informal situations. Fluent speaking is considered essential, yet problematic. Another major area where lacks are felt is military lexis, including acronyms, abbreviation and highly specialized and diverse terminology. Even though knowledge of the latter was not considered essential, it became evident from the open responses and interviews that mastering specific terminology is often problematic and needs more attention. In general, we can say that while in broad terms the lacks and wants of the active service personnel match, the actual tasks for which EDF members need English most frequently diverge slightly. However, even though there were some discrepancies between the needs and lacks and wants of survey respondents, as a result of the current study we can claim that active service personnel needs significantly more specialized ME courses that would mostly concentrate on speaking and writing and include real life tasks that are most frequently carried out.

CONCLUSION

English language proficiency has become an integral part of professional military practice. It is the language of international co-operation, peacekeeping operations, professional development as well as regular exercises. Language skills are an essential competence for officers and NCOs alike. Considering the limitations of time and other resources, it is essential to make language instruction in the EDF as needs based as possible in order to increase motivation and prepare learners for the real life tasks.

The aim of the current research was to identify the needs, lacks and wants of the active service personnel of the EDF in order to create needs based and relevant syllabi for in-service training courses. This is a preliminary task-based NA study only encompassing the first phase of the longer NA, which will in later stages incorporate further sources and methods, such as interviews with the allies, observations, more detailed interviews concentrating on the nature of problems and criticality of tasks, investigating most frequent tasks linguistically, etc.

In the literature review an overview of the nature of military English was provided, discussing its special features and aspects as well as institutional constraints. Reliance on acronyms and abbreviations in addition to the very specific and specialised terminology were identified as the most striking feature. ME was also found to be an uncommonly heterogeneous branch of ESP, mostly characterised by the existence of very domain-specific tasks.

The concept of needs and needs analysis was discussed in detail, concentrating on the variety of methods and sources available. As the majority of NA studies in the military field have been task-based NA studies and considering the fact that tasks specificity is one of the main features of ME, a task-based approach was taken for the current NA study. Due to the lack of various resources and restricted access to certain sources and methods it was

decided that a subjective needs analysis, incorporating stakeholders and domain experts as sources, and semi-structured interviews and survey questionnaire as methods would be most feasible. A purposive sample was used for interviews in order to obtain the most relevant and varied data. The questionnaire was available to the entire population – the active service personnel of the EDF.

Semi-structured interviews with 22 stakeholders provided varied and detailed data about the importance of English for military personnel as well as the tasks carried out by active service members. The data obtained served as the basis for the survey questionnaire. Through interviews with 13 domain experts the data was verified and specific problems experienced by the personnel were identified. The data gathered through interviews was checked quantitatively through a survey questionnaire filled in by 273 active service members from different ranks and units throughout the EDF. Interviews were recorded, the data was analysed thematically, emerging themes were categories and analysed. Descriptive statistics were used for the questionnaire responses, calculating modes and frequencies. The data was presented in tables and graphs. For the open responses to the questionnaire thematic analysis was used similarly to interviews.

As a result of the thorough analysis it became evident that more specialised English courses are needed for the active service personnel of the EDF. The skills considered most important are listening and reading, followed closely by speaking. Great importance is also attached to military terminology and acronyms. Writing and knowledge of correct grammar are deemed relatively unimportant. The tasks active service personnel needs to carry out most frequently are related to reading and social interaction. Tasks concerning writing and extensive speaking are less common. There is a substantial difference between different ranks and units, with writing tasks being more frequently carried out by senior officers and staff units, while tasks related to field exercises are more common for the combat units. Support units are the ones who deal the least with English and also consider language

knowledge the least important. Thus, the aspect that the military is a fairly varied field was further emphasised, as the tasks carried out depend largely on the rank and position as well as unit of the military personnel.

With regard to the problems experienced, in other words the perceived lacks, writing and speaking appear to be the most problematic skills. Even though writing is considered relatively unimportant compared to other skills and not used as frequently as reading, speaking or listening, it is considered the most problematic. With regard to speaking the aspect of formal communication emerged. Not all speaking is considered challenging, but rather survey respondents found it difficult to express themselves fluently in formal situations. In connection with oral interaction the themes of understanding different accents and fluency emerged. The third most noteworthy issue that was considered problematic was specialised terminology and acronyms/abbreviations. All groups found this aspect challenging and pointed it out as one of the most problematic issues. The lack of terminology might also constitute the essence of the problems connected to reading as well as spoken interaction, as due to the lack of specific vocabulary military personnel experiences difficulties understanding spoken and written detailed information as well as expressing themselves clearly and unambiguously. Even though reading is the task most commonly carried out, it is not perceived as overly problematic, while grammar and writing, which are deemed less important and used less frequently, are considered significantly more challenging. Being able to express oneself fluently in formal situations is also an important lack felt by respondents, even though there were not many specific tasks identified where such skills could be frequently used.

As for the wants of the active service personnel the emphasis was clearly on military English. Stakeholders and domain experts as well survey respondents expressed the wish to concentrate on topics, tasks and vocabulary that they need in their jobs. Specialised vocabulary and acronyms were seen as the most essential topic in the framework of the more

general military language. Survey responses showed a general accordance of lacks and wants, as speaking and formal language as well as writing and grammar were emphasised as essential to be taught. Similarly, understanding written text was not considered problematic, nor was it pointed out as a subjective want by respondents. Hence, the lacks and wants of active service personnel appear to coincide, even though there is a discrepancy between the latter and the actual frequency of tasks. This finding may be explained by the aspect of criticality, which was not studied in the course of the current NA analysis.

In conclusion, it is evident that there is a significant discrepancy between the current GE syllabi and the perceived needs, lacks and wants of the active service personnel. Echoed in the survey respondents' claim that the courses do not meet their work-place needs nor provide them with the specialised language needed, the result of the current preliminary research is apparent – the syllabi need to be altered in order to meet the needs of the learners. It is essential to concentrate on written and oral communication, especially in the official and formal settings, providing students with real life tasks they find most problematic. With regard to receptive skills emphasis should be on the documents most frequently read and on different accents heard.

In order to compile comprehensive needs-based syllabi for the in-service training courses provided by the EDF further research is necessary so as to specify the linguistic elements of the tasks identified as well as look into the criticality of the tasks, the nature and cause of the problems as well as the objective needs and lacks as perceived by outsiders, such as allies, teachers and superiors. After the completion of the NA process in its entirety a variety of general ME as well as specialised ME syllabi can be compiled for different positions and fields.

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APPENDICES

Appendix 1. Stakeholder interview bio data.

Interviewee	Position	Rank	Unit
Stakeholder 1	Chief of Personnel	Major	General Staff
Stakeholder 2	Chief of Personnel	Lieutenant	2 nd Infantry Brigade
Stakeholder 3	Unit Commander	Major	Air Force
Stakeholder 4	Chief of Staff	Commander	Navy
Stakeholder 5	Unit Commander	Lieutenant Colonel	General Staff
Stakeholder 6	Personnel officer	Lieutenant	Navy
Stakeholder 7	Chief of Personnel	Captain	ENDC
Stakeholder 8	Unit Commander	Lieutenant Colonel	General Staff
Stakeholder 9	Unit Commander	Lieutenant Colonel	1 st Infantry Brigade
Stakeholder 10	Chief of Staff	Major	1 st Infantry Brigade
Stakeholder 11	Unit Commander	Captain	1 st Infantry Brigade
Stakeholder 12	Chief of Staff	Major	1 st Infantry Brigade
Stakeholder 13	Personnel specialist	-	Military Police
Stakeholder 14	Personnel officer	Lieutenant	Support Command
Stakeholder 15	Chief of Personnel	Major	1 st Infantry Brigade
Stakeholder 16	Unit Commander	Major	1 st Infantry Brigade
Stakeholder 17	Unit Commander	Lieutenant	1 st Infantry Brigade
Stakeholder 18	Chief of Personnel	Captain	Support and Signal Battalion
Stakeholder 19	Chief of Staff	Major	1 st Infantry Brigade
Stakeholder 20	Chief of Personnel	Lieutenant	General Staff
Stakeholder 21	Chief of Personnel	Captain	1 st Infantry Brigade
Stakeholder 22	Chief of Personnel	Major	Defence League

Table 1. Details of semi-structured interviews with stakeholders.

Appendix 2. Domain expert interview bio data.

Interviewee	Rank	Unit	Years in active service
Domain expert 1	Senior NCO	General Staff	17
Domain expert 2	Junior officer	General Staff	12
Domain expert 3	Senior NCO	1 st Infantry Brigade	24
Domain expert 4	Junior officer	Support and Signal Battalion	6
Domain expert 5	Senior officer	1 st Infantry Brigade	14
Domain expert 6	Senior officer	2 nd Infantry Brigade	19
Domain expert 7	Junior officer	1 st Infantry Brigade	14
Domain expert 8	Senior officer	Support Command	21
Domain expert 9	Junior officer	Air Force	8
Domain expert 10	Senior NCO	Navy	13
Domain expert 11	Senior NCO	ENDC	20
Domain expert 12	Senior officer	1 st Infantry Brigade	17
Domain expert 13	Senior officer	Military Police	21

Table 2. Bio-data of domain experts participating in semi-structured interviews.

Appendix 3. Survey questionnaire

Repository » Uurimused ja küsitlused » Kaitseväe inglise keele koolitusvajaduse analüüs

Palun märkige, millises üksuses hetkel teenite. *

Selection:

Palun märkige oma auaste. *

Selection:

Palun märkige oma staaž tegevteenistujana. *

Selection:

Kui oluline on inglise keele oskus Teie töös? *

Väga oluline
 Oluline
 Mitte eriti oluline
 Täiesti ebaoluline

Kui oluliseks peate alljärgnevaid inglise keele aspekte oma töös? *

	Väga oluline	Keskmiselt oluline	Mitte eriti oluline	Täiesti ebaoluline
Suuline eneseväljendusoskus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kirjalik eneseväljendusoskus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kirjaliku teksti mõistmine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suulise kõne mõistmine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Korrektse grammatika kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spetsiifilise erialase sõnavara valdamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laialdase üldkeele sõnavara valdamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Muud olulised aspektid:

Answer:

Palun märkige, kui sageli peate nimetatud tööülesandeid inglise keeles täitma.

Kui täidate inglise keeles veel tööülesandeid, mida mainitud ei ole, palun lisage need loetelu lõppu.

*

	Iganädalaselt	Mõned korrad	Mõned korrad	Mõned korrad	Mitte kunagi
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		kuus	kvartalis	aastas	
Ametlike kirjade kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mitte-ametlike kirjade kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raportite/aruanete kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memode kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Käskude kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kokkuvõtete/analüüside kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tabelite/vormide täitmine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kirjaliku teksti tõlkimine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Määrustike/juhendite lugemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Õppematerjalide/erialakirjanduse lugemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Käskude lugemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raportite/aruanete lugemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doktriinide/STANAGite lugemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Populaarteadusliku kirjanduse lugemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loengute/ettekannete kuulamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telefonivestluste pidamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koosolekutel/nõupidamistel osalemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esitluste/ettekannete tegemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loengute/tundide läbiviimine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raadioside pidamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Väeosa/üksuse/piirkonna tutvustamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Käskude andmine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suuline tõlkimine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sotsiaalne suhtlus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Muud tööülesanded, mida inglise keeles täidate:

Answer:

Palun märkige, millisel määral tajute enda puhul probleeme inglise keele kasutamisega alljärgnevatel valdkondades.

Kui tajute probleeme muudes valdkondades, mida märgitud ei ole, lisage need palun nimekirja lõppu.

*

	Probleeme on sageli	Probleeme on mõnikord	Probleeme on harva	Probleeme ei ole	Ei puutu oma töös kokku
Ametlike kirjade kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mitte-ametlike kirjade kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Käskude kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kokkuvõtete/analüüside kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tabelite/vormide täitmine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aruannete/raportite kirjutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kirjalikest käskudest aru saamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Juhenditest/manuaalidest aru saamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Õppematerjalidest/erialakirjandusest aru saamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doktriinidest/STANAGitest aru saamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loengutest/ettekannetest aru saamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koosolekutel/nõupidamistel osalemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ettekannete/presentatsioonide tegemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loengute/tundide läbiviimine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Väosa/üksuse/piirkonna tutvustamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raadiosides osalemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telefonivestluses osalemine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sorav suuline eneseväljendus ametlikes situatsioonides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sorav suuline eneseväljendus mitteametlikes situatsioonides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spetsiifilise erialase sõnavara kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üldise militaarsõnavara kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lühendite ja akronüümide kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Korrekse grammatika kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Korrekse õigekirja kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tavakeele sõnavara kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Korrekse häälduse kasutamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erinevatest aksentidest aru saamine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Palun kirjeldage oma sõnadega, milliseid puudujääke inglise keele kasutamise osas enda puhul kõige enam tajute. *

Answer:

Kui olete viimase 3 aasta jooksul osalenud Kaitseväes korraldatavatel inglise keele kursustel, siis kuidas hindaksite kursusega seonduvaid alljärgnevaid aspekte:

	Nõustun täielikult	Pigem nõustun	Pigem ei nõustu	Ei nõustu üldse
Kursus aitas kaasa suulise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

eneseväljendusoskuse arengule				
Kursus aitas kaasa kirjaliku eneseväljendusoskuse arengule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursus aitas kaasa kirjaliku teksti mõistmise oskusele	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursus aitas kaasa suulise teksti mõistmise oskusele	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursus arendas erialast sõnavara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursus arendas üldkeele sõnavara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursus vastas minu tööalastele vajadustele	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursusel käsitletavat teemad olid seotud minu tööga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursusel kasutatud materjalid olid asjakohased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursuse pikkus oli töökohustusi arvestades sobiv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ülem toetas minu osalemist keelekoolitusel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lisakommentaariid osaletud kursus(t)e kohta:

Answer:

Kas tunnete vajadust inglise keele täiendkoolituse järele? *

Selection:

Milline oleks Teie jaoks oma töö iseloomu arvesse võttes sobivaim õppetöö vorm? *

- Lühike intensiivkursus (5-7 nädalat 5 päeva nädalas töökohustustest vabastamisega)**
- Pikk intensiivkursus (12-14 nädalat 5 päeva nädalas töökohustustest vabastamisega)**
- Lühike poolintensiivkursus (5-7 nädalat 3 korda nädalas osalise töökohustustest vabastamisega)**

- Pikk poolintensiivkursus (14-18 nädalat 3 korda nädalas osalise töökohustustest vabastamisega)**
- Lühike keeltekooli tüüpi kursus (8-12 nädalat 2 korda nädalas töökohustuste kõrvalt)**
- Pikk keeltekooli tüüpi kursus (18-22 nädalat kuud 2 korda nädalas töökohustuste kõrvalt)**
- Iseseisev e-õpe**
- E-õpe õppejõu juhendamisel**

Muu õppevorm, mida töökohustused võimaldaksid:

Answer:

Milline oleks Teie töökohustusi ja inglise keele kasutamisega seonduvaid probleeme arvestades vajalik kursuse suunitlus? *

- Inglise keele testi STANAG 6001 ettevalmistuskursus**
- Kirjutamise kursus**
- Vestluskursus**
- Üldine militaarkeele kursus**
- Spetsiifiline erialakeele kursus**
- Üldkeele kursus**

Milliseid teemasid peaks Teie hinnangul inglise keele kursustel kindlasti käsitlema? *

Answer:

Kas vajate töökohustuste täitmiseks lisaks inglise keelele veel mõnd võõrkeelt?

Kui jah, siis millist?

Answer:

Appendix 4. Importance of individual skills

RANK	Speaking	Writing	Reading	Listening	Grammar	Terminology	Vocabulary	Cumulative n=273
Soldiers & junior NCOs	71.4	23.8	42.9	71.4	47.6	47.6	28.6	33.3
Senior NCOs	55.2	17.7	61.5	58.3	17.7	51	29.2	31.2
Junior officers	71.2	38.8	80	81.3	26.3	67.5	42.5	56.8
Senior officers	80.6	41.8	77.6	83.6	31.3	53.7	44.8	58.2
Cumulative	67	30.8	69.2	72.5	23.1	56	37.7	

Table 4. Percentage of respondents who marked the skill as 'Very important' based on units (n=273). Colour coded from least important (red) to the most important (green).

UNIT	Speaking	Writing	Reading	Listening	Grammar	Terminology	Vocabulary	Cumulative n=273
GS	92.6	51.9	81.5	92.6	40.7	44.4	48.1	74.1
1 st INF BDE	78.3	23.9	71.7	80.4	19.6	63	47.8	58.7
2 nd INF BDE	51.4	25.7	57.1	57.1	8.6	65.7	20	25
Navy	76.5	52.9	94.1	88.2	35.3	70.6	29.4	58.8
Air Force	80	55	80	90	45	65	50	55
S&S BN	58.3	33.3	54.2	50	20.8	54.1	41.7	41.7
CS BN	48.6	24.3	67.6	54.1	18.2	37.8	27	43.2
MP	72.7	9.1	54.5	81.2	18.2	54.5	36.4	36.4
ENDC	73.3	26.7	73.3	86.7	26.7	46.7	66.7	33.3
DL	59.3	15.6	65.6	71.9	12.5	62.5	21.9	25
Cumulative	67	30.8	69.2	72.5	23.1	56	37.7	

Table 5. Percentage of respondents who marked the skill as 'Very important' based on units (n=273). Colour coded from least important (red) to the most important (green).

Appendix 5. List of tasks fulfilled in English

TASK	
Reading	30. Memos
1. Manuals	31. Feedback
2. Regulations	32. Translating
3. Field manuals	Listening
4. Letters	33. Lectures
5. Study guides	34. Presentations
6. Training materials	35. News
7. Lessons learned	36. Specialist videos
8. Specialist literature	37. Speeches
9. Orders	38. Orders
10. Reports	39. Radio conversations
11. Analyses	40. Meetings
12. Doctrines	41. Seminars
13. News	Speaking/oral communication
14. STANAGs	42. Telephone conversations
15. Fiction	43. Social interaction
16. Contracts	44. Participating in meetings
17. Research articles	45. Participating in working groups
18. Summaries	46. Participating in negotiations
19. Standard operating procedures (SOPs)	47. Conducting classes
Writing	48. Giving lectures
20. Formal/semi-formal letters	49. Making presentations
21. Informal letters	50. Answering questions
22. Reports	51. Radio communication
23. Orders	52. Conducting briefings/debriefings
24. Summaries	53. Giving speeches
25. Analyses	54. Giving orders
26. Forms/tables	55. Conducting guided tours of a unit/area/country
27. Notes/minutes	56. Interrogations and questioning
28. SOPs	57. Interpreting
29. Articles	58. Co-ordinating activities
	59. Giving instructions

Table 6. List of tasks from stakeholder interviews

Appendix 6. Frequency of tasks carried out in English

TASK	Soldiers &junior NCOs n=21	Senior NCOs n=96	Junior officers n=81	Senior officers n=67	Cumulative n=265
Writing formal letters	9.5	5.2	27.2	49.3	24.2
Writing informal letters	9.5	11.5	41.9	59.7	33.6
Writing reports	0	5.2	18.5	14.9	11.7
Writing memos	0	0	9.9	11.9	6.4
Writing orders	0	1	17.2	10.4	8.3
Writing summaries	0	1	11.1	10.4	6.4
Filling in forms	4.8	11.5	23.5	26.9	18.9
Translating	4.8	22.9	30.9	29.9	25.7
Reading manuals	9.5	25	44.4	53.7	37.4
Reading specialised literature	19	36.5	59.3	52.2	46.4
Reading orders	9.5	21.9	40.7	40.3	31.3
Reading reports	14.3	18.8	41.9	50.7	33.9
Reading doctrines	0	14.6	38.3	46.3	28.7
Reading popular science	4.8	19.8	32.1	37.3	27.5
Listening to lectures	4.8	14.6	23.5	34.3	21.9
Telephone conversations	23.8	11.5	32.1	44.8	27.9
Participating in meetings	9.5	9.4	24.7	35.8	21.5
Making presentations	0	4.2	13.6	20.9	10.9
Conducting classes	0	1	7.4	44.8	4.2
Radio communication	14.3	13.5	23.5	10.4	16.2
Giving tours of unit/area	0	3.1	4.9	16.4	7.5
Giving orders	0	2.1	11.1	10.4	6.8
Interpreting	4.7	10	17.3	13.4	13.9
Social interaction	33.3	31.2	49.4	56.7	44.9
Cumulative	7.3	12.3	26.9	30.9	

Table 7. Percentage of respondents who carry out the task on a weekly or monthly basis by rank (n=265). Colour coded from least frequent (red) to the most frequent (green).

TASK	GS n=27	1 st INF BDE n=46	2 nd INF BDE n=35	Navy n=16	AF n=20	S&S BN n=24	CS n=38	MP n=11	ENDC n=15	DL n=32	Cumulative
<i>Writing</i>											
Formal letters	70.4	15.2	14.3	35.3	45	16.7	16.2	0	26.7	6.3	24.2
Informal letters	85.2	21.7	25.7	47.1	65	29.1	27	18.2	26.7	6.3	33.6
Reports	25.9	19.6	5.7	17.6	5	12.5	8.1	0	13.3	0	11.7
Memos	18.5	4.3	0	11.8	5	8.3	5.4	0	13.3	0	6.4
Orders	3.7	21.7	11.4	23.5	0	0	5.4	0	6.7	0	8.3
Summaries	7.4	6.5	2.9	11.8	15	4.1	5.4	0	13.3	0	6.4
Forms	40.7	19.6	20	47.1	35	4.1	8.1	0	20	0	18.9
Translating	44.4	36.9	17.1	35.3	20	12.5	24.3	9.1	40	9.4	25.7
<i>Reading</i>											
Manuals	70.4	47.8	25.7	58.8	50	29.2	32.4	0	26.7	15.6	37.4
Specialised lit.	51.9	58.7	42.9	64.7	60	50	45.9	0	46.7	21.9	46.4
Orders	44.4	52.2	37.1	47.1	35	4.1	21.6	0	26.7	12.5	31.3
Reports	59.3	39.1	34.3	35.3	50	25	24.3	18.2	46.7	9.4	33.9
Doctrines	48.1	26.1	20	35.3	50	16.7	32.4	0	26.7	3.1	28.7
Pop. Science	37	28.3	31.4	35.3	15	37.5	18.9	27.3	53.3	9.3	27.5
<i>Listening and speaking</i>											
Listening to lectures	33.3	23.9	8.6	17.6	20	29.2	18.9	9.1	53.3	6.3	21.9
Telephone conversations	55.6	39.1	17.1	35.3	60	25	18.9	18.2	33.3	9.4	27.9
Meetings	37	39.1	14.3	17.6	30	20.8	10.8	9.1	20	3.1	21.5
Presentations	14.8	13	8.6	17.6	15	8.3	5.4	0	20	6.3	10.9
Conducting classes	0	10.9	2.9	11.8	5	0	0	9.1	6.7	0	4.2
Radio communication	0	47.8	17.1	35.3	25	0	2.7	0	6.7	6.3	16.2
Giving tours	11.1	13	5.7	11.8	2	8.3	0	0	0	3.1	7.5
Giving orders	0	23.9	2.9	5.9	5	0	2.7	0	6.7	3.1	6.8
Interpreting	18.5	32.6	5.7	17.6	25	12.5	0	0	6.7	6.3	13.9
Social interaction	70.4	56.5	25.7	47.1	75	41.7	29.7	27.3	60	25	44.9
Cumulative	35.3	29.1	16.5	30.1	30.4	16.5	15.2	6.7	25	6.8	

Table 8. Percentage of respondents who carry out the task on a weekly or monthly basis by unit (n=265). Colour coded from least frequent (red) to the most frequent (green).

Appendix 7. Perceived problems with English.

TASK	Soldiers & Junior NCOs n=21	Senior NCOs n=96	Junior OFs n=80	Senior OFs n=66	Cumulative
Writing formal letters	27.3	72	59.4	62.3	59.9
Writing informal letters	25	61	44.1	40.3	45.5
Writing orders	0	66.7	58.8	53.1	55.7
Writing summaries/analyses	0	69	60.7	49	55.5
Filling in forms/tables	16.7	42.2	45.5	32.8	37.9
Writing reports	12.5	61.4	59.6	44.9	51.3
Understanding written orders	16.7	55.6	44.9	26.9	43.1
Understanding manuals	12.5	60.6	45.5	28.6	45.3
Understanding specialised literature	33.3	63.5	43.6	30.3	45.3
Understanding STANAGs/doctrines	28.6	61.5	50.7	41	48.8
Understanding lectures	33.3	55.8	44.2	28.6	42.7
Participating in meetings	25	47.1	42	28.6	37.6
Making presentations	20	63.6	54.5	35	47.3
Conducting lessons	50	57.9	53.2	30.4	44.1
Giving tours of unit/area	25	47.1	34	18.6	30.8
Radio communications	40	41.1	48.2	38.5	42.6
Phone conversations	42.9	55.2	43.2	33.8	42.9
Oral communication in formal situations	57	72.6	58.7	59.7	62.2
Oral communication in informal situations	50	67.6	48.7	46.2	53.9
Specialised vocabulary	53	75	71.1	58.5	66.5
General military vocabulary	64.7	72.3	61.5	50.8	61.9
Acronyms and abbreviations	70.6	75.3	67.9	53.8	66.1
Correct grammar	46.7	77.2	63.6	75.8	68.1
Correct spelling	53.8	78.5	66.2	68.2	68.2
Appropriate general vocabulary	44.4	61.9	34.2	37.9	44.4
Correct pronunciation	47.4	65.1	45.6	54.7	53.3
Understanding different accents	52.9	72.3	58.4	59.4	61.9
Cumulative	44.5	63.6	52.2	44.3	

Table 9. Percentage of respondents who marked the task as often or sometimes problematic, with the responses 'Do not come in contact' eliminated from the calculations presented by rank group (n=265). Colour coded from least problematic (red) to the most problematic (green).

TASK	GS n=27	1 st INF BDE n=46	2 INF BDE n=34	Navy n=16	AF n=20	S&S Bn n=24	CS n=38	MP n=10	ENDC n=15	DL n=32	Cumulative
<i>Writing</i>											
Formal letters	74.1	66.7	57.9	64.3	58.8	36.4	69.6	37.5	66.7	55	59.9
Informal letters	53.8	44.4	40	53.3	38.9	28.6	47.8	44.4	76.9	44	45.5
Orders	68.4	54.5	50	58.3	33.3	40	70	100	66.7	50	55.7
Summaries	60.8	60	53.3	42.8	50	37.5	60	85.7	55.6	63.2	55.5
Forms/tables	42.5	42.5	36.3	40	29.4	21.4	33.3	62.5	45.4	43.4	37.9
Reports	52.1	52.9	41.1	57.1	36.3	30	63.6	80	62.5	66.7	51.3
<i>Reading</i>											
Orders	39.1	40.4	46.4	46.6	29.4	25	36.3	37.5	60	61.2	43.1
Manuals	38.4	36.3	48.2	50	40	26.3	56.6	40	64.2	62.5	45.3
Specialised lit.	33.3	38.6	51.7	50	25	27.7	57.5	33.3	60	70.9	45.3
STANAGs	52	48.7	62.5	46.6	31.2	30.7	56	33.3	58.3	62.5	48.8
<i>Listening and speaking</i>											
Lectures	38.5	40.4	48	43.7	30	21.4	54.8	33.3	60	51.7	42.7
Meetings	34.6	40	34.8	50	29.4	23.1	42.3	22.2	53.8	44.4	37.6
Presentations	30.7	51.7	47.4	61.5	50	20	70.5	50	71.4	47.4	47.3
Classes	23.8	48.2	50	50	40	28.5	72.7	50	71.4	50	44.1
Tours	13	33.3	20.8	45.5	38.5	20	44.4	37.5	62.5	31.8	30.8
Radio comms.	30	40.2	46.4	41.7	27.2	16.7	37.5	50	44.4	60	42.6
Phone	38.5	40	45.8	64.2	40	21.1	50	40	61.5	50	42.9
<i>General skills</i>											
Formal comm.	46.2	60.9	70.4	68.7	57.9	43.7	70.4	66.6	76.9	75	62.2
Informal comm.	38.5	50	62.9	62.5	65	35	57.1	50	78.6	57.1	53.9
Specialised voc.	65.4	64.3	70	68.7	50	57.8	75.8	70	80	79.3	66.5
Gen. ME	61.5	62.7	65.6	81.2	50	40	62.1	70	73.3	70	61.9
Acronyms	59.3	68.2	65.5	75	60	55	68.9	80	71.4	76.7	66.1
Grammar	66.7	72.7	66.7	68.7	65	47.4	82.8	70	80	78.6	68.1
Spelling	66.7	72.1	74.1	75	60	44.4	75.8	70	86.7	75	68.2
GE vocabulary	29.6	51.1	45.2	56.3	30	19	53.3	30	73.3	56.7	44.4
Pronunciation	44.4	51.1	61.3	62.5	45	25	72.4	60	66.7	60	53.3
Accents	51.9	70.5	56.7	68.7	50	40	71.4	50	71.4	86.7	61.9
Cumulative	46.9	52.2	53.5	58.4	43.9	33.1	60.3	52.8	67.5	61.4	

Table 10. Percentage of respondents who marked the task as often or sometimes problematic, with the responses 'Do not come in contact' eliminated from the calculations presented by unit (n=265). Colour coded from least problematic (red) to the most problematic (green).

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Liis Raudvere

A Task-based Needs Analysis of English Language Training for the Estonian Defence Forces Active Service Personnel (Eesti Kaitseväge tegevväelaste ülesande-põhine inglise keele vajaduste analüüs)

Magistritöö

Aasta: 2018

Lehekülgede arv: 104

Annotatsioon: Käesoleva magistritöö eesmärgiks oli viia läbi Eesti Kaitseväge tegevväelaste inglise keele vajaduste analüüs, et koostada erialakeele õppekavad, mis vastaksid õppurite vajadustele ja soovidele. Tegemist on esmase uuringuga pikema vajaduste analüüsi projekti raames.

Töö koosneb teoreetilisest osast, mis kirjeldab sõjalise inglise keele olemust ja eripära ning annab ülevaate koolitusvajaduse analüüsi meetoditest ning allikatest. Tuginedes teistele olulisematele militaarvaldkonna keelevajaduse analüüsi uuringutele (nt Aho 2003, Lett 2005, Park 2015) viidi käesolev uurimus läbi lähtuvalt ülesandepõhise keelevajaduse analüüsi teooriast (vt Long 2015).

Koolitusvajaduse välja selgitamiseks viidi läbi kvalitatiivne ja kvantitatiivne uurimus eesmärgiga tuvastada kaitseväelaste poolt läbiviidavate keeleliste tegevuste sagedus, nendega seonduvad probleemid ja tegevväelaste subjektiivsed soovid seoses keeleõppega. Andmete analüüsiks kasutati temaatilist sisuanalüüsi ning kirjeldavat statistikat. Uurimuse valimi moodustasid eriala spetsialistid ehk tegevväelased erinevatest aastmegruppidest ja väeosadest. Kvalitatiivses osas viidi läbi intervjuud 22 üksuse esindajaga, et tuvastada erinevad inglise keele kasutust nõudvad tegevused, probleemid ning koguda arvamusi keelekoolituse sisu kohta. Samuti viidi läbi poolstruktureeritud intervjuud 13 valitud erialaspetsialistiga, kellel on rikkalik kokkupuude inglise keele kasutamise, täpsustamiseks eelnevates intervjuudes välja toodud tegevusi, tuvastamiseks enamlevinud probleeme inglise keele kasutamisel ning soove keeleõppega seoses. Tuginedes saadud andmetele koostati elektrooniline küsimustik, mis oli kättesaadav kõikidele kaitseväelastele Iliase portaalis. Küsimustiku täitis 273 tegevväelast.

Andmete analüüsist selgus, et kõige olulisemaks peavad tegevväelased kuulamise ja lugemise oskust, millele järgneb suulise eneseväljenduse oskus. Oluliseks peetakse ka militaarterminoloogia valdamist. Seejuures kirjutamisoskus ning grammatika valdamine on võrdlemisi ebaolulised. Kõige sagedamini tegelevad vastanud erinevate materjalide lugemisega (juhendid, erialakirjandus, raportid, käsud) ning sotsiaalse suhtlusega. Kõige vähesemal määral tegeletakse kirjutamisega, kusjuures kõige sagedasemini kirjutatakse mitteametlikke kirju ning täidetakse erinevaid tabeleid ja vorme. Tegevuste sageduse juures tuli ilmsiks ka rohkelt erisusi väeosade ning aastme gruppide vahel. Vaadeldes erinevate ülesannete keerukust ilmnes, et kõige problemaatilisemaks peavad tegevväelased kirjutamist ning suulist eneseväljendust ametlikes situatsioonides. Samuti on keeruline erialane ja spetsiifiline terminoloogia ning sõjanduses kasutusel olevad lühendid. Üldjoontes selgus, et tegevväelaste soovid seoses keelekoolitusega vastavad nende tuvastatud puudujääkidele. Ülesanded, mida peeti kõige problemaatilisemaks on ka tegevused, millele soovitakse

keelekursuste raames rohkem tähelepanu pöörata – kirjutamine, ametlik suuline suhtlus, grammatika, eriala terminoloogia. Ennekõike soovivad vastanud keelekursuste raames tegeleda rohkem erialakeelega, mis on ka suurimaks puudujäägiks seniste kursuste osas. Tegevväelased leiavad, et senised koolitused ei ole vastanud nende tööalastele vajadustele ega pakkunud neile võimalust õppida erialast terminoloogiat.

Tulenevalt läbiviidud uurimuse andmete analüüsist võib väita, et Kaitseväes on vajadus erialakeele kursuste järgi, mis keskenduksid sõjandusterminoloogiale, suulise eneseväljenduse parendamisele ennekõike ametlikes olukordades ning kirjutamisoskuse arendamisele. Ennekõike peaks rõhku paneme produktiivsetele oskustele kuid retseptiivsete oskuste puhul tuleks keskenduda erialaspetsiifiliste tekstide lugemisele ning suulise kõne mõistmisele erinevate aktsentide ja kõne kiiruse puhul.

Enne ainekevade koostamist ja väljatöötamist on vajalik viia läbi täiendavaid vajaduste analüüse, et selgitada välja erinevate ülesannete olulisus, esinevate probleemide olemus ja põhjused ning kaasata teisi sihtgrupe ning meetodeid, et keskenduda ka objektiivsetele vajadustele ning kontrollida käesoleva uuringu tulemuste valiidsust.

Märksõnad: Inglise keele õpetamine, erialane inglise keel, vajaduste analüüs, sõjaline inglise keel, ülesande-põhine vajaduste analüüs.

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