



## Successful language learning in the Portuguese Navy during the COVID-19 lockdown period

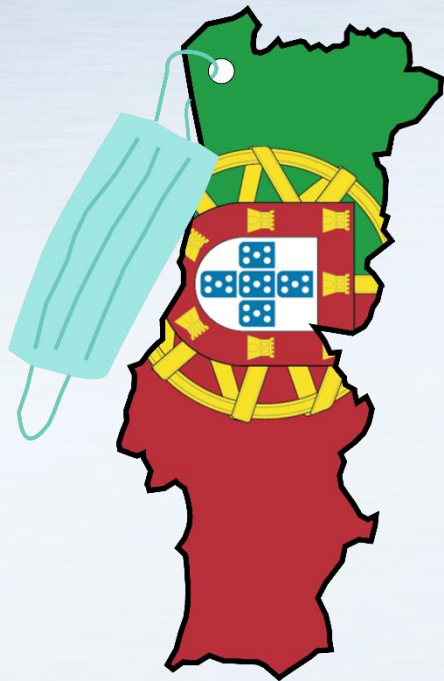
Lieutenant Daniel Gomes Neto, PON

Head of the English Language Office, School of Naval Technologies

Lisbon, October 19, 2020



**PRESENTATION OVERVIEW:**



**1. THE LOCKDOWN IN PORTUGAL –  
IMPACT ON EDUCATION & TRAINING**



**2. DISTANCE & ONLINE LEARNING –  
CHALLENGES & OPPORTUNITIES**



**3. ENGLISH LANGUAGE TEACHING &  
LEARNING IN THE PORTUGUESE NAVY**

## 1. THE LOCKDOWN IN PORTUGAL – IMPACT ON EDUCATION & TRAINING:

**MARCH 16**

**Nationwide school shutdown**

(reassessed on April 9)

- F2F teaching suspended
- National plan - distance learning:  
online & #Estudoemcasa  
(educational television)



PON: Professional Training  
System suspended



OCTOBER 19, 2020

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**MARCH 19 – MAY 2**

**State of Emergency**

&

**MAY 3 – MAY 31**

**State of Calamity**

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**Classroom teaching -  
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**JUNE 1**

**Pre-schools reopen**

- Children under the age of 6 returned to their schools

## 1. THE LOCKDOWN IN PORTUGAL – IMPACT ON EDUCATION & TRAINING:



Teachers



Students

*Adapt to online  
delivery of lessons*

*Limited digital skills &  
impact of technology*

*Increased workload*

*Different student-  
teacher relations*

*Strategies for most  
vulnerable students*

*Working from home  
surrounded by family*

## 1. THE LOCKDOWN IN PORTUGAL – IMPACT ON EDUCATION & TRAINING:



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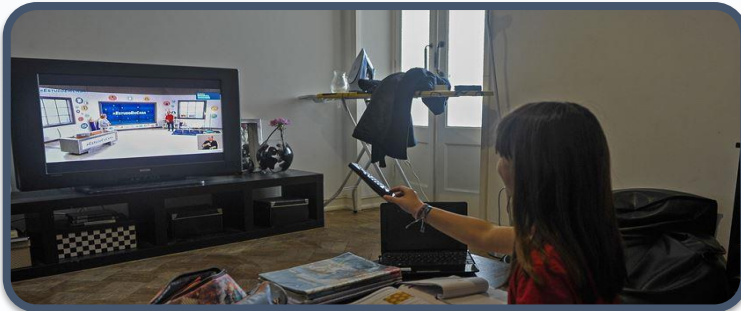
*Lack of traditional  
social interaction*

*Vulnerable learners  
more exposed to  
inequalities*

*Loss of school meals*



## 2. DISTANCE & ONLINE LEARNING – CHALLENGES & OPPORTUNITIES:



### *Distance learning*

“Umbrella term for any learning that takes place across distance and not in a traditional classroom:

- Correspondence courses
- Telecourses
- CD/DVD courses
- Online learning
- Mobile learning.”

(Joshua Stern, “Introduction to Online Teaching & Learning”)



### *Online learning*

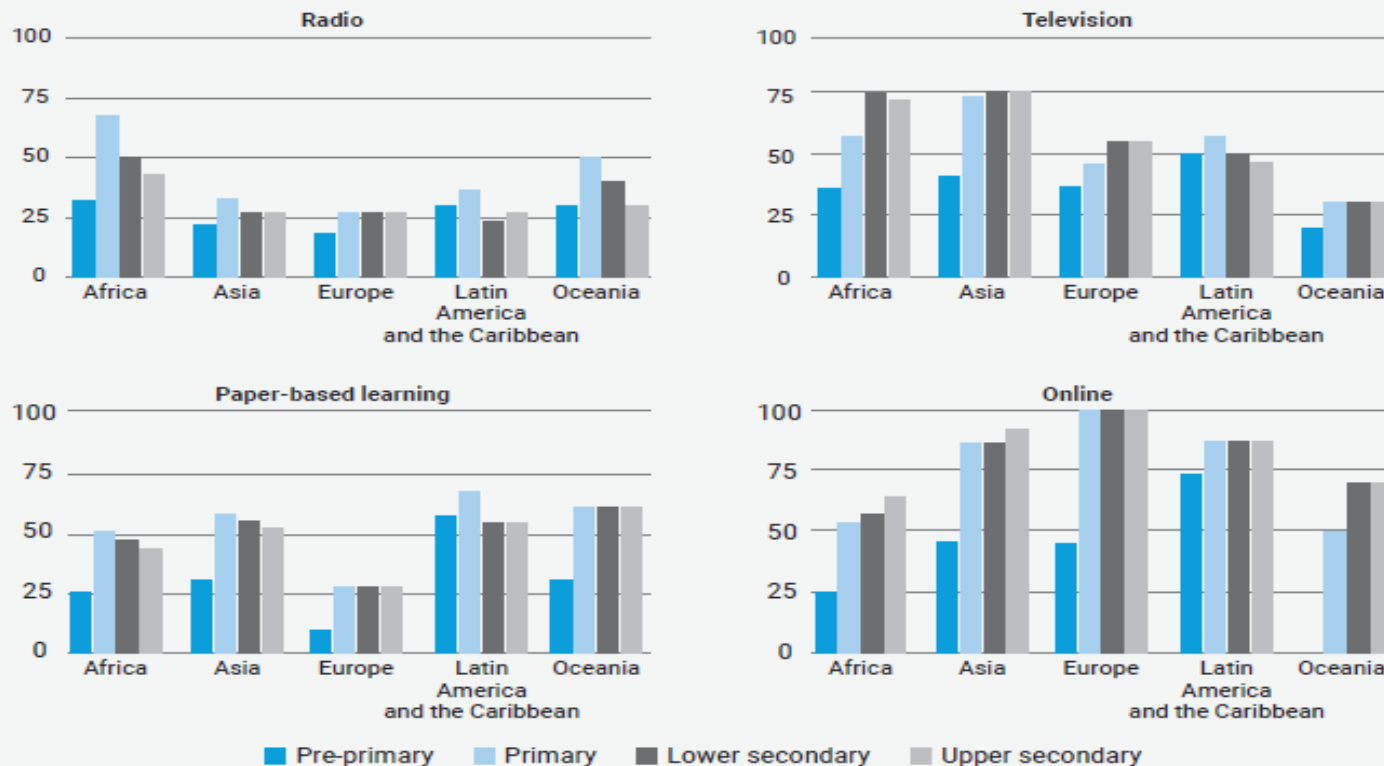
“Most popular form of distance education (...); takes place over the Internet.”

(Joshua Stern, “Introduction to Online Teaching & Learning”)

However, online learning might take place in the classroom combined with other teaching methods.

## 2. DISTANCE & ONLINE LEARNING – CHALLENGES & OPPORTUNITIES:

### CHOICE OF DISTANCE LEARNING DURING SCHOOL CLOSURE



Source: UNESCO-UNICEF-World Bank joint database, May–June 2020, <http://tcq.uis.unesco.org/survey-education-covid-school-closures>.

## 2. DISTANCE & ONLINE LEARNING – CHALLENGES & OPPORTUNITIES:

“Computers will not replace teachers because they cannot do most of the significant things teachers can: lesson planning, individual counselling, preparation and selection of materials, evaluation of process and product, and so on. Teachers of the future will perform the very same functions they do now, but will make use of technology to give students a richer, more stimulating learning environment. But as computers become our new tools, we will find that the technology demands new kinds of student-teacher relations: students must become **more autonomous, active learners**, and teachers must relinquish some of their **power and authority** – not to the computer, but **to the students themselves.**”



(Elizabeth Hanson-Smith, “Technology in the classroom: practice and promise in the 21<sup>st</sup> century”, 1997)

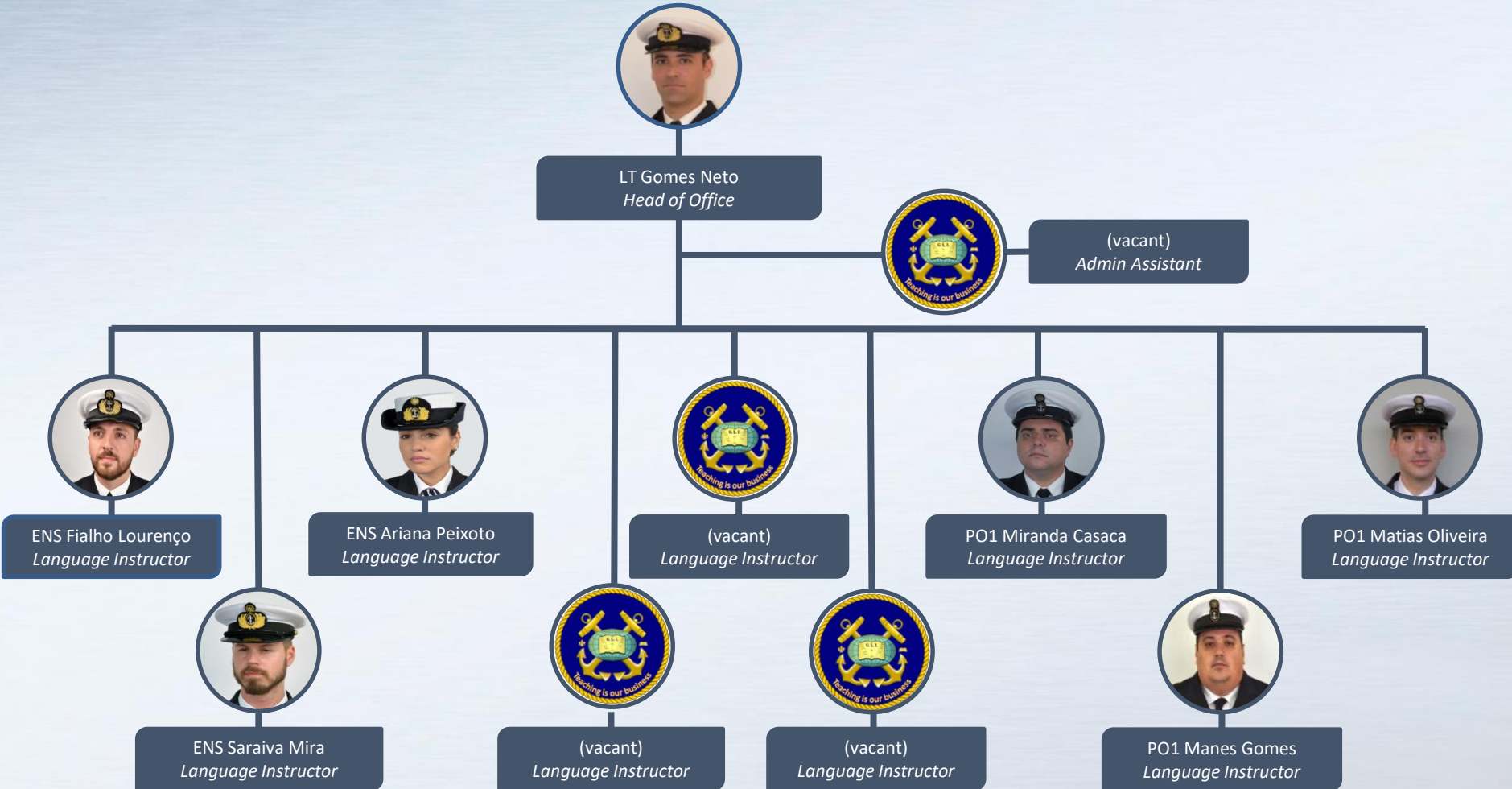
**2. DISTANCE & ONLINE LEARNING – CHALLENGES & OPPORTUNITIES:**

	<b>CHALLENGES</b>	<b>OPPORTUNITIES</b>
<b>ORGANISATIONS</b>	<ul style="list-style-type: none"> <li>• Keep pace with latest technological developments</li> <li>• Simplify processes (e.g.: course management &amp; execution – paper free)</li> </ul>	
<b>TEACHERS</b>	<ul style="list-style-type: none"> <li>• Cope with great diversity of LMS &amp; authoring tools</li> <li>• Adapt teaching/learning process to students' profile: age, maturity, motivation &amp; digital literacy</li> <li>• Be a lighthouse beam in the vast ocean of information (work as a guide)</li> </ul>	
<b>STUDENTS</b>	<ul style="list-style-type: none"> <li>• Requirement: conversant with ICT</li> <li>• Willing to take on more responsibility &amp; play an even more active role in their learning</li> <li>• Find a way to boost their intrinsic motivation</li> </ul>	

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ORGANISATIONS	<ul style="list-style-type: none"> <li>• Keep pace with latest technological developments</li> <li>• Simplify processes (e.g.: course management &amp; execution – paper free)</li> </ul>	<ul style="list-style-type: none"> <li>• Reach different audiences (individuals with no availability for on-site teaching &amp; rigid schedules)</li> <li>• Increase booming market of tech tools &amp; online content for teaching</li> </ul>
TEACHERS	<ul style="list-style-type: none"> <li>• Cope with great diversity of LMS &amp; authoring tools</li> <li>• Adapt teaching/learning process to students' profile: age, maturity, motivation &amp; digital literacy</li> <li>• Be a lighthouse beam in the vast ocean of information (work as a guide)</li> </ul>	<ul style="list-style-type: none"> <li>• New job opportunities</li> <li>• Free &amp; easy access to online training (e.g.: webinars)</li> <li>• Recycle &amp; innovate methodologies and skills to avoid fossilisation of teaching practice</li> </ul>
STUDENTS	<ul style="list-style-type: none"> <li>• Requirement: conversant with ICT</li> <li>• Willing to take on more responsibility &amp; play an even more active role in their learning</li> <li>• Find a way to boost their intrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Access to different learning environments other than traditional teaching</li> <li>• Teaching/learning process more student-centred</li> <li>• Saves time &amp; money (e.g.: in commuting)</li> </ul>

3. ENGLISH LANGUAGE TEACHING & LEARNING IN THE PORTUGUESE NAVY – THE TEAM @ THE ELO



### 3. ENGLISH LANGUAGE TEACHING & LEARNING IN THE PORTUGUESE NAVY – COURSE CATALOGUE

CLASSROOM TEACHING – TRADITIONAL & ONLINE



**GENERAL ENGLISH COURSES – INTENSIVE & NON-INTENSIVE  
FROM BEGINNER TO ADVANCED (7 LEVELS - F2F & B-LEARNING)**

**TECHNICAL ENGLISH COURSES (F2F & B-LEARNING) –  
NAVAL TERMINOLOGY &/OR MISSION-ORIENTED**

**ENGLISH FOR SPECIFIC PURPOSES –  
WRITING & SPEAKING SKILLS (5 COURSES)**

**INDIVIDUALIZED PREPARATION FOR  
STANDARDIZED LANGUAGE PROFILE TEST**

### 3. ENGLISH LANGUAGE TEACHING & LEARNING IN THE PORTUGUESE NAVY – TRANSITION TO DISTANCE LEARNING

GENERAL ENGLISH COURSES | 03FEB-01JUL20



#### GENERAL ENGLISH COURSES [16MAR-01JUL]

- Technology:
  - Blended-learning → Full distance learning (online)
  - Zoom (for VTC) complementary to online platform (Moodle)
  - WhatsApp for faster communication
  - Articulate Studio & Captivate for designing content
- Main characteristics:
  - Content available 24/7 (compatible with students' needs)
  - Flexible, yet with clear objectives & deadlines
  - Immediate feedback from teachers
  - Multimedia / interactive content (more appealing)
- Student performance:
  - Updated reports from Moodle (individual participation)
  - Ongoing participation, assignments & interactive tests
  - Weekly entry log & collaborative work
- Overall satisfaction:
  - Students would attend another course in similar format
  - Teachers developed their teaching skills in this environment



### 3. ENGLISH LANGUAGE TEACHING & LEARNING IN THE PORTUGUESE NAVY – TRANSITION TO DISTANCE LEARNING

GENERAL ENGLISH COURSES | 03FEB-01JUL20

COURSE	INSTRUCTOR	ENROLLED	PASSED	FAILED
<i>General English – Beginner</i>	PO1 Oliveira	3	2	1*
<i>General English – Elementary</i>	ENS Peixoto	8	4	4*
<i>General English – Low-Intermediate</i>	PO1 Casaca	10	10	0
<i>General English – Intermediate</i>	PO1 Gomes	6	6	0
<i>General English – Upper-Intermediate</i>	ENS Lourenço	8	8	0
<i>General English – Advanced</i>	ENS Mira	5	5	0
<i>General English – Advanced**</i>	LT Neto	2	2	0
<i>TOTAL</i>		42	37	5



\* These students were excluded from the course due to an irregular class attendance, for personal or professional reasons, prior to the COVID-19 lockdown;

\*\* This course was entirely taught through distance learning, from JUL19 to APR20, as the students (two Naval Attachés) attended the course from Brazil and Mozambique.

### 3. ENGLISH LANGUAGE TEACHING & LEARNING IN THE PORTUGUESE NAVY – TRANSITION TO DISTANCE LEARNING

#### INDIVIDUALIZED PREPARATION FOR SLP TEST



#### INDIVIDUALIZED PREPARATION FOR SLP [16MAR-18SEP]

- Technology:
  - Full distance learning (online)
  - Teams & Zoom (for VTC) complementary to online platform (Moodle)
  - WhatsApp for faster communication
  - Varied online resources (e.g.: documentaries, articles, podcasts)
- Main characteristics:
  - Content available 24/7 (compatible with students' needs)
  - Multi-skill approach along with emphasis on vocabulary & grammar
  - Multimedia / interactive content (more appealing)
  - Possibility of collaborative work (improvement of S/W skills)
- Student performance:
  - No formal assessment, but feedback given on a regular basis
  - Achievement of required proficiency in SLPT
- Overall satisfaction:
  - Students preferred working in this format (after reactivation of F2F teaching)
  - Time saving & possibility of working from their Units

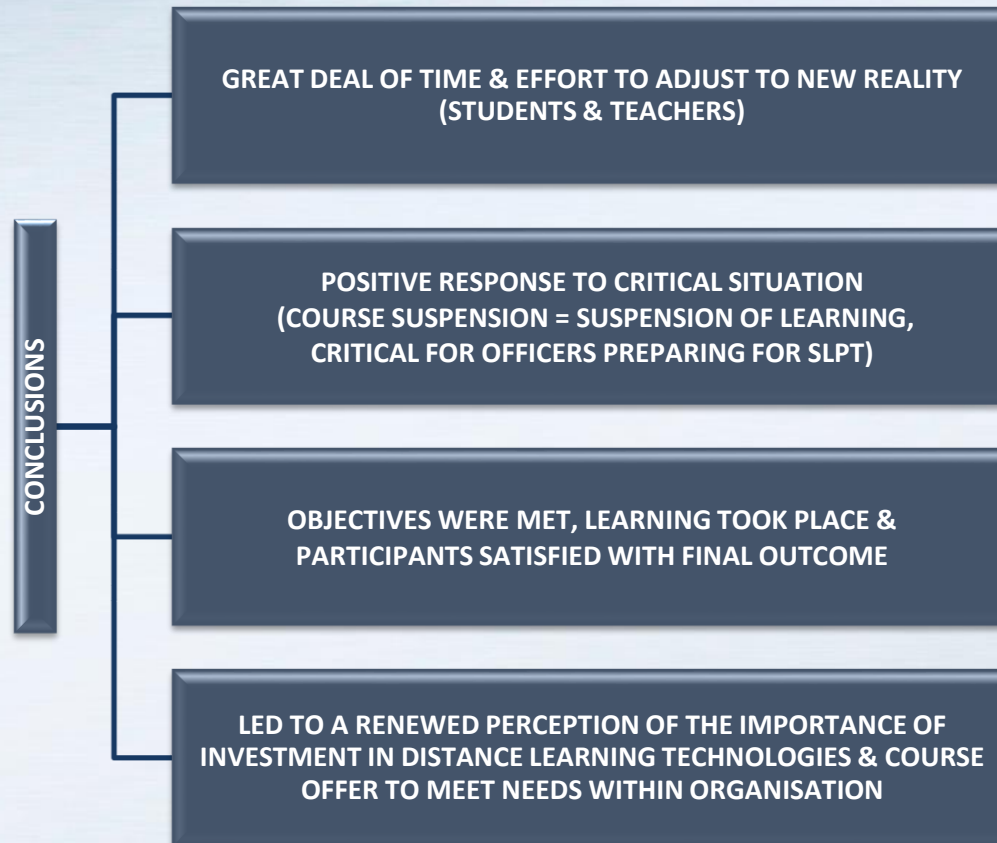
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INDIVIDUALIZED PREPARATION FOR SLP TEST

STUDENT – POSITION	TARGET SLP	SKILLS TO BE PREPARED	PREPARATION STARTED	FINAL SLP
<i>Senior Officer (CPT) - Germany</i>	3.3.3.2	L S R W	JAN20	SEP20
<i>Senior Officer (CPT) - Belgium</i>	3.3.3.3	S R W	FEB20	JUN20
<i>Senior Officer (CPT) - Italy</i>	3.3.3.3	S R W	AUG20	SEP20
<i>Senior Officer (CDR) - Belgium</i>	3.3.3.3	L S R W	NOV19	JUL20
<i>Senior Officer (CDR) - Belgium</i>	3.3.3.3	L S R W	FEB20	AUG20
<i>Senior Officer (CDR) - Belgium</i>	3.3.3.3	S W	MAY20	JUN20
<i>Senior Officer (LTCDR) - Spain</i>	3.3.3.3	R W	APR20	JUN20



### 3. ENGLISH LANGUAGE TEACHING & LEARNING IN THE PORTUGUESE NAVY – LESSONS LEARNED





**Thank you  
for your attention!**

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