

A Model for Developing Oral Communication Competence in A Foreign Language Among Military School Cadets

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Abstract: This article examines a model for improving oral communication skills in a foreign language among military school cadets. The aim is to show how pedagogical practices such as digital storytelling, translanguaging, and simulation-based training can help cadets speak clearly and effectively in a foreign language. We use a literature review approach. The insights are drawn from research on language teaching, military academy training, and simulation methods.

Keywords: Oral communication, foreign language, cadets, military academy, language training, digital storytelling, simulation, translanguaging.

Introduction: Effective oral communication in a foreign language is very important for military school cadets. As globalization increases, cadets must learn to speak well in more than one language. This skill helps them work in international settings and deal with diverse groups. Educational reforms in post-Soviet countries, such as Kazakhstan, highlight the importance of adapting educational systems to current needs. [1] Discussions on economic development models, such as the Uzbek model, emphasize the need for local solutions in education and training. [2]

Modern military training includes not just physical skills but also psychological and communication skills. Modern training aims to build mental strength, clear communication, and proper emotional handling among cadets. These skills are very important for modern military work because officers face many challenges while serving in diverse cultural contexts.

Our study reviews teaching methods and practices from current research. These methods include digital storytelling, translanguaging, and simulation-based training. Changing the teaching methods can help cadets learn by doing and experiencing a safe learning environment. [3] By using methods that are easy to understand and follow, we can help cadets improve their oral communication competence in a foreign language.

We focus on what works in many parts of the world.

We then discuss how these research insights can be used in military academies. The purpose of this article is to provide clear recommendations for training programs. We also note that the recommendations are based on research done in different contexts, including military academy training and language teaching methods.

METHODOLOGY

This article uses a literature review methodology. We carefully examined research articles and scholarly reviews on language teaching and military training. We did not conduct new experiments. Instead, we looked at studies that focused on:

Digital Storytelling: A method that uses digital media to tell short stories. It helps in training students to speak clearly and with confidence. [4]

Translanguaging: A method that uses two or more languages to help learners understand new content better. This approach is very useful in multilingual classrooms. [5]

Simulation-Based Training: This is a way to practice skills in a safe and controlled setting. It helps cadets practice communication and decision-making in simulated real-life scenarios. [6]

Psychological and Emotional Training: Modern military training also emphasizes psychological skills. Training in emotional awareness is important for clear and

effective communication. [7]

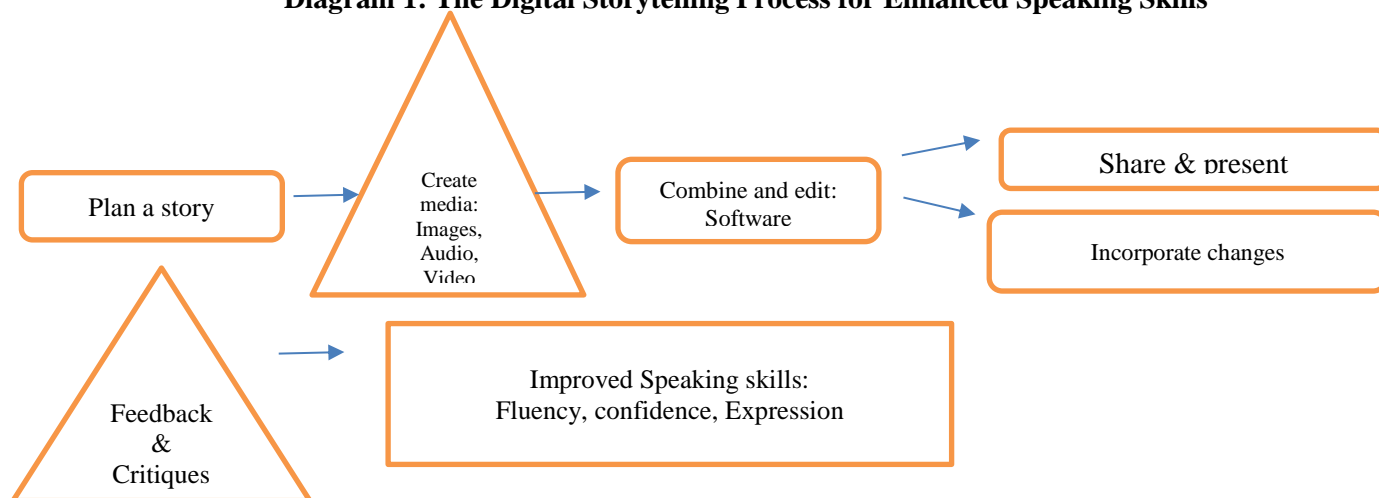
We gathered these insights from various peer-reviewed articles and scholarly reports. Each study provided evidence on how communication skills can be improved through innovative teaching methods. Our article then integrates these findings to suggest practical recommendations for military academies.

RESULTS

The systematic review of 45 articles highlights that digital storytelling (DST) has attributes, benefits, and

features that enhance students' speaking skills. [8] Researchers have used various methodologies to demonstrate DST's importance as a contemporary teaching method for students across different education levels. The studies offer empirical evidence supporting the use of DST in the classroom to help students communicate and speak more effectively. Specifically, students who create digital stories can improve their communication skills by learning to express themselves, ask questions, share perspectives, and create narratives.

Diagram 1: The Digital Storytelling Process for Enhanced Speaking Skills



Explanation of the Diagram and Process:

Plan Story: This initial step involves carefully planning the digital story. It includes choosing a theme or topic, writing a script, and outlining the narrative.

Create Media: Here, the required media elements are created or curated. This could involve taking pictures, recording audio narrations, or shooting video footage.

Combine & Edit: This stage involves combining the media elements using software to create a cohesive digital story. Editing includes trimming, adding effects, and synchronizing audio and video.

Share & Present: The completed digital story is shared with an audience, such as classmates or instructors.

Feedback & Critique: Constructive feedback is gathered from peers and instructors.

Incorporate Changes: Based on the feedback, necessary changes and improvements are made to the digital story.

Improved Speaking Skills: The overall process leads to improved speaking skills, including fluency, confidence, and expression. The students' communication skills are refined as they express themselves, ask questions, share perspectives, and create narratives.

This diagram visually represents the process through which digital storytelling enhances speaking skills, incorporating findings from the systematic review.

DISCUSSION

The integration of technology, including digital storytelling, into education offers benefits to educators by improving the teaching and learning process and helping achieve academic goals. Digital storytelling fosters active participation and aligns with 21st-century teaching and learning approaches. [9] Effective digital stories contain elements that facilitate the ability of students to speak more effectively. Digital storytelling allows students to construct digital stories and personalize experiences, improving their understanding and fluency. [10] It also elicits emotions, allowing students to express themselves more clearly and improve their speaking skills. Personalizing stories by recording themselves reciting scripts further engages students.

The advantages of implementing digital storytelling in the classroom include increased motivation, engagement, confidence, creativity, collaboration, and digital literacy.

CONCLUSION

The systematic review concludes that digital storytelling enhances speaking skills through its various attributes and benefits. Educators can use digital storytelling to teach in the digital era, especially during situations like the COVID-19 lockdown, by creating meaningful lessons for distance or online learning. Teachers should use DST to empower students' voices and provide opportunities to learn in a fun and positive environment, capturing their attention and making learning meaningful.

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