Proposed Linguodidactic Approaches And Methods For Developing Communicative Competence In Military English Instruction

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Abstract: This article suggests linguodidactic strategies and techniques for enhancing communicative ability in military English education. The framework combines well-known models of communicative competence, NATO language competency standards, and results from applied research on education that is focused on tasks, content, and culture. There are 10 different methods described and explained, including scenario-driven training, content-and-language integration, corpus-informed lexicon development, and technology-mediated simulations. A sample 10-week program shows how to put the ideas into practice, and there are assessment rubrics that match the NATO STANAG 6001 descriptions. Conceptual and mission-phase alignment diagrams show how the approaches are systematically designed. The results show that using a mix of task-based, content-focused, multicultural, and digital methods is the best way to improve communication skills in the military.

Introduction: As global operations become more important, English has become the main language of communication between armed forces around the world. Military personnel are increasingly needed to demonstrate not only grammatical precision but also the ability to connect effectively, adapt to varied circumstances, and mediate across cultures. So, communicative competence is no longer just about being good at languages; it also includes strategic, pragmatic, and intercultural skills that are necessary for success in the field.

Conventional methods of teaching English frequently neglect the specific needs of military environments, where communication failures can have significant repercussions. Instruction must be connected with real-life duties such as presenting briefings, drafting reports, organizing multinational teams, and negotiating norms of engagement. In this context, linguodidactic approaches that incorporate authentic tasks, mission-specific information, intercultural competencies, and technology-enhanced learning are essential.

This article describes 10 linguodidactic methods that

were intended to suit these demands. It also includes a useful 10-week module that shows how theory can be put into practice by aligning learning with NATO competency criteria and operational needs.

LITERATURE REVIEW

Studies on military English acquisition have highlighted difficulties including motivation, authenticity, and intercultural pragmatics (House & Rehbein, 2004; Salaberri, 2019). The DLIFLC (2024) has shown that optimizing target-language utilization in teaching improves communicative preparedness. Chamot (2005) emphasized the significance of learning techniques, particularly in stressful situations, while corpus-informed research (Cotos et al., 2017) accentuated the relevance of familiarizing learners with frequent collocations and functional genres.

These findings align with Hymes's (1972) and Canale and Swain's (1980) seminal theories of communication competence, which emphasize adaptation, contextual relevance, and intercultural awareness. The CEFR Companion Volume (Council of Europe, 2020) enhanced descriptors for mediation and plurilingual competence, which are particularly pertinent to

military cooperation.

THEORETICAL AND METHODOLOGICAL BASIS

The linguodidactic framework for this study is based on task-based language teaching (Ellis, 2009; Long, 2015), CLIL techniques (Salaberri, 2019), and strategic competence building (Chamot, 2005). It includes military-specific literacy genres (briefings, sitreps, ROE negotiations) and intercultural pragmatics (House & Rehbein, 2004). These correspond to NATO STANAG 6001 descriptions and operational phases.

Proposed Linguodidactic Approaches and Methods

Summary Table of Proposed Approaches

	Approach (Short Title)	Core Idea / Method
1.	Task-Based, Scenario-Driven Training	Realistic mission tasks and role-plays drive language learning
2.	Integrated CLIL for Military Domains	Subject content (tactics, logistics) taught through English
3.	Intercultural Pragmatics & ELF	Training in accommodation, diplomacy, and ELF strategies
4.	Genre-Based Military Literacy	Focus on operational genres: briefings, sitreps, reports
5.	Digital Simulation & VR	Use of VR, simulators, and AI-driven role-plays for immersion
6.	Peer-Led Collaborative Learning	Rotating leadership, peer feedback, cooperative problem-solving
7.	Corpus-Informed Military Lexis	Frequent collocations, formulaic language from authentic corpora
8.	Blended, Adaptive, Microlearning	Online input + adaptive practice + daily micro-tasks
9.	Assessment as Learning	Diagnostic-formative cycles; self- and peer-assessment
10.	Modular, Mission-Phase Curriculum	Curriculum mapped to mission cycle (pre-deployment to AAR)

Approach 1: Training Based on Tasks and Scenarios. Based on TBLT (Ellis, 2009; Long, 2015), this method uses mission simulations and problem-solving challenges that fit with STANAG descriptions.

Approach 2: Integrated CLIL for Military Areas. Based on the concepts of CLIL (Salaberri, 2019), tactical and technical knowledge is taught in English, which makes people more ready to do their jobs.

Approach 3: Intercultural Pragmatics and ELF Techniques. Based on the work of House and Rehbein (2004), this method teaches students how to use accommodation, diplomacy, and English as a Lingua Franca methods.

Approach 4: Military Literacy Based on Genre. Concentrates on military genres, including briefings and situation reports (Cotos et al., 2017), fostering operationally pertinent literacy.

Approach 5: Virtual reality and digital simulation.

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Includes VR and AI-driven simulations for immersion (Godwin-Jones, 2020).

Approach 6: Collaborative Learning Led by Peers. Promotes leadership and collaborative problem-solving (Chamot, 2005).

Approach 7: Military Lexis Based on Corpus. Utilizes corpus evidence to emphasize recurrent collocations and formulaic sequences (Cotos et al., 2017).

Approach 8: Pathways for blended, adaptive, and microlearning. It has online lessons, adaptive practice, and microlearning that works on mobile devices (Godwin-Jones, 2020).

Approach 9: Learning through Assessment. Stresses diagnostic and formative cycles, such as peer and self-assessment (Bachman, 1990).

Approach 10: A modular curriculum for each phase of the mission. Aligns the curriculum with the stages of the mission cycle (NATO Standardization Office, 2021; BILC, 2022).

Implementation: A 10-Week Sample Module (Target: SLP 2+/3)

Weekly Plan Overview

Week	Focus Area	Key Activities/Tasks	Assessment/Outputs
1	Orientation/Diagnostics	Needs analysis; baseline STANAG-style tasks	Diagnostic oral & written tasks
2	Information Briefings	Genre features; signposting; 3-min brief with Q&A	Short oral brief, peer feedback
3	Incident Reporting	SALUTE/spot reports; written report under time pressure	Timed written report
4	Negotiation&De-escalation	ROE conflict role-play; mediation summary	Role-play + written mediation summary
5	Reading for Operations	Scanning sitreps; gist extraction; annotated reading logs	Reading quiz + log entries
6	Writing Emails & Memos	Register sensitivity; clarity; peer review	Drafted and revised emails/memos
7	Radio Procedures	Read-back/confirm; intelligibility drills	Oral radio exchange task
8	Joint Planning (CLIL)	METT-TC in English; FRAGO drafting	Group planning + written FRAGO excerpt
9	Intercultural Coordination	ELF accommodation; multinational meeting simulation	Meeting chair role + reflective journal

10	Capstone Exercise	Integrated mission scenario with rotating stations	Summative STANAG-aligned assessment + AAR

60% of the assessment is performance activities, 20% is writing, 10% is quizzes, and 10% is reflection. Weekly micro-orals and portfolio checkpoints help people go forward (DLIFLC, 2024).

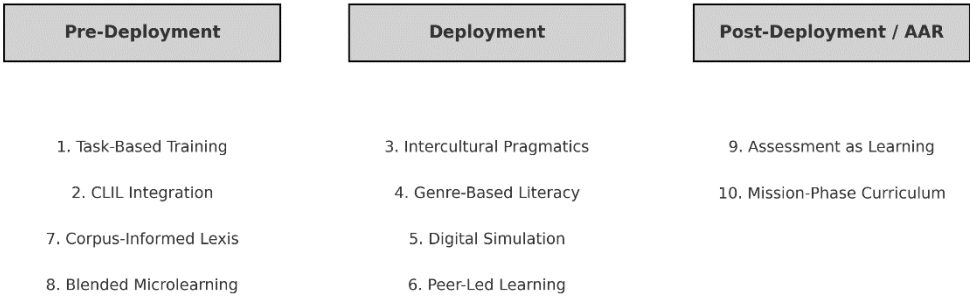**Alignment of Linguodidactic Approaches with Mission Phases**

Pre-Deployment	Deployment	Post-Deployment / AAR

1. Task-Based Training   3. Intercultural Pragmatics   9. Assessment as Learning

2. CLIL Integration   4. Genre-Based Literacy   10. Mission-Phase Curriculum

7. Corpus-Informed Lexis   5. Digital Simulation

8. Blended Microlearning   6. Peer-Led Learning

Figure 1. Linguodidactic Approaches for Developing Communicative Competence in Military English (hub-and-spokes model).

Linguodidactic Approaches for Developing Communicative Competence in Military English
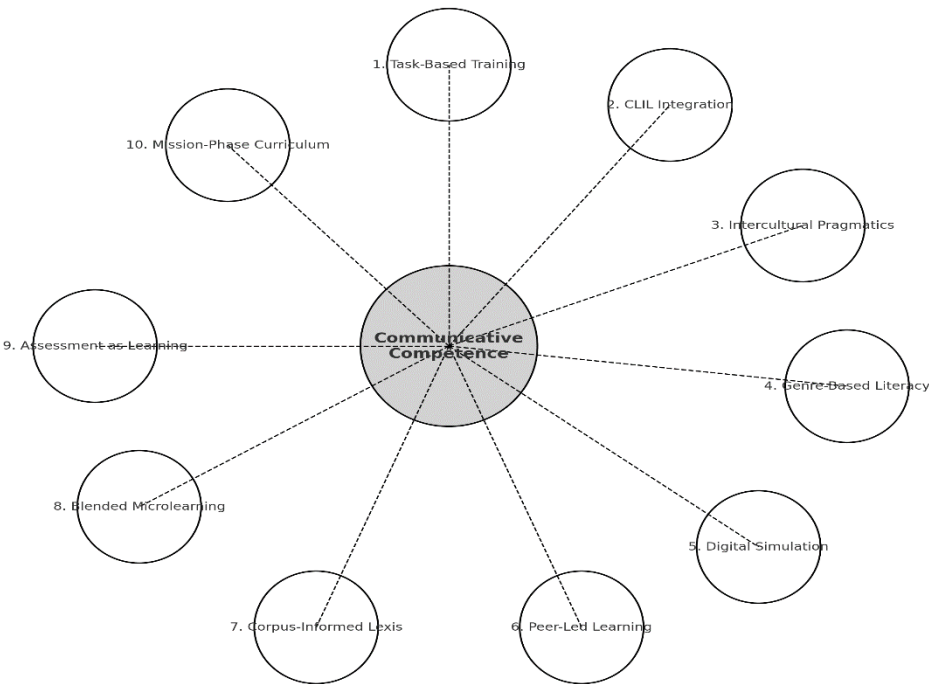

Figure 2. Alignment of Linguodidactic Approaches with Mission Phases.

Designing assessments and rubrics that follow STANAG standards.

Rubrics cover things like task completion, managing conversations, controlling interactions, vocabulary/grammar, pronunciation, and strategic competency (Bachman, 1990; NATO Standardization Office, 2021). Double-rating and norming with anchor samples make sure that the results are reliable.

Sample Analytic Rubric:

Criterion	Level 2 Descriptor	Level 2+ Descriptor	Level 3 Descriptor
Task Fulfillment	Conveys essential information with some gaps	Conveys full information with minor omissions	Fully achieves task purpose with clarity and detail
Discourse Management	Limited coherence, frequent pauses	Generally coherent, some hesitation	Coherent, well-structured, logical progression
Interactional Control	Responds minimally to questions	Responds adequately, attempts clarification	Manages turn-taking, initiates clarification
Lexis/Grammar	Basic structures, frequent errors	Broader range, some errors but meaning clear	Wide range, high accuracy, errors rare and minor
Pronunciation/Intelligibility	Often requires repetition	Generally intelligible, occasional strain	Clear, natural rhythm and stress, easily intelligible

CONCLUSION

Enhancing communicative ability for military personnel necessitates more than mere grammar education. It necessitates scenario-based, content-integrated, multicultural, and technology-mediated methodologies. Aligning education with mission phases and STANAG descriptors guarantees authenticity and accountability. The suggested methods and module give professionals a chance to improve their operational readiness through language.

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