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TEACHING MILITARY ENGLISH USING ICT: A MODERN APPROACH

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Abstract. The integration of Information and Communication Technologies (ICT) in language teaching has significantly transformed English language instruction, particularly in military education. This paper explores the role of ICT in teaching Military English, emphasizing its impact on curriculum development, teaching methodologies, and instructional materials. The study synthesizes insights from multiple research works to analyze the evolving nature of communicative competence in military settings and the benefits of ICT-based methodologies. The findings suggest that ICT enhances interactive learning, fosters independent study, and improves language proficiency in military personnel preparing for multinational operations. Furthermore, the study highlights the role of digital platforms, simulation-based training, and artificial intelligence-driven tools in facilitating real-time communication practice and contextual learning. The integration of ICT not only enhances linguistic skills but also helps military professionals develop strategic communication abilities essential for operational effectiveness. Ultimately, this research underscores the need for continuous technological advancements and curriculum adaptation to meet the dynamic demands of modern military communication.

Keywords: Military English, Information and Communication Technologies (ICT), Blended Learning, Computer-Assisted Language Learning (CALL),Virtual Learning Environments, Professional Military Education

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ОБУЧЕНИЕ ВОЕННОМУ АНГЛИЙСКОМУ С ИСПОЛЬЗОВАНИЕМ ИКТ: СОВРЕМЕННЫЙ ПОДХОД

Рена Мамедова*

Абстракт. Интеграция информационно- коммуникационных технологий (ИКТ) в преподавание языков значительно трансформировала обучение английскому языку, особенно в военном образовании. В данной статье рассматривается роль ИКТ в обучении военному английскому языку, с акцентом на их влияние на разработку учебных программ, методики преподавания и учебные материалы. Исследование обобщает данные из различных научных работ, анализируя изменяющуюся природу коммуникативной компетенции в военной среде и преимущества методик, основанных на ИКТ. Полученные результаты показывают, что ИКТ способствует интерактивному обучению, развивает самостоятельное изучение и улучшает языковую подготовку военнослужащих, готовящихся к многонациональным операциям. Кроме того, в исследовании подчеркивается роль цифровых платформ, симуляционного обучения и инструментов на основе искусственного интеллекта в обеспечении практики общения в реальном времени и контекстного обучения. Интеграция ИКТ не только повышает уровень владения языком, но и помогает военным

Ключевые слова: военный английский, информационно-коммуникационные технологии (ИКТ), смешанное обучение, компьютеризированное обучение языку (CALL), виртуальные образовательные среды, профессиональное военное образование

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İKT-DƏN İSTİFADƏ EDƏRƏK HƏRBİ İNGİLİS DİLİNİN TƏDRİSİ: MÜASİR YANAŞMA

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Abstrakt. İnformasiya və Kommunikasiya Texnologiyalarının (İKT) dil tədrisinə inteqrasiyası İngilis dili tədrisini, xüsusilə hərbi təhsildə əhəmiyyətli dərəcədə dəyişdirmişdir. Bu məqalə İKT-nin Hərbi İngilis dili tədrisində rolunu araşdıraraq onun kurikulumun inkişafına, tədris metodologiyalarına və tədris materiallarına təsirini vurğulayır. Tədqiqat müxtəlif elmi işlərdən əldə edilən məlumatları ümumiləşdirərək hərbi mühitdə kommunikativ kompetensiyanın dəyişən xarakterini və İKT-yə əsaslanan metodologiyaların üstünlüklərini təhlil edir. Nəticələr göstərir ki, İKT interaktiv öyrənməni gücləndirir, müstəqil tədrisi təşviq edir və beynəlxalq əməliyyatlara hazırlaşan hərbi personalın dil biliklərini artırır. Bundan əlavə, tədqiqat rəqəmsal platformaların, simulyasiya əsaslı təlimlərin və süni intellektlə idarə olunan alətlərin real vaxt rejimində kommunikasiya təcrübəsini və kontekstual öyrənməni asanlaşdırmadakı rolunu vurğulayır. İKT-nin inteqrasiyası təkcə linqvistik bacarıqları inkişaf etdirmir, həm də hərbi mütəxəssislərə əməliyyat effektivliyi üçün vacib olan strateji kommunikasiya bacarıqlarını formalaşdırmağa kömək edir. Nəticə etibarilə, bu tədqiqat müasir hərbi kommunikasiya tələblərinə cavab vermək üçün fasiləsiz texnoloji yeniliklərin və kurikulum adaptasiyasının vacibliyini önə çəkir.

Açar sözlər: Hərbi İngilis dili, İnformasiya və Kommunikasiya Texnologiyaları (İKT), Qarışıq Təlim, Kompüter Dəstəyi ilə Dil Öyrənmə (CALL), Virtual Öyrənmə Mühitləri, Peşəkar Hərbi Təhsil

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1.Introduction

In today's military environment, proficiency in English is essential for personnel participating in multinational operations, NATO training programs, and international missions [Zenuni, 2015]. Given that English is the official language of NATO, military professionals must attain a level of language competence that enables them to operate effectively in diverse international settings. This necessity has driven a transformation in military language education, shifting from traditional teacher-centered approaches to more student-centered methodologies, facilitated by the integration of Information and Communication Technologies (ICTs) [Cuban, 1986].

ICTs have revolutionized language education by providing flexible, interactive, and personalized learning opportunities. Unlike traditional classroom instruction, where learners passively absorb information, ICT-based teaching methods promote active engagement, immediate feedback, and self-directed learning [Drent & Meelissen, 2007]. This shift aligns with modern pedagogical trends emphasizing communicative competence, as initially proposed by Hymes (1972), which highlights the importance of linguistic, sociolinguistic, discourse, and strategic competencies in real-world communication.

Moreover, the adoption of ICTs in military English instruction aligns with broader technological advancements in professional military education. As Fullan (2007) argues, educational change is largely dependent on how teachers adapt to new technologies and integrate them into their teaching practices. ICTs facilitate innovative approaches such as blended learning, online simulations, interactive multimedia content, and virtual collaboration tools, all of which enhance the learning experience [Greene, 2013]. Furthermore, in military contexts where personnel often have unpredictable schedules due to deployments and field operations, technology-enabled learning ensures continuous skill development regardless of time and location.

Additionally, ICTs support scenario-based learning, which is critical in military training. Virtual reality, computer-based simulations, and gamification techniques enable learners to practice real-world communication skills in controlled environments, enhancing their preparedness for professional tasks [Schatz et al., 2015]. These approaches not only improve language proficiency but also enhance critical thinking, decision-making, and adaptability- skills that are indispensable in military operations [Neal, 2015].

Despite the numerous benefits of ICTs, their integration into military English instruction presents challenges, including teachers' technological literacy, resistance to change, and the need for ongoing curriculum adaptation [Ilomäki, 2008]. However, with appropriate teacher training, infrastructure

development, and a structured implementation strategy, ICTs can significantly enhance the effectiveness of English language instruction in military settings.

This paper explores the role of ICTs in military English education, focusing on their impact on curriculum design, teaching methodologies, and material development. It also discusses the challenges and future directions for integrating ICTs into language learning for military professionals.

The curriculum for Military English is increasingly influenced by ICT, aligning with communicative competence models and task-based learning approaches [Ilomäki, 2008]. For instance, the Foreign Language Center (FLC) of the Albanian Armed Forces Academy (AAFA) follows STANAG 6001, emphasizing listening, speaking, reading, and writing skills required in military contexts [Zenuni, 2015]. ICT-based curricula facilitate self-directed learning, promote real-time collaboration, and improve access to authentic language materials [Jager & Lokman, 1999]. Digital platforms and e-learning modules support adaptive instruction, allowing learners to engage with relevant content based on their operational needs [Greene, 2013].

2.ICT's role in teaching methodologies

The role of ICT in transforming teaching methodologies is evident in the transition from passive to active learning models, where learners become co-creators of knowledge rather than mere recipients of information [Fullan, 2007]. This shift is particularly significant in military English education, where effective communication is crucial for operational success. The implementation of ICT facilitates innovative instructional strategies such as blended learning, flipped classrooms, virtual simulations, and real-time digital collaboration, all of which contribute to more dynamic and engaging learning experiences [Gray et al., 2007].

Military English courses now integrate various digital tools and platforms that enhance both theoretical and practical aspects of language acquisition. Instructors increasingly leverage Learning Management Systems (LMS) such as Moodle and Blackboard to deliver structured content, track learner progress, and provide instant feedback [Larsen-Freeman & Anderson, 2011]. Additionally, the use of mobile learning applications enables soldiers to practice language skills in a flexible manner, regardless of their location or operational commitments [Dix, 2007].

One of the most impactful teaching methodologies enabled by ICT in military English instruction is the flipped classroom approach. In this model, learners engage with digital content- such as pre-recorded lectures, multimedia resources, and interactive exercises- before attending in-person or virtual sessions, where they participate in interactive discussions and practical application tasks [Larsen-Freeman & Anderson, 2011]. This approach

maximizes classroom efficiency, allowing for more focus on skill-building, group exercises, and real-time language use. Teachers act as facilitators, guiding students through problem-solving exercises, scenario-based learning, and multimedia-assisted discussions [Becker & Riel, 2000].

3.ICT-enhanced military english teaching methodologies

Several methodologies have been adapted for ICT-enhanced military English instruction. These methodologies leverage digital tools to create a more engaging, contextually relevant, and practical learning experience:

Web-Based Learning: Learning through interactive online modules allows for asynchronous learning, enabling soldiers to study at their own pace and revisit materials as needed [Huang & Liaw, 2005]. This method is particularly effective for personnel deployed in different time zones or engaged in intensive operational duties. Web-based platforms also include discussion forums, online quizzes, and automated assessments, which provide structured learning experiences without requiring constant instructor supervision.

Gamification: Incorporating game design elements into language learning has proven to be an effective strategy for increasing motivation and engagement [Başal, 2012]. Features such as point-based progress tracking, rewards, leaderboards, and competitive challenges create an interactive environment where learners actively participate. Language-learning applications such as Duolingo, Babbel, and customized military vocabulary games have been successfully integrated into English courses for military personnel.

Virtual Reality (VR) and Augmented Reality (AR): These technologies simulate real-life communication scenarios, offering immersive experiences that enhance learning retention [Mozafari & Wray, 2015]. VR simulations enable soldiers to engage in multilingual operational briefings, emergency response drills, and tactical negotiations within a controlled digital environment. AR applications provide real-time language support, such as translating on-screen texts or overlaying pronunciation guides on physical objects during field exercises.

Self-Access Learning Centers (SACs): These centers provide digital libraries, online exercises, and multimedia resources that support autonomous learning, thereby improving retention rates [Burnett et al., 2007]. In military settings, SACs are often equipped with specialized software for phonetic training, interactive listening drills, and AI-based pronunciation correction tools. These resources allow learners to tailor their study sessions to individual weaknesses, fostering self-improvement and long-term language mastery.

Computer-Assisted Language Learning (CALL): This approach leverages software applications that offer adaptive learning paths based on the learner's

progress [Greene, 2013]. CALL programs provide customized lessons, instant feedback, and interactive dialogues, allowing military personnel to practice target language structures in mission-specific contexts.

Mobile-Assisted Language Learning (MALL): Mobile applications facilitate continuous learning through interactive exercises, podcasts, and real-time language translation tools [Ilomäki, 2008]. These resources are particularly beneficial for military personnel who travel frequently or operate in remote areas. MALL tools also support just-in-time learning, where soldiers can quickly review key phrases before engaging in mission briefings or multinational meetings.

AI-Powered Language Tutors: AI-driven platforms, such as chatbots and voice recognition software, offer conversational practice by simulating dialogues with native speakers [Neal, 2015]. These tools help learners refine their pronunciation, improve grammatical accuracy, and develop confidence in real-time communication. AI tutors also provide instant corrections and suggestions, enabling self-directed learning.

Collaborative Online Learning: Digital platforms facilitate real-time interaction among learners, fostering teamwork and peer-to-peer learning [Drent & Meelissen, 2007]. Online discussions, group projects, and shared document editing tools (such as Google Docs and Microsoft Teams) allow military personnel to collaborate on language tasks, enhancing their ability to function in international teams.

4.ICT and teaching materials in military english

The use of ICT in instructional materials development has expanded access to real-world resources [Kerr, 1991]. Military English instructors increasingly rely on digital textbooks, authentic news broadcasts, podcasts, and online discussion forums to expose learners to practical language usage [Peetenai, 2001]. For example, platforms such as BBC, CNN, Deutsche Welle, and NATO official channels provide military-related content that aligns with language objectives [Kilimi, 2010].

Teachers also develop customized digital resources, leveraging ICT for materials that cater to specific operational and linguistic needs [Koehler et al., 2004]. Interactive exercises, real-time assessment tools, and online collaboration platforms contribute to enhanced learning experiences [Van Braak et al., 2004]. Additionally, the creation of open-access repositories ensures that learners can continuously refine their language skills outside traditional classroom settings [Alexandra & Blomqvist, 2009].

5.Challenges and Future Perspectives

Despite the advantages of ICT in Military English instruction, challenges remain. Teachers require ongoing professional development to keep up with

technological advancements [Acikalin, 2009]. Moreover, accessibility issues, cybersecurity concerns, and the need for reliable digital infrastructure pose obstacles to widespread ICT adoption [Rampersad, 2011].

Future trends suggest increased reliance on AI-powered adaptive learning systems and cloud-based collaboration tools [UNESCO, 2005]. The integration of social media and mobile learning applications will further enhance the accessibility and efficiency of military English instruction [Dix, 2007].

6.Conclusion

The integration of ICT in Military English instruction has significantly improved teaching methodologies, curriculum design, and instructional materials. By fostering an interactive, learner-centered approach, ICT empowers military personnel to develop essential language skills for global operations. However, continuous innovation, professional training, and infrastructure development are necessary to maximize the potential of ICT in military language education.

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