



International Educators Conference

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7th April, 2025

TEACHING BASIC CEFR AND IELTS SKILLS TO CADETS IN A MILITARY SETTING

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Annotation:

This article explores the challenges and strategies involved in teaching English language skills based on the Common European Framework of Reference for Languages (CEFR) and the International English Language Testing System (IELTS) in a military setting. It discusses methods for integrating language instruction with military training, ensuring cadets develop both linguistic competence and operational readiness. The study emphasizes practical applications, assessment techniques, and instructional approaches tailored to the needs of military personnel.

Keywords: CEFR, IELTS, military English, cadet training, language proficiency, tactical communication, English for Specific Purposes (ESP).

Military training institutions worldwide emphasize the importance of English language proficiency for operational effectiveness, international cooperation, and career advancement. In Uzbekistan, cadets specializing in command and tactical activities require structured English language instruction aligned with CEFR and IELTS standards. However, teaching English in a military setting presents unique challenges, including time constraints, mission-oriented priorities, and the necessity for technical and tactical vocabulary. This article examines best practices for incorporating CEFR and IELTS frameworks into cadet training programs, supported by real-world case studies. The Importance of CEFR and IELTS in Military Training. The CEFR provides a standardized approach to language learning, assessing skills in listening, speaking, reading, and writing from A1 (beginner) to C2 (proficient). Military cadets benefit from this framework as it ensures progressive skill development. IELTS, on the other hand, is widely used for evaluating academic and professional English, often required for international training or collaboration



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with allied forces. Achieving high scores in IELTS enables cadets to participate in global military exchanges and specialized courses. Teaching English to military personnel differs from conventional classroom settings due to: Limited Time for Language Learning: Intensive physical training and tactical exercises leave little room for academic subjects. Focus on Mission-Specific Language: Cadets require specialized vocabulary for commands, communication protocols, and emergency scenarios. High-Stakes Situations: English proficiency must be applicable in stress-heavy environments, such as peacekeeping missions and joint operations. To address these challenges, instructors should implement the following strategies: This method integrates language practice with real-life military scenarios. Exercises such as radio communication drills, mission briefings, and simulated field operations enhance language retention. CLT emphasizes interaction through role-playing, negotiations, and problem-solving tasks. This method improves speaking and listening skills, crucial for battlefield coordination. Combining in-person instruction with digital resources (e-learning modules, recorded lectures, language learning apps) maximizes exposure to English while allowing flexibility in learning schedules. Cadets preparing for IELTS require targeted training in: Academic and General Reading: Focusing on military reports, regulations, and operational manuals. Listening Comprehension: Exposure to diverse English accents and rapid speech patterns. Speaking and Writing: Practicing structured responses, situation reports, and essay writing on security-related topics. Background: A military academy in Uzbekistan implemented a CEFR-aligned English program to improve cadets' ability to communicate in international operations. The program was structured around the B1-B2 levels to ensure practical usability in real-life military contexts. Implementation: Weekly tactical English classes incorporated TBLL and CLT methods. Cadets practiced radio transmissions, briefings, and negotiation exercises. Assessment tools included mission debriefs and role-play scenarios. Results: After six months, cadets demonstrated improved listening and speaking proficiency, with an average increase from A2 to B1 level. During joint exercises with NATO forces, Uzbek cadets effectively communicated tactical information, reducing misunderstandings in simulated combat operations. Case Study 2: IELTS Preparation for Military Exchange Programs. Background: A group of Uzbek cadets



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preparing for international training in the UK faced difficulties in achieving the required IELTS score of 6.0. Most cadets struggled with writing and listening sections due to limited exposure to academic English. Implementation: Intensive IELTS training focused on military-related reading and writing. Listening sessions included British, American, and Australian accents. Weekly mock IELTS exams provided targeted feedback. Results: Over three months, cadets' average IELTS scores increased from 5.0 to 6.2, enabling them to qualify for the exchange program. Their improved English skills also enhanced their performance in cross-cultural military operations.

Conclusion

Incorporating CEFR and IELTS frameworks into military training enhances cadets' linguistic and operational capabilities. Despite time constraints and mission-specific demands, effective teaching strategies such as TBLL, CLT, and blended learning can bridge the gap between academic language proficiency and practical application. The case studies highlight the success of structured language programs in real military contexts, demonstrating that English proficiency significantly contributes to mission readiness and international collaboration.

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