



CASE STUDIES ON TEACHING ENGLISH TO CADETS: METHODS FOR CEFR AND IELTS IN A MILITARY SETTING

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Annotation:

This article examines case studies on teaching English to military cadets, focusing on methods aligned with the Common European Framework of Reference for Languages (CEFR) and the International English Language Testing System (IELTS). It explores best practices, challenges, and instructional techniques suited to a military training environment. The study presents three case studies from different military academies, highlighting how taskbased learning, communicative methods, and intensive IELTS preparation have improved language proficiency among cadets.

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

Military personnel require English language proficiency for international cooperation, strategic operations, and career advancement. However, teaching English in a military setting poses unique challenges due to time constraints, specialized vocabulary needs, and the necessity for realworld application. The CEFR provides a structured framework for progressive language development, while IELTS serves as a standard for assessing proficiency in academic and operational settings. This article explores three case studies that illustrate successful methods for teaching English to cadets using CEFR and IELTS frameworks.

Case Study 1: Task-Based Language Learning (TBLL) for Tactical Communication
Background: A military academy in Uzbekistan introduced an English language program using TBLL to improve cadets' ability to communicate in tactical situations. Many cadets struggled with spoken communication in realtime operations, particularly in international joint exercises. Implementation: English



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lessons were integrated into field training exercises. Cadets practiced radio transmissions, command orders, and mission debriefings in English. Scenarios included hostage rescue operations, searchandrescue missions, and convoy communications. Results: Within six months, 80% of cadets showed an improvement from A2 to B1 level in spoken English. During a multinational military drill, Uzbek cadets effectively communicated with foreign officers, reducing miscommunication errors. Post-training assessments showed increased confidence and accuracy in realtime tactical exchanges. Case Study 2: Communicative Language Teaching (CLT) for Leadership and Negotiation Background: At a Central Asian military college, cadets preparing for leadership roles needed to improve their ability to conduct negotiations and give orders in English. Previous lecturebased instruction had limited effectiveness in enhancing spoken fluency. Implementation: The CLT approach was introduced, emphasizing interaction through roleplays and debates. Cadets participated in simulated peacekeeping missions, where they had to mediate conflicts and negotiate ceasefire agreements. Small group discussions focused on military ethics, command strategies, and situational awareness in English. Results: Cadets improved their fluency from B1 to B2 within eight months. In a final assessment, 85% of participants successfully led a simulated military negotiation without relying on their native language. Graduates reported higher confidence when engaging with international counterparts during real missions. Case Study 3: Intensive IELTS Preparation for Military Exchange Programs. Background: A group of cadets at an Uzbek military university needed to achieve an IELTS score of 6.0 or higher to qualify for an international officer exchange program in the UK. However, initial assessments showed that most cadets scored between 4.5 and 5.5, particularly struggling with listening and writing sections. Implementation: A 12-week intensive IELTS course was introduced, focusing on academic reading, writing military reports, and listening to British, American, and Australian accents. Weekly mock IELTS tests simulated real exam conditions, providing targeted feedback. Writing practice emphasized structured essays on security, military leadership, and strategic planning. Results: The average IELTS score increased from 5.0 to 6.3 after the program. 90% of participants qualified for the exchange program, successfully completing



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international officer training. Feedback from instructors in the UK indicated that the cadets adapted well to Englishspeaking military environments.

Conclusion

The case studies demonstrate that taskbased learning, communicative teaching, and targeted IELTS preparation significantly enhance English proficiency among military cadets. Each method addresses specific needs: TBLL improves tactical communication, CLT develops leadership and negotiation skills, and IELTSfocused training prepares cadets for academic and operational success. By integrating these strategies into military training programs, institutions can ensure that cadets meet both national and international language requirements, enhancing their effectiveness in global defense cooperation.

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