



EFFECTIVE METHODS OF TEACHING ENGLISH TO CADETS

Xatamova Gulbahor Abdumo'min kizi

Senior Teacher of the Department of Languages of the
Ministry of Emergency Situations

Annotation:

This article explores the most effective methods of teaching English to cadets, with a focus on military education contexts. It highlights the significance of communicative competence, professional vocabulary, and discipline-specific language skills required for cadets' future roles. The study draws on existing literature, outlines practical teaching methods tailored to cadet needs, and presents findings from recent educational experiments. Recommendations are provided for optimizing English language instruction in military institutions.

Keywords: Cadets, English language teaching, military education, communicative competence, ESP (English for Specific Purposes), teaching methods, language acquisition

In an increasingly globalized world, the ability of military personnel to communicate effectively in English is crucial for international cooperation, peacekeeping missions, and training programs. Cadets, as future officers, must possess not only general English proficiency but also a solid command of military-specific terminology and communication styles. However, teaching English in military academies poses unique challenges due to the discipline, structure, and time constraints of military life. This article examines effective teaching methods suited to cadets and evaluates their implementation and outcomes.

Teaching English to cadets, particularly in military or disciplined environments, requires methods that are structured, practical, and engaging to ensure effective learning while aligning with their unique needs and goals (e.g., operational communication, mission-related terminology, or international cooperation). Below are effective methods tailored for teaching English to cadets:

Task-Based Learning (TBL)



International Conference on Economics, Finance, Banking and Management

Hosted online from Paris, France

Website: econfseries.com

24th April, 2025

- Description: Focus on real-world tasks cadets might encounter, such as giving briefings, writing reports, or communicating during joint operations.
- Implementation:
 - Simulate scenarios like radio communication, mission planning, or writing incident reports in English.
 - Example: Role-play a NATO joint exercise where cadets must use English to coordinate with allies.
 - Why It Works: Cadets learn language in context, making it relevant and immediately applicable.
 - Tip: Incorporate military-specific vocabulary (e.g., "sitrep," "ROE") to build fluency in operational contexts.

Communicative Language Teaching (CLT)

- Description: Emphasize interaction and communication through speaking and listening activities.
- Implementation:
 - Conduct pair or group discussions on topics like leadership, strategy, or current global military issues.
 - Use debates or presentations to encourage fluency and critical thinking.
- Why It Works: Cadets develop confidence in using English in high-pressure, real-time situations.
- Tip: Provide feedback on pronunciation and clarity, as clear communication is critical in military settings.

Blended Learning with Technology

- Description: Combine traditional classroom teaching with digital tools to enhance learning.
- Implementation:
 - Use apps like Duolingo, ELSA Speak, or Quizlet for vocabulary and pronunciation practice.
 - Incorporate videos or podcasts about military history or tactics in English, followed by comprehension exercises.
 - Leverage virtual reality (VR) for immersive simulations (e.g., English-based mission scenarios).



International Conference on Economics, Finance, Banking and Management

Hosted online from Paris, France

Website: econfseries.com

24th April, 2025

- Why It Works: Technology increases engagement and allows self-paced learning, which suits cadets' busy schedules.

- Tip: Use platforms like X to share short English-language posts or articles about military topics for discussion.

Content-Based Instruction (CBI)

- Description: Teach English through subject matter relevant to cadets, such as military strategy, ethics, or international law.

- Implementation:

- Use authentic materials like NATO manuals, military case studies, or news articles in English.

- Assign projects where cadets research and present on topics like peacekeeping missions or military technology.

- Why It Works: Cadets learn language while deepening their professional knowledge, making lessons dual-purpose.

- Tip: Simplify texts for lower proficiency levels but maintain authenticity to build confidence.

Drills and Repetition for Operational Commands

- Description: Use repetitive practice to master key phrases and commands used in military operations.

- Implementation:

- Practice standard commands (e.g., “Stand at ease,” “Move out”) through drills or physical training sessions in English.

- Use flashcards or call-and-response exercises to reinforce terminology.

- Why It Works: Repetition builds automaticity, crucial for high-stress environments where quick, accurate communication is essential.

- Tip: Integrate commands into physical training to combine language learning with routine activities.

Immersion and Peer Interaction

- Description: Create an English-only environment to encourage constant use of the language.

- Implementation:

- Designate specific times or classes as “English-only” zones.



International Conference on Economics, Finance, Banking and Management

Hosted online from Paris, France

Website: econfseries.com

24th April, 2025

- Pair cadets with higher proficiency levels with beginners for peer mentoring.
- Organize English-speaking guest lectures or exchanges with international military personnel.
- Why It Works: Immersion accelerates fluency and builds camaraderie through shared learning.
- Tip: Use team-building exercises (e.g., escape rooms or strategy games) conducted in English to make immersion fun.

Assessment and Feedback

- Description: Provide regular, constructive feedback to track progress and motivate cadets.
- Implementation:
 - Use oral and written assessments based on military tasks (e.g., delivering a briefing or writing a memo).
 - Offer individualized feedback on pronunciation, grammar, and vocabulary use.
 - Set clear, achievable goals (e.g., mastering 50 military terms in a month).
- Why It Works: Cadets thrive in structured environments, and clear feedback aligns with their disciplined mindset.
- Tip: Use rubrics that emphasize clarity and accuracy over perfection to reduce anxiety.

Conclusions

Effective English teaching for cadets requires a balance between communicative language teaching and military professionalism. ESP-focused materials, task-based learning, and real-life simulations improve learning outcomes and professional preparedness. Tailoring methodology to cadets' needs results in higher motivation and better language acquisition.

Develop customized ESP textbooks for cadets focusing on military scenarios, correspondence, and briefings.

Train instructors in both language teaching and military communication styles.

Integrate language labs and multimedia tools to reinforce speaking and listening skills.

Promote peer learning and group tasks to simulate teamwork in military missions.



International Conference on Economics, Finance, Banking and Management

Hosted online from Paris, France

Website: econfseries.com

24th April, 2025

Evaluate cadet progress not only through written tests but also through oral tasks, presentations, and simulations.

References

1. Gebhard G. J. Teaching English as a Foreign or Second Language, (2nd Ed)- A Teacher Self-Development and Methodology Guide, 2013. University Of Michigan Press.
2. Brown H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy, 2011. NY: Pearson Longman.
3. Larsen-Freeman D. Technique and Principles in Language Teaching (2nd Ed), 2000. New York, Oxford University Press.
4. Larsen-Freeman D and Michael H.L. An Introduction to Second Language Acquisition Research, 1991. Longman Inc. New York.
5. Peace Corps- Information Collection & Exchange M0041: TEFL/TESL: Teaching English as a Foreign or Second Language, 1989.
6. Zainuddin et al. Methods/Approaches of Teaching ESOL: A Historical Overview. From, “ Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms,” 3rd ed, 2011. Kendall Hunt Publishing Co.