

MISSION READY: TAILORED ENGLISH LANGUAGE TRAINING FOR MILITARY EXCELLENCE

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Abstract. This article explores the essential role of English language training tailored for military personnel, focusing on the concept of English for Special Purposes (ESP). As globalization continues to impact military operations, effective communication in English has become crucial for collaboration with international allies, participation in joint exercises, and engagement in peacekeeping missions. The article outlines specific linguistic needs of military personnel, emphasizing skills in technical vocabulary, operational communication, and cultural awareness. Through a series of case studies and innovative teaching methodologies, it provides insights into developing a comprehensive curriculum that enhances proficiency and situational awareness. Ultimately, this work aims to illustrate how specialized English training can significantly contribute to the effectiveness and readiness of military forces in diverse environments.

I. Introduction

The following course syllabus is specially designed for the officers who are in military service intending to participate the upcoming International Project by the end of September, 2022. The course is planned to be continual up to 3 months, however in the Portfolio only six-session syllabus has been developed for assessing purpose. Initially, the needs and lacks of the

participants have been found out via triangular method of as Flowerdew (2013) stated.

Subsequently, the relevant materials were selected with the support of corpora, various websites and relevant textbooks and articles intending to deliver sustainable knowledge to remain in a long-term memory of the learners along with improving their reading writing, listening and speaking skills. However, development of their speaking and Listening competences is accentuated more than the rest of the skills in English as the target learners are to give a speech, comprehend their international colleagues' speeches as well.

The target learners are 5 male military officers, aged between 35 and 40. They work in the Ministry of Internal Affairs, their first language is Uzbek and they can speak Russian as a Second language. Having studied English as a Foreign language at school and at the University, they claim that the knowledge they obtained at those facilities has already been vanished as a result of passive usage of that language. Consequently, as the result of their Placement Tests which were provided their level appeared to be equal to A1 and A2 of the Standards of CEFR.

The Content objective of the course is to develop learners' awareness on the topics in English language assisting them with the capacity of making and comprehending projects in the field of Military in English.

The Language Objectives of the course are identified from learners' perspective as till the end of the course participants will be able to:

Reading

- ✓ read fast enough to get the gist of the medium sized texts faster than they do it currently;
- ✓ read and comprehend texts on their profession
- ✓ read and analyze political reports

Listening

- ✓ listen and understand the context of the conversations in political sphere
- ✓ listen and comprehend the words related to military service
- ✓ listen to the news and analyze

Writing

- ✓ write basic personal and occupational information as a paragraph
- ✓ spell correctly the terminology which they learn throughout the course
- ✓ write emails offering and refusing suggestions
- ✓ take notes of main information from the speech

Speaking

- ✓ speak about their unit (establishment or faculty where they work)
- ✓ have a conversation with their colleague
- ✓ speak about their plans related to the content
- ✓ give a presentation on a topic

Grammar

- ✓ comprehend basic rules of tenses, word order, speech patterns, modals
- ✓ employ the gained knowledge of grammar into the daily usage of English

Vocabulary

- ✓ to utilize the terminology in their speech and writing

Getting in touch with a teacher

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Sources:

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3. https://en.wikipedia.org/wiki/Armed_Forces_of_the_Republic_of_Uzbekistan

4. <https://www.uzdaily.uz/en/post/65130> .Russia and Uzbekistan develop a strategic partnership program in the military field.

5. <https://www.macrotrends.net/countries/UZB/uzbekistan/military-spending-defense-budget>

Uzbekistan Military Spending/Defense Budget 1994-2022

6. <https://kun.uz/en/news/2020/02/15/uzbekistan-plans-to-double-production-of-military-and-dual-use-items-in-2020> :Uzbekistan plans to double production of military and dual-use items in 2020.

7. <https://www.youtube.com/watch?v=kYPD6TtFJqU> Shortcut from the movie: "Do You Have Any Other Questions?" Courtroom Scene | A Few Good Men.

Syllabus Content:

*L- For improving listening skills, R- Reading skills, W- Writing skills, S- Speaking skills, V- enhancing Vocabulary, G- Grammar learning material, FE- Functional English

#	Theme of the session	Input section	Output section	Source & materials
1.	Start point:	1. R- Explanation of	1.R-Armed Forces of	Text: “Armed Forces of the

	<p>Introduction (120 min)</p>	<p>reading techniques: Scanning, Skimming, detailed reading.</p> <p>2. V- introducing Vocab. of the text</p> <p>3. G- Explanation of tense usage providing samples from the text</p> <p>4. L-Teaching to express answers in English appropriately</p> <p>5. W- Teaching to construct a sentence following the word order while writing sample paragraph.</p> <p>6. S- A video to make conversation.</p> <p>7. FE- Describing the formation of Armed forces</p>	<p>the Republic of Uzbekistan (Scanning, Reading for the gist, detailed reading)</p> <p>2. L- Armed Forces of the Republic of Uzbekistan (Short answer questions)</p> <p>3.W- Armed Forces of the Republic of Uzbekistan (note taking)</p> <p>4. G- Exercises matching the parts of the sentences, making up sentences from the given expressions.</p> <p>4. S- Make a conversation on the theme</p> <p>5.FE- Describing the formation of Armed forces</p>	<p>Republic of Uzbekistan” (adapted and adopted).</p> <p>Handouts on the text.</p> <p>Recording of the handout prepared by an instructor.</p> <p>Worksheets for grammar exercises</p> <p>Video cut from UTUBE- Do You Have Any Other Questions?" Courtroom Scene A Few Good Men.</p>
2	Partnership	1. R& V – introduction of	1. R- reading the text	Modified text: Russia and

	<p>120 m</p> <p>in</p>	<p>new words</p> <p>2.L & S- teaching how constructions pronounced in a fast speech</p> <p>3.G- explanation of the Present Perfect tense. List of irregular verbs.</p> <p>4.FE- Talking about Military partnership programs</p>	<p>and put gap filling, answering for the questions</p> <p>2.L- listen the extract of the conference. Gap filling. Answering for the questions.</p> <p>3.W- using padlet.com type your comprehension of the text.</p> <p>4.S- make a 2 min report on the camera</p> <p>5. G-doing exercise on Present Perfect (Gap filling)</p> <p>6. FE- Talking about Military partnership programs</p>	<p>Uzbekistan develop a strategic partnership program in the military field.</p> <p>Handouts prepared by an instructor for filling the gaps on reading and listening.</p> <p>Recording 1- for listening.</p> <p>Exercise worksheets 1,2- p.121. Navigate A2 WB.</p> <p>List of Irregular verbs. (Destination B1.p. 182)</p>
<p>3</p>	<p>Peacekeeping</p> <p>(120 min)</p>	<p>1.R- Explanation of completing chart after getting the information. Correctly spelling and reading Abbreviations.</p>	<p>1. R- Reading the text putting the missing abbreviation, working on new expressions, completing the chart</p>	<p>Texts and exercise worksheets from Campaign. English for Military. Student's book. Pp.114,115.</p>

		<p>2.L- Helping to notice the pronunciation of the prep. “of”.</p> <p>3. W- facilitate to make a list of responsibilities in their organization</p> <p>4. S- Facilitate to describe a chain of command of their organization</p> <p>5. G- Proper usage of some prepositions.</p> <p>6. FE- help to describe responsibilities</p>	<p>2.L- Listening the text, noticing the proper pronunciation of the prep. “of”.</p> <p>3. W- Making the list of responsibilities in their organization using coggle.it</p> <p>4. S- Describing a chain of command of their organization</p> <p>5. G- applying the prepositions, doing MCQ, gap filling exercises</p> <p>6. FE- Describing responsibilities</p>	Listening worksheets
4	Military budget (120 min)	<p>1.FE-Talking about funding of the military services of Uzbekistan</p> <p>2.R- Teach how to do Jigsaw reading</p>	<p>1.FE-Talking about funding of the military services of Uzbekistan</p> <p>2.R- to do a jigsaw reading of the text with</p>	<p>1.Modified text retrieved from the article “Uzbekistan Military Spending/Defense Budget 1994-2022”</p> <p>2. Reading worksheets on</p>

		<p>3. L- To provide listening material on the defense budget of Uzbekistan between 1994 and 2022 years</p> <p>4. W- teach to compare a chart on expenditure in Military Spending</p> <p>5. S- Explain how to compare the expenditures of Military System of Uzbekistan with the international countries military budget</p> <p>6. G- Degrees of the adjectives, quantifiers, The Number</p>	<p>the groupmates</p> <p>3.L- to listen to the recording and answer for the questions on the worksheet</p> <p>4.W- to describe the chart on the Military Spending</p> <p>5. S-to describe and compare the budget of the Military of Uzbekistan with another country's after searching info from websites</p> <p>6. G- to understand the comparison during the lesson</p>	<p>the text.</p> <p>3. Prepared recording on the text</p> <p>4. Worksheets on the recording</p> <p>5. Handouts for comparison</p>
5	The System of Dual-use items (120 min)	<p>1. FE- Describing military equipment</p> <p>2.R- Teaching reading and guess the meaning of the</p>	<p>1.FE- learning new vocabulary on military equipment and describe them</p> <p>2. R- Reading and</p>	<p>1. Modified text retrieved from the online article: "Uzbekistan plans to double production of military and dual-use items in 2020."</p>

		<p>word</p> <p>3.L- providing a recording on the topic</p> <p>4. W- helping learners to write a paragraph using passive Voice on the storyboard.com looking at the pictures.</p> <p>5. S- helping learners to describe what equipment have been used in Military so far and the reason</p> <p>6. G- teaching the Passive Voice</p>	<p>guessing the meaning of unknown words</p> <p>trying to give them definitions</p> <p>3.L- watching and listening to the interview and discuss</p> <p>4.W- writing a paragraph on storyboardthat.com</p> <p>viewing photos</p> <p>5. S- Making a mini group projects</p> <p>describing military equipment</p> <p>6. G- throughout the lesson understanding the usage of the passives</p>	<p>2. A recording of the given text</p> <p>3. Passive Voice explanation handouts</p> <p>4. Photos of Military equipment</p>
6	Project (120)	<p>1. FE- Revision of the contents</p> <p>2. S- asking learners to present their assigned</p>	<p>S- presenting assigned topic one by one</p> <p>Presenting group</p>	<p>Students own materials</p> <p>Rubric for assessing learners' work</p>

		topics individually. Asking to present their group presentation prepared beforehand	Project	
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II. Sample Materials

A) Reading material for session #5.

Read the text try to und Read the text try to understand the words in bold in context.

Pay attention to the italicized words and try explain why verbs are used in those ways. (If you cannot understand do not worry the instructor will explain you)

Uzbekistan plans to double production of military and dual-use items in 2020

*For many years, equipping the Armed Forces of Uzbekistan with military and dual-use **items was carried out** through imports, which created a **threat** of dependence on foreign **supplies** in such a strategic direction as **ensuring** the military security of the state.*

At the same time, specialized enterprises existing in the republic, such as the SE Chirchik Aviation Repair Plant (GP CHARZ), SUE Scientific-Production Association Vostok (SUE SPA Vostok), *were brought into* bankruptcy, the State Committee of Uzbekistan on Defense Industry reports.

At the new stage of the **country's development**, in November 2017, at the personal initiative of President Shavkat Mirziyoyev, the Supreme Commander-in-Chief of the Armed Forces, the State Committee of Uzbekistan on the defense industry *was created*. It is an authorized body of state

administration, responsible for the implementation of a single state policy in the field of formation of state defense orders and organization of defense production.

Over the past two years, the Goskomoboronprom has been carrying out **targeted** work to develop the country's industrial potential in the field of military and dual-use production, as well as **equipping the national army** with modern weapons and military equipment, special means, as well as certain types of food.

In particular, military-technical cooperation *has been established* with twenty leading countries of the world, six intergovernmental commissions function, more than ten Agreements and Memorandums of cooperation in the military-technical sphere with foreign partners *have been signed*. On a systematic basis, modern weapons and military equipment **are being acquired** for the needs of the Armed Forces of Uzbekistan.

The Ministry of Defense is working on the modernization of outdated weapons and military equipment. In particular, the chassis of the BM-21 Grad multiple launch rocket system **was replaced**. Practical tests of this system with a combat launch showed positive results.

The combat **capabilities** of the BTR-70 **are enhanced** by installing **additional armor**, a **cumulative grille**, a new diesel **engine** and **gearbox**.

A complete reconstruction of the power compartment of the T-64 tanks *was carried out*, a modern engine with **increased power** and a digital radio station **was installed**.

GAZ-66 cars *are equipped* with new engines and the ISUZU gearbox, which increases the cross-country ability and efficiency of these cars.

Also, on the basis of KamAZ **vehicles**, a mobile command post *has been created* that provides continuous command and control of troops in any conditions.

On the basis of the SUE SPA Vostok, cartridges for small arms are manufactured. In the first half of 2020, it is planned to launch a new caliber cartridge production line.

A joint Uzbek-Turkish enterprise for the production of military uniforms *was created*. Starting from the second quarter of 2020, the company is expected **to launch** at full **capacity**.

It should be noted that in 2020 *it is planned* to double the indicators for the production of military and dual-use items.

Now make a list of new expressions and discuss their meanings with your pair and instructor. After discussing look up the dictionary and write down their meanings. At last, read out the sentences with the new expressions and try to comprehend the text fully.

B) Listening material for session # 5.

While listening to the audio fill the gaps choosing the expressions from the given list and then answer to the questions given below. (The instructor asks learners to put the reading text away)

Expressions: targeted, vehicles, was created, acquired, to launch, gearbox, was carried out

*For many years, equipping the Armed Forces of Uzbekistan with military and dual-use **items***

_____ *through imports, which created a **threat** of dependence on foreign **supplies** in such a strategic direction as **ensuring** the military security of the state.*

At the same time, specialized enterprises existing in the republic, such as the SE Chirchik Aviation Repair Plant (GP CHARZ), SUE Scientific-Production Association Vostok (SUE SPA Vostok), *were brought into* bankruptcy, the State Committee of Uzbekistan on Defense Industry reports.

At the new stage of the **country's development**, in November 2017, at the personal initiative of President Shavkat Mirziyoyev, the Supreme Commander-in-Chief of the Armed Forces, the State Committee of Uzbekistan on the defense industry **2)**_____. It is an authorized body of state administration, responsible for the implementation of a single state policy in the field of formation of state defense orders and organization of defense production.

Over the past two years, the Goskomoboronprom has been carrying out **3)**_____ work to develop the country's industrial potential in the field of military and dual-use production, as well as **equipping the national army** with modern weapons and military equipment, special means, as well as certain types of food.

In particular, military-technical cooperation *has been established* with twenty leading countries of the world, six intergovernmental commissions function, more than ten Agreements and Memorandums of cooperation in the military-technical sphere with foreign partners *have been signed*. On a systematic basis, modern weapons and military equipment **are being** **4)**_____ for the needs of the Armed Forces of Uzbekistan.

The Ministry of Defense is working on the modernization of outdated weapons and military equipment. In particular, the chassis of the BM-21 Grad multiple launch rocket system **was replaced**. Practical tests of this system with a combat launch showed positive results.

The combat **capabilities** of the BTR-70 **are enhanced** by installing **additional armor**, a **cumulative grille**, a new diesel **engine** and **5)**_____.

A complete reconstruction of the power compartment of the T-64 tanks *was carried out*, a modern engine with **increased power** and a digital radio station **was installed**.

GAZ-66 cars *are equipped* with new engines and the ISUZU gearbox, which increases the cross-country ability and efficiency of these cars.

Also, on the basis of KamAZ 6) _____, a mobile command post *has been created* that provides continuous command and control of troops in any conditions.

On the basis of the SUE SPA Vostok, cartridges for small arms are manufactured. In the first half of 2020, it is planned to launch a new caliber cartridge production line.

A joint Uzbek-Turkish enterprise for the production of military uniforms *was created*. Starting from the second quarter of 2020, the company is expected 7) _____ at full **capacity**.

It should be noted that in 2020 it *is planned* to double the indicators for the production of military and dual-use items.

Questions for Discussion:

1. What was planned to do in 2020 in Military sphere?
2. What military equipment were mentioned?
3. What is planned for 2022?
4. Why is a great deal of budget money is divided for Military?

C) Writing task integrated with technology.

Go to the [storyboardthat.com](https://www.storyboardthat.com) and create a story using the hints on the page. You should use passive voice, new vocabulary

III. Exemplar of Assessment

Analytic Rubric for learners' participation for a session

Assessing scores	85-100	75 -84	55-74	45-54
Listening	St can answer for all gap filling questions, can understand the video completely	St can answer for all gap filling questions, but there are some mistakes, can understand the video	St can answer for all gap filling questions, but there are a lot of mistakes, can understand the video with difficulty	St cannot answer for all gap filling questions, cannot understand the video
Reading	St can comprehend the text and answer for the questions	St can comprehend the text and answer for the questions partially	St can comprehend the text and answer for one question	St cannot comprehend the text and answer for one question
Speaking	St takes part in all discussions and answers properly No or few pronunciation mistakes	St takes part in couple of 1 discussions and answers properly Couple of mistakes on pronunciation	St takes part in couple of 1 discussions and answers incorrectly Noticeable mistakes on pronunciation	St doesn't take part in discussions Plenty of mistakes on pronunciation
Writing	St can reply for writing task correctly without any grammar, spelling mistakes, using all materials which have been explained during the lesson	St can reply for writing task correctly with some grammar, spelling mistakes, using all materials which have been explained during the lesson	St cannot reply for writing task correctly	St cannot reply for writing task

IV. Rationale and Justification

The provided syllabus for military officers with the purpose of teaching ESP for acquiring the English language in terms of military services has basically developed on the needs of the learners. After the interview it was revealed that the officers who are operating in the Ministry of Internal Affairs were eager to participate in the course aiming at being capable of understanding their International colleagues during the upcoming International Project that they are going to take part in. While designing the course syllabus the results of needs analysis has been taken into account. Thus, as Flowerdew (2013) stated that needs analysis is the initial stage of ESP course developing which is “carried out to establish the “what” and the “how’ of a course” (p.325). Taking into consideration of their lacks on Grammar, Vocabulary and Speaking the themes have been selected, the sequencing factor to affect is learners’ requirement to be able to understand the academic words as well as military related expressions. In order to identify those academic words that must be learnt by the learners Corpus-Based Analyses have been carried out on the articles related to Military content as it was the case in the work introduced by Nekrasova-Beker and Beker, A. (2017). Every lesson was an introduction of a new modified article with the tasks on both productive and receptive skills. By this way the functional language that was intended to be developed was put into process.

Once the results of the Needs Analysis became clear, before starting the syllabus designing, the clear objectives have been set for the course that give a depiction how to illustrate the six- section- course and they obviously provided as “meaningful” as Okai (2010) stated they should be. The main of the course initially was appropriated for the 3-month, every- day – lesson course, however, later it was rescheduled due to the learners’ unplanned job issues. As a result, classes are planned for only 3 times a week in two- week program.

In the duration of syllabus designing process B1 level was taken into consideration although the placement tests indicated their levels of English as A2, A2+ and A1. The rationale of the decision lies in the truth that the requirements which the participants are making, namely, to reach the level of understanding the communication between the International project participants of Military servers has to be reflected in the syllabus. Even though they know basic English it is desirable to push them slightly over their current level as it was advanced in Krashen's (1988) comprehensible input or I+ theory.

Along with Functional language the comprehending skills (receptive and productive) and aspects such as Grammar and Vocabulary are also aimed to gain in the context. Integrating all four skills will allow learners to increase the stage of their knowledge in English with the help of online- selected and modified articles. Precisely, the used materials were developed for the activities with the purpose of teach them specialized Vocabulary, Essential Grammar in which learners are weaker, and improve their listening, reading, writing and speaking skills. Despite the facts that grammar is no longer prioritized to teach separately, it is suggested to put grammar into practice during the sessions. Thornbury (1999) noted that grammar teaching is one of the understood aspects. To identify the academic words from the materials it was preferred to use corpora for key words of the Military services in KeyWordsExtractor (*Appendix*) in the website semrush.com. Moreover, Web Vocabprofile (Cobb 2015c) in lextutor.ca (*Appendix*) which both online tools were immensely beneficial to identify and present topical Vocabulary (Baker, 2017).

Another significant point of the designed ESP course syllabus for the Military officers is integration of the technology to involve learners completely into the course. Certainly, avoiding just maintaining of the fun in class the online tools and materials were selected appropriately regarding to the content of the lessons (Sokolik, 2014). Particularly, from web sites: padlet.com, storyboardthat.com, google, a number of different videos and listening audio recorded by teacher.

Obviously, the decision of involving technological tools has been made not for reason for the popularity of the digital technology around the world as Isbell and Reinhardt (2000) claimed.

Lastly, it is worth to justify the decision of the assessment of the course which is evidently not for long-term duration purposes. Accordingly, while conducting the lessons it is preferable to use constructive feedback as informal assessment and that sort of assessing is the heart of the effective learning and different treatments are incorporated to it (Blach and William, 1998). Besides, as a rubric may possibly be involved in order the participants to push to more attentiveness following with the constructive feedback as well. It might seem illogical to assess adult learners with the fixed scores according to the rubric, nevertheless, this is likely to be motivating approach as the learners are already occupied with their job and family life duties and never plan to shift the ESP course over those responsibilities. Besides, Brown (2010) mentioned that unless teachers assess students, they will not be able to be aware of the comprehension of learners and whether they have accomplished the objectives of the lesson as well. The rubric which is presented an exemplar assessment tool section is adapted from my previous course on curriculum designing.

Overall, the designed course is experimentation for the upcoming event of the officers by challenging themselves in an unusual sphere for them.

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