

# LANGUAGE TRAINING FOR UKRAINIAN ARMED FORCES PERSONNEL IN ALIGNMENT TO NATO STANAG 6001

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The STANAG 6001 Language Proficiency Test is a standardised test used within NATO to assess the linguistic competencies of military personnel. The test assesses proficiency in four skill areas: listening, speaking, reading and writing. Adequate preparation is crucial for both instructors and cadets to ensure successful outcomes. This paper explores pedagogical methodologies, strategies, and tools that can be employed to prepare instructors and cadets for the STANAG 6001 test, addressing the unique needs and challenges inherent in military education.

Instructors are pivotal in ensuring cadets are adequately prepared for the exam. This requires not only proficiency in the target language but also a thorough understanding of the structure and content of the STANAG 6001 test.

Instructors require specialised training in the delivery of military language courses with a focus on the four key language skills. Such training encompasses the effective use of relevant teaching materials and methodologies. According to Ur, instructors must continuously enhance their own language skills and pedagogical techniques to ensure effective teaching [9, p. 57].

Continuous professional development is essential for instructors to stay current with the latest language teaching and assessment advancements. Brown emphasises the significance of reflective teaching and professional development as a means of improving teaching effectiveness [1, p. 211]. Instructors must be well-versed in the specifics of the STANAG 6001 examination, including the task types, expected proficiency levels, and scoring criteria as a comprehensive understanding of the test structure is essential for effective student preparation [3, p. 164].

Task-based language learning for military contexts is a method that focuses on using language as a tool for completing specific tasks, often reflecting real-life situations. This is particularly useful in a military context where cadets need to use language in an operational environment. Exercises should simulate genuine military scenarios, such as briefings, negotiations and reporting. Ellis notes that task-based learning enhances communicative competence by engaging learners in meaningful language use [2, p. 79]. Group tasks encourage cadets to work together in solving problems, promoting both language development and essential teamwork skills. This

approach not only develops language skills but also promotes teamwork and cooperation, which are crucial in military operations [7, p. 115].

Mastery of military terminology is a critical component of language proficiency for military personnel. STANAG 6001 tests include military-related topics, making targeted vocabulary acquisition critical for cadets. Focused vocabulary instruction is necessary to help cadets become familiar with military jargon and terms. Thornbury emphasises the importance of direct vocabulary instruction, especially in specialised fields such as the military [8, p. 92].

Exposing cadets to vocabulary in relevant contexts, such as military manuals, reports, and communication examples, aids retention and practical application. This contextual learning improves retention and practical use of terms [4].

Each language skill assessed by STANAG 6001 – listening, speaking, reading, and writing – requires dedicated preparation techniques. Authentic listening materials, including military communications, briefings, and recorded operations, are essential for preparing cadets. O'Malley and Chamot suggest that integrating listening and speaking practice is key to developing fluency [6, p. 153]. Cadets should engage with military-related reading materials, such as reports and operational plans, and practice writing in military genres. Writing practice should focus on military genres, such as situation reports and operational plans [2, p. 134].

Regular diagnostic testing helps to assess cadets' progress and identify areas for improvement. Mock exams, designed to simulate the actual STANAG 6001 test, are an invaluable tool in the preparation process.

Formative assessments allow instructors to provide feedback that helps cadets gradually improve their language skills. Besides, regular testing helps to monitor progress and adjust teaching strategies accordingly [1, p. 235]. By simulating actual exam conditions, mock tests help cadets become familiar with the test format and reduce anxiety during the actual test [3, p. 187].

The integration of digital tools into language training offers additional resources for cadets to enhance their language skills. Programs like Duolingo and Babbel provide supplementary resources to reinforce vocabulary and grammar outside the classroom [4]. Platforms that offer military-specific language training resources provide cadets with additional practice materials tailored to the STANAG 6001 test. These may include military news agencies and video simulations [5, p. 102].

Effective preparation for the STANAG 6001 test involves not only linguistic competence but also psychological readiness, including strategies to manage test anxiety and optimise performance. Techniques such as mindfulness, relaxation exercises and simulated test environments help to reduce anxiety and improve performance. O'Malley and Chamot found that anxiety management was critical to performance on language proficiency tests [6, p. 187]. Instructors should teach cadets how to manage their time effectively during the test, ensuring that they allow sufficient time for each section, and incorporating timed practice activities to build test-taking stamina [9, p. 88].

Regular feedback is essential in language learning, especially when preparing for a high-stakes test such as STANAG 6001. Instructors should provide cadets with detailed feedback to help them improve their performance. Providing cadets with

personalised feedback on their performance helps them to focus on areas of weakness and develop strategies for improvement [1, p. 147]. Peer feedback can be an effective way for cadets to learn from each other. Swain notes that collaborative learning environments enhance language acquisition through shared knowledge [7, p. 95].

Preparing instructors and cadets for the STANAG 6001 test requires a multi-faceted approach that incorporates task-based learning, skill-specific strategies, psychological preparation and continuous assessment. By using these methods, military language instructors can better equip their students for success in achieving the required proficiency levels.

### **Literature:**

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## **ІННОВАЦІЙНІ ТЕХНОЛОГІЇ В УПРАВЛІННІ ОСВІТНІМ ПРОЦЕСОМ**

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У контексті змін у методах менеджменту та економіки державних організацій, інтереси дослідників у сфері державного управління поступово змістилися до навчальних організацій, при цьому автономія стала ключовим питанням. Актуальність роботи пов'язана з еволюцією системи управління закладів освіти України, яка має дихотомічний характер. У розробці технологій управління освітнім процесом головну роль відіграють професіонали цієї сфери та переосмислення рівнів регулювання. Керуючись парадигмою внутрішнього