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THE EFFECTIVENESS OF GENRE-BASED PEDAGOGY IN MILITARY LANGUAGE TRAINING

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Açar sözlər: *Hərbi İngilis dili, janr təhlili, hərbi mətnlər, hərbi diskurs*

Ключевые слова: *Военный английский, жанровый анализ, военные тексты, военный дискурс*

Introduction. In purely scientific terms Military English is a special field involving communication skills that are precise to ensure there is no obscurity in operational environments. One of the most fundamental ways of teaching English to military personnel is teaching it through genre analysis. Genre analysis is a method that focuses on examining, understanding the structure, styles, language used, linguistic features of different types of texts and discourses. According to N. Fairclough genre or type may be characterized as “socially ratified way of using language in connection with a particular type of social activity” [1, p. 27]. In terms of Military English, a genre refers to a type of discourse that follows a certain pattern and serves a specific purpose in the military sphere. Viewed from this angle, orders, briefings, operational reports, after-action reports, and manuals intended for training of military staff are among the examples that can be included into military genre. Each genre involves distinctive language features, such as structured formats, occupation-specific language, formal tone. Genre analysis involves close examining of these texts to have good handle on how language is used to achieve communicative goals within military domain. Through genre analysis, learners acquire insights into the norms, structures and requirements tied to different types of communication, which enables them to use language effectively in different military scenarios. In this regard, genre-based pedagogy centers on teaching language through the study and production of different genres. This approach enables learners to have the clear idea of not just the language itself but also the social context, objectives and intended audience of the texts. In some cases, of course, identifying purpose may be relatively easy. Recipes, for example, would appear to be straight forward instructional texts designed to ensure that if a series of activities is carried out according to prescription offered, a successful gastro-nomic outcome will be achieved [5, p.46]. Even though learners can speak English, they may not be able to understand it to the required level. In military settings, this approach can be of great value for some reasons like ensuring contextual learning. In

contextual learning learners are exposed to language in realistic settings, which has direct effect on making them become more proficient in interpreting and producing military discourse and know English well enough to handle negotiations. Learners are encouraged to engage in tasks that simulate real military scenarios, such as writing orders, creating reports on military operations or conducting briefings, thus increasing practical relevance of language learning. Genre analysis is conducted by instructors or researches to identify the specialized use of language in particular contexts, and by learners to raise their awareness of the target language [3, p.33]. By studying specific genres, learners sharpen key skills and master competences in writing, speaking and interpreting military documents and discourse. Genre based pedagogy has proved to contribute greatly to the improvement of Military English instruction in various ways. Furthermore, it leads to substantial lexical growth to report on the current operations or things alike. By analyzing military texts, learners develop an understanding of organization or phrasing in them which in turn gives rise to clear communication and effective negotiation in both written and oral forms. Communication appears to be an inseparable part of professional military practice and conversely communicative expertise is essential part of being a professional [4, p. 101]. Through the analysis of the language used in different military genres, learners acquire profound knowledge of the specific vocabulary, grammar and strategies that are effective in different contexts. Genre-based tasks reflect real military exercises, equipping learners with practice in writing orders, making reports and conducting briefings. This applied learning helps bridge the gap between academic learning and operational requirements. Military experience from the international peace support operations over the last two decades has given many proofs that effective communication is not possible without a common language [2, p.89]. For instance, a genre-based approach could entail examining the format of military operational order, highlighting essential elements like mission statements, goals and planning details. Learners could then be assigned to compose their own operational orders by applying the linguistic features and structures they have mastered. Despite the effectiveness of genre-based pedagogy, there are still challenges in applying it. The followings are among the problems faced both by learners and trainers:

- **Complexity of Military Texts.**

Military texts usually feature specialized vocabulary, intricate sentence formats and cultural elements that makes it difficult for non-native speakers or for people who are new to the subject to comprehend them.

- **Curriculum design.**

The effective implementation of genre analysis into the curriculum requires thoughtful planning to ensure that students are exposed to a variety of genres and gain structured support to understand and produce them.

- **Limited time.**

Unquestionably, military personnel have hectic schedules, so it should not be surprise if they have limited time to fully participate in genre-based activities. Therefore, it is strongly required from instructors to balance theoretical side with practical exercises.

Genre-based pedagogy offers an effective framework to language learning emphasizing a practical, context-oriented approach which not only helps learners enhance language proficiency, but also provides them with the real-world challenges of military operations. Even with its certain challenges, the significance of the genre-based pedagogy in boosting communication skills and language proficiencies makes it valuable asset for instructors teaching English in military settings.

Conclusion. Genre – based pedagogy presents an effective, practical framework for teaching Military English, focusing mainly on context-oriented approach to language acquisition. By examining specific genres used in military communication, genre analysis equips learners with skills aligned with the needs, requirements of military operations. Despite challenges such as intricate structure of military texts, time constraints, highly specialized terminology used in these texts, the benefits of genre-based teaching should not be taken lightly as genre-based teaching enhances communicative competence, forces practical application of the theoretical knowledge, and targeted language skills and becomes an invaluable asset in military English teaching.

Originality and Contribution. Existing research on genre pedagogy mainly focused on professional English, academic English rather than military English. The application of genre-based pedagogy to the military domain has received comparatively less attention so far. The article aims at filling the gap by analyzing how genre-based pedagogy can be applied to teaching language to military staff. Furthermore, it pays attention to challenges while applying genre-based pedagogy to teaching military texts which have not been fully addressed before.

Practical Implications. The practical importance of the article lies in its direct relevance to military English teaching. It sheds light on effective methods for teaching English through genre-based pedagogy. In addition, the article offers insight to the teachers who want to align classroom teaching with real- world communication. While addressing challenges, it demonstrates how to effectively apply specific competences that are important in communication in military settings and provides instructors with valuable insights offering ways to better satisfy learners` needs in military field.

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Xülasə

HƏRBİ DİL TƏLİMİNDƏ JANR ƏSASLI TƏDRİSİN SƏMƏRƏLİLİYİ

Məqalədə janr əsaslı pedaqogikanın Hərbi İngilis dilinin tədrisində və hərbi heyətdə mühüm dil bacarıqlarının inkişaf etdirilməsində rolu araşdırılır. Hərbi ingilis dili hərbi sahəsində, xüsusən də beynəlxalq, gərgin əməliyyat mühitlərində aydın, effektiv ünsiyyətin təmin edilməsində əvəzolunmaz vasitədir. Janr təhlili hərbi ingilis dilinin tədrisi zamanı hərbi nitqin tərkibini, ünsiyyətin məqsədini, lingvistik elementlərini anlamaq məqsədi daşıyan ən təsirli təhsil üsullarından biri hesab olunur. Öyrənənlər hərbi mətnlərdə təkrarlanan nümunələri və lingvistik normaları müəyyən etməklə, hərbi məzmununda istifadə olunan dil haqqında biliklərini artırmaqla, hərbi məzmununda istifadə olunan dil haqqında biliklərini artırmaqla.

Фидан Абиева

Резюме

**ЭФФЕКТИВНОСТЬ ЖАНРОВОЙ ПЕДАГОГИКИ
В ВОЕННОЙ ЯЗЫКОВОЙ ПОДГОТОВКЕ**

В статье рассматривается роль жанровой педагогики в преподавании военного английского языка и развитии критических языковых навыков у военнослужащих. Военный английский язык является незаменимым инструментом для обеспечения четкой и эффективной коммуникации в армии, особенно в международной, напряженной оперативной обстановке. Жанровый анализ считается одним из наиболее эффективных методов обучения военному английскому языку, направленным на понимание композиции, цели общения и языковых элементов военной речи. Обучающиеся могут расширить свои знания языка, используемого в военных контекстах, выявляя повторяющиеся закономерности и языковые нормы в военных текстах.

Rəyçi: prof. A.Məmmədov