



فصلنامه مطالعات زبان و ترجمان نظامی

مجله علمی

دوره سوم، شماره ۴، زمستان ۱۴۰۳

صاحب امتیاز: دانشگاه افسری امام علی^(ع)

مدیر مسئول: دکتر اصغر کلهری سردبیر: دکتر حجت جدائی حاجی خواجه لو

اعضای هیئت تحریریه	
دکتر غلامرضا عباسیان	دانشیار آموزش زبان انگلیسی (دانشگاه افسری امام علی ^(ع))
دکتر غلامرضا زارعیان	دانشیار آموزش زبان انگلیسی (دانشگاه حکیم سبزواری)
دکتر محمد رضا ایروانی	استادیار زبان و ادبیات فارسی (دانشگاه افسری امام علی ^(ع))
دکتر محمد پرویز	استادیار آموزش زبان انگلیسی (دانشگاه افسری امام علی ^(ع))
دکتر حجت جدائی حاجی خواجه لو	استادیار آموزش زبان انگلیسی (دانشگاه افسری امام علی ^(ع))
دکتر یحیی حسینیایی	استادیار زبان و ادبیات فارسی (دانشگاه افسری امام علی ^(ع))
دکتر علی کواری	استادیار زبان عربی (دانشگاه افسری امام علی ^(ع))
مدیر داخلی: دکتر علی کواری	مدیر اجرایی: پیمان فرجی آستانه
ویراستار ادبی: دکتر امیر درواری	ناظر علمی: دکتر محمد پرویز
طراح جلد و صفحه آرا: انتشارات دانشگاه افسری امام علی ^(ع)	چاپ: چاپخانه دانشگاه افسری امام علی ^(ع)
نشانی: تهران، خیابان امام خمینی ^(ره) ، نرسیده به میدان حر، دانشگاه افسری امام علی ^(ع) ، معاونت پژوهش	
تلفن: ۶۶۴۶۷۹۶۸	دورنگار: ۶۶۴۶۷۹۶۸
نشانی الکترونیکی: mlj@iamu.ac.ir	
صندوق پستی: ۱۳۱۷۸۹۳۴۷۱	

شماره شاپا: ۲۹۸۱۰۴۷۷

با مجوز رسمی از کمیسیون انتشارات دولتی وزارت فرهنگ و ارشاد اسلامی به شماره ۹۹/۱۶۲۲۰۱ تاریخ ۱۳۹۹/۰۵/۲۹

- کلیه حقوق برای دانشگاه افسری امام علی^(ع) محفوظ است.
- درج مطالب در این نشریه لزوماً منعکس کننده نظر دانشگاه نیست.
- صحت مطالب هر مقاله بر عهده نویسنده است.
- نقل مطالب با ذکر نام نشریه بلامانع است

Table of Contents

Language Studies and Military Translations Quarterly / Vol. 3, No. 4, Winter 2025

Titles	Page
---------------	-------------



 Grammar versus syntax in good academic writing _____	1 - 20
---	--------

Amirreza Mahmoudi Kohi - Milad Moradi

 Learner variables in L2 learning based on communicative language teaching (CLT) and audiolingual method (ALM) _____	
--	--

21 - 42

Amirreza Mahmoudi Kohi - Milad Moradi

 Motivation factors influencing L2 learning among military staff _____	
--	--

43 - 68

Hojat Jodaei

 The role of teaching methods and learning styles in the effectiveness of second language teaching _____	
--	--

69 - 84

Mohammad Amirlu

 Interactive approach in military training _____	85 - 114
--	----------

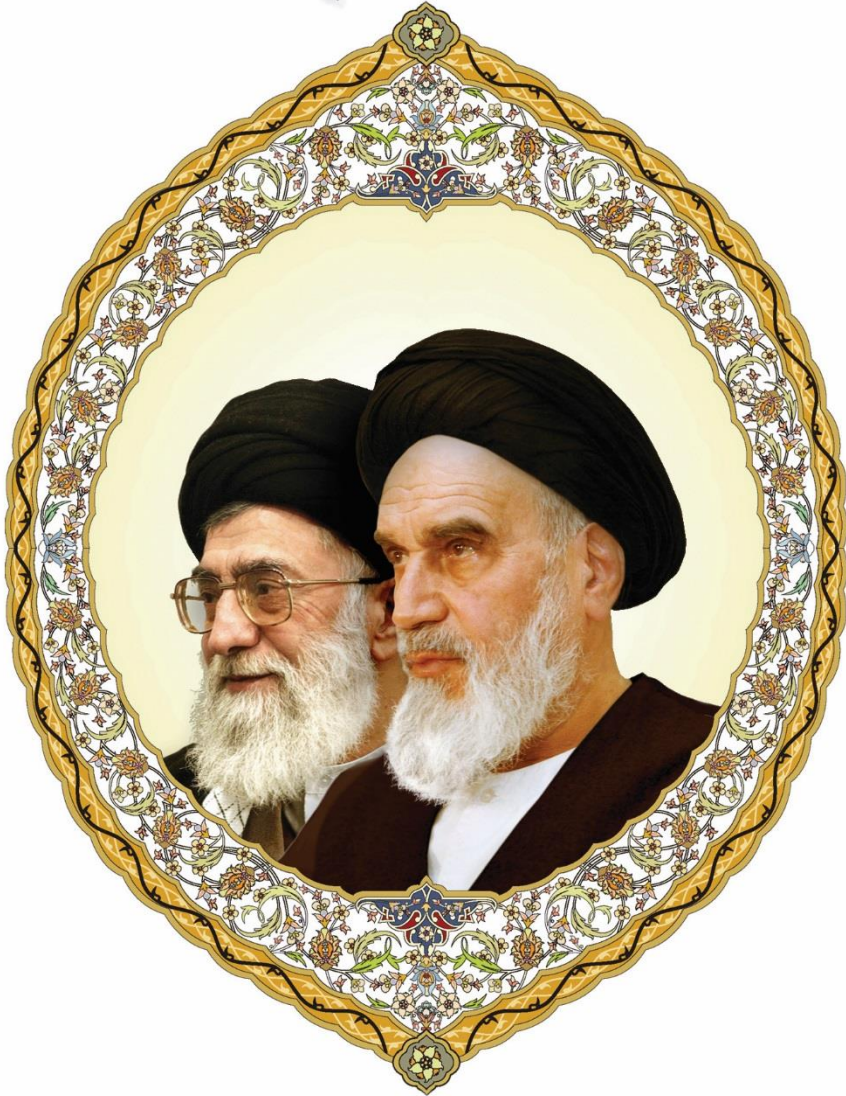
Mohammad Amirlu

 The cadet experience: training tomorrow's military leaders _____	
---	--

115 - 136

Peyman Jafarpour

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



سخن سردبیر

دانشگاه افسری امام علی^(ع) به عنوان یکی از قدیمی‌ترین و باسابقه‌ترین مراکز آموزشی کشور، سال‌ها است که با تهیّه و تدوین کتب و مجلات علمی، نظامی و آموزشی مورد نیاز، سعی در تعالی روزافزون دانش علمی دانشجویان این دانشگاه دارد و با هدف پرورش دانشجویان توانمند، هوشمند و متعهد در راستای پاسداری و دفاع از تمامیت ارضی نظام مقدّس جمهوری اسلامی ایران گام‌های استوار و مؤثری برداشته است.

بر اساس مصوّبات شورای پژوهشی و آموزشی دانشگاه، چاپ و نشر کتاب‌های آموزشی و کمک‌آموزشی و تألیف، گردآوری و ترجمه مقالات آموزشی-نظامی در دستور کار قرار گرفته است. در همین راستا، فصلنامه "مطالعات زبان و ترجمان نظامی" مرکز آموزش زبان‌های خارجی دانشگاه افسری امام علی^(ع) به منظور ارائه تازه‌ترین نظریه‌ها و یافته‌های علمی در حوزه‌های مطالعات زبان و ترجمان نظامی و حوزه‌های مرتبط، همچنین به جهت تبادل و نشر افکار و اندیشه‌های بدیع، سعی دارد تا یافته‌های تحقیقاتی اندیشمندان و محققان را در قالب انواع مقاله‌های علمی-پژوهشی و مروری به چاپ برساند.

به امید آن‌که گام‌های ارزشمند و مفیدی که برداشته شده است، سرآغاز حرکت و پویایی بیش از پیش این دانشگاه مقدّس در حوزه پژوهش و مطالعات زبان باشد. از این رو از تمامی منتقدان، استادان و اعضای هیأت علمی تمامی دانشگاه‌ها دعوت می‌شود ضمن همکاری‌های علمی و ارسال آثار و مقالات خود، با پیشنهادها و انتقادهای سازنده‌ی خود در غنای بیشتر نشریه، دست‌اندرکاران آن‌ها را یاری فرمایند.

إن شاء الله

راهنمای تنظیم مقالات

با عنایت به اینکه تمامی فرایندهای اجرایی و داوری مقالات فصلنامه علمی مطالعات زبان و ترجمان نظامی علمی از طریق سامانه ایمیل فصلنامه انجام می‌گیرد، برای ارسال مقاله، آشنایی با شیوه تنظیم مقالات با نشانی الکترونیکی: mlj@iamu.ac.ir در تماس باشید.

قابل توجه نویسندگان محترم:

- مجله در پذیرش یا ردّ مقاله‌های دریافتی آزاد است.
- مقاله نباید در قالب یا عنوان دیگری، در هیچ نشریه‌ای چاپ‌شده باشد.
- مجله در خصوص ارائه مفاهیم و اصطلاحات به‌کار رفته، بر اساس شیوه‌نامه خود عمل می‌کند.
- مجله یکسان‌سازی اصطلاحات و کاربرد صحیح‌ترین شکل تلفظ اسامی خارجی را لحاظ می‌کند.
- مسئولیت صحت علمی و حرفه‌ای هر مقاله و حفظ حقوق دیگر مؤلفان، بر عهده نویسنده مسئول است.
- منابع، جدول‌ها، نمودارها، شکل‌ها، ارجاعات و ساختار مقاله باید بر اساس راهنمای معیارهای جدید ارائه مقاله‌های علمی، تنظیم شود.
- موارد مندرج در فهرست منابع باید در مقاله بکار رفته باشند و بالعکس.
- در تنظیم مقاله، از شیوه بکار رفته در جدیدترین شماره این نشریه استفاده شود.

Grammar versus Syntax in Good Academic Writing

Amirreza Mahmoudi Kohi¹

Milad Moradi²

Abstract

Nowadays, in language teaching, it is necessary for teachers to define different language components in their courses for students; due to that, in this essay, mainly syntax as part of grammar structure will be clarified. According to Givón (2001), learners think there are no differences between grammar and syntax, and both have the same functions, but when significantly each of them is discussed, different features of them being explored, obviously; in language, the syntax is the functional part of grammar had believed (Huddleston, 1984). Not only, these differences can't be easily recognizable, but also various elements divided grammar and syntax into two different components of language, although each language component has an inter-related relation among other components. First of all, this essay will be defined grammar and syntax definition, and briefly, the role of other components will be mentioned, then grammar and syntax will be discussed in detail.

Keywords: Grammar, Syntax, Academic Writing, Language teaching.

¹ M.A, Teaching English Language, Islamic Azad University, Karaj Branch.
Email address: amirrezamahmoudie@yahoo.com

² M.A, Clinical Psychology, Islamic Azad University, Zanjan Branch.
Email address: miladmoradi1367@yahoo.com

Introduction

There are different types of writing that each of them shows their own purpose and one of them is academic writing. As Houghton (1984) mentioned academic writing is like a game that the writer looks for the needs of the readers to please them (as cited in Liz, 1988). It looks for recording and transmitting knowledge while writing, in general, can have different aims. From this viewpoint, academic writing is a way of “documenting and communicating scientific knowledge, documents and communicates research process and research outcomes” (Monippally & Pawar, 2008, p.4). If researchers document their research process, it shows how the research process was done and how the knowledge was created (Monippally & Pawar, 2008). In this essay, we focus on the criteria and qualities that are crucial for good academic writing. First, we will explain the required style that good academic writing should have. Second, we will focus on description and narration in academic writing and the need to explain by analyzing. Next, we will explain the difference between dumping data or analyze it.

Definition of Key Terms

Dialect could be a device of communication to precise one's thoughts, contemplations, sentiments and feelings. Subsequently, dialect, communication and discourse are the three primary vital and essential tools that are valuable in sharing our thoughts with others. People need to procure the aptitudes of a specific dialect in arrange to

communicate well with their individual human creatures. Within the case of English too, people ought to learn all the four dialect aptitudes, i.e., tuning in, talking, perusing and writing. Once the learners of English get a great command over these aptitudes, they can communicate well in English. Among the four aptitudes, composing is the foremost troublesome skill and it needs a part of hone, time and tolerance. Since the EFL/ESL learners confront numerous troubles in performing the given errands that are related to composing, the instructors have to be get it the reasons for them. Some of the reasons may be the complexity of the English dialect structure and the lexicon, linguistic use and coherence. Besides, the learners discover repetitiveness with the out-dated educating strategies that are executed in their classrooms. In this manner, the English instructors ought to get it the wants and interface of the EFL/ESL learners and try to embrace a assortment of new procedures in their classrooms in arrange to move forward their composing aptitudes in English. For this reason, the English instructors ought to move from their conventional way of instructing to the present day approaches that have been creating in ELT. This paper throws a light on the significance of composing aptitudes and too brings out distinctive ways of creating composing abilities among the EFL/ESL learners. This paper lays more accentuation on the strategies of educating composing aptitudes to the learners of EFL/ESL. This paper also focuses on the striking highlights of composing abilities additionally

clarifies how to persuade and create the ESL/ESL learners to move forward their composing abilities. Besides, it too underpins the thought of pair work and bunch work which creates the learners' composing abilities massively in a learner-friendly environment. At last, the EFL/ESL learners and instructors are given profitable proposals in progressing their teaching-learning aptitudes with a assortment of dialect exercises in their classrooms.

Learning a dialect may be a blended involvement of effortlessness and trouble. A few individuals procure the abilities of a specific dialect exceptionally effortlessly while it gets to be exceptionally troublesome for a few others. Whether it is simple or troublesome, learning a dialect is vital for all human creatures. Dialect serves different purposes and communication is one of the vital angles of it. When there's no dialect to communicate, people are assumed to precise their thoughts, contemplations and sentiments only through signs and motions. People cannot envision where there's no dialect and it may lead them to the shortage of communication. Subsequently, dialect plays a really noteworthy part in communication. Moreover, dialect aptitudes possess a major part in inclining a dialect. So the learners of a dialect got to learn all the abilities of that specific dialect in arrange to communicate well with their individual human creatures. Dialect abilities are the signs that can be effectively discernable codes which offer assistance as a direct for the advancement of human creatures. All things considered, nearly all youthful learners reach an over-all time and age by the time they reach the fundamental

capabilities of utilizing the dialect as an effective communication aptitude. As there's a require for a common dialect to communicate internationally, individuals pick English because it is talked broadly all over the world. English has been recognized as an official dialect of many countries and a part of official and commerce correspondence is additionally wiped out English. Hence, the individuals of the twenty-first century recognize the require of leaning English dialect communication aptitudes and attempt to memorize the fundamental aptitudes of English. In arrange to memorize the English dialect in a precise way, to begin with of all, the learners ought to learn the fundamental aptitudes of the dialect.

When the EFL or ESL learners need to memorize English, they need to get dominance over the four dialect abilities, viz., tuning in, talking, perusing and composing. Among them, tuning in and reading are open abilities while talking and composing are profitable skills. The EFL/ESL learners got to concentrate more on these four dialect abilities as the most viewpoint of learning the English dialect primarily depends on learning these abilities. As the essential objective of learning these aptitudes is to create the learning capacities of the learners to deliver great verbal as well as composed communication, the instructors need to pay more consideration towards the learners in moving forward these aptitudes among the EFL/ESL learners. Each language skill has its possess significance in learning English. The most concern of EFL/ESL learners is to obtain

great tuning in as well as talking abilities in English. In arrange to advance the learners' tuning in and abilities, the instructors have to be concentrate more on the most recent patterns of aural-oral aptitudes of English. Tuning in is an action that includes the audience members to pay consideration to the speaker's words and get the meaning of it concurring to the setting. So, tuning in embroils understanding of a speaker's articulation and complement, lexicon, language structure and get a handle on the meaning of what the speaker expresses. In this context, Underwood (1989) declares, "For fruitful communication, tuning in aptitudes is fundamental, so it ought to be instructed to students". It is an evident truth that tuning in is the foremost regularly used skill among the four dialect aptitudes. Besides, most of the EFL/ESL learners spend most of their time on tuning in to English than producing it since the most concern of learning a dialect depends on tuning in to it. Tuning in expertise gives the opportunity for the learners to talk, read and type in great English. The English instructors have to actualize reasonable approaches and procedures to teach listening aptitudes to the EFL/ESL learners. Speaking could be a beneficial and exceptionally valuable aptitude in communication. Additionally, communication does not take put without discourse and language only remains as a script without speech. Dialect is utilized in a few settings within the frame of speech. Individuals require more hone and special preparing in talking abilities in the event that they need to ended up great speakers. There's no question that one should be capable in all the dialect aptitudes, but when a individual has got

great talking aptitudes, he/she will have certainly more focal points. When speaker's discourse is with full of clarity, it appears that the speaker's thinking is precious stone clear. Bailey and Savage (1994:7) say, "Speaking in a moment or remote dialect has frequently been seen as the foremost difficult of the four skills". Besides, it is critical to know that the compelling speakers continuously get the consideration of the audience members and the audience members get a handle on the total discourse of the speaker. Furthermore, speaking skills are required to induce victory in one's career.

Concurring to Gem (2006: 257), "Writing may be a way of communicating which employments a framework of visual marks made on a few kind of surface. It is one kind of realistic expression". Composing could be a exceptionally complex prepare and one must have the authority over a few levels of dialect counting morphological, syntactic, semantic, practical and talk levels. When we compare writing with talking, writing comprises diverse lexicon and syntactic structures, numerous etymological frameworks conjointly complex clauses. That's the reason why numerous dialect experts consider composing the indicator of one's capability on a particular language. Additionally, composing could be a beneficial skill that ought to carry out the messages and the contextual meanings within the shape of composing. Since composing is purely message-oriented, the writer's fundamental objective is to communicate the data suitably, successfully and precisely to the perusers. Besides, the author

has got to clearly express the thoughts in his composing and the dialect that the author employs must be exceptionally viable and there ought to not be any equivocality in his composing. Moreover, the perusers ought to feel comfortable whereas perusing the content. At the same time, the author ought to pass on his/her message to the perusers in a basic dialect so that they can study the message and get it altogether.

Concurring to Richards and Renandya (2002), "Writing is the foremost troublesome ability for L2learners, since they have to be produce thoughts, organize them and interpret these thoughts into clear content which can be exceptionally troublesome for students". Even in spite of the fact that most of the composed communication takes put electronically, the learners got to compose their dialect exams by hand as it were. In expansion, spelling moreover plays a prevailing part in both education and composing. The most reason that the EFL/ESL learners have the trouble in spelling is that the connection between the spelling of the word and its pronunciation. There's no correspondence between the sound and spelling. In English, a single sound has got different spellings, though the same spelling has different sounds. That's the significance of the English dialect and the EFL/ESL learners discover it exceptionally troublesome to urge dominance over the spelling and articulation. Moreover, accentuation and format are more basic in composing. These two are diverse in composing communities and cannot be exchanged from one dialect or community to another. To urge victory

in learners' possess dialect or any other dialect, the learners ought to know the organize or the format.

Composing is considered to be the foremost troublesome abilities among the four dialect aptitudes of any dialect. In English dialect moreover, composing includes the complex process where the learners ought to concentrate not as it were on spelling, accentuation and language structure, but too within the choice of lexicon and the organization of sentences and sections. In spite of the fact that composing could be a troublesome aptitude to secure, there are certainly a few imperative issues which offer assistance the EFL/ESL learners to create their composing aptitudes. One among these is class which implies the guidelines of different sorts of composing. In other words, genre in English composing alludes to a specific fashion or sort of composing. Class makes a difference the perusers to recognize the sort of content whether it may be a logical content, an notice, a biography, a sentimental fiction, a formal letter or verse. When the instructors need to educate a specific sort to their EFL/ESL learners, to begin with of all a few show works of that class ought to be appeared in their classrooms. After that, the learners get it the strategies included in composing the specific sort and attempt to work on their claim. When instructors allow appropriate preparing to their learners in composing the content employing a specific sort and grant a few exercises related to that sort for their precision hone, the learners create their composing aptitudes in a specific sort of content. Besides,

the instructors ought to too suggest the learners how to type in and what to type in and take off it for the choice of the learners so that they create composing in a free and independent way.

Another vital procedure that the instructors have to be execute in their classes to create their EFL/ESL learners is by doing the work in bunches or sets. When learners work in bunches or sets, they attempt to contribute more on the given work and get great comes about of it. This can be moreover more helpful for the instructors to help the learners when they require any kind of offer assistance. When learners work in groups or sets, they attempt to wrap up the given work in a brief time with a parcel of flawlessness. The instructors need to select the composing subjects concurring to the level and interface of the EFL/ESL learners. Thus, the learners pay more consideration on the given work and produce a decent work with a part of support and participation from their peers. Another vital angle of creating the EFL/ESL learners' composing abilities is by embracing collaborative work or agreeable work within the classrooms. The most concept of collaborative or agreeable work is to permit the learners to perform the given assignment in bunches where they share their thoughts among the individuals of their bunches. With this sort of learning environment, the EFL/ESL learners can perform the given composing errand viably by their dynamic interest. There's no question that a few learners can perform way better when the work is given for the people. But when the same work is worn out collaborative or agreeable classrooms, the composing prepare takes put in bunches and

it also invites a exhaustive and valuable input. In this respect, it is shrewd to cite the platitudes of Harmer (2007), “To type in in bunches, whether as portion of a long or brief prepare, is exceptionally spurring for understudies to create this skill”. Hence, the English instructors ought to continuously energize the learners to keep up great relations with the gather individuals in arrange to perform the given errands well. The other approach which is more reasonable to execute in EFL/ESL classrooms is creative writing. Being the concept of creative ability as the most base in composing stories, verse and plays, the EFL/ESL learners can produce tall quality composing with their possess creative energy. When the composing is done with more creative energy, the perusers moreover discover intrigued in them to perused such sort of works. In this respect, Ur (1996) says, “Most individuals feel pride in their work and need it to be read”. It is genuine that perusers pay more consideration on creative and imaginative writings than some other written items. Besides, inventive composing may be a travel towards self-discovery which advances effective and dynamic learning. EFL/ESL learners concentrate on the subjects related to creative composing as the learners are exceptionally much included in doing their level best in creating a wide range of exact and more fitting dialect than they utilize ordinarily for the normal and schedule errands given the classrooms.

It may be a known truth that composing may be a exceptionally critical expertise and the English instructors need to create this ability

legitimately among the EFL/ESL learners. Consequently, the English instructors need to propel their learners to receive great composing aptitudes. The instructors ought to energize the learners utilizing different procedures, strategies and approaches in their EFL/ESL classrooms. When the learners are exceedingly persuaded, they take part within the given assignments exceptionally effectively with a part of eagerness and attempt to create very good items. Whereas selecting the subjects for the assignments, the instructors ought to consider the interface and needs of the learners so that they will work with more intrigued in an agreeable and inviting environment. It is additionally very important for the English teachers to get it the common issues confronted by the learners in composing. When the instructors provide a certain composing assignment to the learners, they need to recommend the learners how to precise thoughts and organize the given errand. The instructors have to be direct the learners with the method of composing that has to isolate the composing action into a few stages where each action includes sub-skills in doing this handle. Subsequently, the instructors have to be direct the learners properly in order to include them in the activities with a part of inspiration and support. Subsequently, the English instructors have to be get it the insights level of the EFL/ESL learners and attempt to receive the most recent methods in ELT in order to make strides their composing aptitudes. As composing is the foremost difficult aptitude to obtain for the EFL/ESL learners, the instructors ought to concentrate more on their learners' composing abilities by including them in a assortment

of exercises. Therefore, the instructors are gathered take the EFL/ESL learners' interface and needs in thought so that the learners' inclusion within the given writing task increments. In addition, the EFL/ESL learners take part within the assignments exceptionally effectively and they will deliver subjective and profitable comes about in their English composing abilities. Other than that, composing may be a strategy that takes place over a certain sum of time. The author needs more openings to carry out their inner felling and process in composing aptitudes (Sulisworo et al., 2016). It may be a arrangement of sentences organized in a specific arrange and associated in a important way. So also, the sentences are interconnected to other sentence structures as a entire solidarity. Besides, a full content may contain by a series of sentences that have primary sentences taken after by supporting sentences. It shows that the composing could be a complex cognitive action, and journalists are required to control the substance, arrange, structure, and another related phonetic component at the level of the sentence (Bloom and Hayes, 1981). It provides a variety of learning experiences that motivate, adapt and engage students in a positive and meaningful learning environment (Rybushkina & Krasnova, 2015). The flexibility of the agreement is more important because of the students and their needs, individual differences, learning styles and learning abilities. It also provides a good teaching and learning environment for English and influences the whole FL learning process (Challob et al., 2016). In addition,

students receive new learning experiences by providing flexible materials that can stimulate the learning environment (Oh and Park, 2009; Davis and Fill, 2007). Teachers can also use technology (Fakhir, 2015) and save time (McCarthy & Murphy, 2010). Blended learning also supports a flexible learning environment, different learning styles, learning skills, and learning abilities (Huang, Zhou, & Wang, 2006). It also helps change teacher-centered approaches to student-centered ones, supports learning management, provides a variety of resources for students, and improves teacher-student, student-student, student-student, and external interactions (Al Fiky, 2011).). Finally, many recent studies have shown that blended learning can improve writing skills. Sulisworo et al. (2016) described blended learning as an easy way to practice and improve writing skills, which is still a problem in learning English. Blended learning has a long tradition and has been widely used in schools and universities since the 1980s (Pappas, 2018) and has attracted the attention of English language researchers since the late 1990s (Mingyong, 2015). Moreover, Sharma and Barrett (2007) stated that the term fusion originated from corporate education in the business sector and then applied to higher education. Blended learning is a revolution in EFL teaching and learning due to the different use of traditional methods in English language teaching (Rahim, 2019). He also noted that student-centered learning is a necessity for most educational institutions. Therefore, blended learning is considered as a method that promotes student-centered learning, provides students

with collaborative activities, and allows teachers to design activities considering the needs of students.

The first characteristic of good academic writing is style. Academic papers are not like newspapers that people skim some part of it. They read carefully and analyzed both types of academic writing, empirical and conceptual. Moreover, the sentences and paragraphs are longer and more complicated than other types of writing. The language that is chosen for academic writing is formal. In this way, contractions should not use in academic writing for instance ‘can’t,’ ‘won’t’ and ‘shouldn’t’. Colloquial expressions should not use too like ‘grub’ for food and ‘buck’ for dollar (Monippally & Pawar,2008). Academic writing does not draw attention by itself but the knowledge and ideas that are express through it are important. So, a variety of expressions and metaphors like other types of writing does not frequently use in academic writing papers (Monippally & Pawar,2008).

The second characteristics of good academic writing are description and narration. In the process of academic writing, the writer needs to describe, narrate, or explain. It means that the writer cannot explain something such as an object, event, process or behavior before describing or narrate them. But just narrating or explaining something does not show that it is academic writing so, there is a need to explain it by analyzing (Monippally & Pawar,2008). In academic writing narration and description are the domain of verifiable. It means that the academic writer’s aim is to create a clear

and factual picture of narrating an experiment or an instrument that was used. So, the analysis that the writer tried to explain can be estimated and the experiment can repeat again. In other words, “description and narration in academic writing are the factual foundation for the superstructure, that is, explanation or theory building” (Monippally & Pawar, 2008, p.87).

The third characteristic of good academic writing is analysis versus data dumping. The major goal of academic writing is analysis. As Rogers and Rymer (1995, p. 352) mentioned, in academic writing, we expect to be “evaluating ideas, assuming a position, developing reasons and examples, and organizing the material logically.” As cited in (Monippally & Pawar, 2008, p.87). In academic writing, the writer presents the data to support the claims mentioned before. In other words, when a reader reads academic writing and finds a claim in the writing the reader tries to check the data presented to understand that the data is enough and justifiable or not. For example, if the writer presents inadequate data deliberately or by mistake, the presented data may not be suitable for the writer’s claim and it can lead to a controversy. So, a knowledgeable reader may ask about the presented claim or conclusion (Monippally & Pawar, 2008).

Review of literature

According to Baker (1991), the syntax is used in linguistics studies, which is defined as the well-formed order of words and clauses to construct functional sentences. However, syntax helps learners

organize words to have correct and coherent sentences, although syntax figures out the relations between different sentences. On the other hand, grammar defined as the systems of language to show how learners use words in a sentence by illustrating the function of each word, such as part of speech which contains phonology, morphology, and semantics that will be discussed in term of each usage. in the first place, according to Yallop and Fletcher (2007), phonology is the study of the smallest part of the language(phone) which included sounds and signs; additionally, the important point is that phone doesn't have meaning, but it can change the meaning. Secondly, morphology under controlled phonology in language, to illustrate that the morph is the smallest part of language which has meaning such as pen, book, and bag had believed (Halle, 1990). Finally, according to Sag and Pollard (1987), in semantics, the sufficient meaningful sentences by using correct meaning-related words are studied, which controls previous components; in spite of that, grammar subset all mentioned components to make sentences communicative, correct, and rule-governed.

According to Huddleston (1984), In the procedures of learning, first learners study grammar, and after that, syntax is explained. The syntax utilize an optional form to produces sentences, but grammar has a rule-governed structure that should be obeyed. Grammar is well-known for all learners because they use it in their daily life; in contrast, syntax is the further study of structures by researchers and

instructors, which is defined in linguistics. In grammar, two different views defined; the first view is descriptivist, which words are ordered in a way to express the fact that the speaker/writer attempt to convey his/her idea, for instance, the native speaker who changed some grammatical structure to express the idea more comfortable and more convenient, utilize descriptivist view. However, the Second view is prescriptivist, in which the correct word order should be observed to convey exact meaning had believed (Pennebaker and King, 1999).

On the other hand, syntax is unique, because it finds out various styles of sentence structures in four types; the first one is a simple sentence that contains one subject and verb, such as he is a doctor. The second type is the compound sentence, which has two simple sentences in it, which are connected to each other, such as I watch tv, and they play a game. The third one, named complex sentence, has the same structure as the second type, but a new clause added to it without other clauses cannot convey exact thought; for instance, they missed our play because they were in traffic. The last type is a compound-complex sentence, which included compound and complex sentences in a different context. However, sentences are systematically divided into various functions, such as statements, questions, and instructions. Syntax organizes and controls all mentioned types and functions in defining sentences to develop grammatical structure correctly and communicative.

Conclusion

In conclusion, as mentioned before there are some characteristics for good academic writing. In this essay, three of them were mentioned and explained. The first one was the style and the importance of having a formal style. It means that academic papers are not like newspapers that people skim some part of it. They read carefully and analyzed both types of academic writing, empirical and conceptual. The second characteristics of good academic writing were description and narration. It means that in the process of academic writing the writer needs to describe, narrate, or explain. So, the writer cannot explain something such as an object, event process, or behavior before describing or narrate them. The last characteristics of good academic writing were analysis versus data dumping. As mentioned and explained in this essay one of the major goals of academic writing is analysis.

In a word, considering exact function, definition, and language component differences helps teachers have a successful course. Mainly, the essay compared syntax and grammar. Essentially, grammar has controlled over other components in a language, such as phonology, morphology, and semantics, although syntax is a part and has an important role in the field of grammar. All components are briefly discussed in the first paragraph to clarify differences among them. Then in details, grammar and syntax are compared to various distinguished elements which they have inside; additionally, the

relations between them. The different styles and functions of sentences are described in the field of syntax. Finally, the usage of grammar and syntax is essential to have proper effective communication in daily life because they reinforce each other.

References

- Baker, C. L. (1991). The syntax of English not: The limits of core grammar. *Linguistic inquiry*, 22(3), pp.387-429.
- Givón, T. (2001). *Syntax: an introduction* (1). John Benjamins Publishing.
- Halle, M. (1990). An approach to morphology. *North East Linguistics Society* . 20(1), pp.151-183.
- Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge University Press.
- Liz, H. L (1988). The Product before: Task Related Influences on Writer. In Pauline.C.R. (1988). *Academic writing: Process and Product*. Hong Kong: Modern English Publications on The British Council.
- Monippally, M. M., & Pawar, B. S. (2008). *Academic writing: A guide for management students and researchers*. India: SAGE Publications.
- Pennebaker, J. W., & King, L. A. (1999). Linguistic styles: Language use as an individual difference: *Journal of personality and social psychology*, 77(6), pp. 1296-1312.
- Sag, I. A., & Pollard, C. (1987). Information-based syntax and semantics. *CSLI lecture notes*, 13.
- Yallop, C., & Fletcher, J. (2007). An introduction to phonetics and phonology. *Linguistic Society of America*. 68(1), pp. 156-159

Learner variables in L2 learning based on communicative language teaching (CLT) and Audiolingual Method (ALM)

Amirreza Mahmoudi Kohi¹

Milad Moradi²

Abstract

Imagine, teachers who know about how different variables refer to learners can affect teaching a second language, and by this, they make a plan for various instructions to involve all second language learners in the class, are successful enough in their job. Understanding different impacts of variables on the L2 learning process illustrates a new perspective for teachers to make the teaching process effective (Lightbown,1985). In light of learner variables importance, the ways the teachers should encounter each variable items are essential, but before that, the first step is to figure out different features of learning variables; with this in mind, the essay will be discussed about mostly functional learner variables in L2 learning, firstly, age of acquisition in learners will be presented. Secondly, learners' intelligence will be mentioned, and finally, the essay will disclose learners' motivation and attitude.

¹ M.A, Teaching English Language, Islamic Azad University, Karaj Branch.
Email address: amirrezamahmoudie@yahoo.com

² M.A,Clinical Psychology , Islamic Azad University, Zanzan Branch.
Email address:miladmoradi1367@yahoo.com

Keywords: Audiolingual Method, communicative language teaching, Learner variables, Learners.

Introduction

Teachers use various teaching method over the years to make their teaching and classroom effective; due to that, optional techniques and essential parameters of each method involved in their teaching style to achieve that objective, in this essay communicative language teaching (CLT) and Audiolingual Method (ALM) which are two well-known methods will be compared to illustrate the positive and negative points of each method (Chastain & Woerdehoff, 1968). This comparison gives teachers the resources to elicit functional techniques for designing their teaching style by giving insight into four factors. Firstly, each method's goal in communication and over-learning will be mentioned, then teaching tasks in the field of drilling will be discussed, in third place, learners' success in learning pronunciation will be disclosed and, eventually, teaching techniques that use in these two methods will be mentioned. This essay will not criticize each method's problems and just concentrate on different factors that each method has.

Nowadays communication is an essential term in human life.

According to Nunan (1987), The CLT motivates students to form effective communication in the language and improve language speaking skills. The purpose of CLT is to involve students in their interesting discussion topics, no matter how many mistakes they have,

the important part is to be active in the role of speaker in a different context, due to that teachers give an opportunity to students to choose their interesting discussion topics to be involved in them. On the other hand, proficiency in over-learning is important in ALM. According to one conference (K. Yamasaki and H. Ogawa, 1993), over-learning means repeatedly practicing a new skill or lesson to be master them by developing memory and performance. For instance, the professional musician for being an expert in the music industry frequently practiced the lessons and skills they learned before or presenter who tried to practice in front of people to decrease his/her stress.

Definitions of key terms

What is it that dialect instructors have to be know and do to be viable classroom professionals and dialect educating experts? How is this information and hone procured? And how does it alter over time? The issue of dialect teachers' information and ability base is crucial to our understanding of compelling instructing and to approaches to dialect instruction. In this paper I need to investigate the information, convictions and aptitudes that dialect instructors make utilize of in their hone. My center is on the understandings and hones of those instructors who would by and large be respected by their peers as excellent dialect instructing experts. We all recognize those instructors when we work with them. But what recognizes the way they get it and approach their work? In attempting to reply this address I will center

on ten center measurements of language teaching skill and hone. They are not in any progressive relationship and there's a few cover among them but they offer assistance lay out a few of the fundamental region and will ideally offer assistance conceptualise the nature of competence, ability and polished skill in dialect instructing. But to begin with a word of caution. The nature of what we cruel by viability in instructing isn't continuously simple to characterize since conceptions of great educating contrast from culture to culture (Tsui 2009). In a few societies a great instructor is one who controls and coordinates learners and who keeps up a aware separate between the educator and the learners. Learners are the more or less detached beneficiaries of the teacher's ability. Educating is seen as a teachercontrolled and coordinated prepare. In other societies the instructor may be seen more as a facilitator. The capacity to make near interpersonal relations with understudies is exceedingly esteemed and there's a solid accentuation on person learner imagination and free learning. Understudies may indeed be energized to address and challenge what the instructor says.

An ongoing issue in second language teacher education is the question of what the content or content of language teaching is, and thus what teachers need to know to be successful at the language teacher level. This is the "content knowledge dilemma" and has provided a forum for debate and discussionsince SLTE emerged as an academic discipline. Here I distinguish between "knowledge" and "skills". For while there is little debate about the specific skills that

language teachers should possess, there is little debate about the formal or academic purpose of language teaching. Content knowledge refers to what teachers need to know about what they teach (including what they know about the language itself) and knowledge that is not shared with teachers in other subjects. Historically, language teaching has been based on the field of applied language, which emerged in the 1960s. Almost simultaneously, language teaching has been revived with the emergence of new methods such as auditory language and situational language teaching (Richards and Rogers 2001). Production language created a unique set of knowledge and theories that formed the basis for a new approach to language teaching, and this knowledge base was reflected in the curricula of the master's programs that began to be offered during this period. Although most courses are about language analysis, learning theory, methodology and sometimes teaching practice, the actual skills of language teaching are rarely considered. The debate about the relationship between theory and practice has continued ever since. Some of the confusion arises from debates about theory and practice due to the lack of distinction between scholarly and scholarly knowledge. Academic knowledge refers to the limited knowledge that the language teaching profession considers essential for access to the profession. This knowledge is acquired through special training, and the acquisition of knowledge brings knowledge and power. It is important to emphasize here that academic knowledge is part of professional knowledge and does not

translate into practical skills. When language teaching emerged as an academic discipline in the 1960s, this academic knowledge came from the realm of language, but today it is much broader. Examples are the history of language teaching methods, second language acquisition, ethnolinguistics, phonology and syntax, discourse analysis, linguistic theory, critical linguistics, etc. Knowledge is the basis of teaching, but knowledge is the foundation of language teaching. This is knowledge derived from the study of language teaching and language learning itself and that can be used in many ways to solve practical problems in language teaching. This may include coursework in areas such as curriculum planning, assessment, teaching philosophy, classroom management, early childhood education, teaching the four skills, and more. The Teacher Knowledge Test developed by Cambridge ESOL is an example of a recent attempt to provide beginning teachers with a foundation of relevant subject knowledge. Language education literature is often divided into literature that focuses on academic knowledge or curriculum knowledge. For example, you can compare a book such as Ortega's new book *Understanding Second Language Acquisition* (Ortega 2008) with Lightbown and Spada's *How Languages are Learned* (Lightbown and Spada 2006). Like many books on second language acquisition, Ortega's excellent book has an educational focus and explains issues such as the critical period hypothesis, language transmission, language comprehension and understanding, and ability, but does not address job requests. On the other hand, Lightbown and Spada's book contributes to pedagogical

knowledge because it is part of a series designed to solve practical problems in language teaching. Although it contains some of the same topics as Ortega's book, the focus is on the research objectives rather than the research topics involved in investigating the situation.

Similarly, books such as Halliday's *An Introduction to Functional Grammar* (Halliday 2004), which are similar to books dealing with language analysis examples, belong to the domain of academic education, but Parrott's *Grammar For English Language Teachers* (Parrott 2000) belongs to the field. of education Knowledge of the contents. The term "teacher training" refers to the teaching of classroom skills such as these, linked to specific teaching situations. Coaching is the development of a repertoire of teaching skills that are acquired by observing experienced teachers and practicing teaching in a controlled environment, often through activities such as microteaching and peer teaching. From the educational point of view, a good education is considered the mastery of a set of skills and abilities. Experiencing teaching in different contexts, with different types of students, and teaching different subjects is a way of acquiring a repertoire of basic skills for teaching. Over time, experience leads to the development of routines that allow these skills to be performed efficiently, automatically, and with minimal thought and attention, allowing teachers to focus on other areas of study (Tsui 2009; Vogue 2006). One of the things to learn when being a language teacher is what it means to be a language teacher. A sociocultural perspective on

teacher education suggests that an important part of this process is the renewal of identities and identities in classroom social interactions. Identity refers to the different social and cultural roles played by teachers and students in their interaction with students in the learning process. These activities are not permanent but arise in social activities in the classroom. Identity can be shaped by many factors, including personal biography, gender, culture, work habits, age, gender, and school and classroom culture. The concept of identity describes how a person sees himself and how he fulfills his role in various environments. In teacher education programs, the teacher-student identity is renewed through the acquisition of new types of information and new activities in the classroom. Therefore, teacher education is not only about finding the skills and knowledge of language teaching, but also what it means to be a language teacher. In university-based teacher training courses or programs, student teachers' identities are revealed as they receive new tasks and new types of information in campus classrooms. When a student teacher begins teaching, their identity changes as they take on the role of teacher. Understanding the teaching skills and professional thinking skills used by professional teachers is an essential part of teacher development. However, teacher learning involves developing a deeper understanding of the meaning of teaching and developing ideas, concepts, theories and principles based on teaching experiences (Borg 2006). The development of a system of personal knowledge, beliefs, and understanding resulting from meaningful educational experiences

is called the practical principle. In this way, the belief systems and understandings we develop help us make sense of our experiences and become the source of what we do in the classroom. To better understand the concept of theory-practice, it may be useful to compare two ways of thinking about the relationship between theory and practice. The first is the application of the theory. This provides an opportunity to link concepts, information and theory from teacher education courses with classroom practice. It involves applying theory to practice. So, for example, you can learn the principles of activity-based teaching, cooperative learning, and then try to find ways to apply these principles to teaching. Theorizing involves reflecting on our work to better understand the nature of language teaching and learning and arrive at explanations or hypotheses about it. The information we draw from is our teaching experiences, our observations of student learning and performance, and our perceptions of what happens in the classroom. There are many aspects of thought that come out of this reflection. This can lead to explanations of why things happen, to general explanations of how things are, to the development of self-directed principles and ideas that serve as a basis for further action (Richards 1998). Teaching English is not something that only those who are proficient in English can do. As a profession, English teachers are seen as a profession in the education industry, they must have a professional knowledge base derived from academic research and work experience, and have a workplace where

membership is based on work. Requirements and Rules. The English language teaching profession is a growing industry dedicated to providing professional training and certification to language teachers, constantly striving to develop standards for English language teaching and teachers, professional and teacher journals, conferences and professional organizations and English teacher certification. These range from requirements to demonstrate a level of English proficiency, to the need for professional qualifications for Māori language teachers, to the high level of advanced language teaching knowledge required of English language teachers. To be an English teacher is to be part of a global community of professionals who are objective, practical, articulate, practical, but also focused on their own work and committed to innovative approaches to their work. There are two areas of specialization (Leung 2009). The first can be said to be the professionalism marked by the industry. This is a management approach to professionalism that reflects the views of education departments, education departments, administrators, school principals, etc., indicating what teachers should know and what quality teaching practice. Mechanisms seem to exist to achieve accountability and maintain the quality of education. These requirements may vary from country to country. This aspect of professionalism involves understanding the standards the profession sets for adherence and the willingness to meet those standards. These standards include obtaining a degree recognized by the institution as a mark of professional excellence and a commitment to achieving high standards in your

work as a classroom teacher, supervisor, administrator or as a teacher educator. There are many ways in which teachers can engage in critical examination and reflection on their own practice throughout their teaching career (see Richards and Lockhart 1994; Richards and Farrell 2005). Through crisis analysis, teacher support groups, journals, discussion groups, action research, and grants. Reflection involves not only looking back on educational experiences, but also setting goals and looking for new or changed opportunities. Dewey (1933) proposed three characteristics that promote action or reflection: openness, responsibility and honesty. Open-mindedness is the willingness to hear more than one side of an issue and to consider different points of view. Responsibility means thinking carefully about the consequences of action. And the point is to overcome fear and uncertainty to critically evaluate your own actions to create meaningful change. Berns (1990) states that learning a foreign language is learning the target language in a country that does not speak the language as a community. Therefore, in a foreign language learning environment, students have limited opportunities to use the foreign language outside the classroom because the language (in this case, English) is not used as the primary means of communication between people. The inclusion and use of language in the classroom is important as it is rarely used outside the classroom (Suryati, 2013). According to Sulistiyo (2009), there are many factors that hinder EFL teaching in Iran. First, EFL teachers must teach students in large

classes of more than 50 students. There are different definitions of a 'large' classroom in language learning (Wright, 2005), but this number is not good for the language classroom. Second, not all students who attend English classes are motivated. English is a compulsory subject. This means that students must learn the language for exam purposes. However, they only hear English for two hours a week. The low motivation of the students and the limited time dedicated to learning English, not only affects the teachers but also the students as students. Third, the main focus of English education in schools and universities is on reading skills (Sawir, 2005; Setiyadi, 2001; Sugirin, 1999), with less emphasis on English grammar and vocabulary words. This teaching method is based on the assumption that if students understand the structure of the English language and have the necessary vocabulary, they will be able to understand English texts. As a result, it neglects the teaching of other skills such as speaking, writing and listening (Sugirin, 1999). English is a compulsory subject taught in middle school, high school and higher education in Iran. Teaching and learning activities in this class include memorizing words, learning grammar and reading English texts. This focuses on learning the rules of English rather than using English to communicate (Sawir, 2005). In summary, three factors affect the success of EFL teaching in Iran. According to Sulistiyo (2009) class size, student motivation and teaching orientation. These three factors are consistent with Bradford's (2007) observation that the effectiveness of English learning and teaching in Iran is low due to large class sizes and

student motivation. Although Bradford also includes teacher qualifications that contribute to the low effectiveness of EFL teaching in Iran. Many scholars have researched TEFL in Iran. For example, Yuwono (2005) conducted a study on English language education in Iran by collecting the opinions of school principals and English teachers in the city of Salatiga, Central Java. He said that the teaching and learning of English in Iran schools, especially in rural areas, is not good. He argued that the nature of the curriculum is constantly updated, such as the qualification of teachers, the availability of time for teachers, the number of students per classroom and the availability of resources and facilities, all of which contribute to the success of teaching and learning. It's a big plus. English in Iran schools. In addition, the curriculum does not provide strategies or other ways to solve problems related to teaching English. According to Kirkpatrick (2007), the teaching of English in Iran schools and universities has not been good in recent decades. Lie (2007) discussed the phenomenon of "failure" in Iran TEFL. He said that he has been teaching and using English as a foreign language for many years in Iran, and he has been studying English in formal schools for many years, but he is not satisfied with the results. Previous studies have found that there are many factors that hinder the success of language learning and teaching in Iran, including large classes, small teachers, lack of teaching facilities, and low teacher salaries (Kirkpatrick, 2007; Sulistiyo, 2009).

Many research studies on EFL in Indonesia have shown that there are many problems related to the implementation of the national curriculum. This is reflected in the quality of EFL education in Indonesia compared to other countries. Despite high expectations for Indonesia's educational curriculum, national examination results in secondary schools are not good, especially compared to other countries in the Asia-Pacific region (OECD, 2014). Indonesia ranks lowest, according to the results of the Program for International Education Assessment (PISA), a three-year program that evaluates education systems around the world to test the skills and knowledge of 15-year-old students from all over the world. Three skills were assessed (science, mathematics and reading and writing). In the 2012 PISA test, Indonesia was ranked 64 out of 65 participating countries (OECD, 2014). According to the European Ferieskolan English Proficiency Index (2014), for English proficiency, Indonesia ranks 28th out of 63 countries, or "average" proficiency. In contrast, Malaysia and Singapore ranked 12th and 13th respectively (with a "high" score of 4,444). Marcellino (2008) stated that EFL proficiency (if not used in everyday situations) is always a problem due to students' decreased interest in learning the language. Living in an environment that does not command the English language will inevitably decrease students' interest in learning English, even if English is a compulsory subject. Since English is a foreign language that is not used daily in the area, when students have limited opportunities to use and practice the language, students feel that

English is not widely spoken, especially in remote areas. As a result, they may not prioritize the effort, time and money to learn English. It can be seen in previous studies that there are many professional English teachers in schools who are considered inadequate to teach English to students (Lie, 2007; Marcellino, 2008; Soepriyatna, 2012). The study found that many Indonesian teachers are not confident in using the target language because they cannot speak or write English. In addition, many teachers are not well versed in the active learning and assessment required by the curriculum, and there are few workshops or trainings to improve teachers' skills in these areas of teaching. In light of reports that Indonesian EFL teachers have very low qualifications, the Indonesian government continues to promote the importance of English, including the introduction of English classes as a compulsory subject for middle and high school students. The purpose of the English language program is to give students the opportunity to actively participate in the world community (Mbato, 2013) based on the spread of the English language throughout the world, especially in the Asian region (Yuwono, 2005). It is part of economic development and development.

Teachers in different classes use various techniques to make a class productive for students. One of these functional techniques is drilling, which is a way to memorize and utilize new vocabulary. Teachers manipulate drilling to provide an environment that concentrates on pronunciation and saying correct words by listening to the teacher and

repeating. According to Frey (1968), drilling is the main feature of the ALM method that is formed like a meaningful system which should occur rapidly in the classroom and Teachers should check all students are productive during individual drilling to be same as native-like for instance, teachers divided long sentences into small parts to make it easier for students to repeat different parts or asked students to transform a simple present sentence to simple past. On the other hand, in the CLT method, drilling is not the main feature and just occurred in the necessary situation as much as the ALM method. In this method, drilling does not work as a meaningful technique is work as mechanical practice because students do not have any control over it, and in this situation, students' creativity never happened had believed (Sato & Kleinsasser,1999).

Review of literature

According to Morley (1991), Having an acceptable pronunciation is an essential feature of English language proficiency. Various problems such as misunderstanding and negative impressions can happen when acceptable pronunciation isn't utilized due to that each teaching method has a focus on pronunciation at different levels. In the ALM method, as we mentioned in the previous paragraph, native-like speaking is the purpose of the teaching, and the pronunciation that the teacher teaches is native-like pronunciation by different techniques. However, the most important one is drilling to acquire pronunciation utterly the same as the native speaker. However, in the

CLT method, comprehensible pronunciation is worked with students; it means that teachers encourage students to be creative and understand different pronunciation features, not just like ALM, in which students should repeat what the role model said.

In modern language teaching, teachers clarify grammar rules as techniques for students because, when learners use grammar rules correctly, they can communicate fluently and without mistakes; due to that, grammar rules are not avoidable. However, according to Peter (2006), in the ALM method, there is no place for grammar rules; additionally, students learning is the same as acquiring their mother tongue through various sentences repetition and drills by functional examples to memorize in learners' minds. In spite of that, in the CLT method, teachers utilize various proportional devices and equipment for students to motivate them to be involved in a communicative environment that occurred in the classroom by using real context such as recent newspaper to develop communicative interactions among learners in group discussions, additionally, CLT is the task-based method, due to that teacher's necessity is to provide assignments that proportional to learners age and language level to encourage them to have active roles in the classroom.

According to Jasmina(2006), learners who start to learn the second language at a young age can be skillful and have more second language ability than learners who start after the age of seven. Before the age of seven, children can acquire a new language easier because

after learners enter school, they start to learn lessons in their mother tongue, and the process of learning the second language becomes slower. When learners before the age of seven try to learn a second language as well as their native language in the environment in which both languages take place, they acquire both languages as their native language, not the second language. Learning a language for young children is just a chemical process without being aware that they unconsciously learn a new language in their mind. Not only do young children have more time devoted to learning a new language, but also they do not have any stress to make a mistake when they utilize a new language (Horwitz, E.K., 1988). Although after this age, it is possible for adults to learn another language by other factors such as education, immigration, job opportunities that make them motivated to learn the second language.

Knowing learners' intelligence, such as visual or verbal intelligence, is the critical term for teachers to form a practical syllabus and find the relationship between different learner's intelligence and teaching methods for efficient teaching in the second language. Learners who have Visual intelligence have the ability to understand things by making the visual image in their mind. Visual learners can solve puzzles, analyze graphs, and design. The next one is Verbal intelligence, which is vital in learning a L2. Students who have verbal intelligence are amiable presenters, narrators, and also teachers. In addition, most people in different situations experience emotional intelligence, which makes them do something; for instance,

having stress in the classroom environment can make learners angry and nervous, so it affects learning. Each teacher needs to design a functional teaching syllabus for all second language learners due to these various intelligence model had believed (Genesee,1976).

Moreover, According to DoÈrnyei (1994), The ideal learner has full attention to class, asks various questions about lessons, has an essential role in-class discussion, and provides assignments precisely on time, which shows this learner is motivated. In fact, motivation encourages learners to have dynamic role in learning a L2. Various kinds of motivation such as extrinsic and intrinsic refer to various personality which learner has, due to that teacher's obligation is to find out how they can motivate learners to lead them to be an active learner in learning the second language. For instance, if learners do not show any eagerness to lessons and lack motivation, they do not listen to the teacher, and no improvement happened in the learning process. On the other hand, if the teacher can motivate learners by providing their needs, developing their knowledge, and using motivational techniques, the learning process's improvement is extraordinary. One of the motivational techniques is to use exam scores to motivate language learners; for instance, if they receive high-grade marks, teachers should proffer positive feedback, promote language learners to a higher level, and issue certificates (Oxford, R., Shearin, J., 1994).

Conclusion

In conclusion, the comparison between communicative language teaching (CLT) and the Audiolingual method (ALM), illuminated various essential factors for teachers to elicit functional techniques. In first place, the focus of the CLT in communication and over-learning in ALM for clarifying to have effective communication mentioned. Then, drilling as a key term in language teaching to makes learners productive in both methods discussed. Thirdly, the way teachers teach pronunciation to learners disclosed. Finally, the importance of grammar rules in communication and how ALM reacted to grammar rules are discussed, also shows how devices can play an essential role in motivating learners in CLT mentioned. Various methods have positive and negative points that can help teachers make an effective classroom environment useful for students.

To conclude, various learner variables in second language learning are compounded components for teachers and learners, making a functional difference between successful learners who are aware of these variables and typical learners. However, in this essay, the different features of these variables are discussed. In the first part, the best age of language learners for learning a second language mentioned how adults could learn a new language after their golden age. Secondly, different kinds of intelligence effectively form lesson syllabus for second language learning, such as visual, verbal, and emotional intelligence discussed. Finally, motivational technique to

active learners in L2 learning, which is crucial for students to improve in the development of learning, is mentioned.

References

- Chastain, K., & Woerdehoff, F. (1968). A methodological study comparing the audio-lingual habit theory and the cognitive code-learning theory. *The Modern Language Journal*, 52 (5), 268-279.
- DoÈrnyei, Z., 1994. Motivation and motivating in the foreign language classroom. *ModernLanguage Journal* 78 (3), 273±284.
- Frey, H. (1968). Audio-lingual teaching and the pattern drill. *The Modern Language Journal*, 52 (6), 349-355.
- Genesee, F. (1976). The role of intelligence in second language learning. *Language Learning*,
- Horwitz, E.K., 1988. The beliefs about language learning of beginning university foreign language students. *Modern Language Journal* 72, 283±294.
- Jasmina Murad (Author), 2006, *Age as a Factor in Second Language Acquisition*, Munich, GRIN Verlag, <https://www.grin.com/document/66930>
- K. Yamasaki and H. Ogawa (1993). A theory of over-learning in the presence of noise. *IEEE International Conference on Neural Networks*, 1. 485-488.
- Lightbown, P., 1985. Great expectations: second language acquisition research and classroom teaching. *Applied Linguistics* 6 (2), 173±189.
- Morley, J. (1991). The pronunciation component in teaching english to speakers of other languages. *TESOL Quarterly*, 25, 481-520.
- Nunan, D. (1987). Communicative language teaching: making it work. *ELT Journal*, 41(2), 136-145.
- Oxford, R., Shearin, J., 1994. Language learning motivation: expanding the theoretical framework. *The Modern Language Journal* 78 (1), 12±28.

Peter J. Castagnaro (2006), Audiolingual method and behaviorism: From misunderstanding to myth. *Applied Linguistics*. 27 (3) .519–526.

Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching (CLT): practical understandings. *The Modern Language Journal*, 83(4), 494-517.

Motivation Factors Influencing L2 Learning Among Military Staff

Hojat Jodaei¹

Abstract

Language is one of the essential skills for soldiers, particularly in peacekeeping and multilateral operations, as communication skills enhance the effectiveness of operations and foster intercultural understanding. This study investigates motivational drivers of second language (L2) learning by military staff in light of Self-Determination Theory (SDT) and the distinction between instrumental and integrative motivation. Using a mixed-methods approach, the study involved 45 Iranian military learners with quantitative questionnaires, qualitative interviews, and language proficiency tests. Findings suggest instrumental motivation, as stimulated by career advancement and mission success, to be the primary motivator of L2 learning, with intrinsic and integrative motivations as secondary motivators. Issues

¹ Ph.D. in Applied Linguistics, Faculty of Language & Literature, Imam Ali (PBUH) military University, Tehran, Iran
jodaei@imau.ac.ir

such as limited opportunities for language use, no immersion environments, and a balance between language training and other duties influence the long-term retention of languages. The study stresses that military training programs must incorporate immersion experiences, intrinsic and integrative motivation, and long-term opportunities for language practice. These results contribute to the literature on L2 acquisition in specialized contexts and offer practical recommendations for the enhancement of language training in military settings.

Keywords: military language learning, motivation, Self-Determination Theory, instrumental motivation, integrative motivation, language proficiency, military training programs

1. Introduction

Language skills are usually perceived as a military necessary skill, mainly for multinational and peacekeeping missions. Second language (L2) proficiency improves operational performance, facilitates intercultural communication, and reinforces diplomatic ties. However, L2 acquisition is a multifaceted process with many factors involved, of which motivation is a critical factor. This article reveals motivation factors behind L2 learning among servicemen and women on the basis of theoretical models such as Self-Determination Theory (SDT) and instrumental-integrative motivation difference.

The research questions are as follows:

1. What are the primary L2 learning motivation factors among servicemen and women?
2. How do military-specific goals affect motivation?

3. What are possible challenges of military personnel learning L2 and what are the possible solutions to such challenges?

By probing these questions, this study aims to contribute to a growing literature on L2 learning in expert contexts and provide useful knowledge for military training programs.

2. Literature Review

Theoretical Frameworks

Developed by Deci & Ryan (2000), Self-Determination Theory (SDT) suggests that motivation is on a continuum from amotivation to intrinsic motivation, with extrinsic motivation being in the middle. In L2 learning, intrinsic motivation is the internal pleasure gained from language learning, while extrinsic motivation is motivated by external rewards or pressures. Instrumental motivation, one type of extrinsic motivation, is widely usable in the military context, where mastery of L2 is typically manipulated to professional or mission accomplishment (Dörnyei, 2005).

Self-Determination Theory (SDT), built by Deci and Ryan (2000), offers a firm basis for explaining the motivation for learning second language (L2). According to SDT, motivation is on a continuum, ranging from amotivation—where there is no intention or motivation to do an activity—to intrinsic motivation, where an individual does an activity to enjoy or be content with it. The other end is extrinsic motivation, which is in terms of doing an activity in order for a consequence or reward external to the activity. In a

learning situation of a foreign language, intrinsic motivation can become patented when individuals are motivated internally by the pleasure of learning a foreign language, interest, or social need to interact with other people. Simultaneously, extrinsic motivation can be enhanced by external incentives such as work needs, social prospects, or academic success.

In the military context, the SDT motivation continuum is most directly transferable, since in the military setting, soldiers most frequently possess a multiplicative blend of intrinsic and extrinsic motivation components. Instrumental motivation is one of the extrinsic motivation subtypes and specifically is a key component of pertinence within military settings in which language ability is most frequently linked to career promotion, advancement, or productive mission completion. Instrumental motivation, which is rooted in practical motives such as enhancing operational effectiveness, promotion in rank, or enhancing the ability to perform within multinational operations, has been found to be a significant motivator of military staff L2 learning (Gardger, 2010; Liu & Zhang, 2020). Such motivation will not necessarily generate the same degree of intense pleasure or interest in learning as intrinsic, but it can be an intense and persistent force, especially in high-stakes military environments.

Also, latest studies on L2 learning among military learners state that military learners have both extrinsic and intrinsic motivation and their motivation evolves in line with developments in their life and

what they believe is professional and personal concern. For example, soldiers with initial extrinsic motivation because of achievement in the mission or professional responsibility would eventually achieve intrinsic motivation as a result of experiencing personal gains from learning a new language or cultural affinity among colleagues (Sparks & Ganschow, 2021). This conflict between intrinsic and extrinsic motivation is what makes apparent the richness of linguistic acquisition in military contexts, where the utilitarian value of linguistic proficiency ultimately provides the foundation for producing an authentic, interior feeling of belonging to the language itself. Thus, having an understanding of the rationale behind the motivations of military personnel through the lens of SDT can inform more successful language training programs that take into consideration both the functional and psychological needs of military personnel to facilitate enhanced commitment and learning in foreign languages.

Previous Studies

Previous research on L2 learning in the military environment has highlighted the particular challenges and chances of military personnel. For instance, studies by Smith and Johnson (2019) showed that soldiers have high instrumental motivation levels due to the utilitarian benefits of L2 proficiency in working contexts. Integrative motivation, however, defined as a desire to identify with the target community, is not common among soldiers (Brown, 2020). Research on second language (L2) acquisition in military environments has

uncovered unique challenges and opportunities for military learners, with research indicating varied motivations, strategies, and outcomes. Most of the recent studies focus on elucidating L2 learning motivation, environmental effects such as operational needs, and the effectiveness of various training courses within military environments. These studies are generally classified into three categories: motivation and learning result, training methodology and style, and contextual factors influencing L2 acquisition.

There is a huge literature that speaks to the issue of motivation and language learning in military contexts, particularly distinguishing between extrinsic, instrumental, and intrinsic forms of motivation. For example, Smith and Johnson (2019) found that service members are typically defined by a strong level of instrumental motivation where the general motive for language learning is to use language skills practically towards mission achievement, career advancement, and operational skill. This is corroborated by Brown (2020), who further continues to expound on the omnipresence of instrumental motivation among military foreign language learning, particularly in environments wherein foreign language capability is directly associated with job performance or rank progression. Integrative motivation, or motivation to integrate into the target-language community more on a cultural level, is less common in military members since their motivation is functionally more directed at the use of language than integration into a cultural context.

Intrinsic motivation is also less common in military learners of a language since language learning is thought of as something one needs to do as opposed to an individual interest. Dörnyei (2005) determines that although certain staff become increasingly more intrinsically motivated over time, particularly due to achievement or cultural experience on overseas assignments, most motivation remains in an extrinsic focus. Instrumental motivation has proven to be positively associated with successful L2 acquisition, particularly where the military staff regard learning the language as contributing towards their career aspirations (Gardner, 2010). However, studies show that a more balanced approach, with both intrinsic and extrinsic motivators, could further enhance language learning outcomes in military settings.

Contextual factors are a significant determinant of the success or failure of military language training programs. One such consideration is the operational demands placed on military personnel, as language proficiency is often considered secondary to mission readiness or technical training. As Liu and Zhang (2020) have pointed out, troops in countries like China and Russia tend to prioritize tactical and combat training and view language training as something imposed on them instead of a necessity. This implies that there is not enough time and resources for language training, which reduces those programs as a whole. Besides, language ability is sometimes viewed

as secondary in specialized military forces, such as combat forces, where operational language needs are less frequent.

The other critical contextual factor is the character of international missions and to what extent staff are exposed to multilingual environments. Research has shown that troops who participate in peacekeeping or humanitarian deployments are likely to achieve increased levels of language proficiency, particularly if they serve in multicultural regions where language skills are imperative when interacting with native populations as well as allies (Gass & Varonis, 2018). While such missions provide immersion as well as spontaneous use opportunities for languages, such opportunities tend to be limited to officers or high-ranking troops. Rank-and-file troops, who are more exposed to day-to-day military deployment, may also be deprived of equal access to the language training materials and practice in a real-world setting.

Despite empirical evidence illustrated about the impact of these issues of context, there is an intervening gap between research on solutions to address localization of language training programs to correct them. Limited examination has been devoted to exploring whether and how the military's foreign language training efforts can be suitably customized in various national and cultural contexts, particularly where non-members of premier multinational partnerships like NATO reside. In addition, little study of the effectiveness over time of foreign language instruction initiatives has taken place, in matters of operation efficacy and keeping and sustaining such a skill-

set into the long run. Jodaei et al. (2018) further contributed that language maintenance among Iranian war veterans decreased significantly after their return from foreign missions, and this underlines the need for ongoing language development programs even after deployment.

In spite of the growing number of studies on military language acquisition, there are huge gaps in most areas, most importantly in longitudinal studies and cross-national comparisons. Whereas past studies have only brushed on the issue of training and motivation, there has been less inquiry on the long-term impact of language acquisition on military campaigns and professional growth. Besides, the comparative effectiveness of language training programs among non-NATO countries and rising military powers remains under-explored, with little information on the manner in which these nations apply international blueprints such as STANAG 6001 at the local scale. Subsequent research could also examine the comparative effectiveness of military language training programs from different geopolitical contexts, and how factors like resource allocation, political leanings, and cultural norms influence the effectiveness of language training within military settings. Additionally, further research on the interface between language learning and cultural proficiency in multinational operations could also yield useful information regarding the importance of language to diplomatic and operational success.

3. Methodology

3.1 Research Design

The study applies the mixed-methods design, which combines quantitative questionnaires with qualitative interviews to provide a thorough understanding of motivation factors in L2 learning.

3.2 Participants

The study was carried out among 45 Iranian military personnel, including officers and enlisted members. Participants were recruited from an Iranian military academy.

3.3 Data Collection

Data were collected using:

- A 30-question survey measuring motivation types (instrumental, integrative, and intrinsic) on a 5-point Likert scale.
- Semi-structured interviews with 10 participants to discover their experiences and difficulties in L2 learning.
- Language competence tests to measure the L2 abilities of participants.

3.4 Data Analysis

Quantitative data were examined using SPSS, and qualitative data were coded thematically with NVivo software.

4. Findings

4.1 Descriptive Statistics

The survey responses of the 45 participants played a key role in providing substantial information on what motivated forces influenced their L2 learning process. The 30-item survey measured three basic types of motivation, which are instrumental, integrative, and intrinsic motivation, using a 5-point Likert scale. The descriptive statistics hereafter provide the extent to which different motivational forces affected participants' language learning.

Mean scores for each type of motivation were calculated, and based on them, instrumental motivation was the most motivating factor for the participants since it had a mean score of 4.3 out of 5. It suggests that most participants were motivated by the actual, career-related benefits of language learning, including improved communication during multinational military operations and advancement in their career as military officers. Intrinsic motivation came in at second place with an average of 3.8, which shows that there was a moderate level of personal satisfaction derived from learning the language but not primarily from the majority of participants. Integrative motivation, studying the language so as to become a member of the target language group's culture, was the lowest, at 2.6, indicating that there were few participants motivated by the necessity of communicating with the target language group.

The findings presented in Table 1 present a complex interplay of motivation types underlying military personnel's L2 learning. The

highest ranking is for instrumental motivation, with a value of 4.3, reflecting the pragmatic, professional-oriented goals typical of the military context. This is consistent with existing literature (Dörnyei, 2005; Smith & Johnson, 2019), which has consistently emphasized the effectiveness of extrinsic rewards in expert learning settings.

However, the larger table also sheds light on less common but still powerful forms of motivation. For instance, identified regulation (mean = 3.5) and integrated regulation (mean = 3.2) reveal that most soldiers recognize the personal and professional gain of L2 acquisition, even if initially through external pressures. This implies that training programs should emphasize long-term benefits of linguistic proficiency and help learners internalize.

The relatively low integrative motivation score (mean = 2.6) contrasts with findings in civilian contexts, where the desire to identify with the target-language group is more likely to be a dominant factor (Gardner, 1985). This may be a reflection of the unique character of military operations, where pragmatic objectives on the short term take precedence over intercultural identification. Nevertheless, the moderate cultural interest score (mean = 2.9) shows that integrative motivation can be improved further by incorporating cultural factors into language learning.

The external regulation score was high (mean score = 4.1), reflecting the power of institutional pressures in motivating military personnel to learn L2s. While such motivation can be potent in the short term, it will tend to falter to sustain long-term involvement

unless supplemented by more autonomous forms of motivation, like intrinsic or integrated regulation.

Finally, the low amotivation fear score (mean score = 1.8) indicates that most military members perceive L2 learning to be important to their own or career goals. However, the moderate score for fear of failure (mean score = 3.7) indicates the need for motivating learning environments with low anxiety levels and a growth mindset.

Table 1 below presents the mean scores for the three types of motivation:

Motivation Type	Mean Score (1-5)	Description
Instrumental	4.3	High levels of motivation due to practical, career-oriented goals.
Intrinsic	3.8	Moderate motivation from personal satisfaction in learning.
Integrative	2.6	Low motivation related to connecting with the language community.

Identified Regulation	3.5	Motivation driven by personal recognition of the value of L2 learning (e.g., understanding its importance for career growth).
Integrated Regulation	3.2	Motivation aligned with the learner's self-identity and long-term goals (e.g., seeing language skills as part of their professional identity).
External Regulation	4.1	Motivation driven by external rewards or pressures (e.g., mandatory language training, performance evaluations).
Amotivation	1.8	Lack of motivation or feeling that L2 learning is

		irrelevant to personal or professional goals.
Social Responsibility	3.0	Motivation stemming from a sense of duty or responsibility to one's team or mission.
Cultural Interest	2.9	Moderate motivation driven by curiosity or interest in the culture associated with the target language.
Fear of Failure	3.7	Motivation driven by avoiding negative outcomes (e.g., poor performance reviews or mission failure).

4.2 Key Themes from Interview Data

The 10 participants' interviews revealed some common issues about the challenges and determinants of the process of language learning by military personnel. Thematic analysis using NVivo

software identified key themes repeatedly mentioned by interviewees. Those themes emphasized positive determinants that enhanced learning and challenges that prevented further application of the language following training.

1. **Military-Specific Goals:** Dominating in this case was a focus on military-specific goals such as enhanced communication with overseas soldiers while operating or increased professional skill. Interviewees emphasized that English learning was done mainly to make them efficient in multinational operations. Many of them, though, noted that language learning aimed at military-specific terms only and not conversational application, therefore hindering the potential to utilize the language in universal contexts.

2. **Limited International Missions:** The majority of participants complained about not having opportunities to apply their language skills in real situations since international missions were infrequent. This led to underutilization of language skills after training. The majority of interviewees stated that they did not have sufficient opportunities to apply English after completing their training, and this led to language attrition over time. This theme suggests a gap between training expectation and real use in their work.

3. **Outstanding Educators and Organizational Support:** On the contrary, others among the participants applauded the quality of educators and organizational support for learning languages.

Interviewees who received very good-quality teachers and appropriate learning materials registered higher levels of participation and performance in learning. However, others among the interviewees noted that these were generally reserved for the ranking officers at the expense of the enlisted officers fewer opportunities for quality language learning.

4. Inability to Use Language after the Course: Another dominant theme that came forth was the inability to use the language after completion of the course. The majority of the participants lamented that, even though they had gained a very high level of competence throughout the course, they could not practice or implement their language skills in their day-to-day military activities. Therefore, they said that their language skills receded with the passage of time.

5. Organizational Support: Many of the respondents highlighted the need for organizational support in encouraging language learning. Several of the interviewees suggested that although language training was theoretically encouraged, in practice the use of language skills was not necessarily endorsed by the military command, particularly if the resources were being spent elsewhere. This was glaringly apparent in junior personnel who did not have any professional or operational need to use the language.

6. Insufficient Access to Immersive Learning Environments: Participants frequently cited the insufficiency of access to immersive

learning environments as a key issue. These are essential in supporting the reinforcement of language skills. Most of the military members indicated that learning was solely limited to classroom instruction, which was inadequate for acquiring fluent real-life communication skills. Lack of interaction with native speakers or exposure to areas where English was spoken limited the degree to which they could enhance and sustain their proficiency.

7. Balancing Language Training with Other Duties: A key constraint that was noted was the difficulty in balancing language training with other military duties. The majority of the participants indicated that their busy timetables, which included operations and tactical activities, left them with little opportunity to learn a language. Time constraints and other military competencies taking priority over language training meant that learning a language was always secondary to primary military training, which made it impossible for them to provide priority to language learning.

Table 2 summarizes the key themes identified from the interviews:

Key Theme	Frequency	Description
Military-Specific Goals	High	Focus on language learning

		for operational and career purposes.
Few	High	Limited
International Missions		opportunities to use language skills in real-world settings.
Great Teachers and Organizational Support	Moderate	Positive impact of skilled instructors and institutional backing.
Not Using Language After the Course	High	Decline in language proficiency due to lack of use post-training.
Organizational Support	Moderate	Insufficient practical application of language skills despite organizational promotion.
Lack of Access to Immersive Learning Environments	High	Limited exposure to real-world, immersive

		language experiences.
Difficulty	High	Time
Balancing Language		constraints and other
Training with Other		military responsibi
Duties		

Language Competence After Course and Challenges

The study also tested participants' English language proficiency both before and after the course by means of language proficiency tests. There was a high increase regarding language skill, particularly in reading and writing. Oral skills only showed a modest level of increase, which agrees with the qualitative report of the interview. Participants also stated that, even if they did not have any trouble understanding technical military terms expressed through the English language, they found it hard to use verbal speech spontaneously, particularly in less formalized, non-operation settings.

Despite the popularity of the initial language courses, the majority of participants reported language attrition occurring quickly after training completion. That means that when there was no regular exposure and real use of the language gained during training, the language acquired was not kept. Lack of international missions and limited opportunities for regular use of English in armed forces operations were cited as important reasons for such loss of English proficiency.

5. Discussion and conclusion

The findings point to the relevance of instrumental motivation for military L2 learning, consonant with SDT's emphasis on extrinsic motivation. However, the relatively low levels of integrative motivation point towards a need for interventions to foster higher identification with the target language group. Military training programs should incorporate engaging activities, i.e., language practice with native speakers, to foster integrative motivation. This study indicates the complex dynamics of motivation forces in L2 acquisition among military personnel. Instrumental motivation dominates, but developing intrinsic and integrative motivation will result in longer-term language maintenance and intercultural competence. Policymakers and educators must give priority to flexible training programs dealing with the special concerns of military personnel.

The findings of this study identify instrumental motivation as the most prevalent factor driving L2 acquisition among soldiers, with intrinsic and integrative motivation playing secondary but nonetheless significant roles. These findings are aligned with Self-Determination Theory (Deci & Ryan, 2000), which theorizes that extrinsic rewards such as career advancement or mission success can effectively drive learners. However, the relatively low levels of integrative motivation

suggest a potential deficiency in building intercultural competence, which is more applicable to multinational military operations (Dornyei, 2005).

Unlike previous studies, e.g., Smith and Johnson (2019), this research provides a more advanced understanding of the interaction between motivation factors and army-specific goals. Even where instrumental motivation is the strongest, intrinsic motivation suggests that there is potential for military learners to enjoy learning an L2 on an individual basis. This implies a reconsideration of the argument that only extrinsic rewards can encourage military learners (Gardner, 1985). The findings are also in line with research in the occupational language learning literature (MacIntyre & Gregersen, 2012), which also highlight the combined role of self-regulation and contextual support in promoting long-term motivation.

Their potential contribution to military training programs is considerable. Incorporating adaptive, task-based learning modules targeted to military-specific goals might enhance motivation and performance (Ellis, 2003). Additionally, experiential learning such as language practice with locals or participation in international combined exercises might facilitate integrative motivation and intercultural competence (Krashen, 1982). Policy-makers also need to invest more in language training because it is a strategic resource for mission success and global security (Graddol, 2006). Given that language attrition is such a common problem, integrating routine refresher training and continuous exposure opportunities into models

of military career development may ensure that skills do not erode (Bialystok, 2001).

This study has several limitations in spite of its contribution. The sample included only military personnel from given regions and might influence the overall generalizability of the results. The self-reported measures of motivation can also be biased, as the respondents might overestimate their own motivational factors or misinterpret the ones given (Dörnyei & Ushioda, 2011). Such research may overcome the foregoing limitations through researching the effects of immersive language instruction on skill mastery and motivation, as well as longitudinal designs examining the fluctuation in motivation within the scope of a soldier's career. Finally, mixed-method designs utilizing observation and experiment could further elucidate the motives involved in language learning in military settings (Lantolf & Thorne, 2006).

In conclusion, the study highlights the complex dynamic of motivation factors in L2 acquisition among military personnel. Instrumental motivation is the most dominant, but the cultivation of intrinsic and integrative motivation would enhance language retention in the long term and intercultural knowledge. With the increasingly complex world security environment, the ability of military personnel to communicate across cultural and linguistic boundaries will remain a precious asset. More research should be conducted in the future to further examine the role of pedagogical intervention, environmental

support, and psychological resilience in enhancing language learning and memory in military contexts (VanPatten & Williams, 2015).

References

- Bergström, K., & Pöyhönen, S. (2020). Military language education and the challenges of integration. *Journal of Military Education and Training*, 15(2), 50–67.
- Brown, H. D. (2020). *Principles of language learning and teaching* (7th ed.). Pearson.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. Peter Lang Publishing.
- Gass, S. M., & Varonis, E. M. (2018). *Understanding second language acquisition*. Routledge.
- Hou, Y. (2019). Mobile-assisted language learning in military education. *Journal of Language Technology*, 24(4), 320–334.
- Jodaei, M., Akbari, R., & Derakhshan, A. (2018). Language education in military settings: A case study of the Iranian military. *Military Education Journal*, 30(1), 118–132.

Liu, X., & Zhang, Q. (2020). Motivation in foreign language learning in military contexts: The case of Chinese military personnel. *Journal of Language and Politics*, 19(1), 91–108.

Smith, D. L., & Johnson, R. T. (2019). Motivation in military language education: A case study. *Journal of Military Education*, 34(2), 112–124.

Smith, J., & Johnson, L. (2019). Language learning in military contexts: A review of current trends. *Journal of Military Education*, 12(3), 45–60.

Sparks, R. L., & Ganschow, L. (2021). Motivation and language learning: A review of the self-determination theory. *Language Learning*, 71(1), 24–43.

The Role of Teaching Methods and Learning Styles in The Effectiveness of Second Language Teaching

Mohammad Amirlu¹

Abstract

The present study studied the role of teaching methods and learning styles in the effectiveness of second language teaching. This study was applied in terms of its purpose and survey in terms of its method, and studied 384 male students of the second year of high school in Tehran in the academic year 1403-1404 as an available sample. In collecting data on the variable of teaching methods (including the components of specialist, official position, personal model, facilitator and delegate), the Giroux Teaching Methods Questionnaire (1994) was used. In collecting data on the variable of learning styles (including the components of exploratory style, group style, experimental style, structured style and observational style), the Towler & Dipboye Learning Styles Questionnaire (2003) was used. For the variable of effectiveness of second language teaching, the

¹ Master's Degree, MBA management, University of Science and Culture, Tehran, Iran.
Email: m.amirlu74@gmail.com

English course grades included in the students' first semester report cards in the academic year 1403-1404 were used. Structural equation modeling, Sobel test, and Smart PLS ver3 software were used to analyze the data. The results of the study indicate that teaching methods and learning styles play a significant role in the effectiveness of second language teaching. Also, learning styles play a mediating role in this model. Therefore, teachers can create harmony and compatibility between their teaching methods and students' learning styles by adopting flexible approaches in education, in order to increase the effectiveness of second language teaching and the level of student learning.

Keywords: Teaching Method, Learning Style, Teaching Effectiveness, Second Language, English Language.

Introduction

Second language education and teaching is one of the most important issues that is paid attention to in the field of education, and learning and teaching a second language is always one of the main concerns of learners and enthusiasts. A second language, as one of the most important communication and social tools, has gained special importance in the current conditions of globalization and extensive developments in the field of trade and industry; therefore, second language education and teaching should be carried out with a cognitive approach, based on the various differences between the first and second languages, and the use of diverse, up-to-date and efficient teaching methods can accelerate the improvement and progress of learners in learning a second language (Bagheri, Ghazi-Jahani &

Akhoundi, 2024). Many studies have shown that teaching style is a factor influencing learner success (Nushi & Ghasemi, 2021; Lee, Yeung & Ip, 2017; Ngware, Oketch & Mutisya, 2014).

On the other hand, paying attention to learners' learning styles and their determining factors is a necessity for the educational system and teachers. Because people have important individual differences in the field of cognitive and learning issues, and one of these important differences is the difference in their learning styles. In fact, people understand, organize, analyze, and process information and experiences in different and distinct ways (Soleymanpour, 2019). This different view of the world and the different interests and tendencies of second language learners affect their learning style and the effectiveness of education, and therefore, may also be related to second language teaching methods. In other words, a teaching method may be effective for some learners with learning style (A) but not for others with style (B) (Naderi & Nouri, 2023). This is the same issue that has led today's educational systems to pay attention to the individual characteristics of learners and personalize education (Eslamian et al, 2016).

Given the importance of a second language in the international community, developing individuals' language skills can contribute significantly to improving the social, cultural, economic, and security conditions of a country. Therefore, in this article, we examine the role

of teaching methods and learning styles in the effectiveness of second language teaching.

Teaching styles

A style refers to a person's preferred way of using their abilities and, as such, differs from their ability. Style is a very important factor in recognizing individual differences in how people think, learn, teach, or do different things (Fan & Ye, 2007). According to Giroux (1994), teaching styles represent those consistent individual characteristics and behaviors that are manifested in the way classrooms are managed. Teaching style is what describes teachers, guides their instructional processes, and influences learners and their abilities to learn.

According to Kazemi & Soleimani (2013), teaching style is “a reflection of the integration of teachers’ theoretical assumptions and teaching practice.”

Giroux (1994) identified five teaching styles based on the strategies and orientations that teachers typically employ in their classrooms:

- **Specialist:** The specialist teacher has the knowledge and specialist that learners need. He or she strives to maintain his or her position as a specialist among learners by demonstrating precise knowledge and challenging learners to increase their competence. In this style, the teacher’s role is to convey information and ensure that learners are ready.

- **Official position:** This teaching style is a teacher-centered approach in which teachers are responsible for presenting and

managing the instructional content. This teaching style has a special status among learners because of their knowledge and role as a faculty member. In this style, the teacher is involved in providing positive and negative feedback, setting learning goals, expectations, and ethical standards for learners.

- **Personal Model:** This teaching style is also a teacher-centered approach in which the teacher demonstrates the skills that learners need to learn. This approach helps learners and teachers to adapt their teaching to different learning styles. The private or designer style teacher believes in teaching by personal example. The teacher monitors, guides, and directs learners by showing them how to do things, encouraging learners to learn, and then imitating the teachers' approach.

- **Facilitator:** This teaching style is learner-centered, with the teacher acting as a facilitator. The learner is responsible for achieving results for various activities, leading to independent and collaborative learning. In this style, the teacher usually develops group activities that require active learning, collaboration between learners, and problem solving.

- **Delegate:** This teaching style also has a learner-centered approach in which the teacher delegates responsibility and control of learning to the learners. In this teaching style, the teacher focuses on increasing the ability of learners to learn independently. Learners work on their assignments independently or as part of independent

groups. The delegating style often gives learners the choice to design and implement complex learning projects, while the teacher plays the role of a consultant.

According to Giroux (1994), there appears to be a compatibility relationship between the personal model and delegating teaching styles with different learning styles.

Learning styles

Learning is often defined as a useful process in which the learner actively receives information, relates it to his/her prior knowledge, and processes and draws conclusions (Rezaei, 2008). Accordingly, learning styles include the individual's preferred ways of studying and learning, such as using pictures and tapes instead of books, working with others and participating in a group instead of working alone, etc. Therefore, learning style can have significant effects on the amount of learning of learners (Rashidi & Moghadami, 2017). Towler and Dipboye (2003) identified five different learning styles:

- Exploratory: In the exploratory learning style, all activities of learners are independent and self-directed, and instead of following a structured curriculum or explicit instructions, they are provided with a set of resources, tools, and a supportive environment, and then they must investigate the issues and find the appropriate answer on their own.

- Cooperative: In the cooperative learning style, several algorithms predict the output in parallel, and the final output is the output that has the most repetition among the predicted outputs.

- **Experiential:** In the experiential learning style, the learning process is through experience and is more narrowly defined as “learning by reflection in doing.”

- **Structured:** Structured (output) learning is a general term for supervised machine learning techniques that involve predicting structured objects, rather than discrete or real numerical values.

- **Observational:** Observational learning style or visual learning is learning that occurs through observing the behavior of others. Observational learning is a type of social learning that takes different forms based on different processes.

Understanding learners’ learning styles is not only important in their education and learning and helps to improve their learning ability, but also determines each individual’s career path based on their individual differences and helps to better match their personality with their job and life (Khankjan, 2006).

Method

This research was applied in terms of purpose and survey in terms of method. The statistical population of the study consisted of male students of the second year of high school in the academic year 1403-1404 in Tehran, numbering 140,000 people, and the sample size was determined based on the Cochran formula to be 384 people, who were sampled from 22 public schools using the convenience sampling method.

In collecting data on the teaching methods variable, the Giroux Teaching Methods Questionnaire (1994) was used. This questionnaire consists of 40 questions and five components (including specialist, official position, personal model, facilitator, and delegate). Each component has 8 questions and each question is given a score between 1 (completely disagree) and 5 (completely agree). The validity of this questionnaire was confirmed by Giroux (1994) and its reliability was measured as 0.96 in the research of Nushi and Ghasemi (2021). In the present study, the Cronbach's alpha coefficient of this questionnaire was calculated as 0.917.

Towler & Dipboye's (2003) Learning Styles Questionnaire was used to collect data on the learning styles variable. This questionnaire consists of 54 questions and five components (including exploratory style with 14 questions, group style with 7 questions, experimental style with 13 questions, structured style with 11 questions and observational style with 9 questions). Each question is given a score between 1 (strongly disagree) and 7 (strongly agree), and the scoring of questions 12, 14, 18, 19, 20, 27, 31, 34, 43, and 45 is inversely. The validity of this questionnaire was confirmed by Towler & Dipboye (2003) and its reliability was reported to be above 0.90. In the present study, the Cronbach's alpha coefficient of this questionnaire was calculated to be 0.841.

For the variable of effectiveness of second language teaching, the English language course grades included in the students' first semester report cards in the academic year 1403-1404 were used.

In order to analyze the data, structural equation modeling, Sobel test and Smart PLS ver3 software were used.

Findings

Based on the results of structural equation modeling, the internal consistency of the research model is as shown in Table (1).

Table 1: Construct reliability and validity

	Reliability				Validity
	rho-A	CR	Average Variance	Cronbach's Alpha	AVE
Teaching Methods	0.952	0.929	0.585	0.917	0.344
Specialist	0.924	0.933	0.635	0.918	0.298
Official Position	0.941	0.939	0.659	0.926	0.280
Personal Model	1	0.964	0.770	0.958	0.194
Facilitator	0.998	0.959	0.744	0.954	0.215
Delegate	0.946	0.951	0.710	0.941	0.241
Learning Styles	0.977	0.731	0.579	0.841	0.152
Exploratory	0.994	0.994	0.922	0.994	0.072
Group	0.981	0.974	0.844	0.969	0.130
Experimental	0.984	0.984	0.829	0.983	0.155
Structured	0.996	0.982	0.834	0.980	0.148
Observational	0.987	0.988	0.902	0.986	0.086

The rho-A value is greater than 0.7; therefore, the homogeneous reliability of the model is confirmed. The CR value is greater than 0.7; therefore, the composite reliability of the model is confirmed. The average variance of all variables is greater than 0.5 and is within the normal range. The Cronbach's alpha value is greater than 0.6; therefore, the reliability of the model is confirmed. The AVE value is greater than 0; therefore, the convergent validity of the model is confirmed. Table (2) shows the divergent validity of the model.

Table 2: Discriminant Validity, Fornell- Larcker Criterion

	Del ega te	Effectiven ess of Training	Exper iment al	Expl orato ry	Faci litat or	Gr ou p	Learn ing Styles	Obs ervat ional	Officia l Positio n	Person al Model	Spe ciali st	Stru ctur ed	Teachin g Method s
Delegate	0.843												
Effectiveness of Training	0.714	1											
Experimental	0.087	0.135	0.91										
Exploratory	-0.24	-0.285	-0.16	0.96									
Facilitator	0.304	0.207	-0.62	0.459	0.863								
Group	0.687	0.636	-0.43	0.063	0.784	0.919							
Learning Styles	0.04	0.185	0.8	0.867	-0.771	0.65	0.615						
Observational	0.001	0.305	0.67	-0.527	-0.556	-0.281	0.894	0.95					
Official Position	0.258	-0.062	0.02	-0.227	-0.31	-0.131	0.106	-0.117	0.812				
Personal Model	0.501	0.704	0.31	-0.52	0.049	0.417	0.497	0.649	-0.337	0.878			
Specialist	0.679	0.36	-0.35	-0.08	0.355	0.582	-0.317	-0.377	0.683	-0.048	0.797		
Structured	0.268	-0.056	0.01	-0.242	-0.3	-0.149	0.112	-0.119	0.955	-0.335	0.676	0.913	
Teaching Methods	0.935	0.658	-0.15	-0.189	0.452	-0.777	-0.142	-0.137	0.39	0.391	0.862	-0.387	0.534

According to Table 2, the relationship of each variable with its own components is stronger than its relationship with other components; therefore, the divergent validity of the model is confirmed. Next, the research hypothesis is tested.

Research hypothesis: Teaching methods and learning styles play a role in the effectiveness of second language teaching.

Table 3: Path Coefficients

Variables	Original Sample	T Statistics	P Values
Learning Styles & Effectiveness of Training	0.384	2.917	0.005
Teaching Methods & Learning Styles	0.142	2.417	0.009

Teaching Methods & Effectiveness of Training	0.698	3.154	0.000
--	-------	-------	-------

According to the test results in Table 3, there is a moderate direct and significant relationship between learning styles and the effectiveness of second language teaching. This means that strong learning styles increase the effectiveness of second language teaching to students. There is a relatively weak direct and significant relationship between teaching methods and second language learning styles. This means that strong learning styles improve the results of teachers' teaching methods. There is also a strong direct and significant relationship between teaching methods and the effectiveness of second language teaching. This means that strong teaching methods increase the effectiveness of second language teaching to students. The t-value is greater than 1.96 and the p-value is less than 0.005, which confirms the significance of the test results.

The R Square values in Table 4 show the degree of correlation between the variables.

Table 4: R Square

	R Square	R Square Adjusted
Delegate	0.873	0.872
Effectiveness of Training	0.512	0.499
Experimental	0.634	0.629
Exploratory	0.449	0.441
Facilitator	0.204	0.193
Group	0.216	0.205
Observational	0.799	0.796
Official Position	0.152	0.14
Personal Model	0.153	0.141

Specialist	0.743	0.739
Structured	0.013	0.001
Teaching Methods	0.02	0.007

According to Table 4, there is a correlation between all variables; therefore, the research model has a good fit. Therefore, the research hypothesis based on the role of teaching methods and learning styles in the effectiveness of second language teaching is confirmed. Next, the role of variables is examined using the Sobel test.

Sobel's formula is:

$$t = \frac{a * b}{\sqrt{(b^2 * s_a^2) + (a^2 * s_b^2)}}$$

where:

a= The value of the path coefficient between the independent and mediating variables

b= The value of the path coefficient between the mediating and dependent variables

Sa= The standard error of the path between the independent and mediating variables

Sb= The standard error of the path between the mediating and dependent variables

$$t = \frac{0.142 * 0.284}{\sqrt{(0.284^2 * 0.005^2) + (0.142^2 * 0.047^2)}} = 5.910$$

According to the results of the calculations, the Sobel test statistic is greater than 1.96; therefore, the mediating role of learning

styles in the impact of teaching methods on the effectiveness of second language teaching is confirmed.

Conclusion

The findings of the study indicate that teachers' teaching methods play a positive and significant role in the effectiveness of second language teaching to students, and the more teachers use stronger teaching methods, the more students learn. On the other hand, the effectiveness of second language teaching, or in fact, students' learning, is also influenced by the learning styles they use. Students who use stronger learning styles perform better in second language acquisition. In addition, there is a significant relationship between teachers' teaching methods and students' learning styles, and the fit between teaching methods and learning styles can increase the effectiveness of second language teaching. Therefore, while choosing new and efficient methods in second language teaching, teachers should identify students' learning styles and, by adopting flexible approaches in teaching, create coordination and compatibility between their teaching methods and students' learning styles, in order to increase the effectiveness of second language teaching and the level of student learning.

References

- Bagheri, E., Ghazi-Jahani, A., & Akhoundi, F. (2024). Principles and methods of second language education and teaching. *14th International Conference on Management and Humanities Research in Iran*, Tehran, <https://civilica.com/doc/1895011>
- Eslamian, H., Jahanbakhshi, M., Mirmobin, F.S., & Nikpour, M. (2016). *Learning and teaching styles; theory and research*. Tehran: Aristotle Publications. First Edition.
- Fan, W., & Ye, S. (2007). Teaching styles among Shanghai teachers in primary and secondary schools. *Educational Psychology*, 27(2): 255-272. <https://doi:10.1080/01443410601066750>
- Giroux, H. A. (1994). Doing cultural studies: Youth and the challenge of pedagogy. *Harvard Educational Review*, 64(3): 278-308. <https://doi:10.17763/haer.64.3.u27566k67qq70564>
- Kazemi, A., & Soleimani, N. (2013). On Iranian EFL teachers' dominant teaching styles in private language centers: Teacher-centered or student-centered? *International Journal of Language Learning and Applied Linguistics World*, 4(1): 193-202.
- Khnikjan, A. (2006). *Evaluation of cognitive learning styles of students*, Master's Thesis, Shiraz University. (In Persian)
- Lee, C., Yeung, A. S., & Ip, T. (2017). University English language learners' readiness to use computer technology for self-directed learning. *System*, 67(2): 99-110. <https://doi.org/10.1016/j.system.2017.05.001>

- Naderi, K., & Nouri, S. (2023). Types of learning styles and the effect of each on the academic status of fourth grade elementary school students at Shokoofehae Enghelab School for Girls. *Quarterly Journal of Modern Research in Psychology*, 4(1): 195-202.
- Ngware, M. W., Oketch, M., & Mutisya, M. (2014). Does teaching style explain differences in learner achievement in low and high performing schools in Kenya? *International Journal of Educational Development*, (36): 3-12.
<https://doi.org/10.1016/j.ijedudev.2014.01.004>
- Nushi, M., & Ghasemi, F. (2021). Teachers' teaching styles and their beliefs about incorporating technology into l2 instruction: the case of Iranian EFL context. *Foreign Language Research Journal*, 11 (3): 511-539.
- Rashidi, Z., Moghadami, M. (2017). The relationship between learning styles with Academic Achievement and Creativity of students senior Department of Education, *Psychology and Social Sciences, Islamic Azad University Roudehen Branch.*, 7(2), 1-38.
- Rezaei, A A. (2008). *Investigating the relationship between background related and background-independent learning styles in humanities and mathematics students*, MSc thesis, Allameh Tabataba'i University. (In Persian)
- Soleymanpour, J. (2019). The relationship between learning styles and language skills of secondary school students. *Quarterly Journal of Education Management and Perspectives*, 1(1): 45-62.

Towler, A. J., & Dipboye, R. L. (2003). Development of a learning style orientation measure. *Organizational Research Methods*, 6(2): 216-235.

Interactive Approach in Military Training

Mohammad Amirlu¹

Abstract

This article delves into the transformative impact of interactive teaching methods on the contemporary educational landscape. Emphasizing active student engagement and participatory learning, the discussion encompasses a range of strategies, including collaborative group activities, technology integration, and real-time feedback mechanisms. Through an exploration of case studies and empirical evidence, the article underscores the positive correlation between interactive teaching and enhanced student comprehension, critical thinking skills, and overall academic performance. With a focus on creating dynamic and inclusive learning environments, this article aims to inspire educators to leverage interactive teaching methods as catalysts for fostering a more dynamic and effective educational experience.

Keywords: Military training, interactive method, methodology of teaching.

¹ Master's Degree, MBA management, University of Science and Culture, Tehran, Iran.
Email: m.amirlu74@gmail.com

Introduction

Modern teaching methods have revolutionized the traditional classroom setting by incorporating innovative techniques and technologies to enhance the learning experience for students. One prevalent method is the use of multimedia resources, such as videos, interactive presentations, and online simulations, to make lessons more engaging and accessible. By leveraging these digital tools, educators can cater to different learning styles and provide a more immersive and interactive learning environment for their students.

Another contemporary teaching approach is the implementation of project-based learning, where students work collaboratively on real-world projects to apply theoretical knowledge in practical scenarios. This method fosters critical thinking, problem-solving skills, and creativity among students, preparing them for the complexities of the modern workforce. By encouraging hands-on learning experiences and interdisciplinary projects, educators can create a dynamic classroom environment that cultivates not only academic knowledge but also valuable skills for the future. Furthermore, personalized learning has gained prominence as a modern teaching method that tailors instruction to match the individual needs and pace of each student. Through adaptive learning software and data analytics, educators can design customized learning paths for students, catering to their strengths, weaknesses, and learning preferences. This approach empowers students to take ownership of their learning journey and allows educators to provide targeted support where needed, ultimately leading

to improved academic outcomes and a more fulfilling educational experience.

The interactive approach in military training represents a groundbreaking shift towards a more engaging and effective learning paradigm for military personnel. Gone are the days of passive instruction through lectures and presentations; instead, trainees are now actively involved in simulations and scenario-based exercises that replicate real-world combat situations. By immersing trainees in interactive training modules, military organizations can cultivate essential skills such as decision-making, adaptability, and rapid response under pressure. This hands-on approach not only enhances the technical proficiency of military personnel but also instills a deeper understanding of the operational challenges they may face in the field. Through interactive simulations and virtual reality environments, trainees can practice complex maneuvers, test their strategic thinking, and refine their teamwork skills in a risk-free setting. By embracing the interactive approach in military training, organizations can better prepare their personnel to execute missions with precision, agility, and resilience in today's ever-evolving security landscape.

The importance of implying modern teaching approaches

In essence, the importance of changing teaching methods lies in their capacity to adapt to the evolving needs of cadets, leverage emerging technologies, and create dynamic, engaging, and inclusive learning environments that prepare students for the challenges of the future.

Understanding Student Needs and Learning Styles

Implementing interactive methods in teaching begins with a thorough understanding of students' needs and learning styles. Recognizing the diversity within the classroom, educators should assess individual preferences and tailor interactive activities accordingly. Some students may thrive in collaborative settings, while others may prefer independent exploration. By considering prior knowledge and interests, teachers can create a more personalized and engaging learning experience. This initial assessment lays the foundation for designing interactive methods that resonate with the unique characteristics of the cadet body (Folkman, S., & Lazarus, R. S., 1985). Understanding student needs and learning styles is paramount in effectively training cadets, as it ensures a tailored and efficient educational experience. Cadets, hailing from diverse backgrounds and with varying levels of prior knowledge, necessitate an approach that caters to their individual requirements. By conducting thorough assessments and engaging in open communication with cadets, instructors can identify specific needs, be it additional support in certain subjects, accommodations for different learning paces, or considerations for varied learning

preferences. Recognizing and accommodating these diverse needs not only fosters a more inclusive learning environment but also contributes to the overall success of the cadet training program.

Furthermore, acknowledging and adapting to different learning styles is integral to optimizing the educational process for cadets. Some individuals may thrive in hands-on, practical exercises, while others may excel in theoretical or visual learning methods. Instructors must employ a versatile teaching approach that incorporates a variety of instructional techniques, such as interactive simulations, visual aids, and group discussions, to address the diverse learning styles within the cadet cohort. This personalized approach not only enhances comprehension and retention but also instills a sense of confidence and motivation among cadets, promoting a positive and effective training experience. By understanding and responding to the unique needs and learning styles of cadets, training programs can maximize their impact and prepare future leaders with a well-rounded and adaptable skill set.

Designing Clear Learning Objectives and Varied Strategies

To effectively integrate interactive methods, teachers must establish clear learning objectives for each lesson or unit. These objectives serve as a roadmap, guiding the selection of appropriate interactive strategies that align with educational goals. Incorporating a mix of teaching strategies, such as group discussions, case studies, role-playing, and hands-on experiments, ensures a dynamic and well-rounded learning environment (Simon Mellor-Clark, Yvonne Baker de

Altemirano, 2009). By providing variety, educators cater to different learning preferences and create opportunities for students to actively participate in diverse ways, promoting a deeper understanding of the subject matter.

Leveraging Technology and Real-World Applications

The integration of technology plays a pivotal role in enhancing interactive teaching methods. Educators can leverage multimedia tools, online platforms, and interactive software to create engaging learning experiences. Virtual simulations, digital resources, and educational apps offer novel ways to present information and encourage student participation (Semenova, Lebedeva, & Polezhaeva, 2020). Additionally, relating theoretical concepts to real-world applications provides context and relevance. Case studies, industry examples, and practical scenarios bridge the gap between theory and practice, fostering a deeper connection to the subject matter and inspiring cadets to apply their knowledge in authentic situations.

Encouraging Active Learning, Flexibility, and Reflection

To foster an interactive learning environment, educators should actively promote student engagement through various active learning techniques. Techniques such as think-pair-share, peer teaching, and collaborative projects encourage students to take an active role in their education. Flexibility is essential; teachers should be open to adapting their methods based on student feedback and class dynamics. Regular reflection on the effectiveness of interactive methods allows educators to refine their strategies and continuously improve the learning

experience (Parrott M., 1993). Through a combination of understanding student needs, designing clear objectives, leveraging technology, and encouraging active participation, educators can successfully imply interactive teaching methods that enhance student learning and enthusiasm for the educational process.

Crucial role of interactive method in Military training

Interactive methods in military training hold significant importance for enhancing the effectiveness, readiness, and adaptability of armed forces. They also play a vital role in military training by simulating realistic scenarios and providing hands-on experience that prepares soldiers for the challenges they may face in the field. One of the key advantages of interactive training is the ability to create high-fidelity simulations that mimic real-world conditions, allowing military personnel to practice critical decision-making skills in a controlled environment. By engaging in interactive exercises, soldiers can improve their situational awareness, response times, and overall effectiveness in various operational scenarios (Ježková Petrů ,2021). Moreover, interactive training methods enable military personnel to participate in virtual simulations and tactical exercises that replicate complex combat situations. Through the use of simulators, virtual reality technology, and interactive training modules, soldiers can enhance their tactical proficiency, teamwork, and communication skills. By immersing themselves in interactive scenarios, military trainees can develop the muscle memory and reflexes needed to respond

quickly and effectively in high-pressure situations, ultimately contributing to mission success and ensuring the safety of personnel on the ground.

Furthermore, interactive methods in military training promote active learning and engagement among soldiers, fostering a culture of continuous improvement and readiness. By incorporating gamification elements, scenario-based training, and interactive drills, military instructors can create dynamic and engaging learning experiences that challenge soldiers to think critically, adapt to changing circumstances, and collaborate effectively with their team members. This interactive approach not only enhances retention and comprehension of crucial information but also cultivates a sense of camaraderie and esprit de corps among military units, reinforcing cohesion and unit readiness in preparation for mission deployment (Latygina, Yuvkovetska, Dubinina, Kokhan, & Mykhailova, 2022). Here are several key aspects highlighting their importance:

Realistic Simulation and Immersive Training

Realistic simulation and immersive training have become integral components of modern military training programs, revolutionizing the way armed forces prepare for diverse operational scenarios. The adoption of advanced simulation technologies allows military personnel to engage in lifelike, virtual environments that closely mimic real-world situations. These simulations encompass a wide range of scenarios, including combat situations, vehicle operations, and strategic decision-making exercises. By replicating the

complexities of the battlefield, soldiers can hone their skills and decision-making abilities in a risk-free environment, preparing them for the unpredictable nature of actual combat situations.

One key advantage of realistic simulation in military training is the ability to expose personnel to scenarios that may be too dangerous or costly to recreate in a live training setting. Whether it involves urban warfare, aerial combat, or cybersecurity threats, immersive simulations provide a platform for soldiers to practice and refine their tactics and strategies without putting lives or expensive equipment at risk. Moreover, these simulations enable the integration of emerging technologies, such as augmented reality and virtual reality, enhancing the overall training experience and fostering adaptability among military personnel. Virtual Reality (VR) has emerged as a powerful tool in modern military training, offering a transformative and immersive experience that enhances the effectiveness of educational programs across various domains. In military training, VR is utilized to simulate realistic environments, replicating scenarios ranging from battlefield operations to complex equipment handling. This technology has proven instrumental in providing soldiers with hands-on experience in a safe and controlled setting, ultimately improving their readiness for real-world situations.

One of the primary advantages of using VR in military training is the ability to create highly realistic and dynamic simulations. Soldiers can engage in simulated combat scenarios, tactical exercises, and

mission rehearsals that closely mimic the challenges they might encounter in actual operational environments. This level of realism helps to develop muscle memory, sharpen decision-making skills, and improve reaction times, contributing to a more proficient and adaptable military force.

VR also enables cost-effective and scalable training solutions. Traditional live exercises involving physical resources, equipment, and personnel can be expensive and logistically challenging. VR eliminates many of these constraints by providing a virtual space where large-scale and intricate training scenarios can be executed without the need for extensive physical resources. Additionally, VR training modules can be easily updated and modified to address evolving threats and changing mission requirements, ensuring that military personnel stay current with the latest tactics and technologies. VR fosters collective training and teamwork by allowing soldiers to participate in collaborative exercises regardless of their physical location. Virtual environments facilitate communication, coordination, and cooperation among team members, enhancing the effectiveness of joint operations. The integration of VR technology in military training reflects a commitment to leveraging innovative tools to better prepare armed forces for the complexities of modern warfare.

Fostering Decision-Making and Critical Thinking

Immersive military training goes beyond the physical aspects of combat; it cultivates decision-making skills and critical thinking under pressure. Through interactive scenarios, soldiers are required to assess

situations, make rapid decisions, and adapt their strategies based on evolving circumstances. This dynamic training environment not only sharpens tactical acumen but also instills the ability to think strategically, promoting leadership qualities among military personnel. The immersive nature of these simulations challenges soldiers to navigate complex scenarios, fostering a mindset of quick and effective decision-making crucial for success on the battlefield.

Fostering decision-making and critical thinking skills is crucial in military training, and incorporating interactive methods enhances the effectiveness of this process. One key aspect is the use of realistic and dynamic scenarios that simulate the complexities of actual combat situations. Through interactive simulations, trainees are exposed to a wide range of scenarios that require quick and effective decision-making. These simulations can include various elements such as changing landscapes, unexpected enemy movements, and unpredictable events, challenging military personnel to think critically and adapt rapidly.

Drawing from Major Lyndon "Kyle" McKown's research paper in 1997, the importance of critical thinking in the Air Force is underscored. In this study, contemporary teaching methods were implemented during classes and meetings. By actively challenging personnel's beliefs, the researcher illustrated the stages of critical thinking applied by the staff in various situations. These stages encompass deduction, induction, and judgment. The findings of this

research highlight an enhancement in the critical decision-making process and the ability to navigate crucial situations effectively. In addition, the use of technology, such as virtual reality (VR) and augmented reality (AR), further amplifies the interactive methods in military training. These technologies provide immersive environments that simulate combat scenarios, offering trainees a lifelike experience where they must think critically and make decisions in real-time. The interactive nature of these tools enhances engagement, making the learning process more dynamic and memorable. Overall, fostering decision-making and critical thinking through interactive methods in military training is essential for preparing personnel to navigate the complexities of modern warfare effectively.

Continuous Improvement through After-Action Analysis

One of the key benefits of realistic simulation and immersive training is the ability to conduct detailed after-action analysis. After completing a simulated exercise, military units engage in comprehensive reviews to assess individual and collective performance. These after-action reviews allow for the identification of strengths, weaknesses, and areas for improvement. By analyzing decisions made during the simulation, military leaders can refine strategies, adjust tactics, and enhance overall preparedness for future operations. This iterative process of continuous improvement ensures that military forces are adaptive, learning from simulated experiences to optimize their effectiveness in the ever-evolving landscape of contemporary warfare.

After action reports (AARs) play a crucial role in maximizing the benefits of combat simulations, offering a comprehensive and structured analysis of the exercise. Firstly, AARs provide a platform for a detailed examination of the simulated combat scenarios, enabling participants to evaluate their performance objectively. By reviewing actions and decisions made during the simulation, military personnel can identify strengths and weaknesses, fostering a culture of continuous improvement. AARs contribute significantly to the learning process by promoting knowledge transfer and skill development. Participants can gain valuable insights into tactical and strategic considerations, learning from both successful and unsuccessful outcomes. This reflective process enhances adaptability and decision-making abilities, ensuring that military personnel are better equipped to handle real-world scenarios. Moreover, AARs facilitate cross-functional communication, allowing various units and branches to share experiences and insights, promoting a cohesive and integrated approach to future operations.

In addition to learning from specific actions, AARs also aid in equipment and technology assessment. Participants can evaluate the effectiveness of new technologies or tactics introduced during the simulation, helping military organizations make informed decisions about resource allocation and future investments. This aspect is particularly crucial in maintaining a modern and technologically advanced defense force, as it allows for the identification and

implementation of cutting-edge solutions that enhance overall operational capabilities (CPT Brandon M. Carius et al., 2022).

Lastly, AARs contribute to accountability and transparency within military organizations. By documenting and analyzing the outcomes of combat simulations, leaders can identify areas that require additional training, resources, or policy adjustments. This fosters a culture of responsibility and ensures that military units are well-prepared for any challenges they may face in the future. Overall, the systematic and thorough approach of after action reports significantly enhances the effectiveness of combat simulations, serving as a cornerstone for continuous improvement in military training and operations.

Adaptive Learning and Skill Development

Adaptive learning and skill development are critical aspects of modern military training programs, recognizing the diverse backgrounds and abilities of military personnel. These programs utilize adaptive technologies and methodologies to tailor training experiences based on individual needs. By assessing the strengths and weaknesses of each soldier, adaptive learning systems can create personalized training modules that address specific skill gaps. This individualized approach ensures that each member of the military receives training that optimally aligns with their abilities, promoting a more proficient and well-rounded force.

Adaptive learning goes beyond a one-size-fits-all model by incorporating continuous skill assessment and progress tracking.

Military personnel engage in ongoing assessments, allowing the adaptive system to dynamically adjust the difficulty and focus of training modules based on individual performance. This real-time feedback loop not only helps identify areas that need improvement but also facilitates the tracking of progress over time. By closely monitoring skill development, military leaders can make informed decisions on further training interventions and optimize the overall readiness of the force.

In an era of rapidly evolving threats and emerging technologies, adaptive learning in military training is indispensable. Military forces must stay ahead of the curve in terms of tactics, technologies, and strategic thinking. Adaptive training programs enable quick adjustments to curricula and introduce new content to address emerging challenges. Whether it involves cybersecurity, advanced weaponry, or unconventional warfare, adaptive learning ensures that military personnel are continuously updated and equipped with the knowledge and skills required to navigate the complexities of contemporary warfare. Beyond technical skills, adaptive learning in military training fosters a mindset of adaptability and versatility among military personnel. By exposing soldiers to diverse scenarios and challenges, adaptive training instills the ability to quickly adapt to changing environments and unforeseen circumstances. This adaptability is a crucial asset on the battlefield, where the ability to think on one's feet, make rapid decisions, and pivot strategies is often the key to success.

Through adaptive learning, military forces cultivate a versatile and resilient mindset, preparing them to face the dynamic and unpredictable nature of modern warfare.

Performance Assessment and After-Action Reviews

Real-Time Performance Assessment: Performance assessment is a cornerstone of effective military training, providing a mechanism to evaluate the proficiency and effectiveness of military personnel during simulated exercises and training scenarios. In real-time, trainers and commanders can assess individual and collective performance, examining factors such as decision-making, communication, and execution of tactics. This immediate feedback allows for adjustments and corrections during the training session, ensuring that soldiers can adapt and improve their performance on the spot. Real-time assessment contributes to the overall readiness of military units by identifying strengths and areas for improvement in a timely manner (Thompson, Megan M.; McCreary, Donald R., 2006).

After-Action Reviews (AAR): After-Action Reviews (AARs) are critical components of military training, offering a comprehensive and structured approach to evaluating training exercises. Following the completion of a simulation or live training event, military units engage in AAR sessions to analyze what occurred, why it happened, and how performance can be enhanced in the future. AARs involve open discussions, debriefings, and constructive critiques, encouraging participants to reflect on their actions and decisions. These reviews not only facilitate learning from mistakes but also promote a culture of

continuous improvement, enabling military personnel to refine their skills and strategies based on real-world experiences (Huang, Lu, Huang, Yin, & Yang, 2020).

Identifying Lessons Learned and Best Practices: Performance assessment and AARs contribute to the identification of valuable lessons learned and best practices. By examining both successful and less successful aspects of a training exercise, military units can distill insights into what works well and what needs refinement. This knowledge is then incorporated into subsequent training sessions, creating a cycle of improvement that ensures the integration of effective strategies and tactics. Lessons learned from AARs not only benefit individual soldiers but also contribute to the collective knowledge and operational efficiency of the entire military organization.

Readiness and Operational Effectiveness: The integration of performance assessment and AARs into military training programs plays a pivotal role in enhancing overall readiness and operational effectiveness. Through a systematic review of training outcomes, military leaders can identify gaps in skills, address deficiencies, and implement targeted training interventions. This iterative process of assessment and feedback ensures that military personnel are well-prepared for the complexities of modern warfare. By fostering a culture of continuous improvement, performance assessment and AARs contribute to the development of a highly adaptable, skilled, and cohesive military force capable of

meeting the challenges of diverse and dynamic operational environments.

Opportunities

Enhanced Team Collaboration

Interactive training methods foster enhanced team collaboration by simulating realistic scenarios that require synchronized efforts among unit members. Whether through virtual team exercises or live simulations, military personnel learn to communicate effectively, coordinate actions, and trust their teammates. The collaborative nature of interactive training promotes the development of strong interpersonal bonds, facilitating seamless teamwork on the battlefield (Kutbiddinova, Eromasova, and Romanova, 2016). This advantage is particularly crucial in military operations where cohesive unit dynamics can make the difference between success and failure.

Emphasizing enhanced team collaboration is a significant opportunity in interactive training methods across various sectors, including the military. Interactive training methods, such as simulations, virtual scenarios, and collaborative exercises, provide a platform for individuals to engage in realistic team-based scenarios. These environments allow military personnel to hone their communication, coordination, and decision-making skills in a controlled yet dynamic setting. By fostering a culture of enhanced team collaboration, these methods enable military units to work seamlessly together, adapt to changing situations, and improve overall mission effectiveness.

The interactive nature of training methods allows military personnel to experience firsthand the complexities of team dynamics in different scenarios. Team members can practice responding to challenges, sharing critical information, and making collective decisions. This not only builds individual proficiency but also strengthens the bonds within the team. Enhanced team collaboration is particularly crucial in military operations, where effective communication and cooperation are vital for mission success and the safety of personnel. Interactive training methods provide a platform for military teams to develop a shared understanding of their roles, responsibilities, and the importance of working cohesively toward common objectives.

Furthermore, the opportunity for enhanced team collaboration extends beyond traditional hierarchical structures, encouraging inclusivity and leveraging diverse skills within the team. Interactive training methods often allow individuals with different expertise and specialties to collaborate, fostering a more comprehensive and adaptable approach to problem-solving. By promoting an environment where diverse perspectives are valued and integrated, these methods contribute to the development of agile and resilient military teams capable of addressing the multifaceted challenges of modern warfare. In essence, the interactive nature of these training methods serves as a

catalyst for cultivating a culture of collaboration that is essential for success in dynamic and unpredictable environments.

Adaptable Learning Environments

The adaptability of interactive training environments is a key advantage, allowing military personnel to tailor their learning experiences to individual and collective needs. Adaptive learning technologies can assess individual performance and dynamically adjust training scenarios, ensuring that each soldier receives targeted challenges based on their skill level. This adaptability also extends to the introduction of new technologies, tactics, or threats, allowing military forces to stay ahead of evolving challenges and maintain a high level of preparedness in an ever-changing landscape.

Creating adaptable learning environments is paramount in the interactive methods of military training to ensure optimal skill development and readiness. These environments must be designed to accommodate the dynamic and ever-evolving nature of military operations. One crucial aspect is the integration of cutting-edge technologies, such as virtual reality (VR) and augmented reality (AR), which provide realistic and immersive scenarios for trainees. These technologies enable military personnel to engage in lifelike simulations, replicating diverse and challenging situations they may encounter in the field. Interactive methods should promote adaptive learning strategies that cater to individual learning styles and paces. Personalized learning paths and real-time feedback mechanisms empower trainees to tailor their training experience, addressing specific strengths and areas that

require improvement. This adaptability fosters a more efficient and effective learning process. Adaptable learning environments are integral to the success of interactive methods in military training, providing a dynamic and responsive framework to meet the diverse needs of modern military personnel. Incorporating advanced technologies such as virtual reality (VR) and augmented reality (AR) enhances the interactive experience by immersing trainees in realistic and complex scenarios. These simulations allow military personnel to practice decision-making and critical thinking in a controlled yet authentic environment, preparing them for the challenges they may face in the field. The adaptability of these technologies enables the integration of evolving tactics and strategies, ensuring that training remains relevant and up-to-date.

In addition to technological advancements, an emphasis on personalized and adaptive learning strategies is crucial for creating effective training environments. Recognizing that individuals have different learning styles and preferences, interactive methods should allow for customization of learning paths. By providing real-time feedback and assessment, trainees can identify their strengths and weaknesses, enabling targeted improvement and skill development. This tailored approach not only optimizes the learning experience but also promotes a sense of ownership and engagement among military personnel, fostering a more resilient and versatile force.

Moreover, an adaptable learning environment in military training should extend beyond the digital realm to include flexible instructional methods. Integrating scenario-based exercises, collaborative problem-solving, and hands-on simulations allows trainees to apply theoretical knowledge in practical situations. This multifaceted approach ensures that military personnel are not only well-versed in theoretical concepts but also possess the practical skills and adaptability required for success in diverse operational scenarios. Overall, the synergy of technological innovation, personalized learning strategies, and diverse instructional methods contributes to the creation of highly adaptable learning environments in interactive military training.

Considered drawbacks

Technological Dependency and Maintenance

Interactive training methods heavily depend on sophisticated technologies, and their effectiveness is contingent upon the reliability and maintenance of these systems. Technical malfunctions, software glitches, or hardware failures can disrupt training sessions, leading to downtime and potential delays in the training schedule. The dependency on technology also necessitates continuous updates and maintenance, adding an ongoing financial and logistical burden to military organizations (Euline_Cutrim Schmid, 2007).

Technological dependency plays a significant role in modern military training, influencing both the effectiveness of training programs and the overall readiness of armed forces. Military training

increasingly relies on advanced technologies, including simulators, virtual reality, and computer-based training modules, to provide realistic and immersive experiences for personnel. These technologies enhance training scenarios, allowing military personnel to simulate complex operations and practice decision-making skills in a controlled environment. However, with this dependency on technology comes the need for robust maintenance protocols and constant updates to ensure the reliability and functionality of training equipment. Regular maintenance and upgrades are critical to prevent technological failures during training exercises and to keep pace with advancements in military technology.

The maintenance of technological infrastructure in military training involves a multifaceted approach. It encompasses routine inspections, software updates, hardware upgrades, and addressing potential cybersecurity threats. Maintenance procedures are crucial not only for preserving the longevity of expensive equipment but also for guaranteeing the safety of military personnel during training. Additionally, ongoing technological support and training for maintenance personnel are essential to troubleshoot issues promptly and optimize the performance of training systems. As the military continues to integrate cutting-edge technologies into training programs, the development of comprehensive maintenance strategies becomes

paramount to ensure a high level of preparedness and effectiveness in the face of evolving security challenges.

Limited Scope for Unpredictability

Interactive methods, while providing valuable training experiences, may have limitations in introducing the level of unpredictability and randomness often encountered in real-world scenarios. The controlled nature of virtual simulations might not fully prepare military personnel for the chaotic and unpredictable nature of actual combat situations. This limitation could impact soldiers' ability to adapt quickly and make split-second decisions in response to unforeseen events, which are critical skills in the dynamic and unpredictable theater of war (Miranda Priebe et al. 2021). Limited scope for unpredictability in military training is a crucial aspect of preparing armed forces for real-world scenarios. While training exercises aim to simulate combat situations, there is a delicate balance between creating realistic scenarios and ensuring safety. Military training often involves controlled environments and scripted scenarios to meet specific learning objectives, limiting the scope for unpredictability. This controlled approach is necessary to ensure the safety of personnel and equipment during training exercises, especially given the potential risks associated with unanticipated events.

However, the challenge arises in striking the right balance between controlled scenarios and the need for adaptability in the face of unforeseen circumstances. To address this, military training programs are evolving to incorporate more dynamic and unpredictable

elements. Simulation technologies, such as virtual reality and advanced computer modeling, are being integrated to create more realistic and adaptable training environments. By introducing controlled unpredictability, military training aims to better prepare personnel for the chaos and uncertainties they may encounter in actual combat situations.

In recent years, there has been a recognition within military training circles of the importance of incorporating adaptive and unpredictable elements to better reflect the complexities of modern warfare. This shift involves embracing more realistic scenarios, introducing live-action role-playing, and incorporating surprise elements to challenge military personnel to think on their feet. Striking the right balance between safety considerations and the need for adaptability remains a constant focus in the ongoing evolution of military training methodologies.

Initial Implementation Costs

The initial implementation costs in the military are a critical aspect of introducing new technologies, systems, or strategies into the defense infrastructure. These costs encompass a wide range of elements, including the procurement of hardware and software, training of personnel, system integration, and infrastructure upgrades. The complexity of military operations often requires the deployment of cutting-edge technologies, which can result in higher initial costs due

to research, development, and the acquisition of state-of-the-art equipment. Additionally, specialized training programs are essential to ensure that military personnel can effectively operate and maintain these advanced systems, adding to the initial implementation expenses (James E. Richards, 2022).

Furthermore, the initial implementation costs in the military are influenced by the need for compatibility and interoperability with existing defense systems. Integration challenges may arise when introducing new technologies into an established military infrastructure, requiring additional investments to modify or upgrade existing systems for seamless cooperation. Despite the substantial upfront expenses, these initial implementation costs are justified by the potential benefits in terms of improved military capabilities, enhanced situational awareness, and the ability to respond more effectively to evolving threats in the rapidly changing landscape of modern warfare.

Initial implementation costs pose a significant challenge in the integration of advanced technologies into military training programs. The adoption of state-of-the-art equipment, simulation systems, and interactive technologies requires a substantial financial investment. Military organizations often face budgetary constraints, and the initial costs associated with purchasing, installing, and configuring these systems can strain limited resources. The financial commitment required for modernizing training methodologies can be a barrier to widespread adoption, potentially slowing down the pace of technology integration in military training.

Development of Customized Solutions

The customization and development of tailored training solutions contribute to the high initial costs in military training. Each branch of the military may have unique requirements and specific training needs, leading to the creation of bespoke interactive systems. Developing these customized solutions demands expertise in both military tactics and cutting-edge technology, often requiring collaboration between military experts and technology developers. The bespoke nature of these solutions further escalates initial implementation costs, making it challenging for military organizations to swiftly adopt and deploy new training methodologies.

The development of customized solutions for military applications involves a unique set of challenges and considerations, often resulting in higher costs compared to conventional commercial projects. The intricacies of military operations demand specialized technologies, stringent security measures, and seamless integration with existing defense systems. These factors contribute significantly to the overall cost of developing tailored solutions for military purposes. Additionally, the need for adherence to strict standards and compliance with military regulations further amplifies the complexity and cost of these projects.

The expenses associated with the development of customized military solutions are justified by the specific requirements of defense

applications. These solutions may encompass advanced command and control systems, encrypted communication networks, sophisticated cyber defense mechanisms, and cutting-edge surveillance technologies. As military operations become increasingly reliant on state-of-the-art technologies, the investment in customized solutions becomes imperative for ensuring the effectiveness, security, and adaptability of defense systems to evolving threats. While the upfront costs may be substantial, the long-term benefits in terms of enhanced operational capabilities and national security can justify the expenditure on these specialized solutions.

Conclusion

In conclusion, the adoption of an interactive approach in military training marks a transformative shift in preparing armed forces for the complexities of modern warfare. The integration of advanced technologies, realistic simulations, and adaptive learning methods represents a departure from traditional training paradigms. This interactive approach not only mirrors the dynamic nature of contemporary battlefields but also fosters a more agile, adaptable, and skilled military force. As armed conflicts evolve and new challenges emerge, the interactive approach stands as a beacon for cultivating a highly prepared and resilient military. While challenges such as initial implementation costs, technological dependencies, and the need for ongoing maintenance exist, the benefits of an interactive approach in military training are undeniable. Realistic skill application, enhanced team collaboration, and adaptable learning environments contribute to

the overall readiness of military personnel. Despite the complexities, addressing these challenges is a strategic investment in creating a more proficient and capable military force that can effectively navigate the uncertainties of the modern security landscape.

In essence, the interactive approach to military training is not merely an option but a strategic imperative for the future. The integration of adaptive learning, immersive simulations, and continuous performance assessments aligns military preparedness with the demands of an ever-changing global landscape. As technology continues to advance, and threats become increasingly multifaceted, the interactive approach stands as a beacon of innovation, ensuring that military forces are not only equipped with the latest tools but also possess the skills, adaptability, and collaborative mindset necessary to meet the challenges of the future. By embracing this paradigm shift, military organizations can forge a path toward enhanced readiness, operational effectiveness, and mission success in the complex and unpredictable environments they may encounter.

References

CPT Brandon M. Carius et al. (2022). *Battlefield Vital Sign Monitoring in Role 1 Military Treatment Facilities: A Thematic Analysis of After-Action Reviews from the Prehospital Trauma Registry*.

Euline_Cutrim Schmid (2007). *Potential pedagogical benefits and drawbacks of multimedia use in the English language classroom equipped with interactive whiteboard technology.*

Folkman, S., & Lazarus, R. S. (1985). *If it changes it must be a process: Study of emotion and coping during three stages of a college examination.*

Huang, A. Y. Q., Lu, O. H. T., Huang, J. C. H., Yin, C. J., & Yang, S. J. H. (2020). *Predicting students' academic performance by using educational big data and learning analytics: evaluation of classification methods and learning logs.* Interactive Learning Environments, 28(2), 206–230.

James E. Richards (2022). *Military System Costing to Support Requirements and Performance Trades.*

Ježková Petrů, G. (2021). *Preference of methods and goals of further education from the social workers' Lifelong Learning*, 11(3), 225–241.

Latygina, N. A., Yuvkovetska, Y. O., Dubinina, O. V., Kokhan, O. M., & Mykhailova, N. O. (2022). *The ways of developing basic competencies in the study of foreign languages through interactive methods.* Journal of Curriculum and Teaching.

Major Lyndon “Kyle” McKown (1997). *Improving Leadership Through Better Decision Making: Fostering Critical Thinking.*

Parrott, M. (1993). *Tasks for language teachers: a resource book for training and development.* Cambridge England New York: Cambridge University Press.

Semenova, N., Lebedeva, N., & Polezhaeva, Z. (2020). *Modern cloud services: Key trends, models and tools for interactive education.* In

Integrating Engineering Education and Humanities for Global Intercultural Perspectives.

Thompson, Megan M.; McCreary, Donald R. (2006). *Enhancing Mental Readiness in Military Personnel, Defence Research and Development Toronto* (Canada).

The cadet experience: Training tomorrow's military leaders

Peyman Jafarpour¹

Abstract

The cadet experience plays a pivotal role in shaping future military leaders. Whether in dedicated military academies, officer training schools, or service academies, cadets undergo a rigorous and transformative journey that combines academic education, physical training, and character development. A proper methodology of military training evolves to meet the changing nature of warfare, technology, and global security challenges. It aims to produce disciplined, skilled, and adaptable future officers and leaders capable of fulfilling their roles in diverse and demanding environments.

Keywords: military training, methodology of teaching, university curriculum, cadet experience.

¹ MA. Russian Literature, University of Tehran, peymanjafarpour1@gmail.com

Introduction

The training of cadets is a crucial process aimed at shaping individuals into competent and principled military leaders. The methodology employed in cadet training combines academic education, hands-on military skills development, and character building to prepare individuals for the challenges of military service. Training cadets involves a multifaceted approach that integrates academic learning, practical skills development, leadership training, and character building. The leadership development of cadets is a comprehensive and ongoing process that molds individuals into capable military leaders. By combining practical experiences, mentorship, ethical education, and a progressive approach to leadership roles, cadet programs aim to produce leaders who are not only skilled in tactical and strategic aspects but also possess the character and values necessary to lead with honor and effectiveness in the military and beyond.

The most effective method to train cadets incorporates key principles, including a holistic approach, progressive learning, experiential learning, leadership development, mentorship, role modeling, physical fitness, ethical and moral training, individualized development plans, realistic stress inoculation, continuous evaluation and feedback, team building and camaraderie, technology integration, and adaptability and innovation.

Holistic Approach

A holistic approach to cadet training involves addressing various facets of an individual's development, aiming to cultivate a well-rounded and capable military leader. This approach considers not only the technical and tactical skills required but also the physical, mental, ethical, and leadership aspects.

On the one hand, physical fitness is a cornerstone of the cadet experience. A meticulously crafted fitness program focuses on building strength, endurance, and agility. Cadets engage in a variety of activities, from traditional exercises to obstacle courses, fostering a culture of physical well-being that is vital for military readiness, but on the other hand, in preparing cadets for the challenges ahead, the training includes stress inoculation exercises. Exposure to controlled stress situations builds mental resilience, enabling cadets to navigate high-pressure environments with composure and clarity.

The cadet experience is inherently rigorous, involving physical challenges, leadership responsibilities, and exposure to high-pressure scenarios. These stressors can impact the mental health of cadets, making it imperative to address psychological well-being as an integral part of their training. Cadet training deliberately incorporates stress inoculation exercises to expose individuals to controlled stress situations. This methodology aims to build mental resilience, helping cadets develop coping mechanisms and the ability to maintain focus and clarity in challenging environments.

To evaluate the effectiveness of integrating stress inoculation techniques into the cadet curriculum in developing mental resilience, the following experiment (Ashley N. Doss Ph.D, 2019) took place to assess the impact of stress inoculation techniques on cadet mental resilience.

Throughout the experiment two groups of cadets from the same academy were tested with different mental conditions. Group “A” exposed to stress inoculation techniques, meanwhile group “B” controlled group without exposure to stress inoculation. Which means group “A” integrated stress inoculation techniques into the curriculum. This may involve realistic scenario-based training, live exercises, and simulations designed to induce controlled stress. In contrast, group “B” continued with the standard cadet curriculum without stress inoculation interventions.

Post-Experiment Assessment

Both groups at the end of the experiment were conducted a final assessment for both groups at the end of the experiment, and the mental resilience, stress levels, and coping mechanisms between the two groups were compared.

Implications

Findings could inform future curriculum development, emphasizing the importance of mental resilience training in military education, and positive outcomes would suggest the potential effectiveness of integrating stress inoculation techniques into cadet training curricula.

Progressive learning

The foundation of the cadet experience rests on a robust academic curriculum. Covering diverse subjects such as military strategy, leadership principles, and ethical considerations, this education is designed to instill a comprehensive understanding of the complexities of military operations. By integrating theoretical knowledge with practical applications, cadets are equipped to analyze, strategize, and adapt to evolving scenarios.

Based on a study focusing on training critical thinking skills through an effective curriculum, two distinct approaches were tested on separate groups of cadets. Participants were randomly assigned to either the experimental group (exposed to the new curriculum) or the control group (continuing with the traditional curriculum). The updated curriculum is crafted by incorporating principles such as a holistic approach, progressive learning pathways, and individualized development plans. It also integrates advancements in technology,

including virtual reality simulations and online learning tools, aimed at enhancing the overall training experiences.

The results were deemed satisfactory, indicating improved academic performance among cadets exposed to the redesigned curriculum. Additionally, the outcomes demonstrated enhanced physical fitness levels and practical skills development in the experimental group. The new approach incorporates a platform that facilitates seamless interaction among cadets, fostering communication with both peers and instructors. The objective is to extract valuable information from students and involve them in diverse discussions, ultimately aiming to improve their leadership capabilities and decision-making skills.

Leadership Development

The leadership development of cadets is a multifaceted and dynamic process that goes beyond traditional training. In preparing cadets to assume leadership roles, military academies and officer training programs employ a comprehensive approach, integrating practical experiences, academic knowledge, and character building. This article explores the key elements involved in the leadership development of cadets and the impact it has on shaping future military leaders.

Leadership development for cadets is a foundational element within military training programs, recognizing the pivotal role that effective leadership plays in the armed forces. Cadets undergo a structured and rigorous curriculum designed to cultivate leadership

skills essential for their future roles as officers. This training encompasses a range of competencies, including strategic thinking, decision-making under pressure, communication, and the ability to inspire and motivate others. Through a combination of theoretical education, practical exercises, and real-world simulations, cadets are prepared to lead with confidence and competence in dynamic and challenging environments.

One key focus of leadership development for cadets is the understanding of ethical and moral responsibilities inherent in leadership roles. Cadets learn to navigate complex ethical dilemmas, make principled decisions, and uphold the values expected of military leaders. The development of character and integrity is emphasized, reinforcing the notion that effective leadership is not only about command but also about serving as role models for those under their charge. This ethical dimension distinguishes leadership development for cadets, reflecting the unique demands and expectations of military service.

Team dynamics and collaboration are central components of leadership development for cadets. Training programs incorporate team-building exercises, leadership challenges, and collaborative missions to instill the importance of cohesive and well-functioning units. Cadets learn to leverage the strengths of diverse team members, communicate effectively in high-stakes situations, and foster a sense of camaraderie that is crucial in military operations. These experiences

not only prepare cadets to lead teams but also emphasize the collective responsibility of the group, reinforcing the idea that effective leadership is intertwined with the success of the entire unit.

Leadership development for cadets extends beyond the academic and practical aspects to encompass the cultivation of resilience and adaptability. Cadets are exposed to demanding physical and mental challenges that mirror the stressors they may encounter in operational scenarios. This holistic approach to leadership development ensures that cadets not only possess the necessary technical and tactical skills but also the mental fortitude to lead in diverse and unpredictable situations. As cadets progress through their training, they emerge not only as capable leaders but as individuals who embody the values, ethics, and resilience required to excel in the demanding field of military service.

In 2017, the RAND Corporation conducted a study called “Improving the Effectiveness of Air Force Squadron Commanders” designed to assess the responsibilities, preparation, and resources of U.S. Air Force (USAF) squadron commanders (Ausink et al., 2018). In a follow-on study, the USAF collected data from 14,652 survey participants and 3,886 interviews on three key attributes of vitality—*esprit de corps*, purposeful leadership, and verifiable mission success. The studies concluded that USAF leaders needed to improve their human domain skills when facing complex and emotionally demanding circumstances and to be provided with opportunities to

practice these skills in realistic, pressurized situations (John M. Hinck, 2023).

This research has shown significant role of five major pinnacle of standards in order to develop a leading spirit in a future commander: connection, content, delivery, environment, and experience. Excelling all these factors depend on moving away from traditional classroom approaches of instructor-centric authority and content delivery and focusing on the cadet experience itself. Taken together, the “leadergogy” framework offers new ways by which programs may assess and construct their curriculum, including its application to improve the learning effectiveness of future and current leaders not only in the Air Force and Space Force but other service branches as well, in addition to leadership education programs within higher education and the private sector.

The leadership development of cadets is a comprehensive and ongoing process that molds individuals into capable military leaders. By combining practical experiences, mentorship, ethical education, and a progressive approach to leadership roles, cadet programs aim to produce leaders who are not only skilled in tactical and strategic aspects but also possess the character and values necessary to lead with honor and effectiveness in the military and beyond.

Physical fitness

Physical fitness is of paramount importance for cadets due to the unique demands and requirements of their roles in various cadet programs, such as military academies, police academies, or other training institutions.

Exercise has been shown to have numerous positive effects on brain function. Regular physical activity can benefit cognitive function, mental health, and overall brain health. Single sessions or bouts of physical activity have independent merit, offering immediate benefits that can enhance the learning experience. Studies have found that single bouts of physical activity result in improved attention (Hillman et al., 2003, 2009; Pontifex et al., 2012), better working memory (Pontifex et al., 2009), and increased academic learning time and reduced off-task behaviors (Mahar et al., 2006; Bartholomew and Jowers, 2011).

Although, Incorporating Physical Education (PE) into a curriculum involves thoughtful planning and consideration of various factors. Based on studies on an effective way to integrate bouts of exercises into a curriculum, the bout shouldn't be treated as a standalone subject. It plays an important role in cultivating students and also reinforces concepts in other scientific fields. Exercise increases blood flow to the brain, delivering more oxygen and nutrients. This helps enhance overall brain function and supports the growth of new blood vessels. Physical activity stimulates the release of neurotransmitters, such as dopamine, serotonin, and

norepinephrine. These chemicals play a crucial role in mood regulation, stress reduction, and attention. As cadets are filled with different tasks, even small amounts of “feel-good” hormones can result in proper and effective functionality and a passionate facet towards fulfilling their roles.

It's important to note that the type, intensity, and duration of exercise can all be considered in determining the extent of these cognitive benefits. Both aerobic exercise (such as running or cycling) and resistance training have been shown to have positive effects on brain function. Additionally, consistency is key, as long-term adherence to an exercise routine is associated with the most significant cognitive benefits.

Ethical and moral training

This factor is crucial to develop individuals with strong character, integrity, and a sense of responsibility. Such training is essential in various fields, including military, law enforcement, and other professions where individuals are entrusted with significant responsibilities. This training ensures that future military leaders make decisions based on principles that align with the highest standards of conduct.

Ethical and moral training for cadets is an indispensable component of their overall development, emphasizing the importance of character, integrity, and ethical decision-making in the context of

military service. Cadets undergo a structured program that not only imparts tactical and technical skills but also instills a strong ethical foundation. These training modules often include scenarios and case studies that challenge cadets to navigate complex situations where moral principles are paramount. Through guided discussions, they learn to analyze dilemmas, weigh consequences, and make decisions aligned with the ethical standards expected of military professionals. Cadet training in ethics goes beyond theoretical discussions; it involves practical application in the field. Whether facing challenges during simulated exercises or real-world scenarios, cadets are expected to uphold a code of conduct that reflects the highest moral standards. This hands-on approach allows them to integrate ethical considerations into their decision-making processes and reinforces the understanding that ethical behavior is not just a theoretical concept but an integral part of their responsibilities as future leaders.

Ethical and moral training for cadets also plays a crucial role in building trust and cohesion within military units. A shared commitment to ethical conduct fosters camaraderie and mutual respect among cadets, creating a culture where individuals can rely on each other both personally and professionally. As cadets progress through their training, they not only develop the technical expertise required for their roles but also emerge as leaders with a strong moral compass, capable of making principled decisions in high-pressure situations.

Ultimately, the ethical and moral training of cadets serves not only to produce skilled and disciplined military professionals but also

to cultivate leaders who embody values that contribute to the broader principles of justice, honor, and service to their nation. It lays the groundwork for a military force that not only defends its citizens but also upholds the ethical standards essential for the trust and confidence of the communities it serves.

Commanders and instructors should integrate ethics education into the cadet training curriculum. Develop specific courses or modules that focus on ethical decision-making, moral reasoning, and the application of ethical principles in real-world scenarios. Clearly define and communicate the organization's core values. These values should reflect principles such as integrity, honesty, respect, responsibility, and accountability. Emphasize their importance in shaping the cadets' behavior and decision-making.

In addition, they should serve as ethical role models. Cadets learn not only from what is taught but also from observing the behavior of their mentors. Demonstrate the values and principles being emphasized through consistent and ethical leadership. Ethical training should be ongoing throughout a cadet's career. Provide opportunities for continuous education and reinforcement of ethical principles as cadet's progress in their roles.

Team building and camaraderie

Team building and camaraderie are essential elements that contribute to the success and cohesion of any group, whether in a professional

setting or a social context. Building a strong team is not just about assembling individuals; it involves fostering positive relationships, trust, and a shared sense of purpose. Through well-designed team-building activities, members learn to communicate effectively, appreciate each other's strengths, and work collaboratively toward common goals.

Camaraderie within a team goes beyond mere cooperation; it embodies a spirit of mutual respect, support, and friendship among its members. This shared bond often translates into increased morale, job satisfaction, and overall productivity. When individuals feel a sense of connection and belonging within a team, they are more likely to contribute their best efforts and go the extra mile to achieve collective objectives. Moreover, camaraderie creates a supportive environment where members feel comfortable expressing ideas, providing constructive feedback, and facing challenges together, leading to a more resilient and adaptable team.

Team building activities serve as catalysts for fostering camaraderie by breaking down barriers and encouraging open communication. Whether engaging in problem-solving exercises, outdoor challenges, or collaborative projects, these activities provide opportunities for team members to discover each other's strengths, build trust, and enhance their interpersonal dynamics. Effective team building not only strengthens professional relationships but also creates a positive and inclusive atmosphere that extends beyond the

workplace, contributing to a more harmonious and enjoyable team culture.

In the long run, the benefits of team building and camaraderie extend to the overall success and sustainability of the group. A cohesive team that values collaboration and mutual support is better equipped to navigate challenges, overcome obstacles, and achieve shared objectives. By investing time and effort into building strong interpersonal connections, teams can create a foundation for success, where individual contributions are recognized, and collective achievements become a source of pride for all members involved. Teamwork among officers is critical for the success of military or professional organizations. Therefore, cadets as future commanders are forced to foster a sense of unity, mutual trust, and effective collaboration within a group. There are some useful strategies in order to promote team building and camaraderie among cadets.

First of all, instructors should incorporate icebreaker activities at the beginning of training to help cadets get to know each other in a relaxed setting. These activities can include name games, team-building challenges, or sharing personal anecdotes. In addition to the previous point, introducing team challenges that require cooperation and problem-solving is another possibility. These challenges can range from physical activities to mental exercises, encouraging cadets to work together to achieve a common goal. Research shows that

setting a leader for each team provide opportunities for different cadets to take on leadership roles within the group. This allows individuals to develop leadership skills while also fostering a sense of shared responsibility.

By incorporating these strategies, cadet training programs can create a positive and cohesive team environment, enhancing camaraderie and teamwork among cadets. These experiences not only contribute to their professional development but also create lasting bonds that can benefit them throughout their careers.

Realistic Training Scenarios

Realistic training scenarios are essential for preparing cadets for the challenges they may face in military service. These scenarios simulate real-world situations, enabling cadets to apply their knowledge, skills, and decision-making abilities in a controlled environment. This aspect is at the core of the experience, and if an individual cannot excel in the diverse scenarios created by mentors, the entire training may be considered futile.

Cadets should be exposed to realistic training scenarios that simulate the challenges they may face in operational settings. This includes field exercises, simulations, and scenario-based training designed to test their decision-making and problem-solving skills. They should also be encouraged to practice reflective techniques, such as after-action reviews and self-assessment. Cadets need to learn from

their experiences, both successes and failures, to continuously improve their skills and leadership capabilities.

In a study conducted by Carina Lindgren (2012), individual interviews were conducted with 11 teachers and 8 student police officers, organized into focus groups of 2-3 students. The results indicated that, in the examination scenario, students' learning primarily occurs before the training, with teachers focusing on assessment and grading. Conversely, in the training scenario, students' learning is associated with during and after the training, and teachers prioritize aspects such as learning climate, feedback, and reflection. These findings suggest that the difference between the two scenarios constructs different approaches to future professions.

All those involved, both students and teachers, express high satisfaction with the training they participated in. Students and teachers who underwent training with an examination view it positively, considering the examination as a valuable component. Conversely, those who experienced training without an examination believe it to be the most effective approach. Overall, the consensus among all teachers and students is that these training sessions are highly appreciated and instructive. However, it's important to note that when everyone is uniformly satisfied with an activity, the inclination to critically examine it decreases, and there's an increased risk that unintended outcomes may occur. Students entering the workforce after receiving reality-based training that emphasizes the learning

process and reflection are likely to bring with them not only knowledge but also an attitude that sees their profession as an ongoing process. In this perspective, developmental tools such as feedback and reflection become crucial for lifelong learning and professional growth. Particularly in professions involving interactions with people, making mistakes is inevitable. Therefore, possessing the knowledge of how to prevent and learn from mistakes based on previous experiences becomes essential and should be ingrained as a trained attitude.

Continuous Learning

Continuous learning is a lifelong journey that involves the ongoing acquisition of knowledge, skills, and experiences beyond formal education. In today's rapidly evolving world, where technology, industries, and societal dynamics constantly change, the importance of continuous learning cannot be overstated. Individuals who embrace this mindset recognize that staying relevant and thriving in their respective fields requires a commitment to staying informed and adapting to new developments.

One key aspect of continuous learning is its role in personal and professional growth. Engaging in continuous learning allows individuals to broaden their horizons, explore new interests, and develop a versatile skill set. Whether through formal courses, workshops, online resources, or hands-on experiences, the process of continuous learning not only enhances expertise in a specific domain but also fosters adaptability and resilience. This proactive approach to

education empowers individuals to navigate uncertainties, embrace innovation, and seize opportunities for advancement. Organizations that prioritize continuous learning also benefit significantly. A culture of learning within a workplace cultivates a dynamic and forward-thinking environment. It encourages employees to contribute fresh ideas, embrace change, and collaborate effectively. Moreover, by investing in the ongoing development of their workforce, organizations can stay competitive in the market, foster employee satisfaction, and adapt swiftly to industry trends. The concept of continuous learning, therefore, becomes a catalyst for organizational success and sustainability in an ever-changing landscape.

Continuous learning is a vital component of the development of cadets, ensuring they remain adaptable, knowledgeable, and well-prepared for the challenges they may face in their military careers. This factor includes learning different skills such as language and methodology in research. It helps the cadets to stay up-to-date and resourceful at all times.

Encouraging language training programs, especially in languages relevant to potential deployment locations is vital in this process. Proficiency in local languages enhances communication and cultural understanding during missions. By implementing these strategies, military academies can create a culture of continuous learning, ensuring that cadets remain adaptive, well-informed, and equipped to excel in the dynamic and evolving landscape of military

operations. Continuous learning is not only a professional responsibility but also a key factor in maintaining a high level of effectiveness and readiness within the military.

Conclusion

In conclusion, cadet training plays a pivotal role in shaping individuals into disciplined, resilient, and skilled professionals. Through a comprehensive curriculum that encompasses physical fitness, leadership development, and technical skills, cadet training instills values of integrity, teamwork, and a sense of duty. The immersive experiences provided during cadet training not only prepare individuals for the challenges they may face in their respective fields but also foster a strong sense of camaraderie and commitment to service. As cadets emerge from their training, they carry with them a foundation of knowledge, a sense of responsibility, and the confidence to navigate complex situations. In essence, cadet training serves as a transformative journey, molding individuals into capable leaders who are ready to contribute meaningfully to their communities and professions.

References

- Ausink, J. A., Matthews, M., Conley, R. E., & Lim, N. (2018). *Improving the effectiveness of Air Force squadron commanders*. RAND Corporation. https://www.rand.org/pubs/research_reports/RR2233.html
- Bartholomew JB, Jowers EM. *Physically active academic lessons in elementary children*. Preventive Medicine. 2011;52(Suppl 1):S51–S54.
- Hillman CH, Pontifex MB, Raine LB, Castelli DM, Hall EE, Kramer AF. *The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children*. Neuroscience. 2009;159(3):1044
- Hillman CH, Snook EM, Jerome GJ. *Acute cardiovascular exercise and executive control function*. International Journal of Psychophysiology. 2003;48(3):307–314.
- Hinck, J. M. (2022). Leadership coaching as a transformative process in the military. *International Journal of Evidence Based Coaching and Mentoring*, 20(1), 20–34. <https://doi.org/10.24384/6cf9-v073>
- John M. Hinck, Robert S. Hinck (2023). *Journal of Military Learning: “Understanding Leaderology”*, October 2023, 22-45.
- Lindgren Carina. *Do You Know Your Outcome of Realistic Scenario Training?*. 2012
- Mahar MT, Murphy SK, Rowe DA, Golden J, Shields AT, Raedeke TD. *Effects of a classroom-based program on physical activity and on-task behavior*. Medicine and Science in Sports and Exercise. 2006;38(12):2086.
- Pontifex MB, Scudder MR, Drollette ES, Hillman CH. *Fit and vigilant: The relationship between sedentary behavior and failures in*

sustained

attention

during

preadolescence. Neuropsychology. 2012;26(4):407–413.