

IMMERSIVE STANAG 6001 ENGLISH TRAINING MODEL FOR ZERO-BEGINNER MILITARY PERSONNEL: QUASI-EXPERIMENTAL STUDY

ІМЕРСИВНА МОДЕЛЬ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА STANAG 6001 ДЛЯ ВІЙСЬКОВОСЛУЖБОВЦІВ НУЛЬОВОГО РІВНЯ: КВАЗІЕКСПЕРИМЕНТАЛЬНЕ ДОСЛІДЖЕННЯ

Anna ILCHENKO

<https://orcid.org/0000-0002-5563-3353>

Abstract

The aim of this quasi-experimental study is to evaluate the effectiveness of the Intensive Context-Immersive Learning Model (ICILM) in preparing military personnel with an absolute zero baseline in English for the standardized STANAG 6001 examination. Emergency language training in the context of an ongoing armed conflict faces two critical barriers: cognitive resistance among adult learners to a different linguistic structure and a high level of psycho-emotional stress caused by combat-related trauma and command pressure.

The experiment, conducted at the Naval Forces Institute (Odesa), involved 11 servicemen of diverse specializations (ranging from combat divers and explosive ordnance specialists to investigators) and military ranks. Training was delivered in an extreme intensive format (36 classroom hours per week over four months). To bypass the “affective filter,” principles of horizontal pedagogy were applied, along with inductive grammar acquisition through memorization of lexical tactical matrices.

The results of independent testing confirmed the high validity of the proposed didactic construct, with a complete absence of attrition (0%). The entire group successfully overcame the language barrier: 45.5% of servicemen (n=5) achieved a significant cognitive leap, reaching STANAG 6001 Level 1 (Survival), while 54.5% (n=6) demonstrated a confident transitional Level 0+ (Memorized Proficiency).

The empirical findings indicate that a humanistic approach and partner-based communication, combined with subject immersion, constitute a more effective tool for the emergency training of combatants than traditional directive military pedagogy. This approach ensures not only formal compliance with NATO standards but also the development of autonomous self-learning skills.

Keywords: Military education; Servicemen; Language learning; Teaching methods; Foreign language instruction.

Анотація

Мета даного квазіекспериментального дослідження — оцінка ефективності Інтенсивної моделі контекстно-іммерсивного навчання (ICILM) при підготовці військовослужбовців з абсолютно нульовим стартовим рівнем англійської мови до складання стандартизованого іспиту STANAG 6001. Екстрена мовна підготовка в умовах тривалого збройного конфлікту стикається з двома критичними бар'єрами: когнітивним опором дорослих здобувачів до іншої лінгвістичної структури та високим рівнем психоемоційного напруження, спричиненого бойовими травмами і тиском командування. В експерименті,

проведеному на базі Інституту Військово-морських сил (м. Одеса), взяли участь 11 військовослужбовців різного профілю (від водолазів-міношукачів до слідчих) і військових звань. Навчання проходило у форматі екстремального інтенсиву (36 аудиторних годин на тиждень протягом чотирьох місяців). Для подолання «афективного фільтра» застосовувалися принципи горизонтальної педагогіки та індуктивне засвоєння граматики через заучування лексичних тактичних матриць.

Результати незалежного тестування підтвердили високу валідність запропонованого дидактичного конструкту за повної відсутності відсіву слухачів (0%). Уся група успішно подолала мовний бар'єр: 45,5% військовослужбовців (n=5) здійснили суттєвий когнітивний стрибок, досягнувши рівня STANAG 6001 Level 1 (Survival), а 54,5% (n=6) підтвердили впевнений перехідний рівень 0+ (Memorized Proficiency). Отримані емпіричні дані доводять, що гуманістичний підхід і партнерська комунікація в поєднанні з предметним зануренням є ефективнішим інструментом екстреної підготовки комбатантів, ніж традиційна директивна військова педагогіка, забезпечуючи не лише формальну відповідність стандартам НАТО, а й розвиток навичок автономного самонавчання.

Ключові слова: військова освіта; військовослужбовці; вивчення мов; методи викладання; викладання іноземних мов.

Introduction

The strategic integration of the Armed Forces of Ukraine into NATO's security architecture necessitates a shift far beyond technical rearmament; it demands a fundamental communicative evolution. While current military curricula prioritize standardization, the practical implementation of emergency language training frequently reveals systemic gaps in traditional linguodidactics. Empirical evidence gathered at the Naval Forces Institute in Odesa suggests that existing pedagogical frameworks often lack the conceptual flexibility required for contemporary military realities. Specifically, the continued reliance on legacy curricula, such as the American Language Course (2016 edition), has proven suboptimal when confronted with cohorts of adult combatants who begin their instruction at an absolute zero proficiency level.

The pedagogical challenges encountered in this context are twofold, stemming from an interplay between cognitive architecture and the exigencies of wartime service. First, adult learners—typically aged 23 to 45—enter the instructional environment with highly consolidated neural patterns. This manifests as acute cognitive dissonance. Participants frequently attempt to map L1 syntactic structures onto the target language, exhibiting strong resistance to the reality that linguistic systems evolve through disparate historical and structural trajectories. When faced with the polysemy of English conjunctions or the necessity to interpret contextual nuance—a phenomenon colloquially identified by students as the “linguistic vibe”—learners experience rapid cognitive exhaustion. For example, the conceptualization of the English Perfect aspect system poses a significant hurdle for experienced professionals, such as air defense officers or combat divers; the lack of a direct, one-

to-one equivalent in their native language often triggers professional frustration, as the learners' established expertise in complex technical systems clashes with their initial inability to express basic intent in English.

Second, this linguistic impasse is further exacerbated by an extreme psycho-emotional context. Our study cohort comprised individuals who have navigated, or continue to navigate, the profound trauma of active combat. These learners operate under a continuous feedback loop of command-level pressure, where pedagogical outcomes are inextricably linked to professional deployment trajectories and career advancement. Such conditions inevitably elevate the "affective filter," a concept formalized by Krashen (1989), which effectively acts as a psychological barrier, obstructing the internalization of linguistic input and triggering a rapid decline in learner motivation.

Consequently, the traditional pedagogical paradigm—wherein the instructor functions as an authoritarian transmitter of knowledge and curriculum adherence follows a strictly linear progression—proves inadequate for such a demographic. This necessitated the development and implementation of the Intensive Context-Immersive Learning Model (ICILM). Within the ICILM framework, the traditional distance between the instructor and the learner is deliberately diminished. The instructor transitions from a formal mentor to a "survival partner" in the linguistic environment, where complex grammatical phenomena are not merely explained but are operationalized through lived visualization, the integration of contextually relevant informal lexical sets, and a targeted reduction of psychological stressors.

The aim of this study is to empirically demonstrate that a radical shift in pedagogical paradigm—from directive mentorship to partner-based facilitation—combined with lexical chunking enables military personnel with zero initial proficiency to achieve STANAG 6001 Level 1 competence within only four months of an extreme intensive training program.

Literature Review

The issue of linguistic interoperability within NATO-aligned armed forces is well established in the academic literature (Keagle & Petros, 2010; Monaghan, 2012; Solak, 2011). Researchers broadly agree that the STANAG 6001 proficiency standard requires not merely mechanical reproduction of vocabulary, but the ability to function autonomously in a stressful and dynamically changing operational environment (Abd Rahman et al., 2022). However, a close review of recent publications reveals a significant methodological gap.

Most studies focus on cadets in military academies—young learners operating in safe environments and typically already equipped with a foundational school-level knowledge of English (Alqahtani, 2017; Kurum, 2011). Another body of research addresses the structural validity of the tests themselves (Grande, Leishman, & Skilleås, 2022; Park, 2020). In contrast, the specific domain of emergency training for combatants classified as Zero-Beginners (absolute beginners) remains largely peripheral in the scientific discourse, creating a critical shortage of actionable pedagogical tools for military practitioners (Juhary, 2015).

A second dimension of the problem concerns the impact of trauma on andragogy. Second language acquisition theory is traditionally grounded in Krashen's

concept of the “affective filter” (Krashen, 1989), according to which anxiety, insecurity, and fear are inversely proportional to the brain’s capacity to process linguistic input. In our local context, this barrier is significantly amplified by the realities of war. Grafeeva (2020) rightly emphasizes the importance of a supportive atmosphere in military higher education; however, her work does not account for variables associated with active combat stress.

When adult learners with established professional identities are confronted with a foreign linguistic logic, traditional linear methodologies such as MILT or ALC prove insufficient to overcome cognitive rigidity (Kaplan et al., 1998; White, 1987). Attempts to force English syntactic structures into the conceptual framework of the native language inevitably lead to breakdowns in comprehension, resulting in frustration and a high risk of learner attrition (Bardovi-Harlig & Burghardt, 2020).

Immersive learning has long been proposed as a scholarly response to these challenges. Immersion-based models such as CAMIL and TICOL (Makransky & Petersen, 2021, 2023) demonstrate high effectiveness in simulated environments; however, they rely heavily on virtual reality technologies. Our challenge was to transfer the principles of total immersion into a physical classroom environment repeatedly interrupted by air-raid alerts.

The proposed Intensive Context-Immersive Learning Model (ICILM) addresses this gap. It focuses on constructing a partner-based communicative environment and the early integration of professional context (Finardi et al., 2016), thereby enabling the circumvention of the affective barriers experienced by combatants within critically compressed timeframes.

Methodology

The present research utilized a quasi-experimental, one-group pretest–posttest design, purposefully selected to evaluate the efficacy of the Intensive Context-Immersive Learning Model (ICILM) in accelerating English language acquisition for military personnel starting from a baseline of zero proficiency.

Given the pragmatic and operational realities of the ongoing conflict, the primary methodological approach was quantitative in nature, bolstered by a qualitative analysis of applied pedagogical intervention. It should be noted that the implementation of a randomized controlled trial (RCT) was entirely unfeasible due to strict command-level dictates regarding the formation of training units and the urgent, non-negotiable timelines for deployment. Consequently, this study relied on a naturally formed instructional cohort, which, while limiting the ability to control all environmental variables, provided a level of ecological validity rarely seen in laboratory-based linguistic studies (Arksey & O’Malley, 2005).

Participants

To examine the research hypothesis, a quasi-experimental, single-group pretest–posttest design was implemented. The integration of a classical control group proved methodologically unfeasible; training units were structured through direct command directives from the Naval Forces of Ukraine (Odesa), and the resulting training timelines were necessitated by immediate operational requirements rather than experimental design preferences (Arksey & O’Malley, 2005).

The research sample comprised 11 active-duty military personnel, aged between 23 and 45. A defining characteristic of the cohort was its purposeful heterogeneity, which provided a robust cross-section of the operational force. Regarding military rank, the group was balanced between 6 commissioned officers—spanning the seniority from lieutenant to lieutenant colonel—and 5 non-commissioned or petty officers. The professional backgrounds of these participants were remarkably diverse, encompassing combat divers, explosive ordnance disposal engineers, air defense operators, and military investigators. A critical factor distinguishing this specific sample from the more homogeneous cadet populations frequently described in academic literature (e.g., Alqahtani, 2017) was the participants' recent, and often ongoing, exposure to active combat zones. This operational reality necessitated a high degree of pedagogical sensitivity and psychological adaptability, as the learners' professional identities were inextricably linked to the exigencies of wartime service (Rahman et al., 2023).

Instruments

To evaluate the validity and reliability of the instructional outcomes, a dual-metric assessment framework was utilized. For the baseline diagnostic (pre-test), we employed the standardized ALCPT (American Language Course Placement Test), an instrument widely recognized for its precision in auditing the language needs of military partners (Lett, 2005). At the outset of the study, the diagnostic results for all 11 participants were consistent, placing the entire cohort at an absolute zero proficiency level—a baseline that necessitated a radical pedagogical departure from standard curricula.

The summative evaluation (post-test) was aligned with the STANAG 6001 NATO certification framework. While the assessment encompassed the four primary skill domains, a pronounced emphasis was placed on the Oral Proficiency Interview (OPI) component. In contemporary military contexts, the capacity to respond to unpredictable, tactical prompts in real-time is the true litmus test of operational language capability, far outweighing the utility of purely receptive or written skills (Chalhoub-Deville & Fulcher, 2003; Stansfield & Kenyon, 1992). To preclude any potential institutional bias, the final examinations were administered by an external, independent board of certified examiners sourced from the Language Training Center of the Ministry of Defense (Green & Wall, 2005).

The implementation of the intensive program spanned a four-month period, designed to facilitate a state of total cognitive and physical immersion. The training schedule was rigorous, comprising six hours of daily classroom instruction, six days per week.

Intervention (Implementation of ICILM)

The core of our instructional strategy was centered on the application of inductive grammar acquisition, specifically utilizing the mechanism of Lexical Chunking. Rather than relying on traditional, deductive rule-based instruction—which often proves abstract and disconnected for adult learners under operational pressure—participants were exposed to pre-constructed communicative patterns that simulated authentic professional scenarios. These included the drafting of situation reports (SITREP), the execution of standardized radio communications, and the

systematic preparation of operational orders. Within this framework, grammatical structures were acquired retrospectively: complex abstract rules were introduced only after learners had already accumulated a sufficient repertoire of “ready-made solutions” embedded in functional language use.

For instance, the acquisition of auxiliary verbs was not facilitated through decontextualized grammatical tables—a pedagogical approach that frequently leads to cognitive fatigue in adult learners. Instead, these components were analyzed on the basis of previously memorized self-presentation formulas and tactical reporting structures. In this manner, auxiliary verbs were internalized by the officers not as abstract grammatical categories, but as functional temporal markers, identified and applied through their specific roles within authentic speech production.

In parallel, a model of horizontal pedagogy was consistently implemented throughout the instructional process. The instructor intentionally shifted away from the traditional authoritarian role of a “knowledge transmitter,” opting instead to function as a facilitator or a “senior peer” who possessed relevant military expertise. This form of interaction allowed linguistic phenomena to be interpreted through contextually grounded military intuition, rendering abstract language concepts significantly more accessible to learners whose professional identities were forged through operational experience.

Furthermore, a critical component of the intervention was the controlled legitimization of non-formal, emotionally charged lexical registers. This register served a dual purpose: it not only facilitated rapid language acquisition in realistic communicative conditions but also functioned as an effective psychological mechanism for relieving tension during grueling training sessions. Rather than undermining academic rigor, the deliberate and controlled use of expressive language contributed to heightened student motivation and significantly reduced the “language anxiety” barrier. Consequently, the classroom was transformed into a space that provided both psychological relief and professional consolidation among the participating officers, fostering an environment conducive to sustained cognitive engagement.

Evaluation Phase

The assessment stage was formally structured around external certification testing in accordance with the NATO STANAG 6001 standard to ensure the highest degree of evaluative rigour. Data collection was multidimensional, encompassing quantitative performance scores across the four fundamental language skill domains—Listening, Speaking, Reading, and Writing—as well as a systematic analysis of learner retention, quantified through an attrition coefficient, to monitor engagement throughout the four-month training period.

Given the operational imperative of the study, we placed a heightened emphasis on the Oral Proficiency Interview component. We posited that the ability to synthesize information and respond spontaneously to tactical prompts without preparation constitutes the core operational requirement in combat contexts (Chalhoub-Deville & Fulcher, 2003; Stansfield & Kenyon, 1992). To maintain absolute impartiality and preclude any potential institutional bias, all final evaluations were administered by an external, independent board of certified examiners sourced

from the Language Training Center of the Ministry of Defense (Green & Wall, 2005). This independent verification was essential to validate the efficacy of the ICILM framework against standardized international benchmarks, ensuring that the results reflected genuine linguistic gains rather than internal pedagogical alignment.

Results

The empirical data obtained after the four-month intensive program convincingly confirm the viability of the proposed Intensive Context-Immersive Learning Model (ICILM). Despite the fact that the entire cohort (n = 11) began at an “absolute zero” baseline, compounded by combat-related stress and cognitive rigidity, 100% of participants successfully overcame the language barrier and demonstrated measurable progress.

All participants completed the program without attrition, indicating a retention rate of 100%, which is particularly significant given the intensity of the training environment and the psycho-emotional load associated with it. The results of the external STANAG 6001 assessment further confirmed that progression was not merely subjective or motivational in nature, but reflected objectively measurable gains across all evaluated language competencies.

Overall, the findings indicate that structured immersion combined with lexical chunking and horizontal pedagogical interaction can produce rapid and stable advancement in language proficiency even under conditions of high stress and limited instructional time. (Figure 1)

STANAG 6001 EXAMINATION RESULTS BEFORE AND AFTER THE INTENSIVE TRAINING COURSE			
Participant	Military Rank	Initial STANAG 6001 Profile Listening/Reading/Speaking/Writing	Final STANAG 6001 Profile Listening/Reading/Speaking/Writing
1	Lieutenant Colonel	0000	1121
2	Captain 2nd Rank	0011	1111
3	Major	0000	1111
4	Senior Lieutenant		
5	Lieutenant	0000	0+111
6	Junior Lieutenant	1000	0+110+
7	Chief Petty Officer	0001	10+10+
8	Chief Petty Officer	0000	0+10+1
9	Petty Officer First Class	0000	1111
10	Master Chief Petty Officer	1100+	1111
11	Staff Sergeant	00+00	0+10+1

Note: The symbol “0+” indicates a transitional proficiency level between Level 0 (No Proficiency) and Level 1 (Survival).

Figure 1

Quantitative Results

The quantitative outcomes of the final independent assessment clustered into two distinct performance groups, each reflecting specific patterns of language acquisition among adult combatant learners.

STANAG 6001 Level 1 (Survival):

45.5% of the cohort (n = 5 servicemen) demonstrated a substantial cognitive leap. This subgroup not only internalized lexical material but also exhibited the ability to

engage in spontaneous and autonomous functioning in basic tactical and everyday communicative situations. Achievement of “Survival Level” indicates that these participants are capable of independently maintaining radio communication, requesting support, and navigating an English-speaking operational environment. This outcome provides a tangible foundation for NATO operational interoperability (Machulska-Maziarczyk, 2022; Monaghan, 2012).

STANAG 6001 Level 0+ (Memorized Proficiency):

The remaining 54.5% of the group (n = 6 servicemen) demonstrated a stable transitional level. Although their spontaneous speech remains limited, they successfully overcame communication anxiety and showed a consistent ability to operate within memorized conceptual matrices, including standardized commands and protocol-based reporting templates. This result supports the high validity of the Lexical Chunking approach in highly specialized military contexts under conditions of severe time constraints (Bogusz, 2017; Chen, Chang, & Yang, 2021).

Overall, the distribution of results indicates a differentiated but consistently positive learning trajectory, confirming that even participants with an absolute zero baseline can achieve operationally relevant communicative competence within a compressed training cycle. (Figure 2)

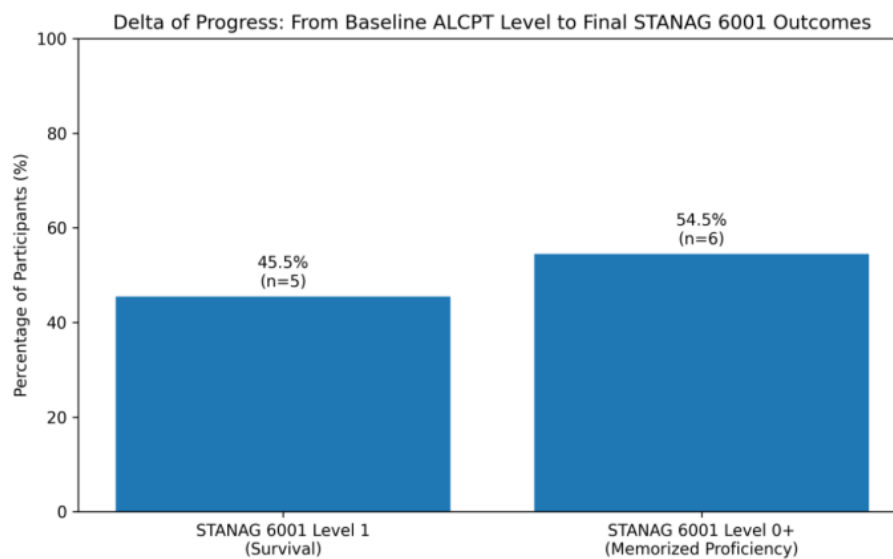


Figure 2

An additional, highly significant outcome was the learner retention indicator. A 0% attrition rate was recorded, which represents an exceptional result for intensive training programs involving adult military personnel operating under high levels of stress (Bardovi-Harlig & Burghardt, 2020).

Discussion

The successful completion of the certification examination by an external independent commission (Stansfield & Kenyon, 1992) proves that adult combatants are capable of overcoming strong first-language interference (White, 1987). However, raw statistical metrics do not reveal the internal mechanics of this success. Analysis of the learning process showed that the rejection of linear structural methodologies (Kaplan et al., 1998) in favor of context-oriented horizontal pedagogy (Finardi et al.,

2016) triggered two critical cognitive shifts (aha moments), which determined the success of the experiment.

The first breakthrough was the deconstruction of the tense–aspect system. In classical linguodidactics, grammatical tenses are presented in isolation, which causes rejection among adult learners due to a lack of perceived logic. The turning point occurred when the group was introduced to a unified conceptual matrix of tenses, in which English was presented not as a set of disconnected rules, but as a strict mathematical pattern. When the combatants understood the basic algorithms—that the structure *Be + ing* always signals process duration (regardless of whether it refers to the past, present, or perfect), that all *have + V3* constructions are exclusively focused on result, that *do + V/V2* constructions fix a concrete fact with an exact time marker, and that Future markers serve for prediction—their cognitive anxiety disappeared. The language began to be perceived as a logical, living system (Grafeeva, 2020). This structural insight enabled them to abandon attempts at literal word-for-word translation from Ukrainian into English.

The second accelerating factor was the optimization of lexical load. Traditional courses require memorization of extensive lists of academic verbs. In our model, we shifted the focus toward the intuitive use of basic phrasal verbs. Participants realized that the vast majority of complex actions can be expressed through a combination of a simple verb (*get, put, take, go*) and a preposition. This radically reduced cognitive load and enabled them to “instinctively” generate speech. The only exceptions were specific verbs in cases where differences in the linguistic worldview (Ukrainian and English) required targeted memorization due to the absence of direct equivalents. This approach to vocabulary fully correlates with the principles of minimizing the “affective filter” (Krashen, 1989): when the volume of mandatory memorization decreases, cognitive resources are released for spontaneous communication.

Taken together, these factors transformed the participants’ attitude toward the learning process. Once learners recognized underlying patterns and understood that language can be “constructed” from matrices rather than simply memorized, an autonomous learning mechanism was activated. On their own initiative, they began using mobile applications (Duolingo, ALCPT) and supplementary materials (Abd Rahman et al., 2022; Maiier & Yukhymenko, 2022). Learning English shifted from a compulsory command-driven directive to a conscious personal challenge.

Research Limitations

When interpreting the results of this quasi-experiment, a number of methodological and exogenous limitations must be taken into account. First, the small sample size ($n = 11$) and the absence of a control group, which is typical for studies conducted in active military settings under direct command orders (Arksey & O’Malley, 2005), limit the possibility of broad statistical generalization of the findings.

Second, a critical factor affecting the internal validity of the experiment was the instability of the physical learning environment (Di Biase, 2017). The study location (Odesa) resulted in regular interruptions of classroom activities due to air-raid alerts. The dynamics of the learning process were directly dictated by the nature

of existential threat. In cases of ballistic weapon attacks, cognitive activity was completely suspended, as all participant resources were redirected toward basic survival.

However, in situations involving prolonged alerts (drone attacks such as “Shahed,” missile carrier launches, or reconnaissance drone activity), a unique intra-group synergy emerged. The presence of a domain expert within the sample (an air defense major) allowed the group to rapidly verify the direction of the threat (including whether strikes were directed at a specific district or a neighboring city). This expert assessment functioned as a powerful anxiety-reduction mechanism, enabling both instructor and participants to continue instruction in a relatively calm state within shelter conditions.

Nevertheless, the primary didactic challenge remained the loss of cognitive focus. Physical relocation disrupted concentration, and restoring the group’s attention to complex linguistic tasks after interruptions required exceptional facilitation skills from the instructor. This persistent existential threat factor renders the proposed model difficult to reproduce in peaceful academic environments.

Recommendations

Based on the empirical data obtained, we propose two strategic directions for the modernization of military linguodidactics within the STANAG 6001 framework:

Transformation of teacher training programs (Teacher Training in Crisis Environments): As our study shows, the success of emergency training for combatants depends not so much on the instructor’s purely linguistic qualification, but rather on their andragogical and psychological flexibility (Juhary, 2015; Petrivna, 2022). It is recommended to develop specialized training programs for instructors working with military personnel. These modules should include:

Methods of horizontal pedagogy and partner-based facilitation.

Algorithms for maintaining attention focus during abrupt changes of location (for example, evacuation to shelters during air-raid alerts).

Strategies for bypassing the “affective filter” (Krashen, 1989) when working with learners experiencing high levels of occupational or combat stress.

Revision of core teaching materials under Lexical Chunking: The use of outdated structural systems (such as classical editions of the American Language Course) in conditions of extreme intensive training often leads to cognitive overload (Siegel, Vance, & Nilsson, 2025). The scientific and methodological community should focus on developing new instructional materials for Zero-Beginner level learners based on different principles:

Inductive grammar: a shift from memorizing rules to deriving patterns from context (Chen, Chang, & Yang, 2021).

Lexical matrices: integration of military terminology and functional phrasal verbs alongside a basic phonetic course, minimizing the need for mechanical memorization of isolated lexical items.

Conclusions

The conducted quasi-experiment allows for an evidence-based reconsideration of established dogmas in military pedagogy. Traditionally, it is assumed that a directive, hierarchical approach is the most effective in working with personnel.

Delivering instructional content in the form of an “order” appears to be the most logical operational strategy under time constraints. However, our study demonstrates the opposite relationship: the higher the initial level of combat and occupational stress among service members, the more detrimental an authoritarian tone becomes for their cognitive processes.

The foundation of emergency acquisition of STANAG 6001 standards for absolute beginners is an extremely flexible, humanistic approach. When the instructor abandons the role of a strict mentor in favor of a partner in overcoming difficulties, a critical shift in perception occurs. The demonstration of logical patterns (for example, the universality of tense–aspect matrices) reduces learners’ fear of a foreign linguistic system. English ceases to be perceived as a hostile algorithmic structure requiring rote memorization and instead becomes a functional tool that tolerates minor structural inaccuracies in favor of successful completion of tactical tasks.

It is precisely this psychological transformation, supported by the ICILM methodology, that enabled the cohort of combatants to fully avoid attrition and successfully achieve STANAG Level 1 and Level 0+ within four months. Successful operational interoperability is built not only on updating textbooks but also on a deep understanding of andragogy in real crisis conditions.

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