



Incorporating 'Military Flavour' into STANAG 6001 Tests

Tamara Kramarić Maras & Kristina Serdoz

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Agenda

- why this topic?
- the Croatian experience
- test-taker feedback
- international survey
- working towards some guidelines?



- „(...) two aspects of LSP testing that may be said to distinguish it from more general purpose language testing: authenticity of task and the interaction between language knowledge and specific purpose content knowledge.”

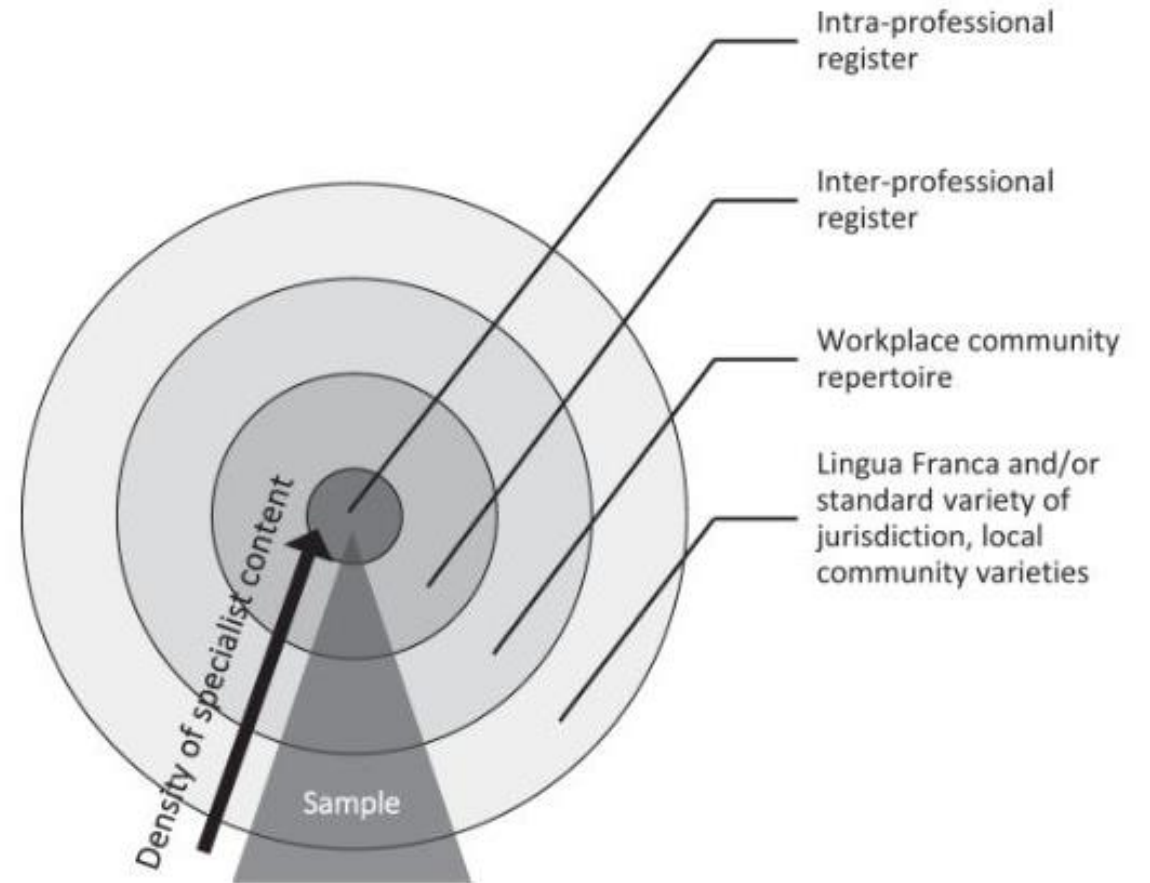
Douglas, D. (2000). *Assessing Languages for Specific Purposes*. Cambridge University Press.

STANAG 6001

- *„routine job-related topics”*
- *„routine work matters,”*
- *„professional topics”*
- *„special fields of competence”*
- *„professional field”*
- *„job procedures”*
- *„particular interests and special fields of competence”*

Levels of Specificity

- “ME can be characterized as the combination of general proficiency as outlined by STANAG and specific terminology and phraseology detailed within each branch of service or task” (Siegel et al., 2024.)
- Military flavour ≠ Military English



Knoch, U., & Macqueen, S. (2019). *Assessing English for professional purposes* (1st ed.). Routledge.

Example 1 of HRVN STANAG 6001

Level 2 Reading Task

TEXT 1 – SHEEP ON A MILITARY BASE

Travis Air Force Base in California released around 1,000 sheep earlier this month to help stop non-native plants from growing at the installation and destroying the local ecosystem.

The sheep are reportedly getting rid of the base's overgrown weeds and eliminating the need for herbicides or machinery.

The base began its grazing program in the Castle Terrace area in 2018 with around 300 sheep and a dozen goats. The base has tripled the number of sheep since then, part of its broader efforts to protect local wildlife and stop wildfires before they begin.

Non-native plants growing around the base previously created extra maintenance work for service members. They also put endangered local species like the California tiger salamander at greater risk of losing their habitat.

"This grazing method saves time and money, reduces fire hazards and protects the environment," according to Travis public affairs.

1. According to the text, the sheep...

- a) are decreasing in numbers.
- b) are endangering local animal species.
- c) help minimize maintenance work.
- d) prefer non-native plants to the local ones.

Example 2 of HRVN STANAG 6001 Level 2 Reading Task

Which text talks about...

- A ~~an international crisis response readiness exercise~~
- B a series of varied pre-deployment exercises
- C a multinational tactical exercise
- D an unusual expedition with multiple purposes
- E an international cooperation in studying past tactics
- F a demanding training course abroad
- G a series of multinational readiness exercises

| | |
|---|--|
| 0. <u>A</u> | 14. _____ |
| British Army officers took part in the first major readiness demo of Nato's new headquarters in Ulm, Germany. Six personnel joined 60 international counterparts from across the alliance at a logistical exercise hosted by the Joint Support and Enabling Command. The rehearsal of concept drill focused on the movement of units around Europe during a crisis and was the first opportunity for the formation to demonstrate its expertise in reinforcement and sustainment. | HMS Forth sailed to the remote outpost as part of the UK's commitment to monitor protected waters to deter illegal fishing. On board were members of 11 Explosive Ordnance Disposal and Search Regiment, who were tasked with removing recently discovered Second World War-era bombs. They were assisted by troops from Support Company, 1st Battalion, who took the opportunity to retrace part of Sir Ernest Shackleton's famous 1916 escape route after the loss of his ship, Endurance. |
| 15. _____ | 16. _____ |
| British troops formed up with multinational allies as they headed for Italy to learn more about how young leaders led from the front in the Second World War. Some 33 soldiers from Nato's HQ Allied Rapid Reaction Corps were joined by eight colleagues from other countries, to study the 1943 Allied invasion of Sicily. SSgt Tony Canavan explained that "success in Sicily | A second wave of troops from The Queen's Dragoon Guards have been carrying out final preparations for a demanding deployment to West Africa. The soldiers faced a test of skills and drills needed to lead a third long-range reconnaissance task group in Mali during their mission rehearsal exercise. Serials at the Stanford Training Area in Norfolk, UK, ranged from responding to reports of |

READING SPECS S

| TASK NO. | TITLE | TASK TYPE | ITEMS | SUB-SKILL | WORD COUNT |
|------------|---------------------------------|-----------|-------|-----------|------------|
| 1. MCQ | Illegal migrants | MCQ | 1 | SI | 143/183 |
| | Sheep on a mil. base | MCQ | 1 | SI | 144/178 |
| | Stolen artefacts | MCQ | 1 | MI | 154/189 |
| | Escape across the border | MCQ | 1 | MI | 157/190 |
| | Household Cavalry Regiment | MCQ | 1 | SI | 161/200 |
| 2. SAQ SET | Prisoner exchange | SAQ | 4 | SI | 261/308 |
| | A Roman sculpture | SAQ | 4 | SI | 295/359 |
| 3. MM | SITREP 2 | MM | 5 | MI | 423/494 |
| L2 | | | 18 | | |
| 4. MCQ SET | Extinction of trees | MCQ | 1 | MI | 181/226 |
| | Future of National Guard | MCQ | 1 | INF | 214/267 |
| | New bill on free speech- ANCHOR | MCQ | 1 | MI/INF | 269/330 |
| | US vs. China- ANCHOR | MCQ | 1 | | 310/ |
| 5. SUMM | Gun control in the US | SUMM | 3 | MI/INF | 391/466 |
| | Suisse secrets | SUMM | 3 | MI | 477/592 |
| 6.. MM | Unmanned casualty evacuation | MM | 5 | MI/INF | 536/655 |
| 7. | Riots | MCQ | 3 | MI/Inf | 422/537 |
| L3 | | | 19 | | |

Select ONE of the topics below.

Write an essay in which you will present your opinion and your arguments to an educated reader with no specialist knowledge of the topic.

You should write 350-500 words.

Remember!

You will be judged on the content, organization, logical development and complexity of your essay as well as the richness and precision of vocabulary and grammar, spelling and the suitability for the intended reader.

TOPIC 1

NUCLEAR DETERRENCE AND GLOBAL PEACE

Nuclear deterrence has long been upheld as a powerful strategy to prevent large-scale conflicts between nations. Advocates claim that maintaining nuclear capabilities promotes global stability by discouraging adversaries from initiating hostilities. However, critics warn that nuclear weapons pose immense risks potentially leading to catastrophic humanitarian consequences. Moreover, some argue that pursuing nuclear deterrence fuels arms races and diverts resources from social priorities.

In your essay, discuss whether nuclear deterrence is essential for maintaining global peace or whether disarmament and diplomatic efforts offer better alternatives. Express your opinion and support it with arguments.

TOPIC 2

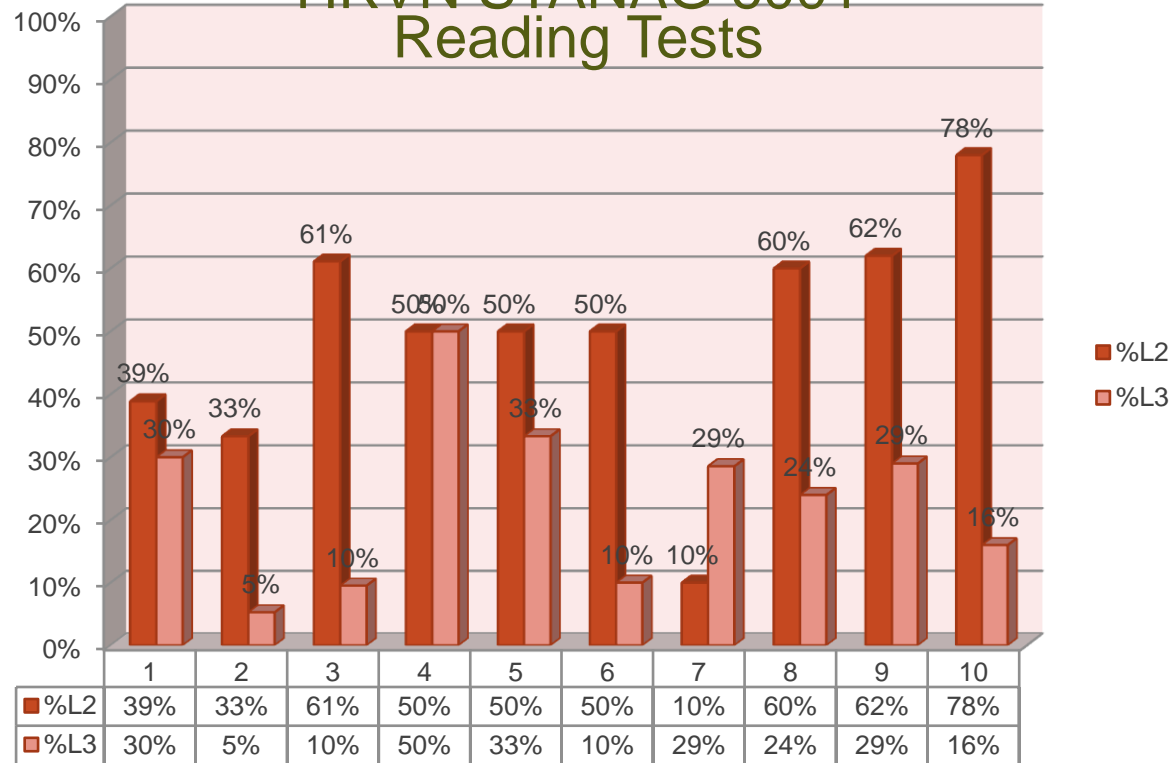
GLOBAL TRADE AND DOMESTIC INDUSTRIES

Global trade plays a crucial role in shaping national economies, offering opportunities for economic growth, innovation, and access to international markets. Proponents argue that free trade encourages competition, leading to improved products, lower prices, and increased consumer choice. However, critics caution that unregulated global trade may

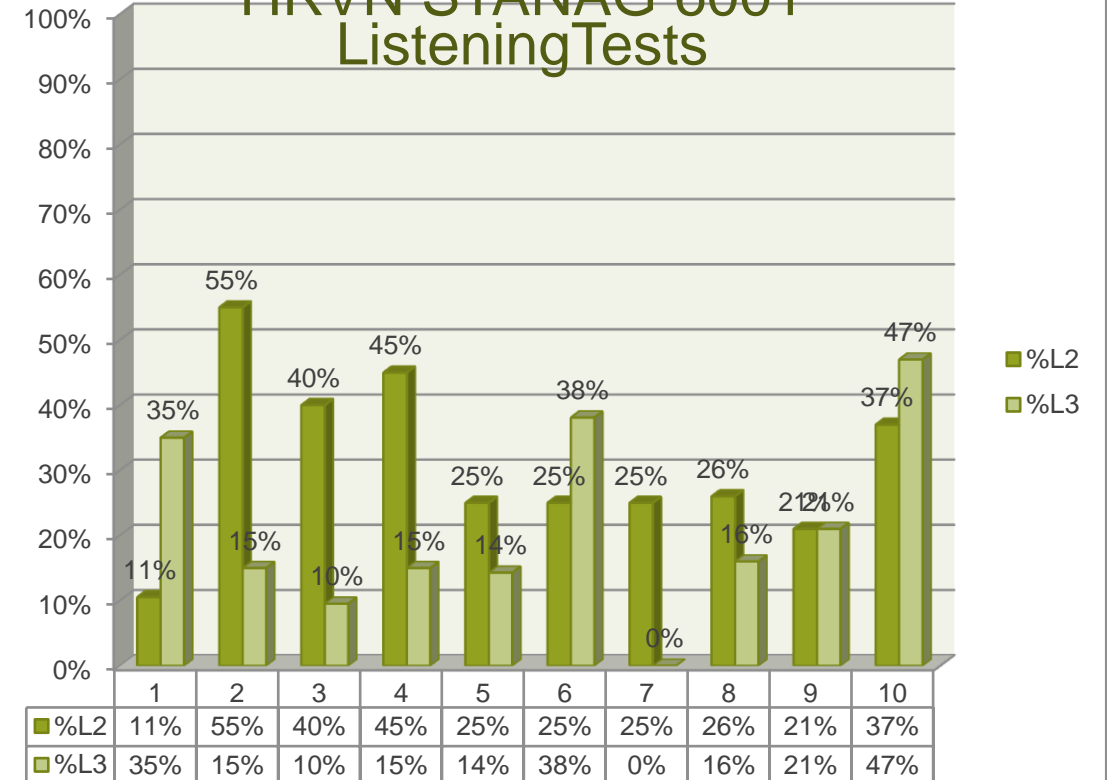
Military Content in HRVN STANAG 6001

Reading and Listening Tests

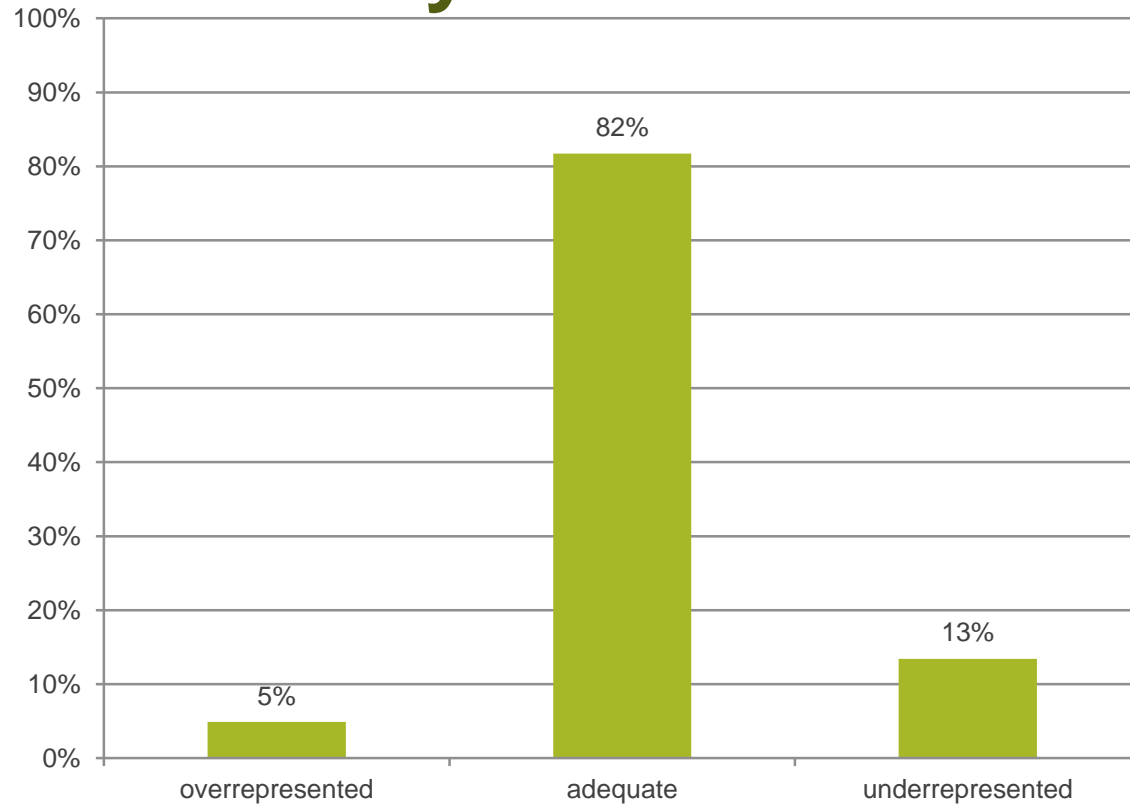
HRVN STANAG 6001
Reading Tests



HRVN STANAG 6001
Listening Tests



Test-Takers' Feedback on Military Content in Tests

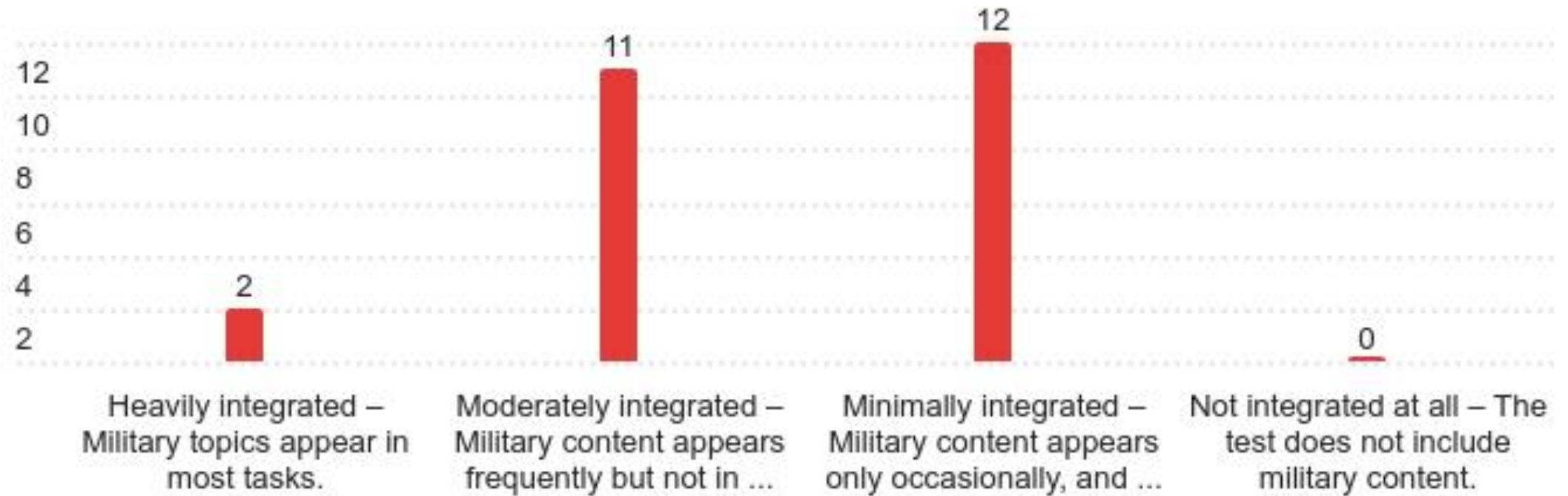


International Survey Results



Integrating Military Content into Tests

Q4 - 4. To what extent does your STANAG 6001 test include military-related content?

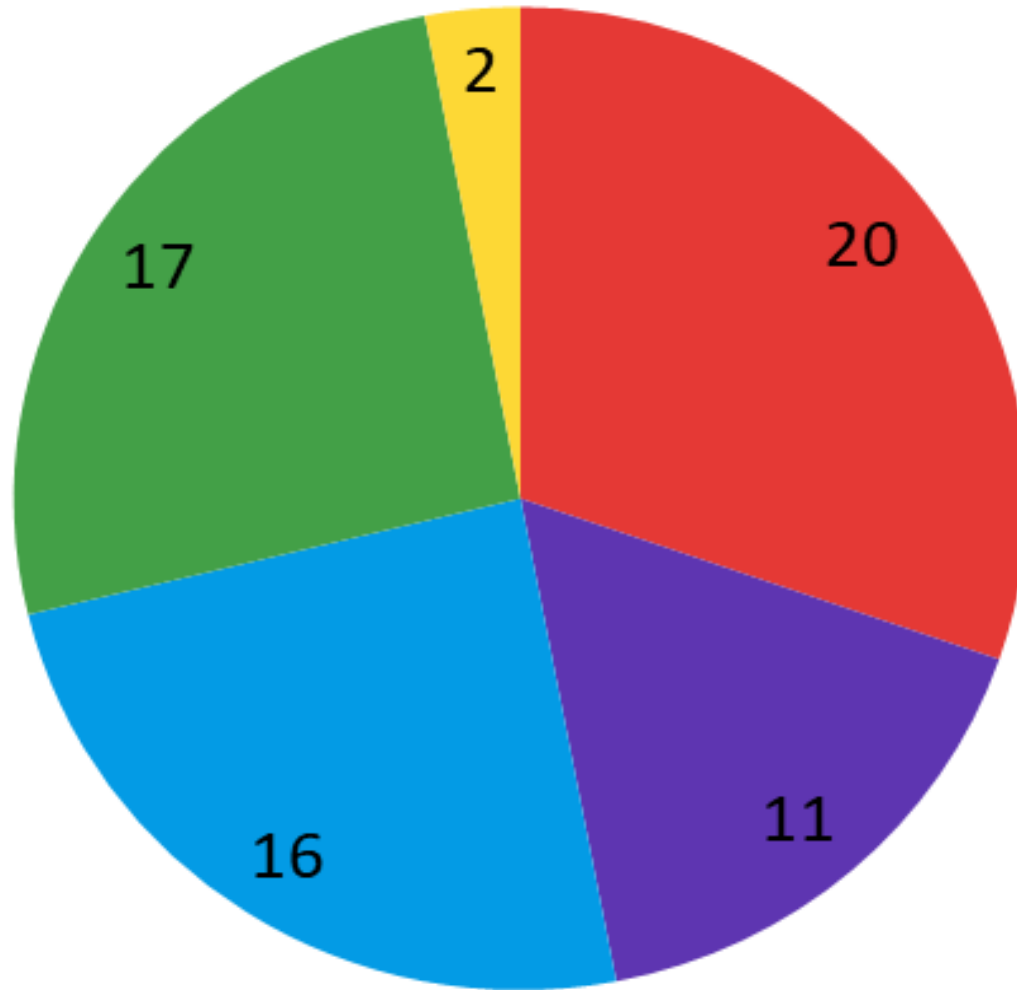


Perceived Relevance

Q8 - 8. How important do you think it is to include military content in STANAG 6001 tests?



Advantages



- Enhances authenticity and relevance for military personnel
- Aligns with military training and professional development
- Increases motivation and engagement for military learners
- Helps distinguish STANAG 6001 from general-purpose language tests
- Other (please specify):

Drawbacks



- Discriminates against non-military candidates
- Potential sensitivity concerns in certain military-related topics
- Makes test development more complex
- Does not align with STANAG 6001 descriptors at all levels
- Other (please specify):

Summary of Respondents' Suggestions for Best Practices

DO

Use general military content rather than highly specialized texts.
"STANAG 6001 test should keep general military content better than specialized one. "

Balance general and military content by level
"There should be a balance between general and military related content."

Use materials accessible to both military and civilians working with MoD.
"Try to find things that are available to both military and civilians working with the MoD."

Align with STANAG descriptors
"Always align the text type and characteristics to the descriptors..."

Use authentic material—but responsibly
"Ensure authentic materials do not breach confidentiality."

Collaborate with SMEs
"Use military subject-matter experts... relevant to all services."

Inform test takers about format and construct
"Make efforts to inform test-takers about the test construct and format."

DON'T

Don't assume shared knowledge or experience
"So as not disadvantage test takers... if they are civilian."

Don't over-specialise or overload with acronyms
"Don't use texts that are too specialized. Do not use too many acronyms."

Do not let domain content override the language construct
"Tactical and operational English should be addressed in specific training courses."

Sources:

- **de Silva Joyce, H., & Thomson, E. A. (Eds.). (2015).** *Language in uniform: Language analysis and training for defence and policing purposes*. Cambridge Scholars Publishing.
- **Douglas, D. (2000).** *Assessing languages for specific purposes*. Cambridge University Press.
- **Skilleås, H. K., & Grande, B. (2024).** Language lessons learned? NATO requirements and Norwegian officer cadets. *Scandinavian Journal of Military Studies*, 7(1), 1–12.
- **Knoch, U., & Macqueen, S. (2019).** *Assessing English for professional purposes* (1st ed.). Routledge.
- **Siegel, A., Vance, M., & Nilsson, D. (2024).** *Military English language education: A scoping review of 30 years of research*.

Thank you for your attention!

