

MULTINATIONAL MILITARY OPERATIONS: THE ROLE OF ENGLISH LANGUAGE IN GLOBAL COORDINATION

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Abstract: *This article explores the role of English language in global military education and studies its importance in international military exercises and operations, as well as focusing on the development of English Language as a global military lingua franca. Parallel to the rise of English language as an essential instrument influencing the success in international relations, and by the foundation of NATO, English language has also become a major factor affecting the cooperation in military operations all over the world. Among other factors, the requirement of a certain STANAG 6001 level for occupying a series of positions in international military units and not only, suggests that multinational command structures are deadily in need of robust civil-military relations and integracy. Moreover, mastering English language has become indispensable for military personnel since they are supposed to operate as part of joint organizational structures.*

Keywords: Military, English, military operations, education, communication.

1. English as the global lingua franca

The relation and achievement of successful communication methods have become one of the greatest concerns of mankind not only in the current globalized world, but over the centuries too. While several attempts can be made to bind the peoples of the world in a realistic way, a Polish scientist carried out one of the most renowned work. In 1887, Polish scientist Ludovic Zamenhof invented an artificial language called Esperanto in order to give the people of the world a common language that is free and easy to understand. Although Esperanto had many speakers and supporters until the 1970s, it wasn't a world language commonly used. In addition, since the early 17th century, English as the world's lingua franca has become a global language [1].

The present and most likely possible military scenarios are obviously complex: the military scene was slowly implemented by peacekeeping, peacekeeping, and humanitarian operations beyond the conventional war.

Yet peace has proven to be tougher than war winning and needs the introduction of full spectrum operations. English may contribute to the required interconnections between individuals and organisations, nationally, internationally, locally and globally, as a lingua franca of military communication.

The studies that have thoroughly analyzed the role of the english language as a source of problems and obstacles in adaptable language are important for an understanding of the

role of the English as a foreign language,[2] mainly because of the gaps between natural and doctrinal languages, technical ability or basic competences and, in part, in coalitions. The strategic attempt to reach local people, mostly mediated by intercultural interactions, is even more complex and challengefull. The issue brings to the fore the close interrelation of the linguistic and intercultural competences, especially significant for the military.

In this way, the ability of the mother tongue speaker will no longer be relevant as a guide or as a gold standard to be attained. In this sense a mother tongue speaker's abilities are no longer relevant as a guide to emulate.

Although the most popular language used for science, technical, academic and foreign knowledge communicating in English can not be denied, and it is obvious that English is a lingua franca world, the emphasis of this paper shall be on the role of English within the army. The paper will also discuss systematically the cultural dimensions of language teaching for global citizens and have some repercussions for teachers of foreign languages.

2. English as a global language in multinational structures

➤ In tandem with the evolution of English as a key resource for effective global trade, the establishment of NATO and the growth of English-speaking capabilities has made English an significant factor in the success of military operations around the world. Local challenges require regional solutions in this global community. Multinational operations are conducted in the coalition or alliance system by the armies of two or more nations. The following are some of the features that demonstrate the current war[4]:

- An integrated battlefield;
- Joint operations led by commanders with a shared responsibility across the entire command chain;
- Employment and integration of long range, precise and lethal weapons,;
- Decision-making cycle down to minutes;
- General deployment of troops;
- Use of large networks with distributed information.

It is a real challenge to fight the enemy in such a vast battlefield packed with troops deployed on continents, multinational soldiers commanded by commanders from various cultures. Throughout this way, English has emerged as a widely used language to facilitate contact between multinational soldiers living and fighting together to make the world a better place for future generations.

The fact that international command structures require good civil and military ties, intergovernmental cooperation and collaboration of non-governmental organizations has also contributed to the emergence of English as the global lingua franca. STANAG 6001, which is designed to fulfill some interoperability criteria, also supports the need to improve international ties between armies around the world. Therefore, the synergistic application of all national and international power instruments is a concerted operation, including activity of non-military and military organizations. This definition extends to all control stages. In a global climate, the united action synchronizes and incorporates the regional operations in an attempt to bring about the unit of effort in the operational area.

Less than 20 official languages have been used by the European Union. Some critics ask with annual cost of translation of 1.3 billion dollars if multilingualism is overburdening the institutions of the European Union. The position of the English in ensuring that military, government and non-governmental unit coordinated international activities take place at fair costs is therefore very simple. Therefore, NATO's use of English eliminates such costs by saving billions of dollars which are not spent on translating messages.

3. Intercultural competence in the military field

For such a rapidly rising environment, a complex battlefield from an agricultural and monolingual basis is complex to function effectively. General Dwight D. Eisenhower declared after the Second World War that "mutual confidence" is a "key element to make the Allied controls work." In order to ensure the progress and cohesion of activities, the Leaders of the international working groups must take into consideration the following elements. To this end, a mastery of a common language spoken by any multinational force member is definitely important.

- **Respect.** In the assigning of tasks, the commander must take into account that a nation that contributes to its combat capacity to have the same national honor and reputation. In order to be successful in communication, awareness, consideration and acceptance of partners ideas such as respect for culture, faith, traditions, history and values of each partner is necessary.

- **Rapport.** Commanders and employees in partner countries should develop a partnership with their counterparts. It needs direct and personal connections that can only be established. Good ties among leaders will enhance coordination between their staff and subordinate commanders and the whole effort unit.

- **Knowledge of partners.** Every multinational force member should be recognized by commanders and their staff. A lot of time and effort is required to understand each partner's ideology, capabilities, strategic goals, community, faith, behavior, history and values. A lot of time and effort is needed to learn from the adversary. It will ensure that multinational force partners integrate successfully into the operation and will strengthen the coalition forces' synergistic impact.

- **Patience.** Strong relationships need to be built with time and care. Researching a trustworthy and mutually beneficial partnership with international partners calls for unwavering and balanced patience. Alliances are easier to achieve, but in terms of future coalition partners, this is equally essential[5].

Since relationship building and partners' understanding are necessary for a war, cross-skills are an important aspect of language learning for militants. Therefore, English language learners need to also be supported as part of their education to develop intercultural skills: responsiveness to other cultural norms and capacity for adaptation and proper functioning while communicating with people from another culture[6].

English as a lingua franca is largely a culture-free language in that, obviously, it reflects the culture of its speakers, and therefore can serve as a medium for a wide variety of cultures[7]. Spoken as a second-language speaker in many regions of Africa and Asia, English, spoken in Europe, North America and Australia, introduced ease to global communications. As a global lingua franca, the English language should be an integral topic to be learned in both civil and military curriculum, putting a significant role in building the global community and creating global citizenship.

4. English language in military education institutions

Mastering English has become a requirement for modern age global military people, because they are required to operate in the sense of collaborative organizational frameworks integrating air, ground, sea, space and special operations. Foreign language teachers from military education institutions therefore need to follow content addressing global problems, based on intercultural comparisons in order for students to improve their intercultural skills, and to train communication students in skills which are necessary for successful dialog.

The task of teachers to memorize and promote the wheel, strong grammar instruction and informative vocabular are emphasized by conventional methods used by teachers.[8] Conventional methods of teaching do not make students the key participants in the education

process and do not also improve their language skills. Today, several teachers concentrate on the provision of language information while ignoring the production of language skills for students. It is a mere representation of the learning paradigm that suggests that learning is performed through checking and error, repeating and reinforcing the behaviour. AN appropriate curricular project therefore focuses on exercise and practice, immediate and widespread reviews, as well as a variety of specific goals.

Sadly, many ELT programs were focused on the instructor, exercise-based and prevented students from engaging fully in the learning process until the 1970s. Education has therefore been known for years as knowledge transfer and the role of the teacher is to tell the students from basic to advanced level facts, and then for those students to verify whether they have mastered the facts to be addressed and if they can replicate what the teacher said, they obtain a top-level qualification.

Teachers will change their views on language and language teaching and use a more student-centered approach. No more than one third of the class is expected to talk to the teachers. The language introductions should be authentic, interesting and realistic. To build a better learning environment and improve teaching tools, teachers are encouraged to use modern teaching technology[9].

The transformation of students into individual personalities contributed to the belief that the best methodology or strategy for teaching a foreign language should be sought, creating one's own specific person in the educational setting in which learners' needs should be met. The variations between students variables such as age, gender, mother tongue, education, etc. have been widely recognized. Due to the understanding of the students ' various requirements, individual styles of learning, different educational facilities, student preferences, educational circumstances etc. many researchers are dedicated to a particular area in ELT; curriculum design. The fact that no particular teaching method is in line with all of the goals of a certain course means that specialists agree with the educational goals of the learning environment.

English professors from military academies who strive to meet the increasing demand for English skills development should seriously take the problem of curriculum design and aim at uniting both content awareness and language teaching in order to ensure that language education is successful.

5. Conclusion

The growth of English as lingua franca leads to a shift in the definition of English as a different and more readable language than a native form, to a shift in educational goals that are oriented towards intercultural competence and to a change in the material and nature of the tests, both for the language and the content. Only commanders with good communication ability and intercultural expertise can carry out international operations in an interconnected field through the global deployment of troops by learning a world-familiar language.

An effective language training program should be designed to better prepare and equip potential Romanian Armed Forces officers to develop communicative skills that will help them to avoid fatal communication errors in multinational operations, to communicate effectively with the local community and, finally, to adequately represent the military institution in the international arena. To this end, focus should be put on efficient communication, the development of versatile skills, familiarity with native and non-native accents, different rules and standards, rather than conventional pressure for consistency and adequacy of the lexicon. This accent is to be drawn from the idealized, even egalitarian, monolithic picture of the native speaker's languages and cultures, who can not regain the status of the English language as lingua franca and thus represent the political, social and linguistic transformations of the international order.

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