TEACHING ENGLISH FOR SPECIFIC PURPOSES TO MASTER'S STUDENTS IN NATIONAL SECURITY: A MULTIMEDIA APPROACH

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Abstract

This study examines the methodological features of teaching English for Specific Purposes (ESP) to Master's students in national security through a multimedia approach. It identifies the professional, cognitive, communicative, and socio-psychological competences relevant to this context and analyzes the pedagogical potential of authentic materials, project-based learning, web-quests, and web-cases. The study employs a conceptual and methodological design based on content and contextual analysis of ESP-related educational requirements and relevant literature, together with comparative analysis, classification, systematization, and generalization of pedagogical practices. The analysis indicates that a multimedia approach can support the integration of language learning with professionally oriented national security tasks, particularly when authentic materials and scenario-based project activities are used. Project-based learning and web-quests provide structured opportunities for professional communication and analytical work, whereas web-cases are identified as a promising method requiring further implementation and evaluation in this educational context. The multimedia approach offers a coherent framework for combining ESP objectives with professionally relevant content, interactive learning, and guided self-study. Its effectiveness, however, depends on appropriate methodological support, access to suitable digital resources, and further empirical evaluation.

Key words: English for Specific Purposes, multimedia approach, authentic materials, professional competences, project-based learning, web-quest, web-case, national security education.

Introduction

Contemporary international security cooperation requires military and national security professionals to communicate effectively across institutional and national boundaries. English-language competence is therefore relevant to operational planning, training, professional interaction, and cooperation with foreign military and diplomatic personnel. In this context, English for Specific Purposes (ESP) should not be treated as general language instruction with specialized vocabulary added to it. Rather, it requires the integration of language learning with professional discourse, authentic tasks, and the communicative situations that learners are likely to encounter in their future work. Such training involves command of field-specific terminology, listening and reading comprehension, accurate professional writing, and the ability to communicate clearly in professional settings.

For military and national security professionals, foreign-language competence is particularly important in interactions with foreign military personnel during operational planning and training and in communication with diplomatic services (Miller & Crowther, 2020). Multimedia technologies may broaden the range of authentic materials and interactive activities available for ESP instruction

and support more flexible and learner-centered forms of teaching when digital resources are appropriately integrated with pedagogical objectives (Karpova, 2017a; Li, 2017; Thomas et al., 2012). However, the pedagogical value of multimedia depends not simply on the presence of digital tools but on how these tools are aligned with professional learning objectives. The research problem addressed in this study is therefore the need for a coherent methodological framework that connects multimedia-supported ESP instruction with the professional communicative and analytical requirements of Master's students in national security. The purpose of the study is to identify the relevant competences and to analyze how authentic materials, project-based learning, web-quests, and web-cases can be incorporated into such a framework. The study contributes by systematizing these elements for the specific context of national security education and by distinguishing established pedagogical practices from methods that still require further empirical evaluation.

Literature Review

Research on multimedia-supported ESP and technology-assisted language learning has addressed several aspects relevant to the present study. Alqahtani (2017) and Miller and Crowther (2020) draw attention to foreign-language learning in military educational settings, while Hashim et al. (2020) discuss English-language proficiency among military cadets. In the broader ESP context, Karpova (2017a, 2017b) examines the multimedia approach and the use of web-cases, whereas Li (2017) considers the integration of multimedia information technology into English teaching. These studies support the view that digital tools can expand instructional formats, but they also indicate that technology must be integrated into a pedagogically structured learning process rather than treated as an end in itself.

More recent research has further developed this technology-enhanced perspective in ESP education. Dimulescu and Nechifor (2021) examine the integration of ESP with computer-assisted language learning through context-specific digital tasks, while Ošmjanski (2022) identifies computer-mediated practices that can support ESP instruction. Gurevych et al. (2022) demonstrate the relevance of electronic learning resources to autonomous ESP learning, and Hsiao et al. (2023) provide empirical evidence on the use of technology-supported instructional formats in an ESP course. Together, these studies indicate a continuing shift toward the pedagogically structured integration of digital resources, learner autonomy, and interactive activities in ESP instruction.

Recent research has also examined online project-based learning in ESP, highlighting the importance of teacher performance and technological resources in the relationship between project-based instruction and learning outcomes (Habibi et al., 2022).

Karpova (2017a) identifies components and methods associated with the multimedia approach to Business English and discusses its role in organizing learners' independent work. Karpova (2017b) further examines the web-case as a technology-supported format for professionally oriented language learning. These contributions are relevant to national security education because they provide methodological models for connecting digital resources with problem-based and professionally contextualized tasks. Nevertheless, their findings arise from educational contexts that differ from the specific communicative and analytical requirements of national security training.

Authentic media also have potential for developing intercultural and professional communication, while recent ESP research has increasingly examined the use of digital authentic materials and the conditions affecting their pedagogical implementation (Jannah et al., 2025). Kopylovskaya and Ivanova (2014) examine the use of global news programmes for fostering intercultural competence, while Thomas et al. (2012) provide a broader account of computer-assisted language learning. Semeniako (2018) applies a multimedia approach to Military Diplomatic English, offering a context that is directly relevant to professionally oriented military language

instruction. Taken together, these studies provide a methodological basis for multimedia-supported ESP but do not, within the literature considered here, offer an integrated framework specifically focused on Master's-level national security education.

Accordingly, the research gap addressed in this article concerns the adaptation and systematization of multimedia-supported ESP methods for the professional tasks of Master's students in national security. The present study does not attempt to establish the causal effectiveness of multimedia instruction through an experimental design. Instead, it develops a conceptual and methodological framework based on the analysis of relevant literature, educational requirements, and pedagogical practice. Particular attention is given to authentic materials, project-based learning, web-quests, and the prospective use of web-cases.

Materials and methods

This study uses a conceptual and methodological research design. Its purpose is to analyze the characteristics of ESP teaching for Master's students in national security and to systematize the pedagogical role of multimedia-supported methods within this context. The study focuses on authentic materials, project-based learning, web-quests, and web-cases as instructional formats that can connect language learning with professionally relevant communicative and analytical tasks.

The literature was selected thematically according to its relevance to the principal components of the proposed framework: ESP teaching, foreign-language education in military settings, multimedia- and technology-supported language learning, authentic materials, project-based learning, web-quests, and web-cases. Priority was given to studies that could inform the methodological adaptation of these approaches to professionally oriented language training. The literature analysis was therefore selective and conceptually oriented rather than systematic.

The methodological framework includes the following methods:

content and contextual analysis of ESP-related educational requirements, professional communication tasks, and the literature included in the study;

comparative analysis, classification, abstraction, induction, and deduction to distinguish the functions and limitations of different instructional methods;

systematization and generalization to relate multimedia tools and professionally oriented learning activities to the competences required in national security education;

analysis of pedagogical practice, including multimedia-supported cases, simulations, and project tasks used or considered for ESP instruction at the Military Academy. These examples are used illustratively and methodologically; they are not treated as an experimental dataset. Consequently, the study does not make causal claims about learning gains or statistical effectiveness. Its findings should be interpreted as conceptual and practice-based propositions that require further empirical validation.

Results

A key distinction between General English and ESP lies in their learning objectives: ESP instruction is designed around the specific communicative and professional needs of a particular group of learners. ESP focuses primarily on the use of language in specific professional and academic contexts rather than on the isolated teaching of grammar and linguistic structures; its content is determined by learners' specific communicative and professional needs. English is not taught as a standalone subject; rather, it is integrated into a topic relevant to the learners. While the teaching and learning of general English rely on a comprehensive approach – encompassing listening, reading, writing, and speaking skills – ESP is driven by needs analysis that determines which language skills are most essential for the learners. Thus, in the author's view, ESP teaching must be characterized by flexibility of thought, the ability to set long- and short-term goals and timeframes for learning, the

creation of an engaging learning atmosphere, and the provision of support and feedback (Fiorito, 2019).

Taking into account the specific nature of ESP teaching, the following inherent to such a course characteristics should be identified:

1) authentic materials;

2) goal setting;

3) self-study.

The use of authentic materials is feasible when an ESP course is offered to intermediate and upper-intermediate level learners – particularly for self-study or research-based work involving the use of diverse resources, such as the Internet. Utilizing authentic, professionally oriented texts helps future specialists master relevant professional vocabulary and the use of specific grammatical structures in sentence construction. ESP courses do not involve studying grammatical categories as a separate curriculum topic; instead, this occurs indirectly through professionally oriented texts and tasks. By working with texts and completing related assignments, learners have the opportunity to train their visual memory and writing skills – competencies that are also crucial for professional training (Babyak et al., 2019).

Another important objective of ESP course is to transform the learner into a user of the language. For this purpose, the learner should have a certain degree of autonomy in deciding when, what, and how to study. Instructors should prepare learners for self-study by providing appropriate learning strategies, guidance, and feedback while adapting their instructional roles to learners' needs and specific learning situations. ESP teaching aims to develop a range of practical skills and competencies that subsequently form the basis of the necessary professional competencies for learners (Herasymchuk et al., 2024).

Based on the conceptual analysis and systematization of professionally oriented ESP requirements considered in this study, four interrelated groups of competences can be identified as relevant to the preparation of Master's students in national security:

1) **professional competence**, which includes a linguistic component (knowledge of the specific features and primary functions of the scientific style, as well as the structural elements of a scientific text); a speech component (the ability to adequately comprehend and produce speech in a foreign language); a discursive component (the ability to construct coherent, cohesive, and logical presentations while adhering to the conventions of the scientific style); a pragmatic component (mastery of foreign-language communication strategies, taking into account the culture of scientific discourse); a sociolinguistic component (the ability to use the foreign language authentically in various social contexts); a sociocultural component (knowledge of the characteristics of the scientific speech style in the modern foreign language); and a methodological component (mastery of teaching methods and techniques);

2) **cognitive competence** (the ability to substantiate one's own opinion in a foreign language during a discussion using appropriate linguistic means, as well as to formulate a critical assessment and demonstrate the validity of a specific fact);

3) **communicative competence** (the capacity for effective communicative interaction, entailing the appropriate use of linguistic, speech-related, and stylistic means of communication in various scientific and professional contexts);

4) **socio-psychological competence**, comprising a strategic component (the ability to compensate for a lack of linguistic and social experience) and a social component (the ability to engage in communicative interactions in various professional and scientific contexts).

Through interdisciplinary connections, ESP instruction can integrate language learning with subject-specific knowledge and enable learners to support professional communication with information relevant to their field of specialization.

In the context of this study, multimedia technologies are understood as digital tools and resources that combine different modes of presenting and processing information and can be integrated into language teaching and learning activities (Thomas et al., 2012). The integration of multimedia technologies requires instructors to adapt the organization of classroom activities and guided self-study to the characteristics of the selected digital resources and learning tasks. Multimedia technologies and teaching aids can also support differentiated instruction by providing opportunities to adapt learning materials and activities to learners' proficiency levels and educational needs.

Thus, the "multimedia approach" to ESP teaching for Master's students in national security can be understood as the integrated use of multimedia tools and resources to support professionally oriented language learning, interactive activities, and guided self-study.

The key methodological features of the multimedia approach to ESP teaching at the Military Academy are the following:

traditional teaching methods should be complemented by interactive practical and seminar activities supported by multimedia technologies and, where appropriate, online learning;

the use of multimedia technologies should be aligned with course objectives, learning outcomes, learners' proficiency levels, and the requirements of professionally oriented language training;

learning activities should incorporate interactive tasks based on multimedia resources, including educational videos, online materials, interactive exercises, simulations, and web-quests;

multimedia resources may include electronic learning materials, presentations, audio and video content, interactive exercises, and other digital resources relevant to ESP learning objectives.

The integration of multimedia technologies into the ESP teaching process at the Military Academy entails changes in instructional forms, methods, and tools. Multimedia resources can support an authentic language environment and enable learners to interact with professionally relevant information through multiple modes. Such tools cannot replace the instructor; their pedagogical value depends on task design, guidance, feedback, and alignment with learning objectives. Accordingly, multimedia learning aids should be selected and used in accordance with course objectives, appropriate teaching methods, learner needs, and current approaches to professionally oriented foreign-language instruction (Thomas et al., 2012).

The multimedia approach encompasses the entire educational process through the application of interactive teaching methods and techniques utilizing multimedia tools and products. The analysis suggests that communicative activities are particularly suitable for professionally oriented ESP instruction. Role-play and other interactive methods can provide opportunities to practice professional communication, while multimedia technologies can support the integration of language learning with interdisciplinary and professionally relevant content.

When incorporating authentic materials into the educational process, it is essential to consider the specific characteristics of their genres and types. For instance, when using such materials – whether videos, audio recordings, books, or brochures – one should carefully plan the time allocated for working with them. Since the duration of these source materials may exceed that of a single class session, instructors can select relevant segments or episodes without disrupting the logical flow and structure subsequent activities around each selected excerpt.

Each selected excerpt should constitute a coherent segment of the source material in terms of content and topic. Work with the complete authentic source material can be assigned at a later stage of instruction, as homework, or as part of research or extracurricular activities. Tasks for each excerpt should be designed according to the learning objectives, subject matter, and linguistic features of the selected material. These tasks can be organized into three stages: pre-viewing/pre-listening, while-viewing/while-listening, and post-viewing/post-listening activities.

Among the methods that can be integrated into a multimedia-supported ESP framework, project-based learning and web-quests are particularly relevant to the present study because they combine professional content, learner autonomy, information search, communication, and the production of concrete outputs. Web-cases may complement these methods, but in the context considered in this study they should be treated as a prospective instructional format requiring further implementation and evaluation rather than as an empirically validated method.

Experience with project-based learning in ESP instruction at the Military Academy provides a practice-based example of how professionally oriented language activities can be organized. Such project-based activities allow learners to work with tasks associated with educational and professional discourse relevant to future military and national security specialists and to practice communication in settings designed to approximate professional situations (Semeniako, 2018). In the present study, this experience is used as a pedagogical illustration rather than as evidence of experimentally measured learning effects.

Project work can be organized in four stages: preparatory, execution, presentation, and final evaluation.

At the preparatory stage, the instructor guides the planning of the participants' project activities by defining the topic, scope, and objective; discussing the structure; creating a work plan; assigning tasks to individuals or small groups; and determining the format of the expected final product. This stage prepares learners for the communicative and analytical work required during the project.

At the execution stage, participants collect, select, and process relevant English-language information, complete the assigned professional tasks, and prepare the project output. The instructor provides methodological and language support where necessary while preserving learners' responsibility for information search, analysis, drafting, and revision.

At the presentation stage, participants present the results of their project work.

The final stage involves discussion, analysis, and evaluation of the project process and its outcomes. The evaluation may address learners' use of relevant language material, communicative performance, the quality of the final project output, and individual participation in project activities.

The instructor's role at this stage is to provide feedback and assess learners' performance according to the established project criteria.

One example of project-based learning used in ESP classes at the Military Academy is the project "Analytical (Informational) Documents". The goal of this project is to train learners to draft key analytical and informational documents in English under tight deadlines. The tasks involve annotating and summarizing written or oral English-language information, including materials with information gaps, and formatting the resulting documents in accordance with relevant standards used by foreign countries and international organizations.

According to the project instructions, an employee of an analytical unit must use the available information, including incomplete information, to prepare the following informational and analytical documents in accordance with established templates:

a) a biographical profile of a senior state official of the selected country (e.g., President, Prime Minister, or Secretary of Defence);

b) an informational and analytical brief in English assessing the military-political situation in a selected country, region, or crisis area;

c) an informational and analytical brief in English on key measures or events in the United Kingdom, the United States, or Canada relevant to the learners' professional field;

d) a summary of developments in the military-political situation in a selected crisis region.

The instructor should emphasize that, unlike purely informational reports, informational and analytical briefs should include an assessment of possible future developments. Participants should

also take into account the time-sensitive nature of analytical work and the role of such documents in supporting decision-making.

The project can be implemented flexibly: individually, in pairs, as a whole group, or through a combination of these formats.

The pedagogical value of the project can be associated with the following factors: a) the topic relates to both the country of the target language and the country of residence; b) the formulated problem encourages participants to draw upon facts from related fields of knowledge and diverse information sources; c) all participants are involved in the work, with tasks tailored to individual language proficiency levels as needed; d) the proposed problem is engaging and significant for the participants in the context of their future professional activities. Furthermore, such problem-based tasks can provide opportunities to reinforce relevant lexical and grammatical structures while encouraging creative and analytical thinking in professionally oriented contexts.

A distinct type of project-based activity is the web-quest method – a problem-based task incorporating role-play elements that requires the use of online information resources (Karpova, 2017b). This method involves searching for and selecting relevant online information and provides opportunities for learners to engage in analytical work related to political and military topics. It can also expose learners to subject-specific vocabulary, allow them to select a research focus and independently analyze relevant issues, and provide a basis for discussing hypotheses, ideas, and findings. A web-quest can comprise four main elements: an introductory stage, which defines the problem, provides motivation, and establishes a time limit; a task stage, which provides explanations, instructions, and links to online resources; an execution stage; and an assessment stage, which may include self-assessment, written evaluation, conclusions, and feedback. Web-quest outcomes presented in the form of a presentation can be assessed through self-assessment, instructor feedback, and evaluation of the completed task.

The web-case method can be defined as a technology-supported learning environment comprising structured materials that learners use to analyze professionally relevant situations and develop problem-solving skills (Karpova, 2017b). In the context of the Military Academy, this method is being considered for future integration into ESP instruction. It is therefore presented here as a prospective methodological option rather than as a method whose effectiveness has already been established for Master's students in national security. Its potential value lies in integrating official professional sources, articles, and other electronic documents into structured analytical and communicative tasks. Future implementation should be accompanied by explicit assessment criteria and empirical evaluation of learning outcomes.

Discussion

The analysis suggests that the pedagogical value of a multimedia approach in national security ESP lies primarily in integrating language learning with professionally meaningful information, tasks, and communication. This interpretation is consistent with research addressing foreign-language learning in military educational settings (Alqahtani, 2017; Miller & Crowther, 2020) and with studies describing multimedia and computer-assisted environments as means of extending instructional resources and learner interaction (Li, 2017; Thomas et al., 2012). The present study extends this discussion by organizing these principles around the communicative and analytical tasks characteristic of national security education.

Project-based learning is particularly compatible with this framework because the project activities considered in this study involve searching for information, evaluating sources, using professional vocabulary, producing structured outputs, and presenting or discussing results. The project on analytical and informational documents illustrates how ESP activities can be linked to professional genres rather than limited to decontextualized language exercises. This practice-based

observation is consistent with Semeniako (2018), while the use of authentic materials is also consistent with the professionally oriented ESP framework developed in the present study.

At the same time, the findings should not be interpreted as evidence that every multimedia tool or interactive method automatically improves learning outcomes. The pedagogical effect depends on alignment among learning objectives, professional content, task complexity, learner proficiency, instructor guidance, and available technological resources. This distinction is particularly important for web-cases: although the method is methodologically promising and supported by work in other ESP contexts (Karpova, 2017b), its effectiveness in the specific context of Master's-level national security education remains to be evaluated empirically.

The main limitation of this study is its conceptual and practice-based design. It does not include an experimental or quasi-experimental comparison, standardized pre- and post-testing, or statistical measurement of learning gains. Consequently, the proposed framework should be regarded as a theoretically grounded and pedagogically informed model rather than a causal demonstration of effectiveness. Future research should operationalize the identified competences, establish measurable learning outcomes, compare multimedia-supported and alternative instructional formats, and examine how learner proficiency and task type influence results.

Conclusions

The study systematizes a multimedia-supported approach to ESP instruction for Master's students in national security. The analysis identifies professional, cognitive, communicative, and socio-psychological competences as relevant to this educational context and indicates how authentic materials, project-based learning, and web-quests can be aligned with professionally oriented language tasks. The proposed framework emphasizes not the use of technology itself, but the integration of digital resources with professional discourse, analytical activities, learner autonomy, and guided self-study.

Project-based activities involving analytical and informational documents provide a relevant example of this integration because they connect English-language production with information search, analysis, professional genres, and time-constrained decision-support tasks.

The study is limited by the absence of an experimental design and quantitative measurement of learning outcomes. Further research should therefore test the proposed framework with defined samples, explicit assessment instruments, pre- and post-intervention measures, and transparent criteria for evaluating language and professional competences. Such research would make it possible to determine whether and under what conditions specific components of multimedia-supported ESP instruction are associated with measurable learning outcomes.

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Competing interests

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Use of Artificial Intelligence

Artificial intelligence was used for language editing, translation, and technical verification of the manuscript.

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