

Independent English Learning for NATO STANAG SLP 2: A Grounded Theory Evaluation of the Languages for the Army Platform

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Abstract

Foreign language proficiency is vital in military contexts for communication, coordination, and operational readiness. The NATO STANAG 6001 exam objectively measures soldiers' language competence, supporting participation in multinational missions and exercises. This study examines independent English learning for STANAG SLP 2 certification using the Languages for the Army platform at the University of Defence. Employing grounded theory, data from second-year students who initially failed the exam were analysed through open, axial, and selective coding. Participants valued the platform's accessibility and free skills practice but noted technical issues and limited speaking/writing resources. Findings suggest the platform supports autonomous learning, though enhanced materials and functionality are recommended for balanced skill development.

KEY WORDS: NATO STANAG 6001 SLP 2, second language acquisition, e-platform Languages for the Army, grounded theory, language proficiency, autonomous study, learning strategies, professional military education.

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1. Introduction

In contemporary military contexts, language proficiency is no longer regarded merely as an educational outcome but as an integral component of professional military competence. The STANAG 6001 framework defines six levels of language proficiency (SLP 0–5) across four macro-skills: listening, speaking, reading, and writing. This standardized system ensures comparability across NATO member states and provides a reliable benchmark for operational readiness. Standardized Language Profile Level 2 (SLP 2) is widely recognized as the minimum threshold for routine operational communication, whereas higher proficiency levels are required for command, advisory, and liaison roles in multinational environments [1, 2, 3].

Accordingly, language competence constitutes a prerequisite for participation in foreign deployments, international exercises, and specialized training programmes, and it represents a significant factor in professional career advancement within international military structures. Beyond its immediate communicative function, language proficiency contributes directly to interoperability, mutual trust, and the effective execution of joint operations.

At the institutional level, military language education is closely aligned with these operational demands. At the University of Defence, foreign language instruction is embedded within accredited study programmes and explicitly linked to STANAG 6001 performance descriptors. Students are required to achieve at least SLP 2 across all four language skills, as this level represents the minimum acceptable standard for professional communication. Simultaneously, institutional objectives promote progression towards SLP 3, particularly in productive skills, most notably speaking [4]. This dual emphasis reflects a balance between immediate operational readiness and long-term professional language development.

Despite systematic curriculum design and continuous monitoring of examination outcomes, institutional data indicate that a considerable proportion of students fail to achieve the required proficiency level on their first attempt. Previous research conducted at the University of Defence has primarily focused on outcome-based indicators, including

examination success rates, skill-specific performance, learner motivation, and learning strategies [4, 5, 6, 7]. While these studies provide valuable insights into patterns of achievement, they offer limited understanding of learners' subjective experiences of success and failure, particularly in relation to independent learning and the use of digital resources.

In response to the increasing need for flexible and autonomous learning opportunities, teachers at the Language Centre developed an institutional e-learning platform entitled Languages for the Army (JAPA). The platform is designed to support both students at the University of Defence and professional members of the Army of the Czech Republic. It provides a structured range of materials aimed at developing receptive skills, particularly listening and reading, while also incorporating tasks intended to strengthen productive competencies, including writing and speaking. As such, the platform functions as a supplementary learning environment that complements classroom instruction and fosters learner autonomy.

The present study adopts a grounded theory methodology as articulated by Strauss and Corbin [8] enabling the generation of theory grounded in learners' empirical experiences. This approach is particularly appropriate in contexts where existing theoretical frameworks offer limited explanatory power. Through iterative processes of open, axial, and selective coding, the study seeks to identify key categories, contextual conditions, learner strategies, and perceived outcomes associated with the independent use of the platform.

Specifically, the study examines how learners who have previously failed the NATO STANAG 6001 SLP 2 examination perceive and experience autonomous preparation through the Languages for the Army platform. This cohort is analytically significant, as it represents learners transitioning from unsuccessful formal assessment to intensified independent study. Their experiences provide valuable insights into learning-related barriers, adaptive strategies, and the affordances and constraints of digital learning environments that may not be captured through quantitative outcome measures alone.

Accordingly, the study is guided by the following research question: "How do learners who have previously failed the NATO STANAG 6001 SLP 2 examination perceive and experience independent English language preparation via the Languages for the Army e-learning platform?"

In line with Strauss and Corbin's [8] axial coding paradigm, the Results section is structured around the relationships between causal conditions, context, intervening conditions, action/interaction strategies, and consequences, organized around a central phenomenon.

2. Theoretical Background

As Marion Williams [9] axial coding paradigm, the Results section is structured around the relationships between causal conditions suggests, successful learners tend to attribute their achievements to sustained effort and effective strategy use, whereas failure is often associated with a diminished sense of control over the learning process. However, individual differences alone cannot fully account for variation in language learning outcomes. A growing body of research emphasizes the importance of contextual factors, including instructional quality, teacher support, intensity of exposure, and broader learning environments. Large-scale studies indicate that learning conditions—particularly the distinction between naturalistic exposure and classroom-based instruction—may outweigh individual aptitude in predicting outcomes [10]. At the same time, cognitive variables such as language aptitude, working memory, and processing speed remain significant, especially through their interaction with instructional conditions and stages of learning [11, 12].

Foreign language learning outcomes vary considerably even among learners exposed to similar instructional conditions. While some individuals achieve high levels of proficiency, others experience stagnation, disengagement, or attrition. Contemporary research in second and foreign language acquisition increasingly conceptualizes success and failure not as fixed learner attributes but as dynamic processes shaped by the interaction of individual differences, affective and motivational variables, learner beliefs, and instructional contexts [13, 14].

Success in foreign language learning has been operationalized in multiple ways, including linguistic accuracy, communicative competence, fluency, persistence, and learner satisfaction. Current scholarship cautions against equating success solely with native-like proficiency, instead emphasizing the importance of learner goals, contextual conditions, and functional communicative outcomes [13].

Conversely, failure is increasingly understood as a process rather than a discrete endpoint. It may manifest in limited progress, fossilization, avoidance of language use, or negative self-evaluation. Importantly, learners' subjective perceptions of failure often exert a stronger influence on subsequent learning behaviour than objective measures of achievement [9]. Age also plays a role in shaping learning trajectories: younger learners tend to benefit from implicit learning mechanisms, whereas adult learners rely more heavily on explicit strategies and metalinguistic awareness. However, adult learners may be more susceptible to frustration and perceived failure when progress does not align with expectations, particularly in formal instructional settings [7, 14].

Within this complex framework, learner motivation, pedagogical approaches, and the selection of appropriate learning strategies emerge as key determinants of language development. Receptive skills, such as listening and reading comprehension, often require extensive individualized practice beyond formal instruction. Given the limited number of classroom hours available in military education, learners increasingly depend on digital tools and online platforms to support independent study, thereby highlighting the growing importance of autonomous learning environments.

3. Methodology

This study investigates independent English language learning with a particular focus on preparation for and successful completion of the NATO STANAG 6001 Standardized Language Profile Level 2 (SLP 2) examination through the institutional e-learning platform Languages for the Army (JAPA) at the University of Defence. The primary objective of the research was to explore learners' experiences with the platform and to identify factors that facilitate or impede effective examination preparation in an autonomous learning context.

Methodologically, the study adopts a qualitative research design informed by grounded theory principles. Although the data collection employed structured questioning, the overall research orientation is interpretative rather than outcome-driven, focusing on learners' perceptions, meanings, and subjective experiences. Grounded theory procedures were applied in particular through the iterative and parallel processes of data collection and data analysis [8, 15]. This methodological framework enables the systematic organization of empirical data while supporting the inductive generation of conceptual categories and explanatory relationships grounded in the participants' accounts.

The research sample consisted of students enrolled at the University of Defence who had failed the NATO STANAG 6001 SLP 2 examination during their first year of study. This group represents an analytically significant cohort, as failure in the initial examination necessitates intensified independent preparation and increased reliance on supplementary learning resources. Their experiences therefore provide valuable insights into the perceived effectiveness, limitations, and pedagogical relevance of autonomous digital learning tools in a military educational setting.

An important prerequisite for obtaining rich and reliable qualitative data was the establishment of trust and openness between the researchers and the participants/students. This condition was readily fulfilled, as the researchers maintain regular academic contact with the students through classroom instruction, examination preparation, and practice testing. This ongoing pedagogical relationship contributed to a supportive research environment in which participants felt comfortable sharing their experiences, evaluations, and critical perspectives in an open and reflective manner.

Data were collected through structured open-ended questions focusing on students' engagement with the Languages for the Army platform (JAPA). Participants were asked to reflect on their overall experience of using the platform, to identify its perceived strengths and weaknesses, and to propose specific recommendations for further development and improvement. The structured nature of the questioning ensured thematic comparability across responses, while open-ended formats allowed participants to elaborate on issues they considered personally significant.

Data analysis followed the established procedures of grounded theory. In the first phase, open coding was used to identify and label meaningful units within the data, capturing recurring concepts, evaluations, and experiences expressed by the respondents. This was followed by axial coding, during which relationships among the identified categories were examined and organized into broader thematic domains. Finally, selective coding was employed to integrate these categories into a coherent conceptual framework that explains learners' experiences with the platform and its role in independent language learning and examination preparation [8].

Throughout the analytical process, constant comparison of data segments, systematic refinement of codes, and continuous examination of relationships between categories were conducted. This iterative approach enabled the gradual development of an explanatory model reflecting the conditions, strategies, and perceived outcomes associated with the use of the Languages for the Army platform (JAPA) as a tool for autonomous preparation for the NATO STANAG 6001 SLP 2 examination [16].

4. Results

Analysis of the qualitative data revealed a rich set of learner perceptions concerning the use of the Languages for the Army (JAPA) e-learning platform as a tool for autonomous preparation for the NATO STANAG 6001 SLP 2 examination. In total, the dataset comprised 53 positive comments, 30 negative comments, and 25 recommendations, which were inductively grouped into thematic categories through open, axial, and selective coding.

Data analysis using grounded theory procedures resulted in the identification of interrelated categories that explain how learners experience the Languages for the Army (JAPA) platform as a tool for autonomous preparation for the NATO STANAG 6001 SLP 2 examination. Through constant comparison and iterative coding, open codes were clustered into axial categories, which were subsequently integrated into a core category representing the central phenomenon.

4.1. Open Coding: Identification of Key Concepts

During open coding, participants' statements were segmented into meaning units that reflected recurring perceptions, evaluations, and experiences. These initial open codes included, among others:

- useful for STANAG,
- improves listening, helps reading,
- learn anytime and anywhere,

- comfortable self-study,
- immediate feedback,
- choice of level and topic,
- technical login problems,
- too long texts,
- no speaking practice,
- writing without feedback,
- poor recordings,
- hard to orient,
- need more tests,
- need speaking and writing,
- need modernization,
- need better information about the course.

These codes formed the empirical basis for higher-level abstraction.

4.2. Axial Coding: Development of Thematic Categories

Through axial coding, open codes were related to one another and grouped into conceptual categories that describe conditions, strategies, and consequences of platform use.

4.2.1. Axial Category 1: Facilitation of Autonomous Learning

This category integrates open codes related to flexibility, availability, and learner control. Participants emphasized that the platform is accessible anytime and anywhere, which is particularly important in the military context. The possibility to stop and resume learning at will, choose learning content, and study without external disturbance emerged as a central condition enabling self-directed learning. Representative elements of this category include:

- availability for military staff,
- support for self-study,
- learner autonomy and self-regulation,
- comfort and independence.

This category accounted for a substantial proportion of the 53 positive comments, indicating that autonomy is a core perceived benefit of the platform.

4.2.2. Axial Category 2: Alignment with STANAG Examination Requirements

A second major category concerned perceived relevance to examination preparation. Learners repeatedly stated that “JAPA is good for STANAG” and appreciated having all relevant materials in one place. The platform was viewed as directly applicable to exam format, requirements, and task types.

This category includes:

- perceived exam relevance,
- targeted preparation,
- availability of examples and tips,
- structured STANAG-oriented content.

This axial category explains why learners evaluated the platform positively despite identifying several limitations.

4.2.3. Axial Category 3: Support for Receptive Language Skills

A distinct thematic cluster related to the abundance and variety of listening and reading materials. Listening practice was the most frequently mentioned skill improvement, followed by reading. Grammar and vocabulary input were also perceived as sufficient and useful.

Key dimensions of this category include:

- improvement of listening comprehension,
- extensive reading practice,
- grammar and vocabulary input,
- variety of tasks and materials.

This category reflects learners’ perception that the platform corresponds well to the receptive-skill orientation of the STANAG SLP 2 examination.

4.2.4. Axial Category 4: Monitoring, Feedback, and Progress Awareness

Participants valued immediate automated feedback and the possibility to track their own progress. The ability to distinguish levels and select appropriate difficulty was linked to increased confidence and motivation.

This category encompasses:

- immediate feedback,
- self-checking mechanisms,
- level differentiation,
- awareness of individual progress.

Although automated feedback was perceived positively, its limits became evident in relation to productive skills, which links this category to those describing constraints.

4.2.5. Axial Category 5: Structural and Technical Constraints

Negative experiences were systematically grouped into a category reflecting organizational, technical, and design-related obstacles. Problems with passwords, delayed access, malfunctioning audio, long texts, and unclear navigation reduced learning efficiency and satisfaction.

This category includes:

- login and password issues,
- technical instability,
- poor-quality recordings,
- overly long texts and tests,
- difficult course orientation.

These constraints function as intervening conditions that partially limit the effectiveness of autonomous learning.

4.2.6. Axial Category 6: Insufficient Support for Productive Skills

One of the most analytically significant categories concerns the lack of speaking and writing practice. Learners consistently reported that productive skills are difficult to develop without teacher guidance, feedback, and interaction.

This category is defined by:

- missing speaking practice,
- insufficient writing tasks,
- absence of corrective feedback,
- preference for teacher-led instruction.

This finding explains learners' ambivalent stance toward exclusive reliance on e-learning and highlights the perceived limits of autonomy.

4.2.7. Axial Category 7: Learner-Driven Improvement Strategies

Recommendations formed a separate axial category reflecting learners' strategic responses to perceived shortcomings. Suggestions focused on pedagogical, technical, and organizational improvements.

Key elements include:

- more STANAG tests,
- more writing samples and feedback,
- increased speaking opportunities,
- greater interactivity,
- modernization and better promotion.

This category illustrates learners' active engagement with the platform and their expectations of institutional support.

4.3. Selective Coding: Core Category

Through selective coding, the axial categories were integrated into the following core category: Balancing Autonomous Flexibility with Institutional and Pedagogical Support in STANAG Preparation. This core category captures the central phenomenon underlying learners' experiences. The JAPA platform is perceived as a highly flexible and exam-relevant tool that effectively supports receptive skills and self-regulated learning. However, its effectiveness is constrained by technical issues and a lack of pedagogical support for productive skills. Learners therefore position the platform not as a replacement for instruction, but as a complementary component within a blended model of STANAG preparation, e.g. Fig. 1.

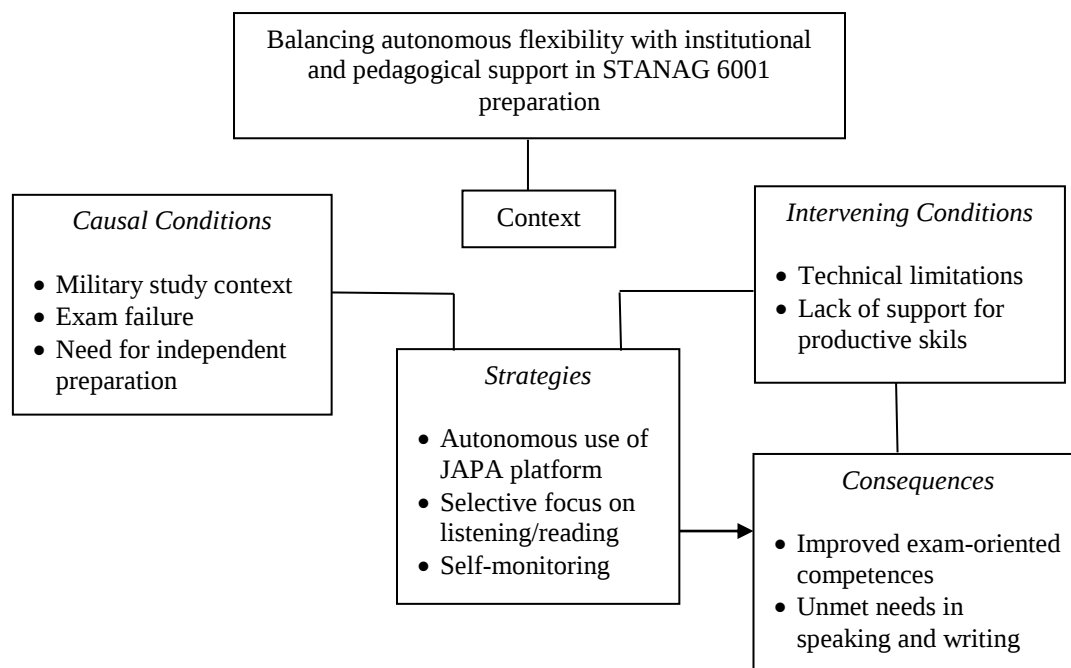


Fig.1. Grounded theory model of learners' autonomous preparation for the NATO STANAG 6001 SLP 2 examination.

Consistent with Strauss and Corbin's [8] axial coding paradigm, the analysis identifies a central phenomenon defined as learners' effort to balance autonomous e-learning with the need for pedagogical and institutional support in preparation for the NATO STANAG 6001 SLP 2 examination. This phenomenon arises from specific causal conditions, namely failure in the initial examination and the institutional requirement to retake it, which intensifies the need for independent preparation. These causal conditions are embedded within a clearly delineated context characterized by a military higher-education environment, time constraints, and reliance on an institutional e-learning platform designed for armed forces personnel.

In response to the phenomenon under these conditions, learners engage in distinct action and interaction strategies, primarily the autonomous use of the JAPA platform, selective engagement with listening and reading activities aligned with examination demands, and ongoing self-monitoring through automated feedback mechanisms. These strategies are shaped by key intervening conditions, including technical limitations of the platform and the absence of systematic feedback and interaction for speaking and writing. The resulting consequences include improved exam-oriented competence in receptive skills alongside persistent unmet needs in productive skill development. Taken together, these elements describe a dynamic process in which learners continuously negotiate autonomy and guidance, thereby positioning the JAPA platform as a supportive but insufficient standalone resource within the broader process of STANAG 6001 preparation [8].

5. Discussion

This study offers a theoretically informed account of how learners who have previously failed the NATO STANAG 6001 SLP 2 examination experience self-directed English language preparation through the Languages for the Army e-learning platform. Drawing on the axial coding paradigm proposed by Strauss and Corbin [8], the findings conceptualize learners' experiences as a process of ongoing negotiation between the affordances of autonomous, digitally mediated learning and the perceived necessity of pedagogical guidance. This central phenomenon reflects contemporary perspectives in second language acquisition that frame success and failure not as stable learner attributes, but as dynamic and context-dependent processes shaped by institutional demands, learner agency, and instructional conditions.

A prominent finding concerns the strong emphasis learners place on the platform's alignment with STANAG 6001 requirements, underscoring the central role of standardized language proficiency within military education. For participants who had failed the examination previously, exam relevance emerged as the primary motivational driver influencing both engagement patterns and learning strategies. This outcome corroborates prior outcome-oriented research conducted at the University of Defense [17, 18, 5], and aligns with broader second language acquisition (SLA) research indicating that adult learners operating in high-stakes institutional contexts tend to adopt instrumental, goal-oriented approaches to language learning [14]. Learners' strategic prioritization of receptive skills—particularly listening and reading—reflects both the structure of the STANAG SLP 2 examination and the platform's instructional

design, which provides extensive opportunities for individualized practice and thereby compensates for limited classroom exposure [13, 11].

At the same time, the findings reveal that learner autonomy is experienced in an ambivalent manner. While features such as temporal flexibility, constant accessibility, and self-paced learning are perceived as enabling and motivating conditions, their effectiveness is mediated by several intervening factors. Technical constraints and navigational challenges were found to impede learning efficiency and, in certain cases, to undermine learners' sense of control—an important determinant in perceptions of academic success and failure [9]. More critically, the insufficient support for productive skills, particularly speaking and writing, emerged as the most salient limitation of the autonomous learning environment. Participants consistently emphasized that the development of productive competencies necessitates interaction, qualitative feedback, and teacher mediation - elements that purely autonomous digital platforms are unable to provide in a systematic and satisfactory manner.

This finding is particularly consequential in light of institutional objectives that prioritize progression beyond SLP 2 toward SLP 3, especially in the domain of speaking [4, 19]. The results thus resonate strongly with foundational SLA theory emphasizing the centrality of output and interaction in language development. Swain [20], argues that while comprehensible input is a necessary condition for language acquisition, it is through comprehensible output that learners are pushed to process language more deeply, test hypotheses about linguistic form, and develop communicative competence. Extending this argument, Swain [20] identifies three core functions of output in second language learning—namely, the noticing function, the hypothesis-testing function, and the metalinguistic function - all of which presuppose opportunities for meaningful language production and feedback. From this perspective, the limited opportunities for guided output within a purely autonomous digital environment represent a substantial constraint on learners' productive skill development.

In contrast, the platform's effectiveness in supporting receptive skills aligns with previous research on autonomous, digitally mediated language learning. Specifically, the present findings are consistent with those reported by Lai [21], who demonstrated that independent digital learning environments are particularly conducive to the development of receptive skills such as listening and reading. These skills are well suited to self-directed practice, as learners can engage with input-rich materials independently and at a pace aligned with their individual needs. Such engagement enhances both the quantity and quality of language exposure beyond the constraints of the classroom, thereby promoting comprehension without requiring immediate instructional intervention. Consequently, face-to-face instructional time can be more strategically allocated to the development of productive skills - namely speaking and writing - which, as emphasized by Swain [20, 22], inherently require interaction, collaborative meaning-making, and timely, formative feedback from instructors and peers.

The consequences identified in the grounded theory model thus point to a dual outcome. On the one hand, autonomous engagement with the platform contributes to enhanced exam-oriented competence, particularly in receptive skills. On the other hand, persistent unmet needs in productive skill development continue to shape learners' evaluations of their learning experiences and outcomes. These findings support conceptualizations of failure as an ongoing process that exerts a sustained influence on learners' motivation, self-efficacy, and subsequent learning behavior, rather than as a discrete or finalized endpoint [9]. Collectively, the results suggest that the Languages for the Army platform functions most effectively as a complementary component within a blended learning model - one that supports learner autonomy while requiring systematic integration with guided, interaction-rich instruction [23].

From a methodological perspective, this study demonstrates the value of a grounded theory approach in revealing learners' subjective processes of meaning-making that extend beyond quantitative performance indicators. By capturing the complexities of learners' experiences following failure in a high-stakes examination context, the study offers a nuanced explanatory framework with direct relevance for military language education and for the principled design of blended learning environments in comparable institutional settings

Institutional Implications. At the level of institutional policy and curriculum planning, the findings support the formal differentiation of instructional functions across learning environments. The Languages for the Army (JAPA) platform should be institutionally designated as a standardized remedial and preparatory instrument for achieving NATO STANAG 6001 SLP 2, capitalizing on its demonstrated effectiveness in the systematic development of receptive language skills directly aligned with examination benchmarks. Conversely, progression toward SLP 3 should remain explicitly embedded within contact-based instruction, where policy-mandated provisions for interaction, guided output, and expert formative feedback can be operationalized to support the development of advanced productive competencies essential for leadership, liaison, and multinational operational roles.

Limitations. Although qualitative research may legitimately proceed until the point of data saturation, as indicated in the relevant methodological literature [16], this study is subject to several limitations. First, the analysis focuses exclusively on a single e-learning tool, which restricts the breadth of the evaluation. Second, despite employing what can be described as a complete sampling approach [24], within the examined group, the overall number of respondents remains relatively limited. Consequently, the findings should be interpreted with caution and cannot be generalized beyond the specific context of language education at the University of Defence.

6. Conclusions

This study examined how learners who had previously failed the NATO STANAG 6001 SLP 2 examination perceive and experience autonomous English language preparation through the institutional Languages for the Army e-learning platform (JAPA). Using a grounded theory approach as articulated by Strauss and Corbin [8], the research generated an explanatory model that conceptualizes learner experience as a process of balancing autonomous flexibility with the need for pedagogical and institutional support. The findings provide clear evidence that the JAPA platform plays a substantive and pedagogically meaningful role in facilitating successful attainment of SLP 2, particularly through its systematic support of receptive language skills.

The most salient contribution of the platform lies in its effectiveness in developing listening and reading comprehension, which corresponds closely to the demands of the SLP 2 examination. Learners consistently reported measurable gains in receptive competence, supported by extensive exposure to input, exam-focused task formats, immediate automated feedback, and opportunities for repeated, self-paced practice. These features align with established research demonstrating that receptive skills are particularly well suited to autonomous, digitally mediated learning environments [21, 13]. In operational terms, this means that JAPA directly addresses the core proficiency threshold required for routine military communication, thereby increasing learners' likelihood of passing the STANAG SLP 2 examination upon retake.

From an institutional perspective, the findings suggest that JAPA may be strategically positioned as a formally endorsed remedial and preparatory tool for learners transitioning from initial examination failure to renewed certification attempts. Its accessibility, exam alignment, and capacity to reinforce receptive skills make it especially valuable in contexts characterized by limited classroom contact hours, high external demands, and performance-driven assessment systems. When employed at this critical stage, autonomous engagement with JAPA appears to support learner confidence, strengthen self-regulatory strategies, and stabilize examination performance at the required operational level.

At the same time, the study clearly indicates that the benefits of JAPA are skill-specific. While the platform is highly effective in supporting receptive competence, its capacity to foster systematic development of productive skills - particularly speaking - remains limited. Learners repeatedly emphasized that speaking and writing require interaction, qualitative feedback, and teacher mediation, supporting foundational SLA theories that highlight the central role of output, negotiation of meaning, and feedback in language development [20, 22]. Autonomous digital learning alone was therefore perceived as insufficient for progression beyond SLP 2, especially toward SLP 3, which is increasingly associated with leadership, advisory, and liaison roles in multinational military environments.

Taken together, the findings demonstrate that the pedagogical value of JAPA lies in its targeted contribution to receptive skill consolidation and examination readiness, rather than in comprehensive language development. Consequently, the platform should not be viewed as a replacement for instruction, but as a core component within a differentiated blended learning model, in which autonomous e-learning supports receptive proficiency and classroom-based instruction prioritizes productive skills, interaction, and feedback [23]. Explicit recognition of this functional division may contribute to more coherent language training pathways, improved examination success rates at SLP 2, and more effective allocation of instructional resources within military language education.

Finally, the study underscores the importance of grounding institutional language policy and platform development in empirically derived learner experience. The grounded theory model developed here offers a context-sensitive framework for aligning autonomous digital learning tools with clearly defined proficiency targets. Future research should extend this analytical approach to SLP 3-oriented instruction in order to determine whether higher-level learning objectives are more effectively addressed within interaction-rich pedagogical settings. Such evidence will be critical for ensuring that digital innovation in military language education continues to support not only examination success, but also long-term communicative readiness in multinational operational contexts.

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