

THE INTEGRATION OF MILITARY TERMINOLOGY IN LEARNING ENGLISH ВПРОВАДЖЕННЯ ВІЙСЬКОВОЇ ТЕРМІНОЛОГІЇ У ПРОЦЕС ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

Global security transformations and the growing demand for specialized language skills have made the inclusion of military terminology into English as a Foreign Language (EFL) training increasingly important. Since military discourse has become a crucial part of public discussions, diplomatic interactions, and media coverage, the ongoing Russia – Ukraine war has brought to light the need for military personnel and citizens to understand it. Despite this, organized methods for teaching military terminology are frequently absent from EFL curriculum, especially in non-military institutions. As a result, learners acquire such terms in fragmented ways rather than through controlled instruction. Traditional language teaching methods fail to prepare students sufficiently to apply military terminology effectively in real-life contexts, such as crisis communication, media analysis, and international security cooperation.

The article addresses the educational approaches for integrating military terminology into EFL classes. A survey of current studies emphasizes how task-based learning, corpus-based research, and translation-based methods can improve students' comprehension of military terminology. Particularly in professional military settings, studies have shown that systematic education can result in quantifiable gains in verbal ability. Furthermore, studies on the social function of military terminology indicate that incorporating it into EFL instruction aims to prepare students to engage in modern security discourse in addition to language acquisition.

Using newspaper articles on wars and conflicts is an effective method to teach military vocabulary since they offer real, context-rich content. Students can interact meaningfully with military language through activities like word classification, headline analysis, paraphrasing, discussions, and translation exercises. Encouraging both understanding and application, these techniques guarantee that students can correctly use military terminology in both academic and professional contexts.

Key words: *military terminology, learning English, teaching method, newspaper article.*

Глобальні зміни у сфері безпеки та зростаючий попит на спеціалізовані мовні навички зумовлюють необхідність включення військової термінології до програми викладання англійської мови як іноземної. Оскільки

військовий дискурс став важливою частиною суспільних дискусій, дипломатичної взаємодії та висвітлення у засобах масової інформації, тривала російсько-українська війна виявила потребу в його розумінні як для військовослужбовців, так і для пересічних громадян. Попри це, систематизовані методи викладання військової термінології часто відсутні у навчальних програмах з англійської мови, особливо у невійськових закладах. Як наслідок, студенти засвоюють такі терміни фрагментарно, а не через кероване навчання. Традиційні методи викладання іноземної мови не можуть забезпечити достатню підготовку студентів до ефективного застосування військової термінології в реальних умовах, таких як кризові комунікації, аналіз ЗМІ та міжнародне співробітництво у сфері безпеки.

У статті розглядаються освітні підходи до впровадження військової термінології на заняттях з англійської мови як іноземної. Огляд сучасних досліджень демонструє, що навчання на основі завдань, корпусний аналіз і методи перекладу сприяють кращому засвоєнню військової лексики студентами. Дослідження свідчать, що систематизоване навчання у професійних військових середовищах забезпечує вимірні покращення мовної компетентності. Крім того, вивчення соціальної функції військової термінології підтверджує, що її включення до навчальних курсів EFL не лише сприяє оволодінню мовою, а й готує студентів до участі в сучасному безпековому дискурсі.

Використання газетних статей про війни та конфлікти є ефективним методом викладання військової термінології, оскільки вони пропонують реальний, насичений контекстом зміст. Студенти можуть ефективно використовувати військову лексику, виконуючи такі вправи, як класифікація слів, аналіз заголовків, перефразування, дискусії та вправи на переклад. Заохочуючи як розуміння, так і практичне використання лексики, ці методи сприяють правильному використанню військової термінології як в академічному, так і в професійному контекстах.

Ключові слова: *військова термінологія, вивчення англійської мови, метод навчання, газетна стаття.*

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Problem statement. Due to the increasing need for technical language competency and changing global security requirements, there has been a notable increase in interest in the issue of incorporating military terminology into EFL training. The ongoing conflict between Russia and Ukraine, which started in 2022, has increased the demand for military language in both professional and non-military settings. The importance of military terminology in the public sphere, diplomatic relations, and humanitarian endeavors has been brought to light by the extensive

media coverage and international reaction to the conflict.

Current EFL curriculum, especially in non-military educational institutions, tend to overlook systematic approaches to teaching military vocabulary despite its increasing importance. This results in fragmented learning processes when students pick up military-related vocabulary through unplanned sources rather than structured teaching strategies. Additionally, research indicates that traditional language learning approaches could not sufficiently equip students

to use military terminology in authentic settings like media analysis, crisis communication, and international security collaboration.

Furthermore, the ongoing war between Russia and Ukraine has led to additional displacement and a call for international cooperation, which relies on both the military and civilian groups to have a more sophisticated knowledge of military discourse. This circumstance necessitates the use of effective teaching strategies that introduce learners to military terminology as well as the situations in which it should be used. Despite the application of a number of strategies, including task-based learning, corpus-based research, and translation-based learning, there is still a lack of standardized, scientifically supported strategies that provide comprehensive learning outcomes.

Analysis of recent research and publications.

The integration of military terminology into EFL curricula has been a necessity due to evolving global security situations and increased demand for specialized language proficiency. Researchers have noted that military terminology does not merely contribute to linguistic competence but also plays a basic social function, giving individuals the ability to take part in contemporary security and political discussions. Styrkina argues that the use of real news reports and the encouragement of the preparation of brief political reports in the classroom have a dual benefit: passive vocabulary activation and the assurance that learners are well aware of current affairs [12, p. 84]. This approach is most applicable in the circumstances of very large numbers of people being displaced due to war activities, indicating the social need for military literacy.

At the same time, Bogusz's research of teaching English military vocabulary in military courses provides a realistic model wherein a new syllabus, designed jointly with military experts, not only fascinates young people by stimulating interest in the army but also facilitates education on the subject of national defense [3, p. 32]. The study demonstrates that organized military language training can produce measurable gains, for instance, better performance on standardized testing (e.g., STANAG levels) and greater communicative proficiency in the workplace and social environments.

Translation-based methods have also been explored as effective means for instructing military lexis. Bîrsan's investigation of pedagogy in military terminology by translation underlines the merits of thematic translation activities in enhancing students' grasp of idiomatic expressions, phrasal verbs, and context-bound phrases [4, p. 2]. This instructional approach is complemented by Mengliyeva's study, which promotes a lexical method that offers guided support to learners in acquiring new words [8, p. 140]. These research works indicate that these methods

not only enhance the vocabulary comprehension of students but also equip them to apply military jargon in practical, real-life situations.

The issues of introducing military lexis into EFL teaching are also addressed in studies based in tertiary education contexts. Ukrainian researchers Hryshchenko and Aristova observe that even though the topicality of military discourse has grown, particularly due to Russia-Ukraine war and the accompanying public discussion, the curricula at non-military universities frequently do not have special modules in military lexis [1]. Thus, instructors have to develop didactic materials themselves, which results in discrepancies in instruction. The curriculum gap necessitates a more systematic approach to the incorporation of military terminology into the EFL studies, an issue noted by Usmonova and Odilov who suggest the use of authentic materials and interactive classrooms as a strategy for enhancing the incorporation of military terminology [14, p. 78].

Additionally, Serhiienko and Neklesa [10] conducted research on the effectiveness of some instructional models in the framework of military English teaching. Comparative analyses suggest that whereas situational and task-based approaches provide effective ways of contextualized language use, the interactive model has the greatest potential for bringing about high percentages of student involvement through the balancing of receptive skills (listening and reading) and productive skills (speaking and writing). These results highlight the necessity of implementing pedagogies that not only teach military terminology but also create a context in which active language use occurs.

Sabanashvili's corpus-based empirical study of collocation teaching offers further evidence for the efficacy of explicit and context-based vocabulary instruction in military contexts [9, p. 185]. The research, involving a 20-week intensive course for military students, illustrates that focused instruction of military-related collocations can greatly improve lexical competence, thereby augmenting overall communicative competence.

These studies contribute to a growing body of research that attests to the integration of military terminology into the EFL syllabus. The authors present the pedagogical advantages, the need for curriculum reform, and the practical issues to be resolved in order to facilitate learners' development of the language proficiency required for both military and civilian spheres.

Unresolved parts of the overall problem. Even while the use of military terminology in learning English is becoming more widely acknowledged, there are still a number of unsolved issues. One of them lies in the fact that there is no standardized approach for incorporating military terminology into EFL courses. Inconsistencies in instruction result

from the lack of established curricula, which forces teachers to create ad hoc teaching resources that might not be in line with more general pedagogical or linguistic frameworks.

The **aim** of this paper is to examine successful pedagogical approaches for incorporating military terminology into EFL courses.

Presenting the main material. The investigation of military lexis as a salient characteristic of military English highlights its specialized role in the domain of EFL. Some linguists and terminologists hold the opinion that military terms are the foundation of effective military communication. Pashchuk et al. argue that the absence of clear and uniform terminology would severely threaten professional communication, consequently having a detrimental impact on knowledge transfer, training, education, and research [2]. This view offers a reason for grasping the intricacies of integrating military lexis into the EFL curriculum.

The emergence of terminology as a field can be dated from the requirements of World War I, when the call for standardised armaments and calibres gave rise to the need for a unification of lexical context. In the 1920s, there began efforts towards standardization, and these started to be felt in the use of terms in industrial and military lexica, culminating in recommendations made in the 1930s. The foregoing historical context demonstrates the inherent link between technical jargon and military innovation, a link still very much applicable today in view of the ongoing adoption of novel systems and concepts into the lexica of forces.

The vocabulary used in military environments has been carefully designed in order not to be misconstrued and for unambiguous communication, where such misunderstanding may result in major consequences. Chambers contends that the main purpose of technical terminology is to limit possible interpretation, hence reducing errors in environments where there are stakes. The value of this strategy lies in its inherent efficacy, compared with traditional terminology, where jargon employed in the military context has been created with the purpose of displaying fluent coherence in professional frameworks [5]. The accuracy achieved with this degree of terminological differentiation is not only necessary for the communication between forces but also for the success of international joint operations. According to Silkett, even for stable alliances such as NATO, officially using two languages, i.e., English and French, there are still major misunderstanding-related difficulties [11, p. 12].

In contrast with officially approved soldiers' jargon, its origins lie with soldiers' ordinary lives. The typical traits of this variety, such as its casual, occasionally ironic, and coarse use, can be heard in relatively unstructured settings such as combat and

mess tents. Though this very jargon has an essential function in developing group identity and competition between different military forces, this jargon has not been sufficiently codified for professional use and knowledge exchange. This inconsistency between officially approved terms of the forces and adaptive, developing jargon of soldiers creates significant difficulties for teachers teaching such content in the context of EFL.

Furthermore, the study of military terminology from a theoretical point of view considers factors such as linguistic economy, trends towards neologisms, and the relationship between gender and language. Scholars such as Wilson analyzed the evolution of military terms and their influence on the more general use of language [15], and academics such as Dickson [6] and Doyle and Walker [7] performed etymological investigations into the flexibility and fecundity of terms in use in the military. These studies show that nomenclature in the military environment is changing, shaped continuously by innovations in technology, utilitarian requirements, and cultural settings. The changing status of terms in use in military environments creates significant pedagogic difficulties for teachers of English as a foreign language who must reconcile the need for accuracy with the need for developing communicative competence in environments with which their learners may be unacquainted.

The theoretical foundations for addressing the difficulty of incorporating military terminology into EFL classes include not only comprehending its technical and historical background but also recognizing the practical consequences of such misunderstandings in a military setting. The necessity of clear and consistent communication is becoming increasingly important as military operations spread over the world. As a result, using military terminology in EFL instruction becomes more than just a theoretical exercise; it is a practical need that can improve the overall efficacy of language instruction for both military and civilian objectives.

In order to teach military terminology to EFL students, teachers should pay special attention to the choice of effective teaching strategies. In education, a strategy is a carefully thought-out sequence of steps or techniques for the achievement of some specific learning objective. Instructional strategies for teaching military vocabulary in English classes comprise teaching approaches that enhance the comprehension, recollection, and application ability of students of technical vocabulary in practical situations. These approaches must be responsive to the students' varying levels of English proficiency and varied professional experience and, simultaneously, to the specific linguistic and conceptual challenges of the military text.

In our paper, we will discuss activities that may be used to teach military terminology based on newspaper

articles. Teaching military vocabulary in EFL classes using newspaper stories about conflict provides a genuine and contextualized method of language acquisition. Students are exposed to real-world military discourse through these articles, which aids in their relevant terminology acquisition. These texts can serve as the basis for a variety of exercises that improve military vocabulary knowledge, retention, and application.

Classifying and extracting vocabulary constitutes a useful exercise. After reading a chosen newspaper story on a military conflict, students underline important military phrases (for instance, "airstrike", "counteroffensive", "ceasefire", "reinforcements", "troops", etc.). They then examine the meanings of these terms according to context after classifying them into thematic groups (such as logistics, diplomacy, and military operations). This enhances analytical reading abilities in addition to reinforcing terminology.

Predicting and analyzing headlines is another fascinating task. Students are presented with headlines featuring military terminology (e.g., "Kremlin casts doubt on Trump claim Russia would accept European troops in Ukraine" [13], "Ukraine war briefing: US tussles with Kyiv over UN vote on third anniversary of invasion" [13], "Ukraine military draft age lowered to boost fighting force" [13], etc.) before they read the entire story. They talk about potential military situations and make predictions about the content of the article based on the terminology. They examine how terminology affects the tone and viewpoint of combat reporting after reading the text and contrast their predictions with the actual occurrences.

Another useful practice is summarizing and paraphrasing. While making sure that military terminology is appropriately used and maintained, students rewrite significant portions of the piece in their own words. This helps students to internalize meaning and usage and promotes active vocabulary processing. In order to mimic actual reporting structures used in military contexts, students can also paraphrase the piece in a briefing format akin to that of the military.

For advanced students, debates and conversations based on the article's content can be planned for an additional participatory approach. Students provide conflicting views on military issues reported in the media, defending their positions using suitable language. For instance, students could argue whether the methods employed were appropriate or if different approaches should have been used if an article examined the efficacy of a military plan. This reinforces military terminology in an exciting atmosphere while encouraging critical thinking.

Reconstructing news reports is an additional useful exercise. The teacher substitutes blanks for important military terminology that is removed from the material. In order to strengthen their comprehension

of how military terminology interacts in language, students collaborate in groups or pairs to fill in the missing words using contextual cues. This activity can be followed by a discussion on the significance of precise wording in military journalism.

Lastly, for advanced learners, translating and contrasting war stories can be a useful practice. They look for variations in terminology, wording, and viewpoint between an English-language news report and a comparable piece in their mother tongue. Students gain an understanding of the ways of using military terminology in various language and cultural contexts as a result of this.

EFL teachers can establish an immersive learning environment where students learn military terminology and gain the ability to evaluate, discuss, and use it in academic and professional contexts through the inclusion of these activities.

Conclusions. In conclusion, the increasing relevance of military terminology in today's global security context demands a more structured and comprehensive approach to its integration into EFL curricula. In spite of its increasing relevance, existing EFL courses, especially in non-military establishments, tend to lack a coherent teaching of military terminology, such that the learning process becomes fragmented and disorganized. To alleviate this shortcoming, pedagogical solutions should be embraced, going beyond mainstream pedagogy with task-based, corpus-based, and translation-based methodologies to enable the application of military terms in actual situations.

As military communication evolves, it is imperative that military terminology instruction adapt to the new developments. Given the linguistic and cultural advances in military language, effective instruction of military terminology must be contextualized. Using real-world resources, like news articles on war, gives students a solid basis for being exposed to living language, which promotes better comprehension and memory of the material. Teachers of English as a foreign language can create an engaging learning environment where students engage in conversations regarding global security using activities that encourage analysis, discussion, and application.

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