PECULIARITIES OF THE PLANNING AND CONDUCTING ESP COURSES FOR THE MILITARY FORCES

ОСОБЛИВОСТІ ПЛАНУВАННЯ ТА ПРОВЕДЕННЯ КУРСІВ АНГЛІЙСЬКОЇ МОВИ ДЛЯ ВІЙСЬКОВИХ

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ABSTRACT

*The article is devoted to the peculiarities of planning and conducting dpecial courses of English languafe which would be oriented on the improvement soldiers' communicative skills. The author underlines that within modern conditions the security and safety of our country needs a highly-qualified military professionals. Thus, the change should involve the training of the English language teachers, able to plan and conduct ESP (English for Specific Purposes) courses for different purposes, including «English for the Military Forces». The **purpose** of the study is to reveal the features of the planning and conducting ESP courses for the Military Forces. The obiect of the research work is the author's written syllabus for the ESP course for the military forces.*

It is made the stress on the fact that nowadays the Ukrainian army transforms according to NATO standards, which must be resulted in the cooperative international activities. One of the important steps is the training of the soldiers and command staff, able to communicate with foreign collegues in English because it it is necessary for the performance and execution of common combat tasks along with the troops of the Alliance. Mastering English during the planned ESP course gives the carreer opportunities for our soldiers because they will be able to become the world-class specialists. This could be realised due to the especially planned ESP Courses, which could be conducted on the base of the educational institutions considering the peculiarities of the work with the students within the Multicultural Educational Society.

The article contains the author's syllabus, which includes the content which should be mastered by the soldiers and command staff. The prposed tasks from the ESP course are based on the non-standard methods of teaching military forces including problem-solving methods of teaching, active, creative forms and methods such as the project method, «brainstorming», discussions, the method of podcasts, the associative method, training in collaboration or cooperative learning, sliding, case-study and role-playing games, argumentative essay writing, concept maps, webs, charts, flipped classroom, content and language integrated learning (CLIL) etc.

Within modern conditions the security and safety of our country needs a highly-qualified military professionals. Thus, the change should involve the training of the English language teachers, able to plan and conduct ESP (English for Specific Purposes) courses for different purposes, including «English for the Military Forces». The **purpose** of the study is to reveal the features of the planning and conducting ESP courses for the Military Forces. The obiect of the research work is the author's written syllabus for the ESP course for the military forces.

Nowadays the Ukrainian army transforms according to NATO standards, which must be resulted in the cooperative international activities. One of the important steps is the training of the soldiers and command staff, able to communicate with foreign collegues in English because it it is necessary for the performance and execution of common combat tasks along with the troops of the Alliance. Mastering English during the planned ESP course gives the carreer opportunities for our soldiers because they will be able to become the world-class class specialists. The transition to NATO standards needs from our Army to be compatible with foreign troops. If, for example, the Ukrainian military will carry out tasks together with Polish, British, American or any other troops, then, not only the commanders must speak the same language and understand each other. This could be realised due to the especially planned ESP Courses, which could be conducted on the base of the educational institutions considering the peculiarities of the work with the students within the Multicultural Educational Society [7].

As we know, scientists define ESP as «an approach to language learning which is based on learner's need. The planning and conducting ESP for the military forces has the simple question: Why does the soldier need to learn English language? ... ESP for the military, then, should be an approach to English teaching in which all decisions as to method and multi media content should be grounded on the soldier's reason for studying».

Why is ESP in general is important? Modern scientists (L. Petrovska, N. Chepeleva, V. Cherevko, etc.) underline that there is the increase in vocational training and learning due to the globalisation and English language became the most popular language of international communication. This ESP approach assumes that the English language teaching will be correlated to the specific communicative needs which can emerge within the army. In order to tailor the ESP course to the Army's needs, the ESP course should be preceded by an analysis of the situations and conditions within the military service. The educational tasks should be professionally-oriented -oriented educational work as well as to their preferred styles of learning. This needs analysis should also include within its scope some target situation analysis, which means the identifying of the features of the particular situations in which the students will use the foreign language, and also some discourse analysis, that is to say, the analysis of the language used in these situations. The source of information on the students' needs are students themselves, and both their teachers and their future employers. Methods of collecting the information

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include questionnaires, interviews and talks. All these procedures aim at maximization of the effectiveness of the teaching process.

The characteristic features of ESP for the military forces: 1) The Army's needs analysis; 2) The target situation analysis, which includes the identification of the features of the chosen field of the professional activity (military actions) in which the soldiers and command staff will use the foreign language; 3) and discourse analysis, which entails the analysis of the language used in situations which occur within the ESP course.

The use of these procedures aim at designing an ESP course that will prepare the soldiers and command staff for effective communication in situations which occur, or will occur, in their professional work and/or studies according to the theory of ESP [9].

While planning the ESP for the Military Forces you should take into account such characteristics: 1. ESP course for the military forces should be suitable for various types of troops; 2. ESP course for the military forces may use, in specific teaching situations, a different methodology from that of General English; 3. ESP course for the military forces is generally designed for intermediate or advanced students; 4. Most ESP courses assume some basic knowledge of the language system.

In order to improve the communicative competence of military forces we suggest you **the syllabus for the ESP course for the soldiers and command staff.**

Language of instruction: English/Ukrainian

Key words: military forces, ESP for soldiers, English language, critical thinking, formation of communicative skills during listening, reading, writing, speaking.

Target audience: the ESP course is intended for military forces (soldiers and the command staff).

Duration of the ESP course: 60 academic hours.

Classes: 2 times a week, the duration of one class is 90 minutes (2 academic hours).

The purpose of the ESP course: to improve the practical communication skills in English of soldiers and command staff, to increase the efficiency of their professional duties when interacting with foreign colleagues; the use of the necessary vocabulary and the acquisition of professional conversational skills, professional correspondence and the ability to effectively use specialized reference information at work. The educational process is aimed at improvement of English communication skills (for the further work as the part of NATO or UN peacekeeping missions).

In the process of achieving this goal, soldiers and the command staff gain knowledge of the basics of critical thinking, theory of argumentation; reveal the features of graphic organizers and coding of professional texts during critical reading, listening and writing, «Socratic dialogue». Winners form the ability to correctly argue their thoughts in English, to participate in discussions in English. With the help of modern methods and strategies for the formation of critical thinking, soldiers and the command staff should master a sufficient level of communicative competence when working with authentic English-language

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multimedia materials from the Internet; during the implementation of individual and group projects on online platforms, creating own multimedia content; performing tasks in order to form criticality and consistency of thinking and speech.

The main tasks of the ESP course discipline are: with the help of modern methods and strategies to form general and professionally oriented communicative speech competences (linguistic, sociolinguistic and pragmatic); to ensure their effective communication in the academic and professional environment; to strengthen the confidence while working with authentic multimedia and text materials from the Internet.

The ESP learners have to gain knowledge about The Branches of the Army, which are classified as *basic* and *special* branches; about their functions and soldiers' roles within these units.

ESP Course policy (features of conducting training sessions and the soldiers' expected skills).

The ESP course provides using of problem-solving methods of teaching, active, creative forms and methods such as the project method, «brainstorming», discussions, the method of podcasts, the associative method, training in collaboration or cooperative learning, sliding, case-study and role-playing games, argumentative essay writing, concept maps, webs, charts, flipped classroom, content and language integrated learning (CLIL) etc.

The soldiers and command staff are expected to be able: to work on projects, confidently expressing their thoughts in English; to understand English grammar and work with English-language web content; to create own multimedia content with the help of digital technologies; to implement work in groups, dyads, triads; to answer questions based on the studied material; to participate in discussions, trainings; to perform current and final practical tasks; to perform independent work; to prepare documents and presentations on specific military topics; to discuss the military agenda, military organizations, divisions; to communicate with visitors to the military base; to understand the public information, to realise interaction and coordination with mass media; to plan briefings, to interact with civil services; to talk about equipment and military equipment; to know the English names of different regiments, military ranks, land, air and sea means of transportation, parts of the body, etc.; to conduct peacekeeping operations, to implement missions, to support UN peacekeeping operations; to conduct negotiations, mediation, to separate the conflicting parties; to present and report clearly and clearly.

Technical and software/equipment, visibility should include: personal computers, phones, projector, screen/interactive whiteboard, multimedia online content, Zoom application, etc.

The content of the ESP course (professionaly-oriented content+*Grammar*)

Theme 1. Start point. What is the Boot Camp? Operation Orders.
Noun and Pronoun. Word order.
Theme 2. Military Service. Weapons and Equipment. Artillery Mission.
Adjective. Degrees of Comparison
Theme 3. What Military Vehicles and Aircraft do you know?

Verb. Irregular Verbs

Theme 4. Military Routines, Military Uniform. Army Units and Ranks. The Battalion. Infantry Units. Parachute Regiment. Special Air Service. Airforce Mission.

Present Simple and Present Continuous

Theme 5. Military Organizations. The NATO School. Military Alliances. UN Peacekeeping Operations.

Past Simple and Past Continuous

Theme 6. Assault Course. War Games/ War Drills.

Future Simple and Future Continuous

Theme 7. A Visitor to the Base. Billeting. Assignment Abroad. Booking an Accommodation

Present Perfect and Present Perfect Continuous

Theme 8. Fit to Fight. Parts of the Body. Health Problems. First Aid Kit. Wounds and Injuries

Past Perfect and Past Perfect Continuous

Theme 9. Terrain Features. Tactical Tasks. Describing Location and Distance. Patrol. Traffic Signs.

Future Perfect and Future Perfect Continuous

Theme 10. Mining and Demining Procedures.

Passive Voice

Theme 11 Carrier. Naval Vessels and Terms.

Reported Speech

Theme 12 Combat Search and Rescue. Humanitarian Assistance. Civil-Military Cooperation. Military-Media Relations. Writing Correspondence. E-mails

Conditionals

Evaluation system and requirements:

Assessment of soldiers' and command staff knowledge could be carried out on the basis of the results of current control. The final grade is the sum of the points scored during the current control and is calculated on a 100-point scale.

Current control is carried out during practical classes. When evaluating practical classes, the active participation of soldiers and command staff in the class, the ability to answer questions based on the studied material, discussion of debatable issues, performance of practical tasks, and independent work are taken into account.

We suggest the Sheme of evaluation system which is rvealed in the Figure 1.

Chart 1

Sheme of evaluation

Seminars	Amount of the Points						
	1-34	35-49	50-57	58-64	65-77	78-89	90-100
	F	FX	E	D	C	B	A
Seminar 1	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 2	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar3	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 4	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 5	2,8	4	4,8	5,3	6,4	7,4	8,3

Semina r6	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 7	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 8	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 9	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 10	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 11	2,8	4	4,8	5,3	6,4	7,4	8,3
Seminar 12	2,8	4	4,8	5,3	6,4	7,4	8,3
Total	34	49	57	64	77	89	100

The correlation of thepoints and the ECTS scale is suggested in the Chart 2

Chart 2

The correlation of the points and the ECTS scale

points	ECTS scale
90-100	A
78-89	B
65-77	C
58-64	D
50-57	E
35-49	FX
1-34	F (negative result)

The non-standard methods of teaching ESP for military forces guarantee the perception, understanding, memorization and reproduction of linguistic units according to the contextual appropriateness, which is correlated according to the communicative functions [5:18; 7; 8].

Thus, the soldiers and command staff will be able to understand the partner and respond competently, to conduct a conversation during exercises, when performing tactical tasks; to show the direction of movement, describe people, situations, location, features and objects of the locality; to conduct business correspondence in English, to communicate by phone, to report on the situation. These skills could be fromed with the help of non-standard technologies. L. Petrovska, N. Chepeleva, V. Cherevko and others underline that planning and conducting ESP for the Military forces includes the implementation of the non-standard, interactive methods and technologies (web-quests, MMRPG, digital excursions, case-study,video-conferencing, podcats, workshops, brainstormimg, method of projects, etc.). G. Ter-Sahakyants, O. Kraskovskaya state that interactive methods and technologies provide great base for the for the development of communicative skills during the ESP courses due to the involvement of learners into the educational process.

We agrre with mark Tennant who underlines that the great attention has to be paid to the interactive methods which should be implemented according to the context of the military service. [11]

In order to achieve the determined goal of the ESP for military forces we suggest you to implement the **«Digital Medevac».** Soldiers will be able to upgrade knowledge with the help of small virtual excursions to real places of our planet via the Internet. This picture is taken from the textbook Campaign [9], which is oriented on the learners with the advanced level of English. Ask

them to make the virtual excursion fro their groupmates, using the Internet resources. They have to describe the place, to plan the MEDEVAC (medical evacuation), staff meeting, book accommodation for the foreign partners, to solve some problems of the region. They will practice their speaking skills, writing and listening skills. Such excursions are useful for the representatives of different units, ranks and forces, including Royal engineers.

Pic. 1. The Staff Meeting

Modern browsers with an interesting graphic design allow you to search by keywords not only text pages, but also find relevant images, audio and video content that actualizes cognitive activity during English language learning. Writing e-mails, participating in video conferences also allows you to develop written and oral communication, improve teamwork skills, when all participants can discuss, express their opinions or ask for help.
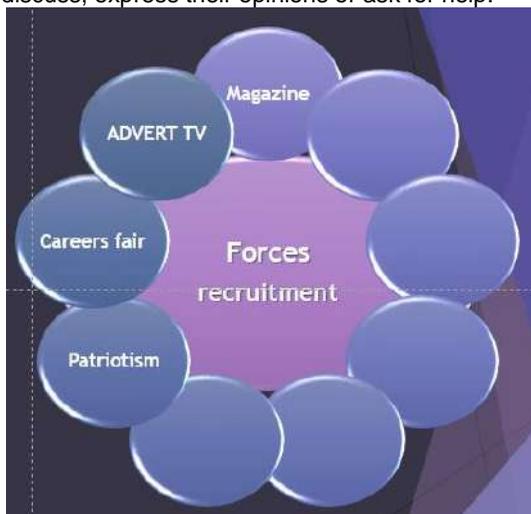
Pic. 2. Diagram «Joining Up»

Joining Up. Suggest students to work with the Internet and after that to discuss the issue on Recruiting in different countries and after that the fill the diagram about various ways of Joining Up. They have to tell where they have heard about the Military service; about their motivation, expectations and impressions from the service in the Military Forces in their country and abroad. It is useful to propose students to work with the scheme filling it with their short notes cause this will help them to present their answer. After the presentation organize the discussion which will upgrade their communicative skills due to the practicing different tenses of the English language.

The answers could be : *Advert TV, Magazine, Duty, Patriotism, careers fair, recruitment office, school, college, university, mobilisation, etc.*

After the discussion suggest learners to look at the military recruitment posters and suggest them to create their own and to share it. (Data transfer («Screensharing») allows you to display images, video content, audio materials, texts or programs necessary for work in the classroom).
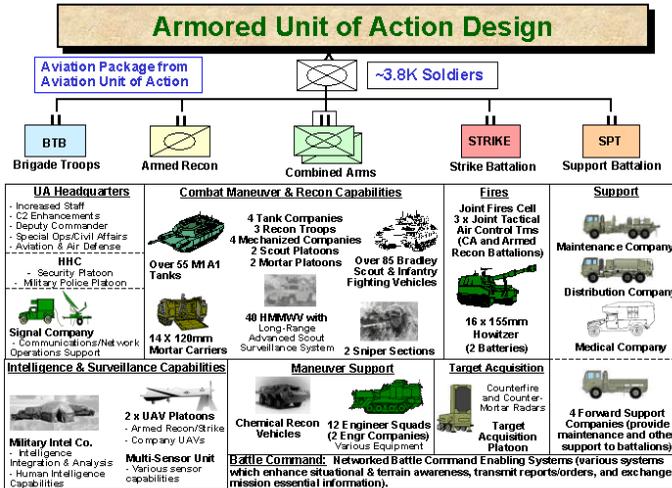
https://www.google.com/search?q=poster+of+military+recruitment&tbm=isch&hl=uk&chips=q:poster+of+military+recruitment,online_chips:enlistment+bonus:zPYCXLHUMbc%3D&sa=X&ved=2ahUKEwjo-cf-ktv9AhWGuCoKHRRWBBcQ4VYoAHoECAEQJQ&biw=1583&bih=757

An effective means of organizing information after a discussion is a conceptual table. It is especially useful when comparing three or more points. The table consists of those points that are compared and of such features by which they are compared. Word webs, Venn diagrams, and concept maps are called graphic organizers because they do just that: organize ideas graphically. So they're really helpful when you're brainstorming your thoughts to find solutions to problems. Once you recognize and define a real problem, it's time to start looking for a viable, effective solution. Electronic newspapers and remote library searches are also alternative and exciting ways to get the information you need. It can be said that if interactive technologies are used, in particular when using the Internet, online platforms (Padlet, Jamboard, Quizzlet) and services (YouTube, FluentU, Jeopardy, etc.), independence becomes a certain index of the active position of the student, his ability to respond to information during tasks after working with authentic materials. Suggest students to play the Jeopardy game for the military forces. This is the reversed version of the Jeopardy. It will be helpful for the learners of the ESP Course for the Military Forces.

https://jeopardylabs.com/play/military-545

Venn diagram: finds solutions by showing common ground between two or more causes or symptoms of a problem. A Venn diagram is built on two or more large circles that partially overlap each other so that a common space is formed in the middle. It can be used to contrast ideas and show how they fit together. Suppose, for example, that students compare the expeditions of NATO. A Venn diagram will encourage the soldiers to contrast the features of these expeditions while demonstrating the common elements of both. The teacher can ask pairs of students to construct Venn diagrams by filling in only the two parts of the circle. Pairs can then join other pairs and groups of four can compare their charts and

then in the center sector write a list of features they think were common to both expeditions. Soldiers may discuss the pro and cons of the expeditions, units' services, ranks, missions of different state institutions of oganisations.

Suggest students to look at the Venn Diagram which describes EU, NATO and OSCE members. Ask them to look for operations/missions of these organisations and to retell the material about them to each other during the next lesson. Also you can propose them to make the presentation or the video-material.

Pic. 3. NATO, OSCE and EU Members

In our opinion, non-standard methods are useful the for ESP course, both inside and outside the group because soldiers improve their communication skills, soft skills, including the team spirit and leadership characteristics. Working with the theme **Armored Unit of Action Design** ask students to create the poster, to mention characteristics and to prepare the brief meeting for the soldiers from the foreign countries. They have to tell them about the military routine, about their responsibilities, about the condition of the technique. Suggest them to work with the given link and to describe various kinds of units.

https://www.globalsecurity.org/military/agency/army/bct-heavy.htm

Pic. 4. Armored Unit of Action Design

It has been proven that the ESP students' activities become efficient, maximally productive and is characterized by a high indicator of the intensity of the participants' communication which is of great use for the team-building skills within the army units. Suggest learners to interview each other or to prepare the monologue by themselves.

Chart 3

The best about military life for me…

Fill the chart using these phrases and tell about your own positive impression from the Military Service	
Use these Phrases	
For me, being able to…is…	
Using my skills on a daily base….	
Well, knowing that I can…	
It's having possibilty of training…	
Going to work each day…	
It's having possibility to gain…	
Working in….is	

Your ESP course should contain not only professionally-oriented educational tasks, including texts, real-life maps, military routine, accepted orders and commands, tasks for audition) but also the grammar material which is embedded into the potential real- life situations. You can suggest your students to work with authentic military texts and exercises from professionally-oriented textbooks for the military forces.

The use of interactive teaching methods motivates not only the student, but also the teacher to constant creativity, promotes the development of pedagogical abilities, orients the search for unique qualities of students, peculiarities of their thinking.

The main components of the effectiveness of the ESP lesson fro the soldiers are: theoretical knowledge of the soldiers, careful planning of the ESP lesson and the creative approach of the teacher.

The structure of the ESP lesson takes place in four stages: 1) Preparation. This stage involves organizational aspects, such as handouts, deciding on the venue and the necessary technical equipment. 2) Introduction. At this stage, it is important to explain the rules, the goal, the technically formed task, the division into groups, the distribution of roles, and a reminder of the amount of time allocated for the «game». 3) Conducting. Discussion of situations given by the teacher, independent or group search for solutions, formation of answers are mandatory. 4) Reflection and results. The elements of this stage are the discussion of the results of the «game», evaluation, feedback.

Interactive learning technologies can be involved in conducting a class in the classroom or outside it in the form of an extracurricular activity. The method of conducting the class is active, that is, no one is left without attention and, in a favorable atmosphere, even passive students strive to be active participants.

As the example you can suggest your students to pretend that they are trying to help to organize the Army forces fo some fictional state. Ask them to separate the given terms of The Brances of Army according to the given scheme. After that they have to form the team and to present the routine day of the one of the Services or Arms.
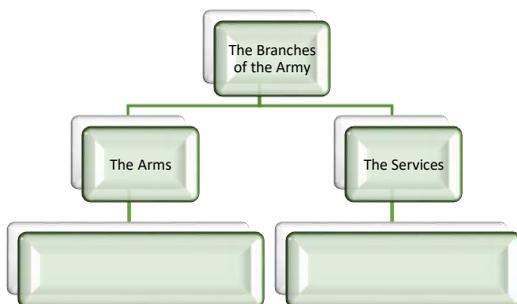
Pic. 5. The Branches of the Army

Terms: *Infantry, Transportation Corps and the Veterinary Corps, Armor, Field Artillery, Air Defense Artillery, Quartermaster Corps, Aviation, Corpsof Engineers and Special Forces, Signal Corps, The Adjutant General's*

Corps, Chemical Corps, Military Intelligence and Military Police Corps, Finance Corps, Army Medical Corps,Chaplains Branch, Judge Advocate General's Corps, Ordnance Corps, Chemical Corps, Military Police Corps.

Vocabulary. New words or slang expressions could be send to each student of the ESP course before the lesson. During the training session suggest them to compose dialogues, using the new words.

Chart 4

New Words

Term/slang	Translation	Term/slang	Translation
Chair force	зневажливо до повітряних сил	repel	відбивати
To dog a watch	чатувати	troops	війська
Hit the silk	стрибнути з парашутом	launch	починати, запускати
Leafer	майор (на його формі є значок з листком)	explode	підривати
Leg	Ті, хто не проходили парашутну підготовку	reconnoiter	розвідка
Brain bucket	(шолом)	salvo	залп
Tommy gun	автомат	onslaught	штурм
armistice	перемир'я	infantry	піхота
Ceasefire	режим тиші	besiege	осадити
ordnance	боєприпаси	hostilities	військові дії

Concept charts can be completed throughout the class discussion. The information they contain is more limited than that obtained when using the association method, but the teacher can demonstrate the process of creating a topic for writing, using a concept table, so that students better understand how it should be done.

Table «Yes-No». This is a multi-purpose graphic organizer for recording binary (yes/no, pro/con, or compare/contrast) responses to a discussion. For example, after reading two monologues of the characters from the book arguing for and against the military mission within severe weather conditions, pairs of students can construct a Yes-No table and in 5 minutes complete the left-hand side of the diagram list of evidence. They then have 5 minutes to write down as much evidence as they can think of against this idea. At the end of this lesson, for another 5 minutes, they can compare their material with that of another pair. Later, the teacher can direct the composition of the Yes-No table, on which the whole class works.

Conclusion. As the conclusion we can underline the relevance of the conducting ESP courses for the military forces. We recommend the implementation of the non-standard methods of teaching which are able to upgrade the students' communicative skills. **Our further research** will be devoted to the peculiarities of the ESP courses for the sldiers within the rehabilitational processes.

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АНОТАЦІЯ

Статтю присвячено особливостям планування та проведення спеціальних курсів англійської мови, які були б спрямовані на вдосконалення комунікативних навичок військовослужбовців. Автор підкреслює, що в сучасних умовах безпека нашої держави потребує висококваліфікованих військових професіоналів. Таким чином, зміна має включати підготовку вчителів англійської мови, здатних планувати та проводити курси ESP (English for Specific Purposes) для різних цілей, у тому числі «Англійська для військових». Мета дослідження – розкрити особливості планування та проведення курсів англійської мови професійної підготовки для Збройних Сил. Об'єктом дослідження є авторська письмова програма курсу ESP для військових.

Наголошується на тому, що нині українська армія трансформується за стандартами НАТО, результатом чого має бути спільна міжнародна діяльність. Одним із важливих кроків є підготовка військовослужбовців і командного складу, здатних спілкуватися з іноземними колегами англійською мовою, оскільки це необхідно для виконання спільних бойових завдань разом із військами Альянсу. Оволодіння англійською під час запланованого курсу ESP дає кар'єрні можливості для наших бійців, адже вони зможуть стати фахівцями світового рівня. Це можна було б реалізувати завдяки спеціально запланованим курсам ESP, які могли б проводитися на базі навчальних закладів з урахуванням особливостей роботи зі студентами в рамках мультикультурного освітнього суспільства.

Стаття містить авторську програму, зміст якої повинні засвоїти солдати та командний склад. Пропоновані завдання з курсу ESP базуються на нестандартних методах навчання військових формувань, включаючи проблемні методи навчання, активні, творчі форми та методи: проєкти, «мозковий штурм», дискусії, метод подкастів, асоціативний метод, навчання у співпраці чи кооперативному навчанні, ковзання, тематичні дослідження та рольові ігри, написання аргументованого есе, концептуальні карти, мережі, діаграми, перевернута класна кімната, інтегроване навчання змісту та мови (CLIL) тощо.

Ключові слова: англійська мова спеціального призначення, англійська мова для військових, методика викладання, сучасні технології викладання англійської мови, курси англійської мови.