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The Place of Writing in English for Military Purposes

Abstract: Since ESP language trainings are becoming increasingly popular in professional communities and among university students, their impact and therefore academic value seem to be enormous nowadays. As a result, apart from the very general language training, contemporary university education enables students to get access to professional corpuses, often containing the terminology that is simply unavailable in regular courses or at least limited to an absolute minimum. However, apart from teaching the intended professional terminology, ESP courses often require teachers to make their students familiar with a wide range of skills, such as negotiating the meaning or transferring specific cultural values from one language to

another. When it comes to Military English, writing skills seem to be even more important than speaking and other language aspects, since it often requires military students and then soldiers to communicate various cultural phenomena when contacting professionals from other countries. This article focuses on the phenomenon of writing skills in Military English, including the phenomenon of mediation as a variable that often requires students to negotiate the meaning in order to transfer specific information. As a result, the theoretical part of this article presents the issues of ME from various perspectives, whereas the empirical part reveals the attitude of the students of the Military University of Technology in Warsaw towards the discussed issue and therefore the possible suggestions concerning the use of this type of a popular ESP framework.

Key words: writing, Military English, ESP, STANAG

Introduction

Whether it be a regular language course or specialised language training, contemporary requirements in the field of university language education seem to have modified the way teachers approach this phenomenon. Therefore, apart from developing their general language competence, university students often need go beyond what they have been used to and thus become familiar with a completely different issue related to language education, i.e. a particular type of a specialised language, characteristic for their specific field of studies. Complex as the phenomenon is, maintaining a united front and therefore a balance between the general and specialised types of language competence seems to be vital in terms of students' final success. Furthermore, in order to become highly competitive on the contemporary job market and thus face an opportunity to choose from among an array of job offers, the knowledge of specialised languages seem to be the essence of what the modern entrepreneurs expect as well as what language education has truly become.

Since the above-described phenomenon tends to be highly complex, multifaceted and thus based on a myriad of interrelated factors and even social and economic regulations, this article focuses on a specific type of an English for Specific Purposes (ESP) language, i.e. Military English. According to Malenica and Fabijanić (2013), Military English ought to be understood as the type of specialised language that deals with the highly restrictive taxonomy of the military lexicon and thus contains numerous abbreviations and lexical terms characteristic for the military sector of the national identity. Furthermore, Cannon (1989) and Lopez Rua (2004) pinpoint that military typologies often contain multiple discrepancies that need to be thoroughly analysed and accounted for in order to standardise them and avoid inconsistencies when approached by particular language users. Harley (2006) adds that the military lexicon also tends to reveal a high degree of productivity, and it belongs to the so-called active and living part of the entire corpus of English language terminology, often enriched by a multitude of neologisms created on a regular basis in order to meet the needs of the current situation. As a corollary, all of the above-mentioned features contribute to the fact that Military English constitutes a complex issue and thus needs to be approached in a careful and detailed way.

However, when it comes to Military English and the four major language skills, it is not speaking, reading or listening that poses difficulties. As a result, writing tends to become the most problematic skill, since it requires students to be specific, brief and as clear as possible in order to avoid mistakes and potential misunderstandings. Furthermore, when dealing with writing skills in military contexts, students often need to negotiate the meaning and mediate with international partners from such organisations as NATO or United Nations, which often seems to be culturally conditioned. That is why

students of military faculties need to be aware of a myriad of common language features and military terminology as well as specific cultural values and issues related to military contexts in the countries they cooperate with, mainly in order to mediate successfully and thus reach a consensus. Finally, writing is one of the major components as regards the STANAG examination, i.e. the most respected military form of language certification of the future professional soldiers.

This article deals with the issue of mediation in military writing, and it consists of two parts. In the theoretical part, the authors present various theoretical issues related to Military English and its features, including the place of Military English in the ESP framework. Furthermore, this part characterises military students and the STANAG examination in terms of writing skills in order to introduce the reader to the vital requirements regarding this component of the above-mentioned type of examination. As far as the empirical part is concerned, the authors aimed to investigate the participants' attitude towards military writing skills at particular stages of their language training at the Military University of Technology in Warsaw as well as their opinions regarding the features of military writing that posed the biggest difficulties to them.

ESP courses and the place of Military English

According to Long (2005), teaching general English seems to be similar to the type of teaching that has no clearly specified purpose, which means that teachers have a tendency to implement too many unnecessary items in order to teach as much as possible within a particular period of time. That is why it is highly recommended to introduce teaching for a specific

purpose, since, according to Hyland (2002, as cited in Belcher, 2009, p. 1), "commitment to the goal of providing language instruction that addresses students' own language learning purposes is what those who take an English for Specific Purposes (ESP) approach see as distinguishing it from other approaches to English Language Teaching (ELT)."

However, in order to understand the issue of ESP properly, it seems to be worth analysing what ESP truly is. To start with, Hutchinson and Waters (Donesch-Jezo, 2012, p. 2) define ESP as "an approach to language learning which is based on learner need […] and in which all decisions as to content and method are based on the learner's reason for learning". Furthermore, Dudley-Evans and St. John (1998, p. 5) maintain that ESP is the type of a language that reveals numerous, unique characteristics, both absolute (specific needs and underlying methodology, appropriate language elements) and variable (specific disciplines, modified methodology allowed, designed mostly for adults and advanced learners, partly based on the basic knowledge of the target language). Plesca (2016) pinpoints that the term ESP refers to the type of discourse implemented in a specific working environment in order to suit the needs of the intended profession and facilitate the process of information flow in a variety of professional contexts.

When it comes to ESP courses, officially developed and first presented to the public in the 1960s, the teacher needs to conduct a thorough analysis of the specific character of the ESP type of written and spoken discourse before implementing and thus addressing their students' needs. In other words, the teacher needs to be aware of the multiple character of ESP courses, i.e. their types and specific features. As a corollary, Hyland (2006, as cited in Belcher, 2009, pp. 2–3) divided ESP courses into the following two categories:

· English for Academic Purposes (EAP), designed for university students in order to address their academic needs, and

• English for Occupational Purposes (EOP), designed for an array of professional communities, such as lawyers, businesspeople, doctors, etc.

There are also other, less-known categories of ESP courses, which constitute hybrids of the above-mentioned types of ESP phenomena, and these are EALP (English for Academic Legal Purposes) or EABP (English for Academic Business Purposes), among others (Hyland, 2006, as cited in Belcher, 2009, pp. 2–3).

As far as Military English (ME) is concerned, i.e. the subject of this article, Orna-Montesinos (2013, pp. 87–88) claims that ME is the type of a language that tends to be used in military contexts and constitutes the vital outcome of the progressive process of "globalisation of military conflicts" as well as "integration of armies in multinational and multicultural coalition forces". That is why, as a contemporary lingua franca, English has become the major language tool responsible for the "interconnection between individuals and organisations, between the national and the international" as well as "between the local and the global". As a result, ME deals with an array of military areas, such as day-to-day communication among soldiers, international cooperation, military unions and treaties, armed forces, missions and weapons, modern warfare, etc. Complex as it is, ME constitutes one of the most attractive scenarios when developing the language skills of military cadets, who aim to become professional soldiers and thus become active and regular participants of international military communication and instruction. When it comes to the place of ME in the ESP framework, it has become an important part of the EOP taxonomy of language types designed for particular professional communities; one of them is the North Atlantic Treaty Organization (commonly referred to as NATO).

NATO requirements concerning Military English

Together with the requirements of the Polish Armed Forces School of Languages, the Standardisation Agreement (STANAG) provides all NATO forces with a thorough description of language proficiency levels (STANAG, 2009, p. 4) and thus allows the Department of Education of the Ministry of National Defence to implement the so-called *Framework Programme* established for English language education in the Polish Armed Forces, herein 'Ramowy Program Nauczania Języka Angielskiego w Siłach Zbrojnych RP Edycja III' (2019). As a corollary, it is a fundamental tool applied through the process of writing curricula and syllabuses for the Polish Armed Forces (Ramowy Program Nauczania Języka Angielskiego w Siłach Zbrojnych RP Edycja III, 2019, p. 5).

When it comes to Military English, the second level of Ramowy Program Nauczania Języka Angielskiego w Siłach Zbrojnych RP Edycja III (2019) adopts an approach that contains an array of military topics selected according to the intended military graduates' ability to carry out their official duties only to a limited extent (Ramowy Program Nauczania Języka Angielskiego w Siłach Zbrojnych RP Edycja III, 2019, p. 24). At the third level, on the other hand, the topics are selected in a way that enables graduates to perform their duties at a minimum of professional level (Ramowy Program Nauczania Języka Angielskiego w Siłach Zbrojnych RP Edycja III, 2019, p. 35). Therefore, the military topics at the above-mentioned levels are as follows:

Table 1. Military English topics

	Level 2	Level 3
Military English	Military ranks, all forces' basic weapons systems	Military ranks – nomenclature and comparison

	Armed forces, services: organization of a particular type of armed forces, equipment and armament of soldiers of a particular type of armed forces and service, weapon systems of a particular type of armed forces and service	Armed forces, services: basic organization of armed forces, organization of a particular type of armed forces, basic equipment and armament of soldiers, equipment and armament of soldiers of a particular type of armed forces and service, weapon systems of particular armed forces and service, nomenclature of a particular weapon system
	Military service: education and training, military career, basic instruction and documents	Military service: education and training, military career, basic instruction and prescriptive documents
	Military exercises: basic warfare, field training exercises, multinational exercises, basis of commands	Military exercises: warfare, field training exercises, multinational exercises, C4I – Command, Control, Communication, Computers, Intelligence, elements of commands
	International cooperation: NATO and working abroad, international military units, peacekeeping missions, humanitarian missions	International cooperation: NATO and working abroad, international military units, peacekeeping missions, humanitarian missions, operations as part of disarmament treaties
	Basic abbreviations in military documents	
	Routine correspondence – written and conducted by technical means of communication	
		Current, worldwide political and military affairs
		Weapons of mass destruction – its operation, international agreements, current political and military affairs

Source: Authors' own elaboration on the basis of Ramowy Program Naucza-
nia Języka Angielskiego w Siłach Zbrojnych RP Edycja III (2019).

When analysing the topics attributed to levels 2 and 3, it can be pinpointed that the areas of interest are almost identical. However, a significant difference lies in the fact that the topics maintained at level 3

are substantially broadened. Therefore, they are not limited and context-reduced but a lot more complex and advanced. This factor determines the level of STANAG examinations themselves and thus makes them considerably much more difficult to pass. Another difference between the above-mentioned levels of Military English topics is the fact that level 3 exam evaluates whether cadets are knowledgeable enough about military vocabulary, which seems to be essential when comprehending political and military affairs.

STANAG exam and its major assumptions

The major aim of the STANAG examination is to assess candidates' linguistic competence in accordance with the Standardisation Agreement (Model egzaminu z języka angielskiego Poziom 3 STANAG 6001, 2018, p. 6). However, this type of examination has been developed not only for members of the Polish Armed Forces but also military related personnel (Model egzaminu z języka angielskiego Poziom 2 STANAG 6001, 2019, p. 6), which is why STANAG assesses candidates' linguistic competence regardless of the curriculum (Model egzaminu z języka angielskiego Poziom 2 STANAG 6001, 2019, p. 6). There are five levels of linguistic competence distinguished by STANAG 6001, and these are:

- Level 0 – no proficiency,
- Level 1 – survival,
- Level 2 – functional,
- Level 3 – professional,
- Level 4 – expert,
- Level 5 – higly-articulate native (STANAG, 2009, p. 5).

As far as assessment is concerned, STANAG measures candidates' linguistic competence in terms of the four major language skills, i.e. listening, speaking, reading, and writing. However, levels 4 and 5 are

not implemented in the Polish Army, whereas level 5 examination is not even available (Decyzja Nr 73/MON, 2020, p. 5).

Having taken the STANAG examination, a candidate achieves a Standard Language Profile (SLP) depicted in the form of 4 digits. They are inalterably listed in the following order:

- Skill L, standing for Listening
- Skill S, standing for Speaking
- Skill R, standing for Reading
- Skill W, standing for Writing (STANAG, 2009, p. 5).

As a corollary, a candidate's profile defined as SLP 3231 ought to be interpreted as listening level 3, speaking level 2, reading level 3, and writing level 1 (STANAG, 2009, p. 5).

As far as the examination itself is concerned, candidates are obliged to carry out particular tasks within the given time-limit as well as to deal with an array of distinct tasks, especially when it comes to reading and listening components aimed to evaluate a cadet's level of comprehension of specific types of texts. The speaking part, on the other hand, aims to investigate a candidate's readiness to have conversations on particular topics. Finally, when it comes to STANAG writing skills, the authors specify the requirements concerning this component in details in the further sections of this article.

In order to pass the given part of the STANAG examination, a candidate needs to score 70% (Decyzja Nr 73/MON, 2020, p. 4), which means 14 points (out of 20) (Model egzaminu z języka angielskiego Poziom 2 STANAG 6001, 2019; Model egzaminu z języka angielskiego Poziom 3 STANAG 6001, 2018), and they retake only the components that they have failed.

Military students' needs and requirements

The Commandant-rector of the Military University of Technology provides cadets with proper language education in order for graduates to obtain the profile determined as SLP 3232. (Decyzja Nr 73/MON, 2020, p. 10). However, this cannot be considered and therefore treated as an opportunity for students but rather a professional requirement, since this condition must be met by all military students in order to take the officer exam (Decyzja Nr 73/MON, 2020, p. 10).

The above-mentioned Standard Language Profile (SLP) reveals that all students need to obtain listening level 3, speaking level 2, reading level 3, and writing level 2. However, in order to understand the needs of military students in terms of language education, the target skills ought to be examined according to the official standards regarding the STANAG examination. As a corollary, when it comes to the area of listening, a candidate ought to comprehend (STANAG, 2009, p. 7):

· a majority of formal and informal speech as regards practical, social and professional issues, including particular interests and special fields of competence,

· an interlocutor talking 'with normal speed and clarity in a standard dialect', understood as the face-to-face type of interaction,

· language at interactive meetings and briefings, including the vocabulary related to unknown subjects and situations,

· the essentials of conversations made by educated native speakers, lectures on common topics and special fields of competence,

· moderately clear telephone calls and media broadcasts,

· language-related hypotheses, backing opinions, stating and defending policies, argumentation, objections and elaboration,

· abstract concepts through multi-topic discussions involving such areas of knowledge as economics, culture, science, technology and candidates' professional fields,

· explicit and implicit information (spoken),

· different stylistic levels,

· humour, emotional nuances and subtleties.

What is more, military students seldom need repetition, paraphrasing or additional explanations, and they can handle speech at a fast pace of delivery, i.e. native speakers using slang, regionalisms or dialects (STANAG, 2009, p. 7). As a corollary, when it comes to speaking skills, a candidate ought to:

· exchange verbal information in everyday social and professional situations,

· characterise people, places and things,

· narrate present, past and future events,

· present facts,

· compare and contrast,

· give instructions and directions,

· ask and answer expected queries,

· hold conversations on various topics related to job procedures, family, personal background, personal interests, travel and current events,

· be able to handle detailed discussions regarding typical daily communicative situations on such topics as personal and accommodation-related interactions,

· 'interact with native speakers not used to speaking with non--natives, although natives may have to adjust to some limitations.'

As far as speaking and therefore sentence-related issues are concerned, military students are also evaluated in terms of joining sentences into paragraphs and thus controlling the proper usage of the most basic grammatical structures. However, when it comes to more complex forms, their usage seems to be a distinct issue, since the terminology selected by the candidate is usually correct in common

utterances, but it may be inappropriate in a multitude of other situations (STANAG, 2009, p. 8).

When it comes to the area of reading skills, a candidate ought to:

· comprehend various authentic texts related to general and professional topics,

· learn while reading,

· comprehend various contexts related to the news, informational and editorial articles in prestigious magazines for educated natives, personal and professional correspondence, reports and materials in special fields of competence,

· comprehend language-related hypotheses, backing opinions, argumentation, clarification and elaboration,

· relate ideas,

· comprehend abstract concepts in multi-topic texts, usually related to the areas of economics, culture, science, technology and candidates' professional fields,

· comprehend explicit and implicit information (written),

· comprehend an array of stylistic levels,

· identify humour, emotional nuances and subtleties.

It is also worth mentioning that military students need to interpret the written content accurately, which means that they may sometimes require some assistance as regards various issues related to uncommonly sophisticated texts containing rare idioms or numerous cultural components. Finally, when compared with a native reader, a candidate's pace of reading may be much slower (STANAG, 2009, p. 11).

To conclude, after graduation from the Military University of Technology, military graduates' writing (to be discussed in the following sections of this article) and speaking skills allow them to function effectively in their professional environment. When it comes to reading and listening skills, they are at a minimum of the so-called professional

level. That is why the following paragraph of this article concentrates on the issue of community of practice in order to provide the reader with a myriad of definitions of this term and thus clarify the fact that the Military University of Technology is one of the best instances as regards effective language learning communities.

Military University of Technology as a community of practice

Introduced by Lave and Wenger (1991), a community of practice ought to be understood as a group of people who treat learning as a clearly social process strengthened by a multitude of specific factors intended to make it as effective as possible. In 1998, Wenger added that in order to establish a community of practice, a group of people needs to have a similar goal and share multiple similarities, such as the use of characteristic terminology, practices, etc. In consequence, all the members follow similar patterns and act in a way that defines them and thus distinguishes from among other communities of practice. Finally, a single person can belong to a number of communities of practice as long as the major rules, features and goals are followed and sustained. Ostermann (2008, p. 1), on the other hand, defines a community of practice as "a group of people who share similar interests and objectives". Furthermore, a community of practice has a clear tendency to define their own language, intended practices and artifacts they are planning to implement. It is also worth mentioning that communities of practice establish links between individuals and groups of people in the large network of social relationships in the public.

Li et al. (2009) pinpoint that the emergence and then existence of each community of practice ought to be based on the three essential components, which are *mutual engagement*, *joint enterprise* and *shared repertoire*. As far as the initial one is concerned, it represents the

entire paradigm of the interaction between the members of the target community of practice. When it comes to joint enterprise, this component resembles cooperation between the members in order to achieve their common goals. Finally, shared repertoire refers to all the resources a community of practice possesses, i.e. values, routines, behaviours, etc.

Holmes and Meyerhoff (1999) pinpoint another essential aspect of communities of practice and maintain that they are living cells, and their character is dynamic even though communities of practice are rich in features and comprise complex structures. Modifications take place due to practices, i.e. the experience and interaction between the members and other communities of practice. Finally, it is necessary to remember that entering a new community of practice is always based on learning and assimilation of various aspects that are characteristic for the target group. That is why the extent to which a person assimilates the new framework determines whether the new member is going to succeed and thus function properly and become a full member of the intended community of practice. Similar views were also presented by other researchers, such as Barab and Duffy (2012) or Hoadley (2012).

When it comes to Military English, one of the most valuable and respected communities of practice is the Military University of Technology in Warsaw, where professional soldiers and cadets aim to pursue the same goals and thus share a myriad of characteristic features that allow them to implement effective practices and succeed in various initiatives.

Since military studies differ from civilian studies in a considerable way, MUT's cadets study military (one day a week) and technical subjects (four days a week) simultaneously. Therefore, the military training aims to prepare students for their professional service in the Polish Armed Forces, and it is identical for all the students, regardless of the target field of study. There are also two modes of the military training, i.e. the

basic one, referred to as the Initial Entry Training, and the officer's one. Furthermore, as part of the military training, cadets have a wide range of university classes, such as command and control, tactics, peacekeeping operations, SERE (Survival, Evasion, Resistance and Escape), shooting practice and theory, anti-aircraft defence, weapons of mass destruction defence, fire support and medical support. Additionally, they take part in numerous specialist training courses in military training centers and army units, and they undergo an intensive training aimed to serve as squat commanders and, finally, platoon commanders (https://www.wat.edu.pl/ksztalcenie/rekrutacja/studia-wojskowe/zycie-studenta podchorazego/ksztalcenie-wojskowe/).

Due to the fact that military studies are full-time, graduates receive the professional title of Master of Science – engineer, and then they are appointed to the rank of the second lieutenant (https://www.wat.edu.pl/en/military-university-of-technology/mut/). What is more, since the initial day of their studies, military students become active members of the army, and they are accommodated at a military campus, where they have various additional duties that are not related to their studies. Being a soldier is also reflected in the fact that military students follow a strict military discipline before and after their regular classes (https://www.wojsko-polskie.pl/wat/studia-wojskowe-czym-roznia-sie-studia-wojskowe-od-cywilnych/). They also need to be extremely fit, hence their day starts with a morning run that covers 2–3 kilometres. However, the University provides their cadets with a full access to various sports facilities, such as a stadium and a swimming pool, sports halls, tennis courts, etc. (https://www.wat.edu.pl/ksztalcenie/rekrutacja/studia-wojskowe/zycie-studenta-podchorazego/przykladowy-plan-dnia/). That is why all the above-mentioned issues contribute to the fact that MUT students comprise an effective and community of practice that succeeds not only in language learning but also a myriad of social initiatives.

Teaching writing in military contexts

In contrast with teaching the military personnel at various residential and remedy courses and thus considering each skill separately, cadets at the Military University of Technology are always taught integrated language skills, which means that the four major skills are properly balanced in order to achieve the intended learning objectives (Ramowy Program Nauczania Języka Angielskiego w Siłach Zbrojnych RP Edycja III, 2019, p. 39).

However, when it comes to teaching military writing at level 2, there is no textbook for this skill and, as a result, teachers are forced to use various materials selected on the basis of their practical experience. Furthermore, in accordance with the syllabus of the MUT School of Foreign Languages, there are individual classes devoted to military writing. It is therefore determined by the STANAG examination requirements as well as by the fact that this skill is the most time-consuming of all. Due to that approach, the program's recommendations as regards military writing are fully respected (Ramowy Program Nauczania Języka Angielskiego w Siłach Zbrojnych RP Edycja III, 2019, pp. 41–42).

In compliance with the program's recommendations, STANAG agreement requirements as regards teaching writing at level 2, and PAFSL examination papers, writing classes are conducted in order to teach students private and professional writing along with an appropriate register and text organization. As a corollary, private letters, assessment reports, incident reports, formal letters (a letter of complaint, a letter of inquiry, a letter of application) are commonly practiced. As there is no textbook for military writing at level 2, MUT's language teachers use a combination of general English textbooks for successful writing and self-prepared materials for military reports. What is more, MUT's language teachers designed a specific e-learning course aimed to develop writing skills for the STANAG 2 type of examination, and this

course can be used either during classes or for self-study (https://e-
-learning.wat.edu.pl/).

Writing standards and exam requirements

According to the Standardisation Agreement (STANAG, 2009, p. 12), a level-
two candidate ought to be able to deal with the following writing issues:

· simple personal, routine workplace correspondence as well
as various documents related to everyday topics (memoranda, brief
reports, private letters),

· stating facts,

· giving instructions,

· describing people, places and things.

· referring to present, past and future activities, most com-
monly formulated in simple but complete paragraphs,

· 'combining and linking sentences into connected prose.'

What is more, when evaluating writing skills, the teacher is
supposed to investigate whether the paragraphs written by a candidate
cohere with the other ones. In other words, students need to know how
to organise ideas in accordance with the main points of the target task
or simple sequence of events. That is why the teacher needs to evaluate
whether the ideas have been related clearly, and the transitions between
them are logical. This situation stems from the fact that candidates
usually control simple, commonly used grammatical structures, but
they face difficulties when practicing more complex structures and
thus refrain from using them. As far as vocabulary is concerned, it
may be used incorrectly, which means that students can make use of
a number of circumlocutions in order to compensate for their lack of
knowledge. Finally, there is a possibility of distortion of meaning due to
a candidate's grammar, vocabulary, spelling and punctuation difficulties
(STANAG, 2009, p. 12).

When it comes to assessment in terms of writing skills at level 2, there are two tasks that need to be carried out within 75 minutes. As a corollary, in task one, students need to write a private or official e-mail (150–200 words), whereas in task two, students need to complete a report (150–200 words). As far as instructions are concerned, they are issued in Polish or English; however, all of the examination rubrics are written in English (examples are not provided). The skills that are required to pass this part of the exam are thanking, expressing opinions, refusing, describing people, places and things, describing past, present and future events, giving reasons, apologising, stating facts, giving information, explaining, expressing dissatisfaction, making requests and inviting. Finally, when it comes to the expected performance, candidates ought to write about everyday life and job-related issues, and thus formulate full paragraphs that consist of simple and complex sentences. However, the task must be grammatically and lexically correct, logical and coherent. The test is then assessed by two examiners, and in order to pass it, a candidate must score at least 14 points (out of 20) for both tasks (10 points for each task) (Model egzaminu z języka angielskiego Poziom 2 STANAG 6001, 2019, p. 9). The marking criteria (Model egzaminu z języka angielskiego Poziom 2 STANAG 6001, 2019, p. 36) have been divided into the so-called point bands, such as language resources, accuracy, organisation, and task achievement. As far as candidates' writing competence at level two is concerned, it is evaluated according to the following criteria:

Table 2. STANAG – level 2 writing criteria

Points	Language Resources	Accuracy	Organisation	Task Achievement
9-10 points	Relatively wide range of vocabulary and grammar.	Errors rare.	The writing is well organised.	The task fully accomplished and all content relevant.
8 points	More complex language used, including sentences above single-clause level.	Occasional errors in more complex language. Rare errors in simple language.		The task accomplished in a satisfactory way. Only minor omissions and irrelevancies occur.
7 points	Sufficient range of simple language.	Occasional errors in simple language.	The writing is relatively well organised.	
6 points (1+)		Frequent errors in simple language.	The way of organising ideas occasionally causes strain in the reader. An excessive use of linking devices may appear.	The task partly accomplished. Noticeable omissions and/or irrelevant information occur. Ideas not sufficiently developed.
4-5 points	The range of language not always sufficient for effective communication. Very basic language used.	Frequent errors in the language, including errors in the most basic structures.	The writing poorly organised. Parts of the text difficult to follow.	The task not accomplished. Important points missing and/or a lot of irrelevant information included. Whole stretches of language lifted from the task input.
1-3 points	Insufficient writing skills for effective communication.			
0 points	No writing skills, illegible handwriting or work not on the topic.			

Source: Model egzaminu z języka angielskiego Poziom 2 STANAG 6001 (2019).

The above-presented table reveals that candidates' performance is assessed individually in each band, and the final result depends on the lowest score achieved in a particular band. In other words, it is possible that a candidate gets 10 points for language resources, accuracy and organisation, but only 6 points for task achievement, and this means that their final result is only 6 points. This makes the scoring system a unique framework and thus forces candidates to treat their writing tasks as a whole. Finally, it affects candidates' individual paths of development, as it requires practical knowledge and skills in order to perform and pass the intended writing tasks.

Since the above-mentioned criteria seem to be relatively restrictive, it is therefore significant to find out what cadets truly think about the issue of writing skills as well as what their attitude towards this part of the exam is. As a corollary, the authors conducted research at the Military University of Technology in Warsaw in order to collect valuable information as regards writing skills in terms of the STANAG examination.

The research
Methodology and aims

The aim of this research was to investigate military students' attitude towards Military English writing, which is one of the major components of the STANAG examination and therefore a prerequisite for cadets in terms of graduation from the Military University of Technology. As a corollary, the authors investigated cadets' feedback as regards the difficulty of military writing itself as well as the potential obstacles faced when dealing with this component during the STANAG examination session. Additionally, the authors decided to find out more about the potential usefulness of writing skills in the cadets' future careers as well as the solutions that might be implemented in order to deal with the exam more effectively.

Finally, the authors compared the opinions and suggestions provided by the cadets representing particular years of studies and military faculties in order to evaluate their attitudes towards military writing skills before and after the STANAG exam.

As far as methodology is concerned, the authors decided to make use of the following research methods in order to raise the effectiveness of the presented research:

· the questionnaire method (aimed to collect data as regards the cadets' opinions in terms of military writing),

· the comparative and contrastive methods (aimed to compare and therefore contrast the obtained data, i.e. the cadets' opinions and information provided in the survey),

· the individual case analysis method (aimed to analyse and present each cadet's feedback individually and thus reach additional conclusions).

Instruments and procedure

In order to complete this research successfully and thus collect proper data, the authors designed a questionnaire consisting of 14 questions (6 of the questions dealt with the data regarding the participants' general information in order to profile them, whereas the remaining 8 questions focused on various aspects of the investigated issues), both of the open-ended and closed-ended nature. Therefore, apart from choosing from among the characteristics mentioned by the authors, the cadets had an opportunity to provide their own explanations concerning particular points of the questionnaire, which often contained valuable information and thus enabled the authors to find out even more than it had been expected. Additionally, it is worth mentioning that due to the COVID-19 pandemic, the questionnaire was distributed online.

As far as the research questions are concerned, and therefore the questionnaire itself, the initial six elements focused on such issues as the cadets' age, gender, year of studies at MUT, selected faculties, knowledge of foreign languages as well as STANAG 2 examination, i.e. its positive outcome at the time of this study. In other words, this stage of the presented research allowed the authors to establish a certain background as regards the subjects and thus proceed to the other stage which aimed to investigate the target issues related to military writing. As a corollary, the other 8 elements of the questionnaire investigated the cadets' approaches, attitudes and opinions regarding:

· the importance of the four major language skills, i.e. reading, writing, speaking, and listening, rated from 'the most important' to 'unimportant at all'; the subjects had an opportunity to add their own comments and opinions;

· the significance of Military English writing skills during the cadets' studies at MUT; rated from 'very significant' to 'difficult to declare'; additional comments might have been added;

· the usefulness of the four major language skills in the cadets' future professions; rated from 'the most important' to 'unimportant at all'; the subjects had an opportunity to provide their own explanations;

· the usefulness of Military English writing skills in the cadets' future professions; rated from 'very significant' to 'difficult to declare'; additional comments might have been added;

· the usefulness of specific Military English writing skills (a private e-mail, an office e-mail – asking for information, a formal e-mail – a complaint, a formal e-mail – a covering letter, a military report – an assessment report, a military report – an incident report) in the cadets' future professions; rated from 'very significant' to 'difficult to declare'; additional comments might have been added;

· the difficulties with Military English writing skills; rated from 'I definitely agree' to 'I completely disagree'; the cadets had an opportunity to provide additional comments and opinions as well as explanations regarding the problems that they had already faced and how they had solved them;

· the difficulty of specific Military English writing skills (a private e-mail, an office e-mail – asking for information, a formal e-mail – a complaint, a formal e-mail – a covering letter, a military report – an assessment report, a military report – an incident report) from an individual perspective; rated from 'very difficult' to 'hard to say';

· the areas of potential difficulties with Military English writing skills when dealing with the STANAG 2 examination; the cadets had an opportunity to choose from among such issues as general vocabulary, military vocabulary, grammar, time or type of task; additional areas might have been mentioned by the cadets;

When it comes to the research procedure, it consisted of two stages. Therefore, before the questionnaire was distributed to the target group of participants, the authors had distributed a sample of the intended instrument to a group of randomly selected MUT's students in order to validate it and thus confirm that the intended tool was properly understood and, in consequence, fulfilled its aim. At the following, second stage of the presented investigation, the questionnaire was distributed via Google documents to the target group of participants, which allowed the authors to analyse the target data effectively. Having collected the necessary information, the authors conducted two independent pieces of analysis, i.e. collective and individual, and then reached an array of conclusions.

Participants

As far as the participants are concerned, 38 respondents (36 males and 2 females) participated in this research. All of them were native speakers of Polish, and they represented second-year, third-year and fourth-year military students who agreed to become active participants of the survey. They were also students of an array of fields, i.e. mechanics and mechanical engineering, mechatronics, safety engineering, construction, and computer science. The choice of the respondents stems from the fact that all of them had already taken part in the STANAG 2 examination (at least once) and thus gained some experience in writing military texts during the course of their studies.

Results and findings

In order to investigate the aims related to the issue of writing in Military English, the authors decided to concentrate on the following aspects:

- the importance of writing at university,
- the significance of writing in the military students' professional careers,
- difficulties in writing,
- obstacles encountered during the 6001 STANAG exam.

To start with, when it comes to the importance of writing skills during the cadets' studies, the authors obtained the following results:

- 100% of the second-year cadets found writing very significant,
- 79% of the third-year cadets found writing important,
- 58% of the fourth-year cadets shared the view that writing ought to be treated as a significant language skill.

Those respondents who perceived writing as an essential skill (in total: 79%) maintained that they needed this skill in order to pass exams,

write reports concerning their missions abroad, make their future careers easier, use writing at work, write reports and other documents, and even get promoted. Furthermore, some of the cadets pinpointed that writing is the main form of indirect contact, and it is a very useful skill that should be possessed by any professional officer serving in the army. Those who did not consider writing important (in total: 16%) claimed that they would always use the Internet, which means that English would probably not be treated as necessary at work.

When it comes to the importance of writing skills in the respondents' professional careers, the following results were obtained:

· 92% of the second-year cadets found writing very significant,

· 71% of the third-year students found writing important,

· 33% of the fourth-year students shared the view that writing was significant.

It should also be stressed out that 33% of the fourth-year students could not decide on the most appropriate answer, and this seemed to be connected with the fact that the most experienced cadets were already aware of the importance of military writing (in total: 66% of all of the respondents), which was mainly applied when cooperating with foreign countries and NATO armies, communicating with foreign soldiers and writing reports. The other respondents pinpointed that military writing made it easier for them to perform their duties, and Polish soldiers ought to be able to communicate with NATO soldiers and thus follow the requirements issued by this international organisation. However, some of the respondents maintained that writing was not significant for them since they could use the Internet, which then diminished the role of English at their work. Additionally, their friends did not use English in their working environment.

In the following part of this survey, the respondents were asked to express their opinions regarding two specific aspects of the texts that

are practiced during their Military English classes, i.e. their difficulty and importance in the professional career. As a corollary, when it comes to the issue of difficulty, the following results were obtained:

- 'personal e-mail' – not difficult for 82% of all of the respondents,
- 'routine letter of inquiry' – not difficult for 55% of all of the respondents,
- 'routine letter of complaint' – not difficult for 55% of all of the respondents,
- 'routine letter of application' – not difficult for 47% of all of the respondents,
- 'assessment report' – not difficult for 48% of all of the respondents,
- 'incident report' – not difficult for 47% of all of the respondents.

As far as usefulness is concerned, the results were as follows:

- 'personal e-mail' – important for 68% of all of the respondents,
- 'routine letter of inquiry' – important for 92% of all of the respondents,
- 'routine letter of complaint' – important for 58% of all of the respondents,
- 'routine letter of application' – important for 58% of all of the respondents,
- 'assessment report' – important for 79% of all of the respondents,
- 'incident report' – important for 66% of all of the respondents.

On the basis of the results presented above, the authors concluded that the respondents perceived 'routine letters of inquiry' and 'assessment reports' as the most useful military texts in their professional careers. It is therefore an important piece of feedback for teachers because military students are much more aware of what might be necessary in their future work.

The following question of the presented survey concerned the most common obstacles faced by the cadets when dealing with Military English writing. The results were as follows:

· 42% of the second-year cadets faced no difficulties when dealing with Military English writing; however, 25% of them could not decide,

· 86% of the third-year students faced no problems,

· 75% of the fourth-year students shared the view that writing was not problematic.

Those who found writing difficult maintained that their problems arose from a lack of vocabulary and ideas as well as difficulties with grammar. However, according to the respondents, various solutions ought to be taken into consideration in order to deal with the potential obstacles, and these were ready-to-use expressions or phrases and parts of compositions, to be learnt by heart.

Another issue investigated in the survey focused on the difficulties encountered by the respondents when taking the STANAG 6001 writing examination. As a corollary, the subjects mentioned such examples of obstacles as general vocabulary, military vocabulary, grammar, time-limits and types of tasks. When it comes to details, the results were as follows:

· 'general vocabulary', selected by 26% of all of the respondents (second-year – 33%, third-year – 0,1%, fourth year – 42%),

· 'military vocabulary', selected by 47% of all of the subjects (second-year – 67%, third-year – 21%, fourth year – 58%),

· 'grammar', selected by 34% of all of the respondents (second--year – 50%, third-year – 36%, fourth year – 17%),

· 'time-limits', indicated by 0,1% of all of the subjects (second--year – none, third-year – 0,1%, fourth year – 17%),

· 'types of tasks', indicated by 0,1% of all of the participants (second-year – 25%, third-year – 0,1%, fourth year – 0%).

On the basis of the above-mentioned data, the authors concluded that general vocabulary, military vocabulary and grammar posed major difficulties. This piece of information seems to be of particular significance, as it may help substantially when attempting to overcome students' language difficulties and thus aiming to master their writing skills.

Finally, in order to obtain a much wider and therefore complete picture of the outcome of this study, individual results of all the participants have been presented below:

Table 3. Individual results of the participants

Subject	Year of study	Importance of writing during studies	reason	Importance of writing in my future job	reason	Importance of types of composition in my future job: a) private email b) letter of enquiry c) letter of complaint d) letter of application e) assessment report f) incident report	I have problems with writing in Military English	What problems? What could help you to solve them?	Assessment of difficulty of types of composition: a) private email b) letter of enquiry c) letter of complaint d) letter of application e) assessment report f) incident report	When taking Writing STANAG Exam I had problems with
1	2	important	To pass English	important	It will be my base language	a) important b) important c) important d) important e) important f) important	do not know	I have problems with grammar	a) difficult b) difficult c) difficult d) difficult e) difficult f) difficult	grammar
2	2	important	To communicate with soldiers from other countries	important	I would like to go on mission abroad	a) important b) important c) important d) important e) important f) important	do not know	More military vocabulary	a) not difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Vocabulary military vocabulary grammar
3	2	important	It results from close cooperation with other countries	important	It results from NATO	a) not important b) important c) do not know d) important e) important f) important	I do not agree		a) not difficult b) not difficult c) not difficult d) do not know e) not difficult f) not difficult	

4	2	important		important		a) important b) important c) not important d) not important e) important f) important	I rather disagree		a) not difficult b) not difficult c) not difficult d) difficult e) not difficult f) difficult	Military vocabulary type of task
5	2	important	These days English is very important and I like this language a lot	important	Maybe I will use it at work	a) important b) important c) important d) important e) important f) important	I rather disagree	Learn a lot of vocabulary and phrases	a) not difficult b) not difficult c) difficult d) difficult e) not difficult f) not difficult	Vocabulary military vocabulary
6	2	important	Documentation in the army is the most important	important		a) important b) important c) important d) important e) important f) important	I rather disagree	I do not have problems but I could be better at writing	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	
7	2	important	It is a very useful skill	important	It is a very useful skill	a) important b) important c) important d) important e) important f) important	I do not know	Write more	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	Vocabulary military vocabulary grammar
8	2	important	To pass exams	Not important	Majority will work in Poland and will not have contacts with foreign allies	a) important b) important c) important d) important e) important f) not important	I rather agree	Poor knowledge of military vocabulary	a) not difficult b) difficult c) not difficult d) difficult e) difficult f) difficult	Military vocabulary

Adam **Świątek**, Magdalena **Braszczyńska**

#	No.		Statement A		Statement B	Importance	Agreement	Problems	Difficulty	Type of task
9	2	important	Every soldier should know English	important	Every soldier should know English	a) important b) important c) important d) important e) important f) important	I rather agree	I have problems with grammar and thinking up problems to write about. Model compositions and model problems (paragraphs) will be useful	a) not difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Type of task
10	2	important	I will use it at work	important	Poland is a member of NATO and it is very important to communicate with our allies	a) important b) important c) important d) important e) important f) important	I rather disagree	Ignorance of some words	a) not difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Military vocabulary grammar
11	2	important	Maybe I will have to fill in the documents in English	important	I will have to write reports and other documents	a) not important b) important c) not important d) important e) important f) important	I rather agree	Grammar mistakes, incorrect forms	a) not difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Military vocabulary grammar type of task
12	2	important	This vocabulary may be useful in the future	important	It is possible that I will have to contact sb from abroad	a) not important b) important c) important d) not important e) important f) important	I strongly agree	More practice	a) not difficult b) not difficult c) difficult d) difficult e) difficult f) difficult	Vocabulary military vocabulary grammar
13	3	important	It may be useful at work in the army	important	It may be useful at work in the army	a) important b) important c) important d) important e) important f) important	I strongly disagree		a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	

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14	3	Not important	Speaking is more important, I can use the Internet when I have problems	Not important	Speaking is more important, I can use the Internet when I have problems	a) important b) important c) not important d) not important e) important f) not important	I rather disagree	vocabulary	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	Military vocabulary
15	3	important		important		a) important b) important c) important d) important e) important f) important	I do not know	Writing more compositions together with a teacher	a) difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Vocabulary military vocabulary grammar
16	3	Not important	We speak mainly	Not important	We speak mainly	a) do not know b) important c) important d) not important e) important f) important	I rather agree	I do not know	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	
17	3	Not important	I can always use the Internet or literature when I need to write	I do not know	It was not explained why we need it exactly	a) not important b) not important c) not important d) not important e) not important f) not important	I strongly disagree	Focus more on unassisted work	a) I do not know b) I do not know c) I do not know d) I do not know e) I do not know f) I do not know	grammar
18	3	important	Because of STANAG	important	To google problems	a) important b) important c) important d) not important e) I do not know f) not important	I strongly disagree	netflix	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	grammar

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19	3	important	My specialisation includes dealing with American equipment	important	I may need it in the future when cooperating with NATO armies	a) I do not know b) important c) important d) not important e) I do not know f) I do not know	I rather disagree	I can not think up stories, concocting is a problem	a) not difficult b) difficult c) I do not know d) difficult e) not difficult f) not difficult	time-limit
20	3	important	It is a basic form of non-direct passing information. It is important to develop it.	important	Because of a large number of potential missions, exercises, trainings abroad	a) important b) important c) not important d) important e) important f) important	I strongly disagree		a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	grammar
21	3	important	It will be a useful skill during my career	important	To write reports	a) important b) important c) not important d) important e) important f) important	I rather disagree	consorting	a) not difficult b) difficult c) difficult d) difficult e) difficult f) not difficult	Misunderstanding a task
22	3	important	To pass exams	important	Cooperation with foreign countries	a) important b) important c) important d) important e) important f) important	I rather disagree	Broader knowledge of vocabulary	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	Military vocabulary
23	3	important	All skills are important	important	Probably I will have to deal with foreign equipment, take part in exercises, trainings	a) important b) important c) not important d) not important e) important f) important	I strongly disagree		a) not difficult b) difficult c) not difficult d) not difficult e) difficult f) difficult	

24	3	important	To submit written reports on missions efficiently	important	I count on missions abroad	a) not important b) important c) important d) important e) important f) important	I rather disagree		a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	grammar
25	3	important	It will make my life easier in the future	important	It will make my career easier	a) important b) important c) important d) not important e) important f) important	I rather disagree	I do not like thinking up stories	a) difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Type of task
26	3	important	It is required when communicating with foreign soldiers	Not important	The majority of the documents will be in Polish	a) not important b) important c) important d) important e) important f) important	I rather disagree		a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	
27	4	important	It will be useful during my career	important	To communicate with foreign countries unproblematically	a) I do not know b) important c) important d) important e) important f) important	I rather disagree	Lack of vocabulary	a) not difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Vocabulary military vocabulary
28	4	important	I may need it at work	Not important	Probably the majority of documents will be in Polish	a) important b) important c) not important d) important e) important f) I do not know	I rather disagree		a) not difficult b) difficult c) not difficult d) not difficult e) difficult f) not difficult	vocabulary

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29	4	I do not know	I doubt if I will have write commands or describe military incidents at work	Not important	I will not serve in the army	a) important b) important c) important d) important e) important f) important	I rather disagree		a) not difficult b) not difficult c) not difficult d) not difficult e) I do not know f) I do not know	Military vocabulary
30	4	important	I may need it during career, but general English will be more important than military	important	I will need writing in military English for sure, but genera; English will be more common, however military English may be also useful	a) not important b) important c) not important d) not important e) important f) not important	I do not know	I need to apply myself more to writing and spend more time on writing because when writing I focus on my handwriting not on grammar, etc.	a) not difficult b) not difficult c) difficult d) not difficult e) difficult f) difficult	Military vocabulary time-limit
31	4	important	It the element required for promotion	important	It is probable that I will have to write a letter or a report in English to my CO	a) I do not know b) important c) not important d) not important e) important f) important	I rather agree	I have problems with grammar. Some courses or individual meetings with a teacher may be helpful	a) not difficult b) not difficult c) not difficult d) not difficult e) difficult f) difficult	Vocabulary grammar
32	4	Not important	Probably I will not need it during my military career	Not important	Reading is more important, because a lot of instructions are written in Polish	a) not important b) not important c) not important d) not important e) not important f) not important	I strongly agree	I do not know	a) difficult b) difficult c) difficult d) difficult e) difficult f) difficult	Grammar time-limit

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33	4	Not important	So far I have not needed writing during service. On the contrary, I have needed speaking, listening and reading.	Not important	My friends have never written anything in English	a) important b) not important c) not important d) not important e) not important f) not important	I rather disagree		a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	Vocabulary military vocabulary
34	4	I do not know	Writing is not important	I do not know	I do not know where I will work	a) important b) important c) I do not know d) not important e) important f) important	I strongly disagree		a) not difficult b) difficult c) difficult d) not difficult e) not difficult f) not difficult	
35	4	Not important	I have not needed it so far	I do not know	It depends on my assignment	a) not important b) important c) important d) not important e) not important f) not important	I rather disagree	More ready-made formulas	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	grammar
36	4	important	Writing reports is very useful during military career	I do not know	I do not know if I will use military English	a) important b) important c) not important d) important e) not important f) not important	I strongly disagree		a) not difficult b) not difficult c) not difficult d) not difficult e) difficult f) difficult	Military vocabulary
37	4	important	I want to be able to write	important	To write, for instance reports	a) important b) important c) important d) important e) important f) important	I rather disagree	Write more	a) not difficult b) not difficult c) not difficult d) not difficult e) not difficult f) not difficult	Military vocabulary

38	4	important	I think that an officer should know military phrases and be able to use them when writing reports or memoranda	I do not know	I think that writing skill will be useful mainly on missions abroad	a) important b) important c) I do not know d) not important e) I do not know f) I do not know	I rather disagree	Lack of vocabulary	a) not difficult b) not difficult c) not difficult d) not difficult e) difficult f) difficult	Military vocabulary

Source: Authors' own elaboration on the basis of the conducted research.

Conclusions and implications

Taking into consideration all the responses concerning the importance of Military English, it seems to be clear that cadets mainly aim to pass the STANAG 6001 examination and thus graduate from the academy and get their commissions. However, what should be emphasised is the fact that numerous military students consider this issue from a broader perspective and thus treat writing as a useful skill itself. Furthermore, for those soldiers who take into consideration various missions abroad, writing plays a significant role in communication and their ability to perform professional duties.

From the authors' point of view, the approach that rules out the possibility of using English at graduates' work is not entirely justified and desirable. First of all, such an attitude may contribute to lower motivation when learning to write effectively. What is more, as military graduates are not decisive in terms of their future assignments, whereas cooperation between the Polish army and NATO members gradually increases, opportunities regarding international encounters and contacts should not be doubted.

When it comes to self-assessment as regards the respondents' writing difficulties, the results obtained in the survey are satisfying, as military students' confidence in their writing skills increases over the course of their studies. The more experience they get, the more self-assured they become. What is more, the authors also assume that the cadets' positive attitude towards this ability influences their willingness to practice it. However, the most qualitative data provide information concerning the students' solutions and expectations regarding their writing problems. As the respondents were mature and experienced learners, they were undoubtedly aware of their language and educational needs, including language learning styles. That is why the respondents'

opinions as regards the possible ways of dealing with writing problems constitute essential pieces of feedback.

Finally, the results obtained by the authors indicate what military students' needs are, and they can be guidelines for military teachers when it comes to the areas that ought to be practiced more intensively. Writing always poses a challenge for students, as it requires extensive application of various elements of students' knowledge, such as grammatical rules, appropriate vocabulary, etc. Only when all of these elements are combined can the target text meet the proper writing standards and thus become coherent and correct. The better the students are prepared to tackle their writing problems, the better their writing performance can be. As a corollary, this might be the fundamental role of Military English teachers, i.e. to equip their students with successful writing strategies, focus on students' needs as regards general and military vocabulary, and grammar practice. In other words, knowing students' writing issues may not only hasten the learning/teaching process but also contribute to the development of students' writing skills.

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