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FACULTY OF LETTERS – DEPARTMENT OF LINGUISTICS
DOMAIN: PHILOLOGY

COSMINA-OANA DR GHICI

**TOPIC: THE EVOLUTION OF MILITARY TERMINOLOGY IN THE UNITED
KINGDOM AND THE UNITED STATES OF AMERICA**

Scientific Coordinator

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PhD THESIS: TABLE OF CONTENTS

CONTENTS.....	5
INTRODUCTION.....	7
I. RESEARCH METHODOLOGY	16
1.1 Research objectives	17
1.2 Research corpus	18
1.3 The predictive dimension. Formulation of working hypotheses	19
1.4 Type of research	20
1.5 Sources of information	21
1.6 Variables construction and the elaboration of research scheme	22
1.7 The choice of methods, techniques and research procedures	24
II. A DIACHRONIC APPROACH TO THE ENGLISH LANGUAGE UP TO THE MODERN ENGLISH PERIOD. CULTURAL AND LINGUISTIC ASPECTS.....	27
2.1 The Old English	30
2.1.1 The Celtic influence	33
2.1.2 The Latin influence	36
2.1.3 The Scandinavian influence	37
2.2 Middle English	40
2.2.1 The Norman Conquest	40
2.2.2 The Early XIII th Century	41
2.2.3 The 1337-1453 period	41
2.2.4 The XV th and XVI th Centuries	43
2.3. Modern English Period – The Appeal to Authority	47
2.3.1 The XVII th and XVIII th centuries.....	47
2.3.2 The XIX th Century.....	54
2.3.3 The XX th Century.....	58
2.4 CONCLUSIONS	60
III. THE SYNCHRONIC APPROACH – THEORETICAL FOUNDATION.....	63
3.1 General Features – Synchrony vs. Diachrony.....	63
3.2 Diachrony in Synchrony.....	69
3.2.1 Theoretical implications.....	69
3.2.2 Practical implications.....	70
3.3 CONCLUSIONS.....	71
IV. TERMINOLOGY ANALYSIS – A CASE STUDY.....	73

4.1	Terminological Analysis Projection.....	73
4.1.1	Terminology. Conceptual framework.....	73
4.1.2	Paradigmatic in terminological analysis.....	74
4.2	The Role of Military Terminology in Language Dynamics. Case study: <i>British English A to Zed</i>	76
4.2.1	Military terminology and military slang in relation to language.....	76
4.2.2	<i>British English A to Zed</i> : relations between British English and military British English.....	80
4.2.3	Sources of change.....	86
4.2.4	British slang.....	92
4.3	Comparative Analysis of British and American Military Terminology.....	96
4.3.1	British Military Terminology Handbook.....	96
4.3.2	American military terminology.....	99
4.3.3	British military terminology.....	109
4.3.4	Tendencies in the two terminological corpora development.....	114
4.3.5	The danger of standardization.....	128
4.3.6	Ways of studying terminologies. Conclusions.....	132
	CONCLUSIONS.....	143
	REFERENCES	151
	Annex no.1	160
	Annex no.2.....	178
	Annex no.3.....	192
	Annex no.4.....	208

KEY WORDS

Terminology, military terminology, terminological corpora analysis, specialized terminology, lexicological and terminological units, english language, language development, language standardization, NATO standardization agreements, lexicology versus terminology, linguistic analysis, linguistic change, social and cultural changes, diachronic approach, synchronic approach, communicative competence, military slang, jargon, military abbreviations and acronyms, loans and borrowings, joint operations, theatres of operations, military environment,

SYNTHESIS OF PhD THESIS

INTRODUCTION

By the current PhD thesis, *The Evolution of Military Terminology in U.K. and U.S.A.*, we intend to contribute to a better understanding of how language functions in different geographic combat areas, especially in U.K. and the U.S.A. It can be also a good tool of better learning and understanding the English for military purposes. An important challenge for addressing the impact of warfare and military terminology on the English language is one of scope. Military terminology is very flexible, with a great amount of meaning migration. Different military groups and different wars are usually characterized by particular vocabularies. Thus, military terminology infiltrates the language of civilians, too and it is also impacted by a number of specialized civilian vocabularies. More, plenty of terms enter military terminology, picturing realities of a certain period or moment in time and space. Both diachronic and synchronic approaches are useful and when it comes to the study of a certain term, be it military or not.

Our aim was to focus on few directions, first of all to encompass the following structure: an analysis of identical military terms: British terms taken over by American language, with no modifications, and an analysis of new terms of American or British origin, imposed on the new territory, on the basis of standard conventions. Further, our study will focus on a designed comparative analysis, regarding different terms, *i.e.*: terms that developed differently on the two territories that emerged after the American military terminology corpus junction to the British one (the result being a different origin: *i.e. axe vs. tomahawk* etc.), and, as a consequence, due to the influence after separation, each of the two corpora can be seen with relevant changes.

Our next concern was to explain theoretically subtle differences in terms of lexicology and terminology and to explain practically in terms of the projected object of the analysis, the above mentioned terminological corpora. By focusing on the common language entries through the military gate, we thought it useful taking into account some previous studies on language changes at semantic level, particularly with respect to the composition of new lexicological / terminological units, namely in terms of associated functions (with their corresponding parts of speech). Within the same study, we also brought into discussion the structure of the collection of slang terms. We have compared it, on the same analytical lines with the Algeo's standard study of linguistic corpus and military structure through common language, being aware that the study is only the starting point in the intended research. We brought into discussion these relations compared to the current and official dictionary of U.S. military terms, JP 1-02 on the one hand and the military corpus from Schur's dictionary and of James' dictionary of military terms, on the other hand.

CHAPTER I. RESEARCH METHODOLOGY

To identify how military terminology has evolved in the U.S. and the U.K. we have called for a multiple phase research, mainly qualitative, restricted in terms of number of elements studied. Qualitative research

in the field of cultural phenomena is recommended once the interpretation of social, invisible, intangible and indirect phenomena is intended. The choice of qualitative methods is the happy coincidence of the nature of the problem to be studied and of the researcher preference. The way to gather information is by studying documents / artifacts, a method of indirect observation through which the lack of information possible to pick directly from the source is filled in. Another way of immersion into the military terminology configuration evolution issue is that of linguistic analysis. Most of these research methods are qualitative or mixed types, qualitative-quantitative, assuming to a lesser extent an anchor into statistical studies.

1.1 Research objectives. The first chapter comes to accomplish the methodological organization. Thus, the research goals (general and specific), the purpose of the present inquiry and its implications are highlighted. The main goal of research in the first chapter is **to identify the particularities of the evolution of military terminology in English, within the British and the North American cultural environment, with respect to its usage in combat zones and to specifically elaborate it, within the mentioned field and providing a pertinent solution to standardize military terminology so as to be understood by all non-native military users.** Consequently, we propose the following specific objectives: **a.** to present the general aspects of the terms and specialized terminology and explain the concepts of "military term" and "military terminology"; **b)** to study the origins of English language, from the oldest existing evidence up to the modern English period.

1.2. Research corpus. The research corpus comprises the following documents: **1.** *A New and Enlarged Military Dictionary or Alphabetical Explanation of Technical Terms* containing, among other matter, *A Succinct Account of the Differences of the Different Systems of Fortification, Tactics, &c.* (James, 1802); **2.** The lexicons "U.S. military terms and definitions with British equivalent terms", "British Military Terms with U.S. Equivalents" and "Royal Air Force Terms" from *British Military Terminology (BMT, 1943)*; **3.** *British English A to Zed* (Schur, 1983/2001); **4.** *Probert Encyclopaedia. Slang Dictionary* (Probert & Probert, 1993); **5.** *War Slang. American Fighting Words and Phrases Since the Civil War* (Dickson, 1994/2004); **6.** *FUBAR Soldier Slang of World War II* (Rottman, 2007); **7.** The Joint Publication 1-02, *Department of Defense Dictionary of Military and Associated Terms* (JP1-02, 2013).

1.3. The predictive dimension. Formulation of working hypotheses. the marking of the working hypotheses is missing, as, during the application of quantitative methods (in our case, of interview), that who applies them must be able "*to pursue unforeseen leads and to work out and explore new hypotheses concerning the phenomenon under investigation, thereby going beyond the original formulation of the problem*" (Corbetta, 2003:283). In the present case of a more qualitative research, it is not necessary to predict the results obtained by formulating hypotheses, but possibly, a configuration of the theoretical framework regarding the size of the project design is necessary.

1.4. Type of research. We designed as a method of research the study of documents, *i.e.* **indirect mixed observation** (with a predominantly external character but with a **participatory note**, too, given the direct experience with the British civilization). In terms of linguistic typology of research methods, once it's intended to make an adequate description and interpretation suitable in case of paradigmatic organization, a modern mixed methodology was used, established on **structural foundation**, involving **functional analysis**, focused on the paradigmatic dimension, *i.e.* on what is relevant for achieving language communicative function, namely on **distributional analysis** (mainly aiming at syntagmatic dimension, but also useful in interpreting paradigms), and which presupposes the study of relationships in terms of language distribution – its property to appear in different contexts and neighborhood areas. From the interpretive perspective, the appeal to hermeneutics of reductive type is justified, particularly to **structural hermeneutics**.

1.5. Sources of information. The sources of information for this research are the documents: dictionaries, treatises, history encyclopedias, literary works, articles, reviews, researches, news reports, etc., and artifacts that provide information on the form of morphological units that bear meaning, as constituent elements of military terminology in Anglo-Saxon area. To these, we added certain dictionaries: James (1802), *BMT* (1943), Schur (1983/2001), Probert & Probert (1993), Dickson (1994/2004), Rottman (2007) and JP 1-02 (2013) that are bibliographical sources directly used in the present analysis, all the other documents: treaties, encyclopedias etc. represent instruments that have

contributed to the foundation of this research theoretical support. To these, internal documents of standardization are added, teaching material issued by Defense Language Institute / English Language Center (DLIELC) from Lackland (TX) Air Force Base.

1.6. Variables construction and the elaboration of descriptive research scheme. The research scheme encompasses the following techniques: a. language, defined as a system of signs and rules of using them, specific to a human community, historically organized, characterized by proper phonetic, grammatical and lexical structures; b. linguistics; c. synchronic linguistics; d. diachronic linguistics; e. Terminology. Each and everyone plays an important role in shaping the phenomenon of communication through English of combatants in allied troupes within a combat zone. These variables can be applied according to the social-cultural and historical background of each nation and to the special features every tradition acquired through the ages.

1.7. The choice of methods, techniques and research procedures. Starting from the theoretical level of research towards the empirical level, we may generally outline a single methodological direction. This regards gathering (and implicitly modelling) information through appeal to quality cross / cvasi-experimental methods. Regarding the research tools and the exact procedure, the projection methodology is the following: **a.** the identification of military terminological interference with the general lexis, more precisely, of the military terminology role in current language dynamics through a case study concerning British military terms that entered the general lexis, having as a working tool with the instrument *British English A to Zed* (Schur, 1983/2001); for this case study we used as a reference analysis instrument the study of the American linguist John Algeo (1980), respectively, Probert&Probert (1993) military jargon dictionary; **b.** the study of socio-terminological differences regarding American military terminology in relation to American and British reference environments, by appealing to different lexicons. In addition to these tools other dictionaries have been used, intended only to support / confirm certain assumptions in relation to the conclusions drawn from the study, such as: *American Language Course for Language Training Purposes Only*, G95S2 *Glossary of Acronyms and Abbreviations*, G95S2FT (1988), *War Slang. American Fighting Words and Phrases Since the Civil War* (Dickson, 1994/2004) sau *FUBAR Soldier Slang of World War II* (Rottman, 2007).

CHAPTER II. DIACHRONIC APPROACH TO THE ENGLISH LANGUAGE UP TO MODERN ENGLISH PERIOD. CULTURAL AND LINGUISTIC ASPECTS

The diachronic perspective approach in our study is fundamental, because, naturally, a language is learned not to use signs and the relations between signs properly but to actually create into that particular language. Therefore, we don't not learn what we already know but the language opportunities, what may be developed, what potentially can be said. So, understanding the diachronic development of English in general, and of military terminology in particular, should be considered in accordance with the possibilities of this terminology development and, possibly, of convergences into an idiom or into a specialized language, unanimously acquired within a political and military alliance.

2.1 The Old English Period was known as a period of with full inflections and a very complicated language found in manuscripts of the time. It includes plenty of terms related to the military field. English language borrowed words from almost all Indo-European languages it came into contact with. In time, it changed substantially, the main feature of it being the loss of inflections (the loss of endings and word alterations) that characterized many Indo-European languages. Three main foreign influences have been identified by researchers in the evolution of English language, developed in three subchapters, as follows: 2.1.1 The Celtic influence; 2.1.2 the Latin influence; 2.1.3 the Scandinavian influence. Old English words form the foundation of modern and contemporary English, being widely represented in the basic word stock. Most of the Old English words belonging to the basic word stock have preserved their original meanings, while developing new meanings in course of time. They do not

mean quite the same thing as their present-day English, which leads our study to the field of semantics, term derived from the Greek “semantikos” that means significant which highlights all levels of language.

2.2 The Middle English Period Middle English (from 1150 to 1500) was a period of many historical events, where changes in sounds, meaning and word stock occurred. Loanwords entered the language, many English words being replaced by French ones, many being from the military field. We have dealt here with certain significant moments in history that brought changes in language. Therefore, we divided them into the following subchapters: 2.2.1 The Norman Conquest; 2.2.2 The early XIIIth century; 2.2.3 The 1337-1453 period; 2.2.4 The XVth and XVIth centuries. Throughout this period the influence of social and cultural changes has a major impact on language evolution, especially when it comes to vocabulary and meaning. As society evolves, new concepts and things appear that need new names (objects, institutions, values, attitudes and mechanics: *steam, engine, aircraft*). Due to the world rapid but also constant changing, plenty of terms insensibly change their meaning. Furthermore, the permanent contact with different persons who use different speeches from our own way, affect pronunciation, vocabulary and grammar. Thus, social change modifies the speech.

2.3 The Modern English Period. The Appeal to Authority is the moment referred to as Modern English Period. Colonization of new territories by the newly United Kingdom of Great Britain spread English to the far corners of the globe and brought cargoes of still more loanwords from those remote places. Therefore, English began to develop its major world dialectal kinds, some of which would later on develop into national standards for the brand new independent colonies. This chapter is also divided into the following subchapters: 2.3.1 The XVIIth and XVIIIth centuries; 2.3.2 The XIXth century; 2.3.3 The XXth century. Starting from its origin as a language spoken by the Anglo Saxons who were not highly 'civilized' compared with the Romans, the language has developed into what it is now, an important language of science, the Internet and more other fields of interest. By the XXIst century, as the language of international business, science, and popular culture, English has become the most important language on Earth. As for the history of English language, it is the record of how its patterns and rules have changed over the centuries. But, American language holds supremacy in the military environment, being the language of military treaties, of general orders and of regulations. The U.S Army took part in all major conflicts starting with the Revolution and continuing with the War of 1812, The Mexican War, the Civil War, the Indian Wars, the Spanish-American War, World War I, World War II, the war in Korea, Vietnam, the Gulf Wars and the Iraq War.

Warfare and the military have greatly impacted the English language throughout centuries. The military language and terminology are very productive as it's a language built during crisis situations, each and every crisis creating in turns a certain proper vocabulary and terminology. However, efficient communication is essential to effective team coordination in times of crisis or conflict. Thus, the use of specialized military terms with a certain specific meanings is essential to accurate communication and also helps to keep the messages short and precise, which is essential in difficult situations.

CHAPTER III. THE SYNCHRONIC APPROACH – THEORETICAL FOUNDATION

English is a language with two different varieties: British and American. In linguistics, the synchronic analysis is one that deals with a certain point in time. It usually analyzes the present period. At the opposite pole, the diachronic approach is concerned with research in terms of developments through time. It is by all means the main concern of historical linguistics but most other branches of linguistics are concerned with some form of synchronic analysis, too. This chapter is organized in two subchapters followed by conclusions. The first subchapter, entitled **General features – Synchrony vs. Diachrony**, deals with the definitions of the two concepts and, mainly, with the differences between them. Thus, if an approach, phenomenon or activity is described as "synchronic" it means it isn't affected by past and future, and that it simply focuses on a specific point in time. If an approach, phenomenon or activity is described as "diachronic", on the other hand, it means that such approach, phenomenon or activity

focuses on an evolution of some kind through time. Historical linguistics is an example of diachronic analysis, because it studies languages through the course of their evolution. Synchronic and diachronic converge in one point happens when the synchronous system (operation of) is found within the diachronic norm. When approaching language diachronically, we have to consider language diversity, that is: language and culture, environment and last, but not least, context. It very much depends on the society where that particular language is spoken. The second subchapter, called **Diachrony in Synchrony**, analyses the relation between the two concepts, being synthetically viewed as an evolution of language and its research, also known as "diachrony in synchrony". In conclusion, this way of looking at synchrony-diachrony relation, has both theoretical and practical implications. The foundation of diachronic construction does not change in case of diachrony in synchrony. More, it retains the character of "succession of systems". The system remains in the foreground but the structure involves a different way to understand the synchrony and the system, the fundamental principle which applies in this case being the recognition of the system dynamic character. Out of this perspective and taking into account this approach, it is to underline that the linguistic structure always contains all points or stable areas together with unstable points or areas. Our study focuses on highlighting particular discontinuities (diachrony in synchrony) and not on linguistic continuum analysis (diachrony). In the proper linguistic research, the pure synchronic perspective is impossible to achieve. Dictionaries, thesauri, glossaries, etc. carry the diachronic development, too, just as the colloquial language used in informal everyday discussions, consider the inter-and trans-cultural relationships established in time between different types of linguistic codes.

CHAPTER IV. TERMINOLOGY ANALYSIS – A CASE STUDY

The approach to military terms, so as to be known, understood and analyzed, should be primarily done from linguistic perspective. Starting from this assumption, we have organized the present chapter in 3 main subchapters as follows: **4.1 Terminological Analysis Projection; 4.2 The Role of Military Terminology in Language Dynamics. Case study: British English A to Zed; 4.3 Comparative Analysis of British and American Military Terminology.**

This chapter, the most important one, both from the projective point of view, with the intention to compare the differences between the two terminologies, but in the same time being the most extensive, as well, covering almost half of the whole thesis construct, aims to explain theoretically subtle differences in terms of lexicology and terminology and to explain practically in terms of the projected object of the analysis, the above mentioned terminological corpora. Starting from a projection of terminology analysis, from a conceptual clarification of working apparatus and from the necessity to focus on the paradigmatic dimension of particularized linguistic code, represented by military English terminology, be it British or American, Chapter IV achieves its analytical objectives, starting with subchapter 2, which deals with "The role of military terminology in language dynamics. Case study: *British English A to Zed*" (Schur). In this subchapter there are separately analyzed the links created between particular terminological corpora and natural language, between terminological corpora and linguistic pragmatics, placed under the light of a broader concept: military language. Once the comparison is made and the evolution of British and American military terminology trends identified, implicitly, an emphasis on analytical ways to study and acquire them has been done, within the limits of a wider framework of application, which we have initially started with: military language, assuming both military terminology and slang. By comparing the results obtained from the analysis of the terminological corpora with those obtained from the analysis of slang terms, a general direction of the development of military language can be drawn, meaning both terminology and slang, which implies that the main directions of orienting the efforts to acquire it can be drawn.

CONCLUSIONS AND PROPOSALS

The PhD thesis entitled “*The evolution of military terminology in the United Kingdom and the United States of America*” contributes substantially to configure a theoretical and analytical framework in the field of knowledge and understanding of how British and American military terminological corpora have modified and evolved. In addition, it contributes to putting together a projective framework regarding the closeness to these corpora, their effective learning and rational use. For this we used the identification of theoretical reference elements and their systematic and coherent approach, many of these being the new element in the landscape of Romanian literature, as well as the directions of effort related to adjoining analytical projection.

The present PhD thesis is a corollary of research undertaken over many years in my double specialization, both as an officer and university professor, teaching English language for military purposes. The most important personal contributions are:

- configuring a complex theoretical framework in dealing with military terminology;
- achieving a unique methodological projection in the comparative terminological analysis;
- adapting theoretical studies that have not yet entered Romanian specialized literature;
- using some research tools, flexible to an environment that is difficult to study;
- updating the models of training / development of language competence for military personnel in accordance with the directions of study for the two military terminological corpora.

This study needs to be continued either by another research project in the doctoral or post-doctoral studies or by launching a research project by a team of teachers / researchers in linguistic sciences, communication and military sciences. The limitations are related to the absence of a British military terminological study corpus, comprehensive and current, which can be analytically weighed with the similar document drafted by the American Military Department of Defense, JP 1-02. From a simplified and not reductionist perspective, noting that we have got answers to the research questions, that, to a great extent the hypotheses research were confirmed and that the objectives of the study were met, we consider that the thesis "" *The evolution of military terminology in the United Kingdom and the United States of America* "" may represent an important work in relation to the topic that determined the beginning of this research.

CURRICULUM VITAE

COSMINA-OANA DR GHICI

Work experience

Dates	July 2010 onwards
Occupation or position held	Captain TA – Teaching Assistant of English language
Main activities and responsibilities	Teaching General and Military English
Name and address of employer	“Henri Coand ” Air Force Academy of Bra ov, 160, Mihai Viteazu St., Bra ov, Romania
Type of business or sector	Higher Education
Dates	December 2004 – July 2010
Occupation or position held	Officer
Main activities and responsibilities	Security
Name and address of employer	“Henri Coand ” Air Force Academy of Bra ov, 160, Mihai Viteazu St., Bra ov, Romania
Type of business or sector	Military Security
Dates	2001 – 2004
Occupation or position held	Teaching Assistant of English language
Main activities and responsibilities	Teaching General and Business English
Name and address of employer	“Sextil Pu cariu” University of Bra ov, 33, Post varului St., Bra ov, Romania
Type of business or sector	Higher Education

Education and training

Dates	2010 onwards
Title of qualification awarded	Ph.D. Student
Principal subjects/occupational skills covered	Thesis Title: ‘ <i>The Evolution of Military Terminology in the U.K and the U.S.A</i> ’, Interdisciplinary Research that contributes to a better teaching and learning of the English military terms
Name and type of organisation providing education and training	Babe -Bolyai University, Cluj-Napoca, Romania
Level in national or international classification	ISCED 5
Dates	2008 – 2010
Title of qualification awarded	M.A. Degree
Principal subjects/occupational skills covered	International Relations and Security Systems
Name and type of organisation providing education and training	“Lucian Blaga” University, Faculty of Law, Sibiu, Romania
Level in national or international classification	Post Graduate
Dates	02 October – 24 November 2006
Title of qualification awarded	Training Certificate
Principal subjects/occupational skills covered	Military NATO Terminology Course
Name and type of organisation providing education and training	“Carol I” National University of Defence, Department of Foreign Languages, Bucharest

Dates	2002 – 2004
Title of qualification awarded	M.A. Degree
Principal subjects/occupational skills covered	Theory and Practice of Translation. English Language
Name and type of organisation providing education and training	“Lucian Blaga” University of Sibiu, Faculty of Letters and Arts
Level in national or international classification	Post Graduate
Dates	1997 – 2001
Title of qualification awarded	B.A. Degree and English Interpreter and Translator Certificate issued by the Ministry of Justice (licence no. 8523)
Principal subjects/occupational skills covered	Philology, English-Romanian specialization
Name and type of organisation providing education and training	“Lucian Blaga” University, Faculty of Letters, History and Journalism, Sibiu, Romania
Level in national or international classification	Graduate

Personal skills and competences

Mother tongue(s) **Romanian**

Other language(s)

Self-assessment

European level (*)

English

French

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user
B1	Independent user	B2	Independent user	B1	Independent user	B1	Independent user	B1	Independent user

(*) [Common European Framework of Reference for Languages](#)

Social skills and competences

- Team work: I have worked in various types of teams, from research teams to multinational groups. In 2002, I was in Ukraine with a team of students and teachers and we worked in teams at the Management Faculty of Dnepropetrovsk. I also attended International Conferences where I worked in teams at elaborating the scientific papers, too
- good ability to interact in multicultural environments, both formal and informal, gained through my training/travelling experience abroad and through getting into contact with students, teachers and military personnel of different nationalities;

Organisational skills and competences

Computer skills and competences

- leadership (presently responsible for a group of more than 10 adult learners);
- Competent with most Microsoft Office suite; - good internet research skills.

Driving licence

B Category